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A STUDY CONSTRUCTING A PROFILE AND DETERMINING

THE NEEDS OF A SCHOOL DROPOUT

(TITLE)

BY

Sue Fleming

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 590

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CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

5-11-67
DATE


/ ADVISER

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DEPARTMENT HEAD

PREFACE

The reasons for making this study of school dropouts are to construct a profile of the dropout by utilizing case studies and a survey of factors conducive to withdrawal at higher levels of education, and to become more aware of the unfulfilled needs of the students in order to ascertain what preventive measures should be and could be employed.

The author wishes to acknowledge the assistance she has received from the administrators and faculties in Jasper, Coles, and Snelby counties.

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CHAPTER I

A DISCUSSION OF THE DROPOUT AS AN EDUCATIONAL, SOCIAL, AND ECONOMIC PROBLEM

One of the most pressing and urgent problems confronting the American educational system is the frequency and number of students that are terminating their education before completion and seeking the adult world of work, ill-prepared and inadequately educated. They are constantly running away from work half done and from school half completed. These are student dropouts who are truly "fugitives of failure." The term "dropout"¹ is used most often to designate these elementary and secondary school pupils who have been in membership during the regular school term and who withdraw from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of school work. It is also necessary to take into consideration the "move-out" student--the one who for various reasons leaves the

¹"The Dropout", Chronicle Guidance Publications, Inc., Moravia, New York, 1963-64. Reprinted by permission from the May, 1963 issue of School Life.

community and moves to another, never resuming his status as a student. This is a difficult factor to analyze as there are few statistics concerning the "move-out."

Approximately forty percent of American youth do not complete their high school education despite significant gains in the quantity and quality of free public schools since the turn of the twentieth century. During the same period the age for entry into permanent vocations has increased to approximately eighteen years. The resulting gap of two to three years in the lives of the students who leave school before graduation has serious effects upon the personal, social, and vocational adjustment of the individuals concerned as well as for the nation.

In Illinois a study of the dropout population has resulted in the development of programs for schools to use in identifying and holding dropouts.² The study, initiated in 1960, reached back to cover persons who should have graduated from high school in 1959 but who left school before graduation. The population selected for study was 11,266 persons who were actually enrolled in high schools. The 83 districts participating included approximately fifteen per cent of all Illinois districts operating a high school, and accounts for approximately fifteen percent of all the public high school students in the State. The findings showed 2,723 (24.3 per cent) of the persons had dropped out before graduation. Because this study did not count these persons who had dropped out before high school, the percentage is lower than the estimated dropout rate for Illinois.

²Ibid.

The findings fell into two major categories. The first included data on factors which seem to predispose children to dropping out of school. Findings showed three factors to be particularly influential: A low academic aptitude, a slow rate of emotional and social development, and lack of parental interest in education. The second included data on the kind of response the dropouts made to school. This response was measured by the marks they earned, the extra-class activities in which they had participated, and the relationships they had with teachers and with other pupils. In almost all of these, the dropouts ranked low.

The Illinois State Department of Education worked out procedures and devised instruments for the schools to use in identifying the potential dropout, as a result of the interest aroused throughout the State by the findings in the study. The bulletin prepared contains reproductions of personal data summary sheets and suggested models for research studies to be carried out in both large and small schools-- elementary, junior high, and senior high schools. The bulletin also includes suggestions on the selection of staff, in-service training, equipment, materials, and facilities.

Some investigators have attempted to ascertain to what extent the curricular and extra-curricular needs of the secondary school pupil are not being met, since unmet needs might contribute to the pupil's lack of interest in study. What social factors of the school day contribute to the development of apathy toward a student's continuing in school? How much of the responsibility for dropout in school may be attributed to the community? Further questions posed

by those doing school-leaving reasearch are: What are the personality characteristics that differentiate the low-ability dropout from the low-ability graduate? And, would not special courses for dropouts retrieve some of this manpower loss? Numerous studies have been made regarding the characteristics associated with or which cause school dropouts, and although there is some variation among the findings of some two hundred researchers, all agree that the causes are complex. Withdrawing from school is customarily precipitated by a combination of conditions, situations or experiences, rather than by any single factor,³ and that each student will not likely possess all characteristics as individuals differ, but those they do possess lead to the same ultimate goal--withdrawal from school. Of all the predisposing characteristics the following seem to be the most consistent:

1. Below average intelligence or low academic aptitude.
2. Low socio-economic status, which usually is a direct cause of academic failure and dislike for school.

