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# An Analysis of the Employment of Graduates and Dropouts of Mattoon High School

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AN ANALYSIS OF THE EMPLOYMENT OF GRADUATES AND

DROPCUTS OF MATTOON HIGH SCHOOL

(TITLE)

BY

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

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CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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## PREFACE

This study was made in the East Central Illinois community of Mattoon, in Coles County. This community has one Senior High School, the student population of which is drawn from the city of Mattoon, and several small agricultural communities adjacent thereto.

The paper compares the dropouts and a related number of graduates of the 1964-1965 school year from Mattoon Senior High School.

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## CHAPTER I

### INTRODUCTION

#### The Purpose

Many studies have been reported about high-school dropouts regarding their reasons for leaving school. Also, studies have been made rather exhaustively to try to predict the number of dropouts to be expected.

The purpose of this paper is to determine to what degree dropping out of school contributes adversely to employment opportunities. Directly related to employment opportunities are rates of pay, possibilities of advancement, and other factors from which the high-school dropout is frequently restricted. The writer also seeks to determine if the dropouts consider their lack of education responsible for these restrictive circumstances.

The writer's view is that in many cases the broader the spectrum of a statistical analysis, the greater the possibilities of losing sight of certain qualities. For that reason, considerations of specific problems of specific people are likely to be more appropriately studied in quasi-isolation. In this sense, the particular group of sixty-three Mattoon High School dropouts and an equal number of graduates from the same school in the same year are an "isolated" case.

### The Procedure

The procedure followed in preparing this paper was as systematic as the writer could devise. There were one-hundred and twenty-six cases involved. Each case had to be approached and questioned to determine his particular circumstances at the present time. The counselors at Mattoon High School furnished a listing of the dropouts for the 1964-65 school year. Permission to get information from the students' cumulative records was obtained from the school administrators. Access to the school records was then afforded. A control group of a similar number of graduates from Mattoon High School of that year was established in an effort to contrast them with the dropouts.

Questionnaires (Appendix) were devised to ascertain what the circumstances of the two groups were at the time (October, 1966). The first pages of both questionnaires are identical. The second page, however, in each case contains some questions applicable only to members of the group being studied.

The questionnaires were designed with simplicity and brevity, in an effort to encourage response and to afford understanding on the part of the respondents. Care was taken to avoid questions which might incur a hostile or untrue reply. Personalities were afforded little opportunity to manifest themselves, since the questions were generally directed toward activities and not personal observations. This policy was deviated from only on page two, where inquiry was made in regard to their views of school today, and the effect of the differences in the termination of their schooling.

The Limitations

There are limitations to a study such as this. The questionnaires, although constructed with all due consideration, may not have been as thoroughly conducive to responsiveness as they might have been. There is always a problem of communication-understanding and appropriate response. A form letter was constructed which was included with each of the questionnaires. This letter indicated the purpose of the questionnaire and assured the respondents of anonymity in their reply. A self-addressed, stamped envelope to the writer was included with the questionnaires to afford ease of return.

The records at the high school in many instances were incomplete or at best inaccurate. This is in part due to the mobility of the subjects. Contact with the majority of the subjects was finally made after numerous phone calls and much searching out among members of their peer group. Comparatively, the high-school graduates were found with little, if any, difficulty. One might expect this to be the case, since the young people sought and pursued their high-school education to graduate, and must surely have had the benefit of interested parents or persons. This is not to say that all the dropouts had poor family backgrounds or were poverty-stricken. There were those with sickness or with members of the family in pressing circumstances that were given as the cause of terminating their high-school education.



A number of the dropouts had no phone or address. Inquiries (door-to-door and telephoning) failed to divulge the whereabouts of seven of them. These had to be considered as lost causes.

The circumstances of eight of the dropouts were such that friends, relatives and the school counselors advised against sending questionnaires. The writer had no desire to put any stress on these people when the facts were known. For that reason, eight of the dropouts were not sent questionnaires. Information pertaining to them and herein submitted must be considered as advice from the friends, counselors, and probation officers of this county.

One other limitation was set as necessary in the preliminary construction of this study. The high-school dropouts were apart from this particular consideration; the graduates were directly affected. Since a graduate of this particular year would still be in college, if he entered upon leaving school, he would still be a student, and would have no work experience to consider. The graduates were therefore picked at random from the graduating class, and then those entered in college were removed from consideration.

Acknowledging what might appear at first observation to be a limitation, the writer considers age differences within the two groups as having little significance, since both groups are simultaneously thrust into the adult world where they must fend for themselves in competition with all age levels.

## CHAPTER II

### RELATED INFORMATION

#### The Community

Mattoon, Illinois is a city of 20, 387 people (1960 census). Highways serving the community are Illinois 16, 121, 316, U. S. 45, and Federal Interstate 57. Two railroads serve the city with freight and passenger service--the Illinois Central Railroad and the New York Central Railroad. An airport is located two miles east of the city, served by Ozark Air Lines and handling passenger, freight and express service. Also located in Mattoon are two bus lines and a Railway Express Office.

There are seven public elementary schools and two parochial elementary schools. In addition to this, there are two public Junior High Schools and one Senior High School. There is a privately owned business college in the downtown area.

An adult education extension center and a vocational rehabilitation center (Federal) are established in Mattoon.

There are two universities located within forty-three miles of the city--the University of Illinois at Champaign-Urbana and Millikin University of Decatur, Illinois. Eastern Illinois University is ten miles from Mattoon.

A mayor and four commissioners make up the city government organization. City services provided are the Police Department, Water and Sewer Department, garbage collection, and a Fire Department with two stations situated to accommodate the major sectors of the city.

The city has an accredited hospital with a capacity of one-hundred beds and a medical staff of forty. There are two hundred fifty-five hospital employees other than the medical staff.

Housing in the city is reported available for every budget (and in any of the twenty sub-divisions). Home owners occupy sixty-four per cent of the homes.

There are a country club, an athletic field, six parks, including a swimming pool and two lakes for water sports and recreation.

A list of the twenty major industries located in Mattoon is furnished in the Appendix. The kinds of job opportunities available to the youths considered in this study may be estimated from it.

#### Description of School Plant Involved

The Mattoon Senior High School presently has a student body of one thousand two hundred and twenty-five and a faculty of sixty-five. It is a three year high school and draws students from the city of Mattoon and several smaller agricultural communities nearby.

The building facilities are quite modern and pleasant. A college preparatory curriculum is offered. Vocational courses and general academic curricula are also afforded.

Three full-time counselors are included in the faculty. Part of the school training revolves around five work programs in the community, in co-operation with several local business and industries. At this time, about two-thirds of the students involved in these work programs are hired by their respective co-operating employers upon graduating from school.

Also included in the school program are the Reserve Officers Training Corp., Band, and a full array of sports available to those willing, able and academically eligible to participate.

#### Related Research

The primary purpose of this paper, as has been stated, is to develop an appreciation of the effects of dropping from high school prior to graduation in the community of Mattoon. This community has to absorb dropouts and either place them in gainful employment or sustain them on its relief rolls.

The employment opportunities at this time in Mattoon, for dropouts, are much more numerous than was anticipated.

Accompanying research through personal and telephone interviews with personnel officers of twenty major industries in Mattoon has shown that nineteen will--and do--hire dropouts.

No study is completely devoid of influence from external forces. It appears that consideration of all facets of our society are necessary to appreciate particular phenomena occurring within our society.

The great "press" is on for education as can be seen by studying current reports on the labor situation:

In spite of local, state and national campaigns to induce young people to continue with their education until they graduate from high school, the number of dropouts remain high. Some 680,000 boys and girls 14 to 24 years old had dropped out of school during the twelve-month period ended in October, 1965, about 75,000 more than in the previous year.

In a study made on the subject of repeated unemployment, it was stated that:

About 2.2 million were unemployed 15 weeks or longer in both years and another 750,000 were jobless that long in 1962, even though they had less unemployment in 1961. Many of these workers lack sufficient skills and education, or are the victims of age or racial discrimination.<sup>2</sup>

Harvey Hamel, a journalist who writes chiefly for labor publications, says that:

Young men and women who leave school before completing high school impose upon themselves a great disadvantage in their role as workers. In a society where even the high school graduate often needs additional training for many jobs, the dropout often lacks the basic education needed to prepare him for most available jobs or to qualify for more advanced job training.<sup>3</sup>

Much has been written, and many statistics have been compiled about the work experience of both graduates and dropouts in the past. From the available materials, a fairly accurate picture of the future can be made:

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<sup>1</sup> Harvey R. Hamel, "Employment of High School Graduates and Dropouts," Monthly Labor Review, (June, 1966), p. 645.

<sup>2</sup> Laura Nixdorf, "An Experimental Study of Repeated Unemployment," Monthly Labor Review, (June, 1966), p. 650.

<sup>3</sup> Hamel, loc. cit.

During the decade ahead, of the 26,000,000 new workers coming into the job market, some 7,500,000 will be looking for work with "10th grade" or "11th grade" or even "8th grade" circled on their application forms. For these would-be entrants into the world of work, the avenues are increasingly blocked.<sup>4</sup>

Robert Heilbroner, a professor of economics at the New School in New York City, states:

...Then to make matters worse, employers all over the country are upgrading their educational requirements--not because the actual jobs they are hiring beginners for are any more complicated, but just because with more young people competing for work employers see the high school diploma as an easy screening device. You have to have a high school diploma to run freight elevator or to carry packages these days.<sup>5</sup>

It is a well-known fact that for the past few years, and to an ever increasing degree, much has been presented to the public in a concentrated effort to engender fuller comprehension and appreciation of the need for completing high school. Research presented here was furnished as late as June of this year (1966) and still strongly advocates the completion of high school as a "must" for those wishing to enter the work world with minimal requirements. However, there are factors influencing the labor market today which portray the dynamics of our society and the effect of our national commitments and economic fluctuations and resultant changes in employment practices.