Among students from the low socio-economic strata there are academic deficiencies, and although the specific nature of these deficiencies have not been clearly set forth, several conditions which specify the characteristics of these students have been generally accepted. They are:

1. Contradictory attitudes toward self and others.
2. Low-level aspiration and motivation concerning academics and academic products.

³E. H. Mellon and Merle B. Karnes, "The School Dropouts," Illinois Education, LII (March, 1964), 297.

3. Low-level academic task orientation and variable levels of general test involvement.
4. Weaknesses in the utilization of abstract symbols and complex language forms to interpret and communicate.
5. Marked social-cultural patterns in their conditions of life which tend to be noncomplementary to traditional standards of academic achievement and social stability; these include hypermobility, family instability, distorted model relationships, economic insufficiency, housing inadequacy, repeated subjection to discriminatory treatment, as well as forced separation from many of the main channels of our society.⁴

These economic encounters and interactions are the crucial issues confronting and influencing a student in the lower social-economic strata in the completion of his education.

Other areas to explore are the high cost of education and lack of adequate material. To a large extent, the concern about such charges in free public education systems is that they may be playing a small, but nevertheless, significant role in forcing students to drop out of school.

It appears that we know more about conditions conducive to and characteristics of the dropout than we do about coping with the problem, but certainly the school environment must give students full stimulation and maximum learning and offer both challenge and response.

⁴David Schreiber, Editor, Guidance and the School Dropouts, (Washington D. C.: National Educational Association Press, 1964), p. 194.

CHAPTER II

ACQUISITION AND ORGANIZATION OF MATERIAL USED IN CONDUCTING THE SURVEY

The study was organized as an effort to construct a profile of the dropout and to produce an increased awareness of the unfulfilled needs of the students in order to ascertain what preventive measures can be employed. In order to obtain a more realistic view of the potential dropout a survey was conducted by distributing questionnaires to fifty teachers, principals, and administrators from eight grade and high school units located in the farming communities of Coles, Shelby, and Jasper counties. The questionnaire included the most often occurring characteristics pertaining to school dropouts as set forth in the various sources researched. (See copy of Appendix A and Appendix B).

The terms "parental factors," "student factors," and "teacher factors" were devised by the author to express her opinion as to the various factors and their descriptive itemizations. The items listed as "parental factors" were those peculiar to the parents, home situations, and standards. Those listed as "student factors" indicated items which related to personal qualities of the student. The items listed under "teacher factors" were those referring specifically to the standards and attitudes of teachers. All items listed under each

of the three factor headings were those found by the author to be the ones occurring most often in the research materials, case studies, and in the personal experience as a teacher. Realizing that other items not listed could be just as valuable toward obtaining increased knowledge of the dropout, the author provided adequate space on the questionnaire and asked those interviewed for any factors they considered important that were not included on the questionnaire.

Schools participating in the survey included eight elementary, junior high, and secondary schools located in Coles, Jasper, and Shelby counties. Ten teachers and one principal were contacted at the Jefferson Junior High in Charleston. At the Ashmore Grade School in Ashmore three teachers and one principal were contacted. Three teachers were contacted at the Rardin Grade School in Rardin. The schools contacted in Shelby county included Stewardson-Strasburg High School in Stewardson where thirteen teachers, one principal, and one superintendent were contacted. At the Strasburg Junior High six teachers and one principal were contacted. Two teachers and one principal were contacted at the St. Paul Lutheran School in Strasburg; and, one teacher and one principal were contacted at the Trinity Lutheran School in Stewardson. At the West Liberty Grade School in Jasper county, four teachers and one principal were contacted.

Whether or not this is a completely accurate survey of opinion of the personnel in this area is somewhat difficult to ascertain as some individuals contacted did not respond to the request for participating in the survey. Thirty-six out of the fifty contacted did, and the author feels that this is a sufficient number to indicate

opinion. And although this is a farming area, the survey indicates the opinions of those participating in the survey agree to a great extent with research material on this subject.