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<sup>4</sup>Robert L. Heilbroner, "No Room at the Bottom," Saturday Review, (February 19, 1966) p. 31.

<sup>5</sup>Heilbroner, loc. cit.

At this time we are committed to a very unpopular "war" in Viet Nam. There are two or three routes open to the draft-susceptible youth of our country. A young man may, if his financial and academic background afford him the opportunity, enter into college and be reasonably assured of not being drafted if he maintains sufficiently high marks. Other youths, either disinclined or unable to attend college, may choose to sit and wait for their call to service. These young men are likely to experience little difficulty in finding employment, but the jobs themselves may well be mediocre and with dubious future prospects.

The third route is taken both arbitrarily (the draft) or voluntarily (enlistment). Each man who enters the service leaves an opening on the labor market for another. Therefore, between the college enrollment increases and the armed services build-up, there appears to be an availability of jobs for the untrained and partially-educated to an unprecedented degree.

As late as February of this year, these indications were noted in the

Saturday Review:

What is happening to the boys who don't have the diplomas? They used to be able to fall back on the Army as a last resort, but that escape hatch, too, is being closed. Like every other organization, the Army is upgrading its requirements, partly because Army jobs are more technically demanding, and partly because the Army is wary of dropouts, having found that half the court-martials of recent years have involved the under-educated soldier. (The manpower demands of Vietnam may, however, force the Army to accept the uneducated.)<sup>6</sup>

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<sup>6</sup>Neilbroner, loc. cit.

The employment situation evidenced a considerable change by the month of June, 1966.

"There is no evidence that high school dropouts cannot handle jobs in automated industries, nor is there proof that the proportion of jobs suitable for dropouts is greatly decreasing," said Dr. A. J. Jaffe, director of the manpower and population program in Columbia University's Bureau of Applied Research. In fact, data "clearly suggests" that the number of jobs which dropouts can do are increasing more rapidly than the number of dropouts.

"In the United States economy there are plenty of jobs which dropouts can handle satisfactorily," commented Dr. Jaffe.

In the month of October, 1966, continued improvement was evident:

Commissioner Arthur M. Ross of the Bureau of Labor Statistics, reported continuing demand for skilled workers; some improvements for unskilled workers; an extensive "return to school" movement among summer youth workers, and a substantial gain in adult women's jobs.<sup>8</sup>

Thus, it appears that while the dropout is not "sought" as a prospective employee, he is being assimilated by civilian and military alike under rising pressure of demands for help.

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<sup>7</sup>A. J. Jaffe, "Technological Society Can Use Dropouts," Science News, (June 25, 1966), Volume 89, p. 509.

<sup>3</sup>Michael Marsh, "Fewer Jobless, Wages Higher, Spiral Shows," Labor, XLVIII (October 15, 1966), p. 1.



## CHAPTER III

### PRESENTATION OF STATISTICAL DATA

#### Age and Sex Distribution of the 1964-1965 Dropouts

Table I indicates that forty per cent of the boys who dropped out of school were sixteen years old. Thirty-six per cent of the girls who dropped out were also sixteen years old. None of the drop-outs for the year 1964-1965 were under sixteen years of age.

Thirty-nine per cent of the boys and forty-five per cent of the girls dropped out of school at the age of seventeen.

Only seventeen per cent of the boys and eighteen per cent of the girls were eighteen years of age before they dropped out of school.

Sophomore level dropouts were represented by forty-seven per cent of the boys and thirty-seven per cent of the girls for a total of forty-one per cent of the dropout group.

At the junior level, there were forty per cent of the boys and thirty per cent of the girls. This was thirty-five per cent of the group.

Thirteen per cent of the boys and thirty-three per cent of the girls were seniors when they dropped from school.

TABLE I

AGE AND SEX DISTRIBUTION OF 1964-1965 DROPOUTS FROM  
MATTOON SENIOR HIGH SCHOOL

Age	Boys		Girls		Boys and Girls	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
15	--	--	--	--	--	--
16	12	40	12	36	24	38
17	11	37	15	45	26	41
18	5	17	6	18	11	18
Not Indicated	2	6	--	--	2	3
<b>Total</b>	<b>30</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>63</b>	<b>*100</b>

TABLE II

## GRADE LEVEL FROM WHICH SUBJECTS DROPPED

Grade Level	Boys		Girls		Boys and Girls	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Sophomore	14	47	12	36	26	41
Junior	12	40	10	30	22	35
Senior	4	13	11	33	15	24
<b>Total</b>	<b>30</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>63</b>	<b>100</b>

### Range of Intelligence Quotients for Graduates and Dropouts

The range of intelligence quotients for the sixty-three dropouts was from seventy-six to 127. The mode of this distribution was in the class interval 96-105, with twenty-one of the sixty-three subjects situated in this interval. The median was also in this class interval. The mean of the distribution was 98.3, which seems to indicate that the dropouts, as a group, were educable.

The graduates' distribution had a range of from seventy-six to 125. The mode and median were in the same class interval as the mode and median for the dropouts. The mean was 103.4 for this group. It can be seen by comparing the tables of percentages that the scores of the dropouts and the graduates tend to approximate the normal curve of distribution.

### Disposition and Returns of the Questionnaire

Questionnaires were sent to all sixty-three of the graduates and forty-five replies were received from this group.

Of the sixty-three dropouts, seven could not be located. Due to a variety of circumstances, eight other dropouts were worked up as case studies. Forty-eight questionnaires were sent to the remaining subjects. Twenty-four dropouts replied to the questionnaire. Two subjects responded by phone and indicated that they had re-entered school and are there at the present time. Three other subjects responded by mail that they were not "dropouts", but transfer students, as they had graduated elsewhere.

TABLE III

DISTRIBUTION OF INTELLIGENCE SCORES OF THE OTIS GROUP  
INTELLIGENCE SCALE FOR THE DROPOUTS AND THE GRADUATES

Scores	Boys		Boys		Girls		Girls	
	Grad- uates Number	Drop- outs	Grad- uates Per Cent	Drop- outs	Grad- uates Number	Drop- outs	Grad- uates Per Cent	Drop- outs
126-135	--	1	--	4	--	--	--	--
116-125	3	--	10	--	4	2	12	5
106-115	9	5	30	19	6	9	18	24
96-105	14	6	47	23	16	15	48	41
86-95	2	7	7	27	5	10	15	27
76-85	2	1	7	4	2	1	6	3
No score	--	6	--	23	--	--	--	--
<b>Totals</b>	<b>30</b>	<b>26</b>	<b>100</b>	<b>100</b>	<b>33</b>	<b>37</b>	<b>100</b>	<b>100</b>

## CHAPTER IV

### RESULTS

The replies to the questionnaires afford some indications regarding the circumstances of both graduates and dropouts. When considering these replies, one must keep in mind there are only twenty-four dropouts and forty-five graduates responding. They do not all respond to each question.

Question one: age, sex and marital status. Table one and table three of Chapter three contain information regarding the age and sex distribution. Regarding the marital status, 54 per cent of the drop-outs and 17 per cent of the graduates responding are, or have, been married.

Question two: Are you in military service? Drafted or enlisted? Nine of the graduates and one of the dropouts are in the service. All of them are enlistees and one is a female.

Question three: If enlisted, why? The graduates enlisted primarily for an opportunity to go to service schools. The one enlisted dropout was interested in the Navy.

Question four: Highest grade reached in school: There are the same number of dropouts from the sophomore level as from the junior level (Table 2). Only two seniors responded from the dropout group.

Question five: What type of work are you doing now? The graduate males are primarily involved in work of a technical nature, whereas the male dropouts are occupied by a variety of less involved tasks. More diversified and more intellectually demanding tasks are being performed by the female graduate than by the female dropout.

Question six: What position are you striving for? The male dropouts are mainly interested in becoming craftsmen. Graduate males predominantly tend toward areas such as electronics and other technological fields. The female graduates are striving to "better" their position and several of the female dropouts indicate an appreciation of their need for further schooling. Nine per cent more dropouts than graduates are not striving for a particular position.

Question seven: Approximate yearly income since leaving school? Eleven graduates and nine dropouts made one thousand dollars or less. Nineteen graduates and five dropouts made three thousand dollars or less. Six graduates and three dropouts made over three thousand dollars. The top salary for the dropouts was six thousand five hundred dollars and the top salary for the graduates was nine thousand dollars.

Question eight: Do you intend to make a life-time career of your present occupation? The majority of both groups indicate they are not

going to make their present occupation their career.

Question nine: What work do you hope to be doing five years from now? Graduate and dropout females choose mainly to be housewives. The male subjects tend to follow the pattern of interest which they express in reply to question number six. The graduates want to be involved primarily in technological areas, while various crafts are the goals of the majority of male dropouts.

Question ten: Have you found any work you want which requires more education or training? To this question, the majority of both groups of males replied in the affirmative. Seventy-six per cent of the females of both groups replied in the negative.

Question eleven: If the work in which you are interested requires further education or training, are you going to try for it? More than 80 per cent of both dropout groups and the male graduates responding indicate they will try for the needed training. Only 57 per cent of the female graduates are so inclined.

Question twelve: How much further training or schooling is necessary for this position which you want? Five of the twelve dropouts responding expressed the need for a high school education. Of the remaining dropouts, no specific academic training was given. Most of the graduates specified college or technical school training. The

longest period of training needed by dropouts is six years and the longest period needed by the graduates is eight years.

Question thirteen: Employment since ending school: Part A.

Number of jobs held? Approximately three-fourths of the graduates have held one or two jobs. Less than half of the dropouts are in this category. The remaining quarter of the graduates, and the majority of the dropouts have held between three and eight jobs. Part B.