CHAPTER III

DISCUSSION OF RESULTS OF THE SURVEY

This survey utilizes data collected from ten middle-class grade and high school districts located in the farming communities of Coles, Jasper, and Shelby counties and endeavors to determine the principal factors which are the proximate causes of dropouts at higher levels of education. The persons participating in this survey included thirty-six elementary and secondary teachers and administrators. The pertinent questions which the survey attempts to answer include: What children drop out of school? What distinguishes them from those who remain in school? Are teachers responsible in part for these dropouts? Does the fault lie within the school curriculum? Does the home situation and parent-child relationships influence the potential dropout? And if so, to what degree.

In pursuit of answers to the above questions, the author will discuss the reactions of those surveyed in regard to the parental, student, and teacher attitudes and factors relating to each section. The responses to the questionnaires are reported in percentages for each alternative type of answer to each question.

Parental Factors

Fifty-seven per cent of those questioned felt dropouts were contained in the lower economic classes of the population.

Thirty-four percent indicated that social status was of secondary importance, while nine per cent expressed the feeling that social status had no bearing on dropouts. However, large families seemed not to be an element in creating dropouts as forty-six per cent declared this was of little significance, and fifteen per cent stated this had no influence on a student's withdrawal. Twenty-three per cent did indicate, though, the size of family was of considerable significance, and fifteen per cent declared it was of utmost importance.

TABLE I
PARENTAL FACTORS LEADING TO
WITHDRAWAL FROM SCHOOL

	Degrees of Influence			
	Very Much	Some	Little	None
1. Cannot afford the costs of education	53	26	18	
2. Lack of interest in education	57	42		1
3. Low social status	57	34	9	
4. Large families	15	23	46	15
5. Unfavorable environment				
a. Alcoholic parent and/or parents	46	42	11	
b. Broken homes (death, divorce, and/or separation)	52	38		
6. Home training	61	39		

An indicative fifty-three per cent stated that the cost of education greatly deterred many students from completing their education. Twenty-six per cent stated that this factor had some

influence, and only eighteen per cent felt that costs were of little concern. Lack of interest in education on the part of the parents accounted for fifty-seven per cent of those interviewed. Forty-two expressed an indication that this had some influence, while an inconsequential one per cent stated this was of no importance. Sixty-one per cent indicated home training was of utmost significance, and thirty-nine per cent felt this did have some influence.

In regard to an unfavorable environment the alcoholic parent was thought by forty-six per cent of those interviewed to greatly enlarge the dropout rate. Forty-two per cent stated this was influencing factor, but eleven per cent indicated that this was of little consequence. The broken homes factor was attributed by fifty-two per cent as being a major component of dropouts, and thirty-eight per cent indicated it did have some influence.

TABLE II
STUDENT FACTORS LEADING TO
WITHDRAWAL FROM SCHOOL

	Degrees of Influence			
	Very Much	Some	Little	None
1. Intelligence				
a. Above average		15	19	65
b. Average		38	30	30
c. Below average	73	26		
d. Retarded	92		7	
2. Slow rate of social and emotional development				
a. Lacking friendship qualities	42			
b. Lacking leadership characteristics	19	53	26	
c. Aggressive personality	30	26		3
d. Inclined to daydream	26			
e. Lacking ability to work well by self	38	53		
f. Lacking ability to work without excessive supervision	57	42		
g. Lacking ability to work well with others	26	65	7	
h. Easily discouraged	65	26	7	
3. Entering School at an older age		23	42	34
4. Happiness of child	38	50	11	
5. Health of child	7	80	7	

Student Factors

In discussing intelligence, fifteen per cent indicated that above average intelligence carried some influence, nineteen per cent said this had little bearing, and sixty-five per cent indicated it had nothing to do with the dropout rate. Thirty-eight per cent felt the average intelligence had some influence, thirty per cent thought there was little relation between dropouts and intelligence, and thirty per cent indicated there was no relation. A notable seventy-three per cent indicated below average intelligence was a strong influencing factor, while twenty-six per cent felt there was some influence. The largest percentage--ninety-two per cent--felt that the retarded intelligence factor was the most influencing factor. A very small minority of seven per cent stated this had little relation to dropouts.

Reviewing the rate of social and emotional development, forty-two per cent indicated that the lacking of friendship qualities influenced to a greater degree the dropout, nineteen per cent viewed the lacking of leadership characteristics as very important, thirty per cent indicated the aggressive personality affected the withdrawal rate greatly, daydreaming was regarded by twenty-six per cent as of major importance, the lacking of ability to work by oneself was indicated by thirty-eight per cent to be very important, fifty-seven per cent said the lacking of ability to work without excessive supervision was of utmost importance, twenty-six per cent indicated that the lacking of ability to work well with others influenced to a great degree the student, and an overwhelming majority of sixty-five

per cent indicated that being easily discouraged was very important. These above percentages reflected the feeling that each of these above items were of major importance. Fifty-three per cent felt lacking of leadership characteristics as having some influence, and twenty-six per cent indicated it had little to do with the dropout rate. The aggressive personality was stated by twenty-six per cent as being of some importance, and three per cent felt there was no connection. Fifty-three per cent indicated that the lacking of ability to work by oneself had some influence, and seven per cent felt there was little significance. The lacking of ability to work without excessive supervision was viewed by forty-two per cent as having some influence. Sixty-five per cent indicated there was some connection concerning the lacking of ability to work well with others, and seven per cent felt this was of little importance. Twenty-six per cent said being easily discouraged carried some influence, and only seven per cent felt there was little influence.

The entering of school at an older age was viewed by only twenty-three per cent as being important, forty-two per cent felt there was little connection, and thirty-four per cent said definitely there was none. Thirty-eight per cent stated the happiness of the child was of utmost importance, fifty per cent viewed this as having some effect, and eleven per cent said there was little connection. The health of the child was considered by only seven per cent as being very important, eighty per cent believed there was some effect, while seven per cent indicated there was little influence to potential dropouts.

TABLE III
TEACHER FACTORS LEADING TO
WITHDRAWAL FROM SCHOOL

	Degrees of Influence			
	Very Much	Some	Little	None
1. Incompetence	23	38	37	
2. Poor and ill-arranged curricula	23	57	19	
3. Lack of cooperation between parents and teachers (and lack of understanding)	38	42	19	
4. Slack and poorly managed classrooms	15	34	46	3
5. Complete emphasis on academic achievement	25	37	26	
6. Lack of cooperation between student and teachers (and lack of understanding)	37	62		

Teacher Factors

The incompetence of teachers was indicated by twenty-three per cent as having much influence on the student. Thirty-eight per cent stated it had some relation, and thirty-seven per cent said there was little or no connection. The arrangement of the curriculum was viewed by twenty-three per cent as having very much influence, fifty-seven per cent said there was some connection, and nineteen per cent thought there was little relation. The lack of understanding between parents and teachers was seen by thirty-eight per cent as being very important, forty-two per cent felt there was some influence, and nineteen per cent said there was little influence. Fifteen per cent indicated that slack

and poorly managed classrooms influenced to a great extent the dropout level, thirty-four per cent felt this had some influence, forty-six per cent indicated this was of little importance, while three per cent said there was no effect.

A complete emphasis on academic achievement was indicated by twenty-five per cent as being most important, thirty-seven per cent felt there was some importance, and twenty-six per cent said there was little or none. Thirty-seven per cent felt that lack of cooperation between student and teacher was significantly important, and sixty-two per cent indicated there was some influence.

From the preceding case studies, survey, and analysis of the survey, these findings have revealed the following probably causes for the dropout situation.

The personal factors of the student played the most important role. The intellectual ability of the child--below average and retarded--seemed to be the most significant factor, and it is indeed true that most dropouts are of below average intelligence. This being the case, it would seem that the schools are definitely not meeting the needs of the students. Schools must be more than just a paper world in order to give students full stimulation and maximum learning. Children need time to listen, to gaze, to touch, to experience. And in order that students discover how other people work and live, the school environment should offer both challenge and response.