Lowest pay per hour? The salaries reported by service personnel are determined by law and the many non-negotiable benefits gained by the military cannot be readily resolved into comparable terms with civilian labor wage scales. They are not considered in this discussion.

Seventy-three per cent of the graduates earned one dollar or more per hour. Fifty-five per cent of the dropouts did as well. The salaries of these majorities ranged comparably to the extreme of \$2.03 per hour. Part C. Shortest time on job? Ten of twenty-three graduates and twelve of the nineteen dropouts were on a job for one month or less.

With the exception of one male graduate and one female dropout who each reported one year, the balance of both groups ranged from one month plus, to eight months as their shortest time on a job. Part D.

Longest time on one job? Of the eighteen dropouts responding, fourteen have one year or less for the longest time on one job. The balance of



this group ranges from over one year to three years job duration. The thirty graduates are represented by nineteen of their group, with one year or less job tenure. Eight other graduates have been on their jobs for more than one year up to and including two years. Three graduates have stayed between two and three years on a single job. The longest tenure is held by one male graduate who has six years on a single job. Part E. Highest pay per hour? None of the males and only five of the females of the fifty-one subjects responding, are now earning one dollar or less per hour. Twenty graduates and ten dropouts are presently earning more than one dollar per hour and up to and including two dollars per hour. Four female dropouts, four female graduates and three male graduates are earning between two and three dollars per hour. Top wages up to and including three dollars and sixty-two cents per hour are being earned by three male graduates.

Question fourteen: Which was the most influential in obtaining first steady job? Dropouts and graduates consider their own efforts as the prime factor in obtaining their first steady employment. Parents and friends of both groups were the second and third choice regarding applied influence. There were eight responses from which to choose.

Question fifteen: If you have changed jobs, what reasons did you have? All groups indicate their dissatisfaction with their rate of pay

es the primary reason they changed jobs. Poor advancement opportunities and bad hours were also major factors affecting job changes. Six possible responses were listed for this question.

At this point, the remaining questions for the two groups -- dropouts and graduates -- are unlike one another. First consideration is given the balance of the graduate questionnaire. In this group are twenty-five females and twenty males.

Question sixteen: Did you ever think of quitting school? Only eight of the forty-five subjects answered in the affirmative.

Question seventeen: If you considered quitting school, what was your reason? Dissatisfaction with the school surroundings and personality conflicts with teachers are the major reasons why some graduates considered quitting school.

Question eighteen: Was there a particular reason why you decided not to quit? Fifty per cent of the respondents specifically noted the value of a diploma in obtaining better job opportunities. Many of the other replies cited the value of education.

Question nineteen: How would you advise a friend who wanted to quit school? The graduates' replies are unanimous. They would advise a friend to stay in school.

Question twenty: Are most of the people you work with dropouts,

high school graduates or college graduates? Most of the graduates work with high school graduates, predominantly. Fewer of the graduates work with dropouts than either of the other categories.

Female responses to questions twenty-one and twenty-two are not applicable, and are not considered.

Question twenty-one: Has the possibility of being drafted affected your job opportunities? Nine of the seventeen responses indicate that they believe the draft has affected their job opportunities.

Question twenty-two: If you are subject to the draft, do you feel this has kept you from advancement or employment? Six of the thirteen male graduates indicate they feel adversely effected by the possibilities of being drafted.

The balance of the dropouts' questionnaire contains some questions in common with the graduates', and others specifically structured for those who quit school.

Question sixteen: How would you advise a friend who wanted to quit school? Nineteen of the twenty-three dropouts responding would advise their friend to stay in school. The remaining four dropouts would advise their friend to think it over carefully.

Question seventeen: Are most of the people you work with dropouts, high school graduates or college graduates? Most of the dropouts work

with high school graduates predominantly. Some work with fellow dropouts, and only one works with a single college graduate.

Question eighteen: Have you lost job opportunities because of not graduating? Twelve of the eighteen respondents replied negatively to this question, and another indicated the possibility of advancement was lowered.

Question nineteen: Do you feel you are better or worse off for having dropped out of school? Thirteen of twenty-two subjects consider themselves worse off. The balance of the dropouts feel they are better off or unaffected.

Question twenty: Have you received any training or schooling since you quit? Ten of the sixteen dropouts who responded to this inquiry have had some further training.

Question twenty-one: If you have received further training, what kind of training and how long? Nine of eleven dropouts answering this question indicate further training in various areas. The crafts, correspondence school and equivalence testing were the predominant types of training. The time involved ranged from two months to an unstated period for the correspondence school.

Question twenty-two: Would you resume high school if possible? Only three of the twenty-one respondents indicated they would not

finish high school. Five of the others qualified their affirmatives in one way or another.

Question twenty-three: Do you plan to finish school? Seventeen of the twenty-two answering this question affirm their plan to finish school. Four of the remaining subjects do not plan toward this end.

Question twenty-four: Why did you quit school? Seven of the twenty-one dropouts quit school because of marriage or pregnancy. Others dropped due to illness and in several cases because of poor adjustment toward school.

Female responses to questions twenty-five and twenty-six are not applicable, and are not considered.

Question twenty-five: Has the possibility of being drafted affected your job opportunities? Five of the eight respondents have not been negatively affected by the draft, regarding job opportunities.

Question twenty-six: If you are subject to draft do you feel this has kept you from advancement or employment? Four of the seven dropouts responding believe they have lost opportunities for advancement or employment because of the military draft.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

Since only 18 per cent of the forty-five graduates responding have been married, opposed to 54 per cent of the twenty-five dropouts, it seems quite apparent that early marriage is more prevalent among the dropout group.

Military service is apparently a very infrequent choice for girls, inasmuch as only one girl of the thirty-nine graduates and dropouts combined, was in the service. This must not be considered as necessarily a lack of interest on the part of the dropouts, because girls must have a high school education to enter the service.

The boys were a different matter regarding military service. Of the eight graduates in the service, all were enlistees, whereas only one dropout enlisted. The age factor could be influential, but since only one of the dropouts is seventeen years old, it appears the older members of this group are not interested. This single dropout indicated an attraction for the Navy, as did one of the graduates. However, the other servicemen chose to direct their own lives by either meeting an imminent service obligation head-on, or by accepting the service as a means to further their education or training.

There were the same number of juniors as sophomores who dropped from school (Table 2). The girl sophomores outnumbered the boys by seven to four, but the boy juniors outnumbered the girls by six to five. Part of this may be attributed to the various vocational areas and the active masculine sports and military program in the school. The girls have no comparable break in their routine and may be discouraged by finding themselves facing three more years of "book learning". Four of the girls who quit in their junior year did so because of pregnancy and/or marriage. Only one of the boys quit in his junior year to get married. The balance of the junior boys indicated a pronounced inability to get along, either in disciplinary or study areas.

The present work status of the male graduates is appreciably more substantial than the male dropouts. They are all gainfully employed, and many are making an effort to further educate or train themselves. The dropouts, on the other hand, are represented by some who have no employment, or only part-time employment. Only two dropouts indicate much effort to further their prospects. The exceptional case is the inmate of Vienna State Prison, who has gained his high school credits and is enrolled in an extension course at Southern Illinois University. This lad seems aware of his need for an education and also of the need to evaluate himself outside the familiar surroundings of his home and hometown.

The female respondents are not so diverse in their occupations. This is perhaps because many of the jobs open to young women are more dependent upon certain qualities or abilities more pronounced in the female.

The graduates strongly indicate a dissatisfaction with their present occupation. The boys are more interested in furthering their education or training, whereas the girls are interested in better positions or general circumstances. The male dropouts do not seem to be at odds with their present situation, but want better positions as accomplished tradesmen. The females exhibit a pronounced appreciation of the need for furthering their education. Both graduates and dropouts alike may be properly considered as wanting to move forward, but the methods of attaining advancement differ. Oddly enough, the male graduate and the female dropout are pursuing a course of formal education or training to better themselves and the male dropout and the female graduate are inclined to "work up" to a better position.

Are they earning within the same range of salary? Some of them are not, as 43 per cent of the responding male dropouts reported either no income or "not known". Fifty per cent of the female dropouts indicated the same. In contrast, none of the male graduates are without an income, and only 17 per cent of the female graduates have none to report.

The mean of the male graduates' annual salary was \$2,108 which only 39 per cent attained. The mean of the male dropouts' annual salary was \$2,956 and was attained by 40 per cent of those reporting salaries.



The mean annual salary of the female dropouts answering was \$1,535 and was attained by 60 per cent of the group with salaries. The female graduates' mean salary was \$1846 and 67 per cent of them exceeded this amount.

All in all, the statistics do not measure much in favor of the graduates. Some very significant factors may be obscured, however. Forty per cent of the male graduates are in the service and are not on the labor market; therefore, their salaries are not included. Fifty per cent of the female dropouts opposed to 17 per cent of the female graduates do not report an income. However, with the incidence of marriage considered, the facts of who is working and who is not, are cloaked. It does appear that the girls are suffering no great disadvantage generally, (salary-wise) by not graduating. It also appears to be presumptuous to compare the male salaries, since they are not truly on a competitive set-up.

Regarding their present occupation as a lifetime career, the majority of both the groups indicate they anticipate a change. Of nineteen dropouts (boys and girls) only 26 per cent indicate they are satisfied. This strongly indicates the career choices of the majority of all these subjects are as yet undetermined. Also, due to immaturity and inexperience, the vocational choices of each one may undergo several alterations. Further, the dynamics of society must be considered, as must be a multitude of variables inherent in an individual and his relationship with others who might either motivate or deter interests and efforts.