Home training which received sixty-one per cent of the opinions expressed in the survey reflects the influential role of parental factors. The parents should make every effort to assist children from

impoverished families often have difficulty in school because they lack the rudimentary knowledge that most youngsters attain at home. Many have never seen a book, nor held a pencil, nor used scissors to cut paper. Some do not know the names of the colors or even the simplest household objects. When such children enter the first grade they are likely to be either passive and withdrawn or overly aggressive and unruly. They rapidly fall behind their classmates, thus becoming mental dropouts long before they leave school. With these preceding statements, the author is definitely not advocating social climbing as a family goal but is expressing the belief that parents who are too irresponsible to put forth a day's labor to earn an honest dollar are actually encouraging their offspring to discontinue further education. After all, who needs an education to prepare for a future vocation or profession when the government is willing to shoulder this responsibility? This faulty reasoning can lead only to complete subjection to a system that could and would control education to the point where no individual decision would be permitted.

Broken homes, either by death or separation, are shown in the survey analysis as the causes of fifty-two per cent of the dropouts. Orphaned and abandoned children (whether abandoned literally or by ignoring and uncaring parents) reveal misery and a state of low vitality attributed to the lack of love. Therefore, it should be noted that when ANY child gives a big hug and broad smile and receives the same in return, he goes away contented and happy with his "battery" recharged with love and assurance.

CHAPTER IV

PROFILE OF THE POTENTIAL DROPOUT

Group Characteristics

The period of two or three years in the lives of students after they quit school has serious effects upon the personal, social, and vocational adjustment of the individuals concerned as well as the nation. Research has suggested that the dropout is usually one who has contradictory attitudes toward himself and others, with low-level aspirations and motives. Marked social-cultural patterns in his environment tend not to complement traditional standards of academic achievement and social stability. These economic encounters and interactions then are the crucial issues confronting society today in the search for the potential dropout, his problem, and solution.

Following is a profile of the potential dropout, the characteristics listed being those which identify more clearly and which appeared most frequently in the survey and materials researched by the author.

Below average intelligence or low academic aptitude.

Lower intelligence is more characteristic of dropouts than of graduates. Lower rate of mental development makes it impossible for them to keep with the average and do grade-level work as their mental age always lags behind their chronological age.

Low social-economic status. Dropouts tend to come from families of low-socio-economic status more than students who stay in school. Dropouts are frequently members of large families. While financial factors do not necessarily force these youths to leave school, they are sensitive to the fact that they have less money for clothes and extracurricular activities.

Low educational attainment of family. Dropout characteristics of a family show low occupational attainment of parents, step-parents, brothers, sisters, low occupational level of father, early marriages, and high physical mobility of parents. The dropout as a rule has not come from a home or neighborhood environment which places a high value on education, and his parents frequently are not too interested in the child's education.

Negative relationship of family attitudes toward education and school dropout. Almost two-thirds of parents of dropouts have negative or indifferent attitudes toward school and feel that the lack of a high school education would not be detrimental toward earning a living.

School failure and dislike for school. In general, dropouts express a dislike for school. Their attendance is poor, they participate in few extracurricular activities, they feel that teachers are not interested in them and do not like them, they have poor study habits, lack self-confidence and initiative, are irresponsible, and see little relationship between the school curriculum and the world of work.

Case Studies of Three Persons Who Terminated Their Education Before Completion

In illustrating the profile of the school dropout, case studies of three actual school dropouts--known personally by the author--were included. The author feels that the use of the case studies will contribute to a better understanding of the dropout and the conditions that surround him as he reaches the decision to terminate his education before completion.

The potential dropout can often be seen in the lower elementary grades where one can easily observe the child who has an unfortunate home situation and background. These are children who have parents so involved in their own living that they have little or no time for the child or his inquiries. The parents may live in the same house as the child, in other parts of the city or country, or even in foreign countries. The children, if the parents keep them, are left to their own devices and discretions. Other children are left with grand-parents or even persons who are distant relatives. These children usually are not given love and other necessary needs except the clothing and food to sustain life.

A child who lives at home with his parents can often be ignored, although loved. In this situation the parents fail to realize that a child needs to be able to ask questions and discuss ideas and values without parental condemnation. The discipline of the home may be quite severe, with parents insisting upon a rigid and absolute pattern of behavior. Usually the parents do not listen to the child's questions and observations; questions concerning school are accepted, but

a larger portion of the questions are about sex, life, and the emotional and biological development that a child must have to mature. These are generally ignored if not absolutely forbidden. This child never has a willing listener. He may drift into a bad crowd simply because he wants to learn what is not willingly given at home.