Do the subjects of this study anticipate altering their circumstances in the next five years? Two of the graduate males (both servicemen) are not sure of their future areas of endeavor, but the majority of the other graduate males indicate an interest in areas which will require further academic preparation or technical training. The female graduates seem well established, with only 36 per cent indicating areas which they consider improvements. The female dropouts indicate that since leaving school they have found interests which will require more training. Thirty per cent of this group indicate choices ranging from about six months training as a beautician to six years college as a veterinary student. The majority of the male dropouts show a marked preference for becoming accomplished tradesmen or craftsmen. One notable exception expressed a desire to either remain in the service or resume school and become an English teacher. Apparently a year out of school has been long enough for most of both groups to realize the need for more preparation, or a marked improvement over their present limits of ability.

None of either group of males referred to marriage. However, of the forty-one female respondents, twenty-two chose to be housewives.

In reply to a direct inquiry, 52 per cent of the dropouts (male and female) want work which requires further education or training. Forty-five per cent of the graduates replied in the affirmative.

The female groups both are reasonably consistent regarding their goals and training. The girl graduates are less inclined to feel a need for more

training than are the girl dropouts. The same is true of the male graduates in that a smaller percentage of this group feel the need for more training to attain their goals.

Both male groups strongly indicate their intentions to pursue further training or education. The girl graduates (by percentage figures) are well below all the rest of the subjects in interest in pursuing further education.

All the way through this study, the girl dropouts have shown a pronounced feeling of inadequate preparation to attain their goals. Conversely, the girl graduates are reasonably at ease with their situations and apparently feel no great uneasiness about the future.

The males of both groups are reasonably consistent in their particular situation regarding further education or training.

There is some reason to doubt the appreciation of young people of the many and varying obstacles to overcome in searching for an occupation. One such obstacle is an understanding of the necessary preparation.

Of the groups involved here, the female graduates are the most explicit regarding the duration and nature of their needed education. Several of the female dropouts indicate the span of time, but make no reference to whether it is college training or not. Of course, referral to previous responses regarding vocational choice shows that one aspires to be a veterinarian, one a dental technician and one a secretary. Each of these either must, or could, necessitate college preparation.

The male graduates are also markedly inclined to indicate time limits involved, without alluding to the type of schooling or training. The need for a high school diploma was indicated by three of the boys who dropped from school. There seems to be little doubt that these subjects now have an understanding of the value of graduating from high school.

What type of gains have these young people made in the time they have been out of school? Are there indications of stability? To pursue these facets of their present circumstances, the number of jobs and the rate of pay are considered as indicators. The graduates are apparently less inclined to change jobs. Fifty per cent of the girls and 33 per cent of the boys have held a single job. Only 23 per cent of the girl dropouts and none of the boy dropouts have remained on one job. The boy graduates holding only two jobs comprise 27 per cent of their group and the girl graduates who have had two jobs make up 37 per cent. Compared to this, the male dropouts in the two job category total 12 per cent and the girl dropouts total 41 per cent.

The remaining subjects, graduate and dropout alike, are not stabilized. They range all the way from three to eight jobs, and included in this broad range are 38 per cent of the male graduates, 12 per cent of the female graduates, 33 per cent of the female dropouts and 87 per cent of the male dropouts.

This indicates primarily, a rapid rate of job changing for a great number of the total subjects and particularly for the male dropouts. These boys are apparently failing to find themselves appropriate areas of employment either to fit their needs or to allow them returns in line with their concept of their

worth. The same probably is true of all the subjects who changed jobs so frequently, but it is much more pronounced in the male dropout group.

The salaries were considered from the lowest and the highest aspect. The information itself covers a broad range of unbelievable salaries both as to the low and the high rates.

In regard to the lowest salaries of the subjects, 57 per cent of the girls and 6 per cent of the boy graduates--and 72 percent of the girls and 44 per cent of the boy dropouts earned \$1.00 or less. The balance of the salaries ranged upward to \$2.03. In this range, the female graduates averaged \$1.34, the male graduates averaged \$1.48--the female dropouts averaged \$1.67 and the male dropouts \$1.27 per hour.

The consideration of the highest salaries must be made at this time to gauge the advance or decline of the two groups. None of either group of males listed their highest salary as \$1.00 or less. Of the graduate girls, only 23 per cent and of the girl dropouts, only 22 per cent report \$1.00 or less as their highest salary. The balance of the high salaries ranged upward to a top of \$2.95 for the females and a top of \$3.62 for the males. The girl graduates averaged \$1.69, the girl dropouts averaged \$1.90; further, the male graduates averaged \$1.95 and the male dropouts averaged \$1.77 per hour.

Rather than comparing averages of group to group, the significance appears pronounced in the alterations of each groups' particular circumstances. Nine of the twelve girl graduates who initially made less than \$1.00 per hour, achieved increases which raised them above \$1.00 per hour,

The average income increment for the others (above \$1.00) was 25 cents per hour. Sixty-one per cent of the dropout females were raised above \$1.00 per hour, and the average increment for those initially earning over \$1.00 was 23 cents per hour. The male graduates all attained salaries of over \$1.00 per hour--only six per cent started below \$1.00 per hour. The average increment for the salaries of over \$1.00 was 59 cents per hour. The male dropouts all raised their wages to more than \$1.00 per hour. Their average increment was 43 cents per hour.

Apparently all groups are gaining economically, with the girl dropouts making the least gains and the male graduates making the greater gains.

Their salaries, as has been shown, indicate substantial increases in all groups. But, what about job stability? Some of these subjects are "job-hoppers", as has been indicated by the number of jobs they have held. Sixty-two per cent of the females and 63 per cent of the males (dropouts)-- and 46 per cent of the males and 40 per cent of the females (graduates) held jobs for one month or less. One girl dropout held a job for a brief a duration as two and one half hours. The girl graduates remaining, averaged five months on one job, and the male graduates also averaged five months, on one job.

All of the graduates, male and female, have held jobs for at least two months. (Of note here, are the responses in all four groups which indicate some have held a job for two, three, four and six years. These are extreme cases and it is not statistically sound to introduce high or low

extremes in distributions when seeking "average" performance.) Twenty per cent of the female dropouts and 25 per cent of the male dropouts have as yet held no job longer than one month.

An average of the middle range--one month plus, to and including two years--shows that male graduates averaged seven months, female graduates averaged 13 months, male dropouts averaged 11 months and the female dropouts averaged 10 months for their longest duration on a job. The graduates generally show a tendency to become stabilized, but the dropouts have rather large percentages still job-hopping. Of course the service, prison, marital status and other factors are highly influential in altering the facts which are evaluated here. It does seem sound reasoning to consider that both the dropouts and the graduates are gaining in wage and stabilization tendencies, but that they are also experiencing considerable frustration and anxiety over their present and future prospects.

The methods of gaining employment are many and varied. However, they can be narrowed to some extent. In the cases studied, the predominant reply of all groups indicated that their own personal efforts were what they considered most important in obtaining employment. Oddly enough, the girls in both groups considered their friends and then their relatives respectively as the second and third most influential factors in obtaining employment, while both male groups conversely considered parents and friends respectively as bearing the greater influences. Since the fathers are more inclined to be in the labor market than the mothers, it seems reasonable that the boys would be more influenced by family. Also, it would

be necessary that the girls, especially with mothers at home, would have to avail themselves of friends in contact with employment prospects.

What principle motive caused the subjects to change jobs is of importance, if they are to be better understood. Both the dropouts and the graduates had many and diverse reasons, but some particular reasons were paramount. In all groups, the basic reason was given as low pay. Many of them indicate multiple responses, but salary is given first consideration. The boys indicate poor advancement possibilities as the next most important factor. The girl dropouts give a general run of reasons, all bordering on general discontent. The girl graduates give bad hours and poor potential as their second and third reasons respectively. The boys are apparently more mature at this point, or possibly they are more interested in employment and advancement in the future. The girls have strongly indicated that marriage is a general or specific goal for 50 per cent of them, and they may be considered as marking time in their employment efforts.

At this point, the questionnaires for the dropouts deviated from those of the graduates.

The graduates were successful in high school, but they must have had some of the same frustrations as the dropouts. How were they affected? Did they ever consider their quest for an education as unnecessary or too demanding? What primary problems did they meet and overcome to allow them to finish school?



Sixteen per cent of the girls and 25 per cent of the boys in the graduate group actually considered quitting. They felt a need for a job; they were anxious to enter the service, a general depression in the school setting, etc., were some of the reasons cited. What influenced them to overcome these impulses? It appears that the graduates gave due consideration to their goals and to the effect it would have on their families. Also, a strong current of personal pride kept them from taking the "easy way out".

If a friend were to consult a graduate about quitting school, what would he reply? Each graduate responding gave a very direct reply indicating his appreciation of the need for a diploma for job opportunities and advancement. Most of the graduates also showed an awareness of the need for more education or specific training, and of the hard realities of life. One stated, "Don't quit, life is tough enough with an education." Although they seem young and immature in some respects and a little unstable in their employment status, these young people are quite perceptive, and appear to have already learned a lot about reality. They have worked with dropouts, graduates and college people, but the majority are working with high school graduates. Apparently, the dropouts are not being placed in the same job categories because of deficiencies and the college people generally have positions above the high school graduates.

Fifty-two per cent of the male graduates felt their job opportunities were affected due to the possibilities of being drafted and 46 per cent felt the "draft" had kept them from advancement.

What of the dropouts? Have they changed their minds about the need for a high school education? Has their lack of education had any effect on their employment? How do they feel about school now?

The majority of the dropouts were very positive in respect to the advice they would give a friend in reference to finishing school. The boys were more vehement than the girls, but the principle idea was that it is "stupid" to quit. Already these young people are quite aware of their mistake and indicate this awareness by their appreciation of the restrictions on their job opportunities.