On the other hand, the child may not have strict discipline. He is given love and made to feel that he is the most important person in the world. It is instilled in him that he is better than his associates; consequently, his teachers and the school are relegated to an inferior position, existing only as a necessary evil. The parents do not mind where he goes, as long as he returns home. If there is any trouble at school, the parent and/or parents immediately go to school, and instead of listening to the teacher's comments concerning the child and the situation, the parent rejects all criticism. Hence, the child does not learn to accept school discipline, his own responsibilities, and the rights of his peers. The child soon learns that the home opinions are his guidelines and nothing else has any significance.

In another situation the child comes definitely from a broken home. He may be left with people interested only in the monetary gain. Or the child may be shuttled from home to home, and just as he becomes adjusted to one situation the person caring for him--either because the money provided for the child is stopped or because the child becomes too much of a burden--moves him to another home. At times the child finds love, but often this love is not objective.

The foster parents overlook the obvious faults and do not see the faults to come, such as those stemming from lack of discipline and responsibility. This is the factor that makes a child attend school regularly, do his lessons, and have respect for his teachers and other school authorities. If he learns respect for these people, he will have respect for others--his peers, older persons, other governing authorities, and above all, himself. This self respect will sustain him in school and give him the desire to improve himself. He will see that the life he has led can indeed be improved and by staying in school he can better himself and become a productive citizen.

Mary K.

Mary K. was a girl from an upper class home and the older of two children. Her father was employed by an oil company, and the home, although conservatively furnished, reflected expense and refinement. Schooling was a major factor in this home--the importance being made clear when both children were still very young. Mary K. was expected to maintain good grades and in doing so she had to compete with her younger sister. Mary was of above average intelligence, but her sister had a much higher I.Q., and to gain the parents' favor, it became necessary for Mary to study very diligently. As it was felt that school and discipline were the most important things a child could have, any problem that arose from school automatically became the child's fault. Home discipline was very rigid and both children were required "to be seen and not heard." The parents did not have time for their children, being too busy with their own lives.

As Mary grew older there was no one to answer her questions. Those pertaining to school studies were answered readily enough, but other questions were brushed aside. Those concerning sex as a natural biological and emotional process were completely taboo. The only thing the girl learned from her family life was that "boys get you into trouble", but she never learned why. As the family had never developed an atmosphere accepting and stimulating family discussions, all her problems had to be resolved by herself.

By the time she was sixteen years of age she felt that she could no longer cope with this lack of understanding, so she left home and married. Had her parents given her more understanding and a more flexible moral code, Mary K. would probably have completed her education.

Delores S.

The second case study is of a girl from a lower middle class home, Delores S. In Delores' family the father was the central figure, and her mother but a mere shadow of her father's domineering personality. The father felt that he was better than his peers--the ones in poorer financial straits were shiftless and the ones who had a better education and more money were just plain snobs. This feeling was superimposed upon the children at an early age. If there was any consternation among playmates, his children were always in the right.

Any disruption at school was immediately the fault of the teacher or some other individual as the only figure which commanded respect was the father. As Delores grew older the family restrictions

became less, and she could do as she pleased as long as she lived at home. Because of the dominance of the father, Delores' mother found fulfillment in another way. Instead of allowing Delores to mature emotionally and become able to make her own decisions in accepting responsibility, the mother cleverly suppressed any desires Delores contained with regard to individuality. Her mother simply stifled all feelings of independence and responsibility the girl possessed. And in this subtle way the mother became even more domineering than the father. Not wishing Delores to make excessive contacts with others her mother did not permit her to complete her formal education.

As a result, Delores married soon after withdrawing from school. But even then she did not get away from her family. The mother insisted that she still live in the same town, and when Delores' husband entered military service she was not allowed to accompany him, but instead was maneuvered into moving home. Today Delores is a woman of forty with one grown son and three other children still living at home. But even now she does not make any decision for herself or even rely upon her husband. Her mother still tells her what to do.

Jerry D.

The third case study is of a boy named Jerry who had no home. His mother died when he was two years of age; his father kept an older brother and him for a short period but soon left both boys. The older brother was taken by his maternal grandmother who gave him a home and kept him until he was grown, but Jerry was left with

distant relatives who had three children of their own and did not want any more. Jerry was given food and clothing and as little attention as possible. The woman did not care for her own children, so all of them spent most of the time with a grandmother and consequently associated with whomever they wished, which was usually a rougher element of children. During the time Jerry lived with this family, they moved several times and no firm roots were established.

Later when there was nowhere else to go, a great aunt offered Jerry a home with her. Here a loving but firm atmosphere provided Jerry with security he had never experienced, but which all too soon ended with the death of the aunt. Jerry, then eight, lived with his real father and stepmother for a short while, but as another child was born of this union, Jerry again was forced to make his home with other relatives. He was shuttled around then from family to family, and by the time he was in the fifth grade, he had learned to hate the world. Yet he still attempted to maintain a symbol of dignity by fighting anyone who insulted his family name.

When Jerry was twelve years of age he did find a home with an older third cousin and her family. However, as she was the mother of three small children she could not give him the necessary attention. She gave him food, clothing, and love but was completely blind to his associates and the trouble into which they were leading him. By the time he was fifteen years of age he had a full-time job besides attending school. As little emphasis was placed upon education and as he did need the money, Jerry dropped out of school.

With each preceding case study different situations are represented. Nonetheless, each case contains characteristics that can be found at any socio-economic level. And although dropouts are usually contained within the lower economic bracket, the higher levels of economy are not completely immune to the dropout.

APPENDIX A

COPY OF LETTER REQUESTING INFORMATION
FOR SURVEY

As I am doing research on school dropouts for my master's paper, I would appreciate your assistance in compiling a list of factors which occur at the elementary level and are conducive to dropouts at higher levels of education.

Teachers know that dropouts often can be seen at the elementary level. And as I am a high school teacher, I am sure the personnel in the elementary field come into contact with factors which we at the secondary level do not. Below I have listed some factors that I feel may lead to dropouts at higher levels. May I have your assistance by checking the items you consider to be important, marking out those items you feel have no significance, and adding any which you feel I have not taken into consideration.

Sue Fleming

APPENDIX B

TABLE I: PARENTAL FACTORS
(RAW NUMBERS)

TABLE I
 PARENTAL FACTORS LEADING TO
 WITHDRAWAL FROM SCHOOL

	Degrees of Influence			
	Very Much	Some	Little	None
1. Cannot afford the costs of education	19	9	6	
2. Lack of interest in education	21	15		1
3. Low social status	21	12	3	
4. Large families	5	8	17	5
5. Unfavorable environment				
a. Alcoholic parent and/or parents	17	15	4	
b. Broken homes (death, divorce, and/or separation)	19	14		
6. Home training	22	14		

TABLE II
STUDENT FACTORS LEADING TO
WITHDRAWAL FROM SCHOOL

	Degrees of Influence			
	Very Much	Some	Little	None
1. Intelligence				
a. Above average		5	7	23
b. Average		14	10	10
c. Below average	26	9		
d. Retarded	33		2	
2. Slow rate of social and emotional development				
a. Lacking friendship qualities	15			
b. Lacking leadership characteristics	7	19	9	
c. Aggressive personality	10	9		1
d. Inclined to daydream	9			
e. Lacking ability to work well by self	14	19		
f. Lacking ability to work without excessive supervision	21	15		
g. Lacking ability to work well with others	9	23	2	
h. Easily discouraged	23	9	2	
3. Entering school at an older age		8	15	12
4. Happiness of child	14	19	4	
5. Health of child	2	29	2	

TABLE III
 TEACHER FACTORS LEADING TO
 WITHDRAWAL FROM SCHOOL

	Degrees of Influence			
	Very Much	Some	Little	None
1. Incompetence	8	14	13	
2. Poor and ill-arranged curricula	8	21	7	
3. Lack of cooperation between parents and teachers (and lack of understanding)	14	15	7	
4. Slack and poorly managed classrooms	5	12	17	1
5. Complete emphasis on academic achievement	9	13	10	
6. Lack of cooperation between student and teachers (and lack of understanding)	13	22		

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