This group of dropouts also works predominantly with high school graduates. Of course, percentages are weighed in this regard--consider that the dropouts for this particular year numbered sixty-three and the graduating class numbered four hundred and nine. The job opportunities, at this time, are not considered by 56 per cent of the subjects as having been denied them due to their lack of a diploma. This is in line with the findings from interviews with personnel managers of the major industries in Mattoon, Illinois (see p. 10).

Fifty-nine per cent of the male and female dropout respondents indicated they were worse off because they quit school. Eighteen per cent of both groups said they were better off, and 13 per cent considered themselves unaffected. The ones who considered themselves unaffected were all married girls. At the risk of being arbitrary, this could be taken as pure bravado on the part of those who indicate no negative aspects relating to their circumstances. However, the employment situation is in a

state of flux in Mattoon, Illinois at this time. Jobs are apparently "going begging", and it is possible that any group of people who can change jobs six or eight times in a single year are not aware of the need for more education at this time.

Forty-seven per cent of the dropouts responding have pursued further training. Two girls and one boy have graduated from high school through the General Education Development Test and correspondence school. A third girl received her entitlement to recognition because she fulfilled the requirements for high school graduation.

These results are augmented by the fact that underlying the specific percentages, there is a deep current of dissatisfaction with present circumstances, and graduate and dropout alike are striving to advance themselves through further education or training.

Fifty-two per cent of the dropouts indicate they would resume school, if possible. Twenty-three per cent of the remainder qualified their responses with certain conditions. To graduate from high school is expressed by 77 per cent of the twenty-two respondents.

Twelve per cent of the males and forty-six per cent of the females quit school because of pregnancy or marriage. Twenty-three per cent of the girls gave reasons of illness, either theirs or a parent, for termination of their high school education. None of the boys were moved to quit due to illness. Of eight replies to this inquiry, all were separate entities and should probably be considered as a manifestation of individual differences. The nearest categorical statement which would seem to apply, might con-

sider these dropouts as maladjusted or misfits in the school situation. The reasons they gave, however, were not so different from the graduates' responses indicating why they considered quitting school. Apparently the dropout is not so different intellectually, or in his problems of adjustment, but primarily in his ability to perform in the presence of these frustrations and to curb his impulses.

Three of the eight male dropouts felt the military service had cost them job opportunities, but only three out of seven in this group considered the draft had cost them advancement in their areas of employment. The ratio here is less than among the graduates on both counts, but considering their line of work, the graduates--due to education and age--might well be more negatively influenced than the dropouts, to whom the opportunity for advancement may never have been offered.

In summary, it is apparent that the graduates are either directing themselves to higher activities through education or training, or they are--as the girls indicated--reasonably satisfied with their present status. The graduates value what they have earned and appreciate the opportunities their education affords them. They are gainfully employed and their earning power shows progress.

The dropouts are, for the most part, earning their own way and seeking to better their position through either further training or education. The males tend to become craftsmen and the females appear to appreciate the need for further formal education.

Of all four categories, the female graduates are apparently the most at ease with their particular circumstances, while the female dropout is the least satisfied regarding education. The male graduate is less satisfied with his educational plane, but the male dropout is the least substantial figure of them all.

**APPENDIX I**

3017 Pine Avenue  
Mattoon, Illinois

TO: Former Students of Mattoon High School

The enclosed questionnaire is part of a survey I am conducting in connection with my work at Eastern Illinois University. The purpose of the survey is to attempt to determine the work experience of a selected number of former students of Mattoon High School.

The questions will not take you more than ten minutes to answer. Will you please mark the answers right away and mail your reply to me in the stamped envelope.

I will appreciate your help very much.

Respectfully,

Jerome D. Betty

QUESTIONNAIRE FOR FORMER  
MATTOON HIGH SCHOOL STUDENTS

GRADUATES

1. Age \_\_\_\_\_ Male or Female \_\_\_\_\_ Single \_\_\_\_ Married \_\_\_\_ Divorced \_\_\_\_\_
2. Are you in military service? \_\_\_\_\_ Drafted or enlisted? \_\_\_\_\_
3. If enlisted, why? \_\_\_\_\_
4. Highest grade reached in school \_\_\_\_\_
5. What type of work are you doing now? \_\_\_\_\_
6. What position are you striving for? \_\_\_\_\_
7. Approximate yearly income since leaving school \_\_\_\_\_
8. Do you intend to make a lifetime career of your present occupation? \_\_\_\_\_
9. What work do you hope to be doing five years from now? \_\_\_\_\_  
\_\_\_\_\_
10. Have you found any work you want which requires more education or training? \_\_\_\_\_
11. If so, are you going to try for it? \_\_\_\_\_
12. How much training or schooling is necessary for this position? \_\_\_\_\_  
\_\_\_\_\_
13. Employment since ending school:  
Number of jobs held \_\_\_\_\_ Highest pay received per hour \_\_\_\_\_  
Lowest pay received per hour \_\_\_\_\_ Longest time on one job \_\_\_\_\_  
Shortest time on one job \_\_\_\_\_
14. Which of the following helped you most in getting your first steady job after leaving school? (Please check one or more)  
(1) \_\_\_ Parents or other relatives (6) \_\_\_ Public employment service (non-fee)  
(2) \_\_\_ Friends (7) \_\_\_ Private employment agency (fee)  
(3) \_\_\_ School (Teacher, counselor or other person) (8) \_\_\_ Other (Please explain) \_\_\_\_\_  
(4) \_\_\_ My own efforts \_\_\_\_\_  
(5) \_\_\_ Newspaper advertisement \_\_\_\_\_
15. If you have changed jobs, what reasons did you have? (Please check one or more)  
(1) \_\_\_ Low pay (5) \_\_\_ Didn't like other workers  
(2) \_\_\_ Bad hours (6) \_\_\_ Other (Please explain) \_\_\_\_\_  
(3) \_\_\_ Fringe benefits few or none \_\_\_\_\_  
(4) \_\_\_ Poor advancement possibilities \_\_\_\_\_



16. Did you ever think of quitting school? \_\_\_\_\_
17. If so, why? \_\_\_\_\_  
\_\_\_\_\_
18. Was there a particular reason why you decided not to quit? \_\_\_\_\_  
\_\_\_\_\_
19. How would you advise a friend who wanted to quit school? \_\_\_\_\_  
\_\_\_\_\_
20. Are most of the people you work with drop-outs? \_\_\_ High school  
graduates? \_\_\_ College graduates? \_\_\_
21. Has the possibility of being drafted affected your job opportunities? \_\_\_\_\_
22. If you are subject to draft do you feel this has kept you from advancement  
or employment? \_\_\_\_\_

QUESTIONNAIRE FOR FORMER  
MATTOON HIGH SCHOOL STUDENTS

DROPOUTS

1. Age \_\_\_\_ Male or Female \_\_\_\_\_ Single \_\_\_\_ Married \_\_\_\_ Divorced \_\_\_\_
2. Are you in military service? \_\_\_\_\_ Drafted or enlisted? \_\_\_\_\_
3. If enlisted, why? \_\_\_\_\_
4. Highest grade reached in school \_\_\_\_\_
5. What type of work are you doing now? \_\_\_\_\_
6. What position are you striving for? \_\_\_\_\_
7. Approximate yearly income since leaving school \_\_\_\_\_
8. Do you intend to make a lifetime career of your present occupation? \_\_\_\_\_
9. What work do you hope to be doing five years from now? \_\_\_\_\_  
\_\_\_\_\_
10. Have you found any work you want which requires more education or training? \_\_\_\_\_
11. If so, are you going to try for it? \_\_\_\_\_
12. How much training or schooling is necessary for this position? \_\_\_\_\_  
\_\_\_\_\_
13. Employment since ending school:  
Number of jobs held \_\_\_\_\_ Highest pay received per hour \_\_\_\_\_  
Lowest pay received per hour \_\_\_\_\_ Longest time on one job \_\_\_\_\_  
Shortest time on one job \_\_\_\_\_
14. Which of the following helped you most in getting your first steady job after leaving school? (Please check one or more)  
(1) \_\_\_\_ Parents or other relatives (6) \_\_\_\_ Public employment service  
(2) \_\_\_\_ Friends (non-fee)  
(3) \_\_\_\_ School (Teacher, counselor or other person) (7) \_\_\_\_ Private employment agency (fee)  
(4) \_\_\_\_ My own efforts (8) \_\_\_\_ Other (Please explain) \_\_\_\_\_  
(5) \_\_\_\_ Newspaper advertisement \_\_\_\_\_
15. If you have changed jobs, what reasons did you have? (Please check one or more)  
(1) \_\_\_\_ Low pay (5) \_\_\_\_ Didn't like other workers  
(2) \_\_\_\_ Bad hours (6) \_\_\_\_ Other (Please explain) \_\_\_\_\_  
(3) \_\_\_\_ Fringe benefits few or none \_\_\_\_\_  
(4) \_\_\_\_ Poor advancement possibilities \_\_\_\_\_

16. How would you advise a friend who wanted to quit school? \_\_\_\_\_  
\_\_\_\_\_
17. Are most of the people you work with drop-outs? \_\_\_\_\_ High school graduates? \_\_\_\_\_ College graduates? \_\_\_\_\_
18. Have you lost job opportunities because of not graduating? \_\_\_\_\_  
\_\_\_\_\_
19. Do you feel you are better or worse off for having dropped out of school?  
\_\_\_\_\_
20. Have you received any training or schooling since you quit? \_\_\_\_\_
21. If so, what kind and how long? \_\_\_\_\_
22. Would you resume high school if possible? \_\_\_\_\_
23. Do you plan to finish school? \_\_\_\_\_
24. Why did you quit school? \_\_\_\_\_  
\_\_\_\_\_
25. Has the possibility of being drafted affected your job opportunities? \_\_\_\_\_  
\_\_\_\_\_
26. If you are subject to draft do you feel this has kept you from advancement or employment? \_\_\_\_\_

## APPENDIX II

### CASE STUDIES OF EIGHT DROPOUTS

There were eight dropouts from Mattoon Senior High School in the 1964-1965 school year whose general situations were such that they precluded the questionnaire approach. These subjects were dealt with by interview with friends, parole officer of the county, probation officer, relatives and school counselors. Administrators of the Educational Extension Center of Mattoon and the employment office also afforded information which enabled the writer to find and determine the myriad of circumstances of the following subjects:

#### Case One

This boy was a sixteen year old sophomore when he terminated his schooling. His last reported I. Q. was 122. The record did not indicate his percentile rank.

The school counselor contacted, remembers the subject as a very intelligent boy who was bored with school. The general consensus of opinion of the people contacted was that he was a reasonable boy and entirely cooperative. He was not involved with the law.

The subject was one of the first to enter the Job Corp from Mattoon. The writer would like to present some of the facts of the father's death, indicative of the home situation in which the subject was reared. The father had the ten-year-old brother of the subject with him the day he died. The father was staying with "another woman" and had a drinking bout all that day. He went to the woman's place from the tavern and went to bed. When she returned later, she found him dead--the whereabouts of the younger brother was not indicated at the time the father was found. The subject returned from the Job Corps for the funeral and then returned to the coast. When vacation time arrived, the boy

came home and dropped from the Job Corps. He was last reported working in Mattoon as a "curb-hop" for a drive-in restaurant.

### Case Two

This subject was not contacted because he was interned at the county jail. The writer surrendered the dropout questionnaire to a young lady who purported to be a sister of the subject. The girl's answers to the subject's whereabouts were most evasive and diluted with suspicion. The writer never did get her to indicate his exact location. The following survey of his arrest record should divulge the cause of the girl's suspicion.

In 1962, this subject was first investigated by the law--when he was fourteen years old. His record cites him for delinquency, curfew violation, parole violation, one count of petty larceny, two counts of burglary, one charge of grand theft and two periods of "serving time." In 1963, he spent a year at the facilities of the Illinois Youth Commission for burglary and larceny. In 1965, he served ninety days at Vandalia for a burglary charge. The subject is presently in the county jail on the grand theft charge lodged against him for car theft.

The school counselor advises that he only attended high school for about one month--he dropped out as a seventeen-year-old sophomore.

### Case Three

This subject was dropped from school as a sixteen-year-old sophomore, with a reported I. Q. of 95. His percentile rank and, for that matter, most of his achievement scores were not listed--indicating that he was absent at the time the tests were administered.

Here is a subject whom the writer judges as "dangerous and mentally disturbed." His record with the law includes a single case of theft, which was not prosecuted. The rest of the subject's record reads very much like a nightmare. He first came to the attention of the police due to a self-inflicted gunshot wound. The next entry on his record was "rape of an aged invalid," (quotes from the probation officer). His next fete was arson of an occupied building. The subject successfully broke out of jail, only to be returned by his parents. In 1964, he was arrested for an unprovoked assault on a man, in daylight, in a parking lot in Mattoon. The subsequent wound on the assault victim required stitches. The charge for this was battery. The subject is now lodged in a house of correction. A past deputy sheriff said the subject was in Pontiac Penitentiary--this is an institution which houses lawbreakers from sixteen through twenty one years of age.

Case Four

This girl dropped from school as a sixteen-year-old sophomore. Her last I. Q. was reported as 112. Her first arrest was at fifteen years of age, and the charge was illegal possession of liquor--this was in March of 1964. She was sent to Geneva, a house of correction for girls, situated at Dwight, Illinois, as "uncontrollable at home" (probation officer). In November of 1964, she was re-captured as a runaway from Geneva. The writer--through the parole officer--found that she is now married, pregnant and seemingly stabilized. The subject was working in Champaign, where she met a man with a six-year-old daughter. It is reported that she came to love the child very much. Because of this attraction, she and the man were drawn together and are now married and making their home in Champaign.

Upon consulting a foster parent of this subject, the following information was received. The subject's father took his own life. The subject was in trouble constantly, and a prominent couple took her into their home in an effort to afford her an opportunity to better herself. Despite the foster parents' best efforts, she reverted to her old friendships and activities. In payment for their intended kindness, the subject stole the car of her foster parents. The foster parent also stated that the mother of the subject is a prostitute and the subject has never had a real home. The probation officer tried to get the foster parents to take the subject a second time, but the parents felt themselves unable to cope with her and had to refuse. One of the foster parents is a school teacher of several years experience and is known to the writer as one who is interested in the youth of the community. Her husband is also a professional man. They considered attention and affection, and an altered standard of living would effect a change of behavior on the part of the subject. The subject did not respond favorably.

Case Five

This subject was a seventeen-year-old junior whose reported I. Q. is 114, and whose percentile rank is forty-two. Her offense was not noted by the parole officer, but she was sent to Geneva. When she returned from Geneva, she went to Flora, Illinois and lived a year with her grandparents. Her grandfather is a minister. It is reported that she attended school there and was a model student. She returned home, and did not resume school in Mattoon, but went to live with her mother. She is still living with her mother, and the parole officer considers the mother as a negative influence on the girl.

Case Six

This girl dropped out of school as a seventeen-year-old junior. Her I. Q. was reported as 97, and she was in the twenty-second percentile. Two friends of the family were consulted. Both friends stated that her family circumstances were of middle class values. She is a twin, and it is thought she was injured at birth. The subject is reported to be a chronic liar. One friend of the family said she had been in trouble recently for theft of drugs from a local doctor. The doctor had to report this to the FBI, but then the drugs were recovered in the back seat of the girl's car-intact. The car itself was purchased under false pretenses by the subject, who signed her mother's name. The parents were required to pay \$150 monthly for the car, or divulge the daughter's criminal act. Both friends concurred regarding the girl's apparent affliction--though each called it a different type of disorder--and both suggested it would be very unkind to approach the parents for information. The writer, therefore, and the reader of this paper must consider the source and be aware of possible errors.

Case Seven

This subject was a sixteen-year-old sophomore, with a reported I. Q. of 92 and in the forty-eighth percentile. Again, the mother's distress over the situation would preclude the unkindness of subjecting her to interrogation. A relative was consulted, who in turn contacted the mother, told her the purpose of my quest, and asked her to call if she would cooperate. She did not respond. The relative contacted could not give much information--she stated that the parents had recently been divorced. The subject, being of an age to choose the parent with which he would live, chose to go with his father. The subject's mother would have counseled him to stay in school, but his father supposedly "couldn't care less." The last information this relative offered was that the subject was in Springfield, with his father, and she did not believe he was in school. She did not know if the subject was working, or if he has ever had a job.

Case Eight

This boy dropped from school as a seventeen-year-old sophomore with a reported I. Q. of 96, and in the twenty-third percentile. The school counselor states that the subject quit school and his parents appeared happy to sign him into the Navy, to get rid of him. When he returned from boot camp, the boy counseled his friends to finish school, and informed them he was sorry he had dropped out. He is a reasonable boy, and has, on two occasions, visited the counselor and stated an

interest in returning to school. His release from the service was due to a chronic disorder. The counselor did not know where the subject is at present, but he has never been in trouble with the law.

In line with this particular type of dropout, there are one or two others whose circumstances would appear to be based on the crimes of others. One such boy--contacted through a belligerent mother--is in the State Prison at Vienna. This youth dropped from school as an eighteen-year-old junior with a reported I. Q. of 103. The probation officer stated that his mother was an alcoholic and definitely a negative influence on the boy. The officer feels the subject may well be "salvageable" under different environmental circumstances. The subject was sent a questionnaire to which he responded with reasonable answers. His response was appreciated and quite informative. The boy felt that to live in Mattoon was to beg trouble. He refused probation and stated he preferred to go to the State Prison, rather than serve probation in Mattoon. He told the officer "...I would be right back in trouble if I stayed here." This lad replied to the questionnaire that he had passed his GED and entered an extension course at Southern Illinois University. (The writer has found that a prisoner of any age can take the General Education Development test, and on recommendation of the County Superintendent of Schools, the high school equivalent test may be administered "certain subjects" when circumstances warrant



such a recommendation for employment. However, the person must take the GED test again at age twenty-one, if they are to get the diploma.)

## APPENDIX III

### TABULATED RESPONSES TO THE QUESTIONNAIRE

#### Part One - Male Graduate

- QUESTION 1. Dealt with - age-sex-single-married-divorced**
- Single - 17  
Married - 3
- 2. Service connection**
- Drafted - none  
Enlisted - 8 positive responses
- 3. Reason for enlisting**
- 1 - Always wanted to be a Marine
  - 1 - Choice of service
  - 1 - Keep out of draft
  - 1 - Not ready for college
  - 1 - Get military obligation out of way before starting career
  - 1 - Wanted good background in electronics
  - 2 - Wanted further education
- 4. Highest grade attained in school - all graduates**
- 1 - 6 month college dropout
  - 1 - 1 year college dropout
  - 1 - 1 year of technical school
- 5. Present work**
- 2 - Factory workers
  - 1 - Salesman
  - 1 - Trouble-shooter

- 2 - Jobs in electronics - 1 part time - going to school
- 1 - Switchboard operator
- 1 - Meat cutter
- 1 - Farmer (On shares with father)
- 1 - Theological training (Just begun)
- 1 - Service station attendant
- 1 - Cook
- 1 - Bomb disposal expert
- 1 - Aviation electronics technician
- 1 - Heavy equipment operator
- 1 - Watch yeoman
- 1 - Radar electronics technician
- 3 - In service (Answered none)

6. Position striving for

- 3 - Electronics engineer
- 1 - Aviation machinist mate
- 1 - Heavy equipment operator (Know all equipment)
- 1 - Pilot
- 1 - Head meat cutter
- 1 - IBM operator
- 1 - Minister
- 1 - Technical representative
- 1 - Service career
- 1 - Owning farm
- 2 - Electronic technician
- 1 - Apprentice
- 3 - None

7. Annual income

- 1 - \$700
- 1 - \$840
- 1 - \$900
- 2 - \$1,000
- 1 - \$1,300
- 1 - \$1,824
- 3 - \$2,000
- 1 - \$2,040
- 1 - \$2,300
- 1 - \$2,400
- 1 - \$2,700
- 1 - \$2,953
- 1 - \$5,000

1 - \$5,500

1 - \$9,000

8. Is present occupation your intended lifetime career?

6 - Affirmative

13 - Negative

1 - Not sure

9. What work do you want to be doing five years from now?

3 - IBM school

1 - Salesman

1 - Service career

1 - Meat cutter

2 - Electronic technician

1 - Minister

1 - Farmer

1 - Technical representative

1 - Helicopter pilot

1 - Concrete mason

1 - Radar maintenance

1 - College

1 - Electronic engineer

2 - Not sure

10. Any work you want requiring additional training?

13 - Affirmative

4 - Negative

1 - Not sure

11. If so, are you going to try for it?

10 - Affirmative

1 - Negative

12. How much training is necessary for this position?

1 - 3 years

1 - 6 years

2 - 4 years

1 - 3 years bible school

2 - 2 years college

- 1 - 2 years
- 1 - 2 years technical training, 3 months company training
- 1 - 1 year
- 1 - Vocational school
- 1 - Some college
- 1 - Good knowledge of office operations
- 1 - Did not know

13. Employment since leaving school

(1) Number of jobs

- 6 - 1 job
- 5 - 2 jobs
- 3 - 3 jobs
- 1 - 4 jobs
- 1 - 5 jobs
- 1 - 6 jobs
- 1 - 8 jobs

(2) Lowest pay per hour

- 1 - 14 cents
- 1 - 22 cents
- 1 - 1 dollar and 10 cents
- 1 - 1 dollar and 15 cents
- 5 - 1 dollar and 25 cents
- 1 - 1 dollar and 30 cents
- 1 - 1 dollar and 35 cents
- 3 - 1 dollar and 50 cents
- 1 - 1 dollar and 62 cents
- 1 - 2 dollars

(3) Shortest time on job

- 3 - 1 week
- 1 - 2 weeks
- 1 - 3 weeks
- 1 - 1 month
- 3 - 3 months
- 2 - 4 months
- 1 - 8 months
- 1 - 1 year

**(4) Highest pay per hour**

- 1 - 28 cents (service)
- 1 - 1 dollar and 25 cents
- 1 - 1 dollar and 35 cents
- 1 - 1 dollar and 42 cents
- 3 - 1 dollar and 50 cents
- 1 - 1 dollar and 70 cents
- 1 - 1 dollar and 75 cents
- 1 - 1 dollar and 78 cents
- 1 - 2 dollars
- 1 - 2 dollars and 16 cents
- 2 - 2 dollars and 25 cents
- 1 - 3 dollars and 1 cent
- 1 - 3 dollars and 26 cents
- 1 - 3 dollars and 62 cents

**(5) Longest time on one job**

- 1 - 2 months
- 2 - 3 months
- 2 - 5 months
- 2 - 6 months
- 2 - 8 months
- 2 - 1 year
- 1 - 1 year and 4 months
- 1 - 6 years

14. Which was most influential in obtaining first steady job:

- 7 - Parents or relatives
- 3 - Friends
- 2 - Teacher or counselor
- 15 - Their own efforts
- 1 - Other - training school now attending

15. **8 - Low pay**  
**6 - Poor advancement possibilities**  
**4 - Bad hours**  
**2 - Fringe benefits few or none**  
**1 - Bad working conditions**  
**1 - Didn't like other workers**

## Others:

- 1 - Moved, had to quit
- 1 - Decided to attend bible school
- 1 - Quit to go to college, quit college, went back to work to wait to enlist

16. Did you ever think of quitting school?

- 5 - Affirmative
- 15 - Negative

17. If so, why?

- 1 - To enlist in service
- 1 - Did not like the principal (and named him)
- 1 - Marriage and poor relationship with teachers
- 1 - Bored
- 1 - Depressed, felt the world was closing in on him

18. Particular reason you decided not to quit?

- 2 - Wanted diploma
- 7 - More education, better job opportunities
- 1 - Couldn't get what he wanted with high school education only
- 1 - Learning was too good to pass up
- 1 - Needed the money
- 1 - Saw others who had quit holding jobs they would have twenty years from now.
- 2 - Good education is more important now than it used to be

19. Advice to friend about quitting school?

- 4 - Would advise against it
- 2 - "Don't, if you want a good job."
- 1 - "Stay in school."
- 1 - "Don't think of it."
- 1 - "He'd be sorry."
- 1 - "Diploma is a must, never enough education."
- 1 - "No jobs for you."
- 1 - "Don't, money is important. Can't get it very well without a good education."

- 1 - "Stop and think of years ahead."
- 1 - "Show him examples of dropouts."
- 1 - "Get as much out of it as possible."

20. People you work with dropouts, high school graduates or college graduates?

- 2 - With dropouts
- 13 - With high school graduates
- 5 - With college graduates

21. Has possibility of being drafted affected job opportunities?

- 9 - Affirmative
- 8 - Negative

22. If subject to draft, has it kept you from advancement?

- 6 - Affirmative
- 7 - Negative



## Part Two - Female Graduate

QUESTION 1. Dealt with - age-sex-single-married-divorced

Single - 20  
 Married - 4  
 Divorced - 1

2. Service connection

Drafted - 11 Negative response  
 Enlisted - 1 Positive response

3. Reason for enlisting

Single response was that she felt she could do more for others in service than if she had gone to college.

4. Highest grade attained in school

All were graduates

5. Present work

1 - Navy teletype-operator  
 1 - Key-punch operator (civilian)  
 4. Hairdressers  
 1 - Dietician (apparently in helper situation-or training)  
 1 - Waitress  
 4 - Secretary  
 1 - Switchboard operator  
 6 - Factory workers  
 3 - Housewives  
 1 - Baby-sitter  
 1 - Dental assistant  
 1 - General office work

## 6. Position striving for?

- 2 - Supervisor
- 2 - Better jobs
- 1 - More money
- 3 - No higher position
- 1 - Teacher (in future)
- 3 - Housewife
- 1 - Dental assistant
- 1 - Sales-girl
- 1 - Key-punch operator
- 1 - None

## 7. Annual income?

- 3 - Don't know
- 1 - 400 dollars
- 2 - 1,000 dollars
- 1 - 1,350 dollars
- 1 - 1,800 dollars
- 1 - 2,000 dollars
- 2 - 2,500 dollars
- 1 - 2,600 dollars
- 3 - 3,000 dollars
- 1 - 3,600 dollars
- 1 - 4,000 dollars
- 1 - 6,240 dollars

## 8. Is present occupation your intended lifetime career?

- 13 - Negative
- 5 - Affirmative

## 9. What work do you want to be doing five years from now?

- 1 - Civilian teletype operator
- 1 - Key-punch operator
- 15 - Housewife
- 1 - Teacher
- 1 - General office work
- 1 - Secretary
- 1 - Some work
- 3 - Beautician

- 1 - Factory assembler
- 1 - Dental assistant
- 1 - Sales-girl
- 1 - Do not know

10. Any work you want to do requiring additional training?

- 6 - Affirmative
- 13 - Negative

11. If so, are you going to try for it?

- 6 - Affirmative
- 7 - Negative
- 1 - Not at present

12. How much training necessary for this position?

- 1 - Several years of college
- 1 - 4 years of college
- 2 - 2 years of college
- 4 - 1 year of college
- 3 - High school education
- 1 - On-the-job training-already has it, including graduation
- 1 - Do not know

13. Employment since leaving school

(1) Number of jobs

- 12 - 1 job
- 9 - 2 jobs
- 2 - 3 jobs
- 1 - 6 jobs

(2) Lowest pay per hour?

- 1 - 11 cents (Navy now)
- 1 - 17 cents
- 2 - 50 cents
- 4 - 75 cents
- 1 - 60 cents
- 3 - 1 dollar

- 3 - 1 dollar and 25 cents
- 3 - 1 dollar and 32 cents
- 2 - 1 dollar and 50 cents

## (3) Shortest time on job?

- 1 - 1 week
- 3 - 1 month
- 2 - 2 months
- 1 - 3 months
- 1 - 4 months
- 2 - 6 months
- 1 - 7 months
- 1 - 8 months

## (4) Highest pay per hour?

- 2 - Paid on commission attained highest pay.
- 1 - 20 cents
- 1 - 75 cents
- 1 - 1 dollar
- 1 - 1 dollar and 15 cents
- 2 - 1 dollar and 25 cents
- 1 - 1 dollar and 45 cents
- 4 - 1 dollar and 50 cents
- 1 - 1 dollar and 63 cents
- 1 - 1 dollar and 74 cents
- 1 - 1 dollar and 75 cents
- 1 - 2 dollars
- 1 - 2 dollars and 3 cents
- 1 - 2 dollars and 23 cents
- 1 - 2 dollars and 24 cents
- 1 - 2 dollars and 95 cents

## 14. Which was most influential in obtaining first steady job?

- 4 - Parents or other relatives
- 5 - Friends
- 2 - School (teacher, counselor, etc.)
- 16 - Their own efforts
- 2 - Newspaper advertisement
- 1 - Public employment service (non-fee)
- 1 - Through Civil-Service
- 1 - Through a beauty school instructor
- 1 - Through education after high school (beauty school)

## 15. Reasons for changing jobs

- 9 - Low pay
- 6 - Bad hours
- 3 - Fringe benefits few or none
- 3 - Poor advancement possibilities
- 1 - Didn't like other workers
- Other reasons:
  - 1 - Moved and had to quit
  - 1 - Joined Navy
  - 1 - Changed jobs same place
  - 1 - Got married
  - 1 - Doctor's orders

## 16. Did you ever think of quitting school?

- 21 - Negative
- 4 - Affirmative (1 after reaching college)

## 17. If so, why?

- 1 - Senior year needed job-no job opportunities for students
- 1 - No particular aim (this the college drop-out)
- 1 - Homework made late hours
- 1 - Did not like some teachers
- 1 - Thought she could get along without diploma

## 18. Particular reason decided not to quit?

- 1 - Wanted to enter service after beauty-school training
- 1 - Wanted their parents to have one graduate in family
- 2 - It's stupid to even think of quitting
- 1 - Education is necessary and school is fun
- 7 - Needed diploma for better job and to get ahead
- 1 - Stupid of me to even think about quitting

## 19. Advice to a friend about quitting school?

- 1 - "Think twice-talk to counselor account difficult to find employment.
- 1 - "I would make sure they stayed in school

- 1 - "Don't do it-that diploma is worth everything you have done in school."
  - 1 - "Go out and see how far you can get with the education you have."
  - 13 - "Don't quit - loss of advantages and job opportunities, etc."
  - 1 - "Finish high school and give college a try-but it does depend on your goals."
  - 1 - "Think of example you would set for your children."
  - 1 - "Don't quit-life is tough enough with an education."
  - 2 - "It's stupid to even think about it."
20. People you work with-drop-outs, high school graduates-college graduates?
- 2 - Work with drop-outs  
(5 stipulated they did not work with drop-outs)
  - 15 - Worked with high school graduates
  - 4 - Worked with college graduates
21. Has possibility of being drafted affected your job opportunities?
- 3 - Negative
22. If subject to draft has it kept you from advancement?
- 4 - Negative

## Part Three - Male Dropout

QUESTION 1. Dealt with age-sex-single-married-divorced

3 - Single  
2 - Married

2. Service connection

Drafted - None  
Enlisted - 1 positive response

3. Reason for enlisting?

1 - Because I like the Navy

4. Highest grade attained in school?

Sophomore - 4  
Junior - 6

5. Present work

Hand cutter (Shoe Company)  
Part-time driver for car dealers  
Installation man at auto supply store  
Navy  
Farming (helps dad)  
Welding  
Training school  
None  
None  
Inmate in state prison

6. Position striving for?

Welder  
Carpenter  
Farmer  
Manager of auto garage  
Machine operator  
Pipe fitter  
None

7. Annual income
- 1 - None
  - 1 - I do not know
  - 1 - 1,400 dollars
  - 1 - 1,500 dollars
  - 1 - 2,330 dollars
  - 1 - 3,000 dollars
  - 1 - 6,500 dollars
8. Is present occupation intended lifetime career?
- 3 - Affirmative
  - 5 - Negative
9. What work do you intend to be doing five years from now?
- 1 - Cook
  - 1 - Welder
  - 1 - Service (or resume school to teach English)
  - 1 - Farming or factory work
  - 1 - Mechanic
  - 1 - Tool and die maker
  - 1 - Pipe fitter
  - 1 - Work that I like and that pays good
10. Any work you want requiring additional training?
- 7 - Affirmative
  - 2 - Negative
11. If so, are you going to try for it?
- 6 - Affirmative
  - 1 - Maybe
12. How much training necessary for this position?
- 2 - Do not know
  - 2 - High school diploma
  - 1 - High school diploma and apprentice report
  - 1 - Two years training
  - 1 - 36 weeks state and government school, 6 years on job



## 13. Employment since leaving school

## (1) number of jobs held

1 - 2 jobs  
 3 - 3 jobs  
 2 - 4 jobs  
 1 - 6 jobs  
 1 - 7 jobs

## (2) Lowest pay per hour

1 @ 65 cents  
 1 - 90 cents  
 2 - 1 dollar  
 4 - 1 dollar 25 cents  
 1 - 1 dollar 35 cents

## (3) Shortest time on job

1 - 5 hours  
 1 - 1 day  
 1 - 2 days  
 1 - 2 weeks  
 1 - 6 weeks  
 1 - 1 month  
 1 - 2 months  
 1 - 4 months

## (4) Highest pay per hour

2 - 1 dollar 50 cents  
 1 - 1 dollar 67 cents  
 1 - 1 dollar 68 cents  
 1 - 1 dollar 75 cents  
 1 - 1 dollar 80 cents  
 1 - 2 dollars (While he was still in school)

## (5) Longest time on one job

1 - 2 1/2 weeks  
 1 - 1 month  
 1 - 4 months  
 1 - 6 months  
 2 - 1 year  
 1 - 2 years  
 1 - 3 years (While still in school)

14. Which was most influential in obtaining first steady job?
- 7 - My own efforts
  - 2 - Parents or other relatives
  - 1 - Friends
  - 2 - Other ( 1 Navy and 1 farmers he worked for)
15. Reason for changing jobs?
- 6 - Low pay
  - 2 - Poor advancement possibilities
  - 2 - Bad hours
  - 1 - Fringe benefits few or none
  - 1 - Didn't like the boss
  - 1 - Moved out of state
  - 1 - Working conditions hazardous
  - 1 - Poor management and working conditions
16. How would you advise a friend regarding quitting school?
- "I would tell him to think it through before he did quit."
- 2 - Not to quit
  - "I'd advise against it."
  - "Absolutely, positively, NO!!"
  - "Don't quit - go on to school."
  - "Don't quit - stay in school."
  - "I'd tell him he's crazy."
  - "To stay in school and finish and then go on to training school and get a good job with a future."
17. Fellow workers drop-outs, high school graduates, or college people?
- 4 - Drop-outs
  - 4 - High school graduates
  - 1 - College
18. Has lack of graduation cost you jobs?
- 5 - Negative
  - 4 - Affirmative
  - 1 - Although it didn't cost him job advancement possibility was lowered.

19. Are you better or worse off as a drop-out?
- 5 - Worse off
  - 2 - Better off
  - 1 - Feels like it is the diploma, not the knowledge you have that counts.
20. Any schooling or training since you quit?
- 5 - Affirmative
  - 4 - Negative
21. If so, what kind and how long?
- 1 - Machine operator training
  - 1 - None
  - 1 - Job Corps - 3 months
  - 1 - Auto Mechanics 2 months, welding 2 months
  - 1 - G. E. D., SIW extension course
22. Would you resume high school if possible?
- 5 - Affirmative
  - 1 - No answer
  - 1 - Does not know
  - 1 - If he can work too
  - 1 - Not in Mattoon
23. Do you plan to finish school?
- 7 - Affirmative
  - 1 - Yes, G. E. D.
  - 1 - Does not know
24. Why did you quit school?
- 1 - P.E. coach grabbed the back of his shirt. When it ripped, the boy had a fist fight with the coach.
  - 1 - To get married
  - 1 - Because
  - 1 - Quit because of poor reading and spelling ability. (wife filled out questionnaire.)
  - 1 - Got tired of going, never did like to study
  - 1 - To join Navy.
  - 1 - Went to the Job Corps
  - 1 - I was a smart-@lec

**25. Has draft affected job possibilities?**

**3 - Affirmative responses**

**5 - Negative responses**

**26. If subject to draft, has this kept you from employment advancement?**

**3 - Affirmative responses**

**4 - Negative responses**

## Part Four - Female Dropout

- QUESTION 1. Dealt with - age-sex-single-married-divorced**
- Single - 3  
Married - 10  
Divorced - 1
- 2. Service connection**
- Drafted - 5 negative responses  
Enlisted - 3 negative responses
- 3. Reason for enlisting**
- 1 response "none"
- 4. Highest grade attained in school**
- Sophomore - 7  
Junior - 5  
Senior - 2
- 5. Present work**
- 4 - Housewife  
5 - Factory  
2 - Waitress  
1 - Veterinarian assistant  
2 - None
- 6. Position striving for?**
- 1 - Beautician  
3 - Housewife  
1 - Secretary  
1 - Veterinarian (this girl is re-entering school)  
4 - No particular position
- 7. Annual income**
- 2 - none  
2 - Just started working  
1 - Unknown

- 1 - 675 dollars
- 1 - 1,000 dollars
- 1 - 3,000 dollars
- 2 - 4,000 dollars

8. Is present occupation your intended lifetime career?

- 2 - Affirmative
- 9 - Negative

9. What work do you want to be doing five years from now?

- 1 - None
- 1 - Beautician
- 1 - Secretary
- 1 - Veterinarian
- 1 - Nurse
- 1 - "Anything to support myself"
- 7 - Housewife

10. Any work you want to do requiring additional training?

- 4 - Affirmative
- 9 - Negative
- 1 - "Everything I am interested in requires more education."

11. If so, are you going to try for it?

- 1 - Negative
- 5 - Affirmative

12. How much training necessary for this position?

- 1 - None
- 1 - High school diploma
- 1 - 2 years
- 1 - 6 years

13. Employment since leaving school

(1) Number of jobs

- 1 - No job
- 3 - 1 job
- 5 - 2 jobs

- 2 - 3 jobs
- 1 - 5 jobs
- 1 - 8 jobs

(2) Lowest pay per hour

- 3 - 50 cents
- 1 - 80 cents
- 3 - 85 cents
- 1 - 1 dollar
- 1 - 1 dollar 25 cents
- 1 - 1 dollar 75 cents
- 1 - 2 dollars 3 cents

(3) Shortest time on job?

- 1 - None
- 1 - 2 1/2 hours
- 1 - 1/2 day
- 1 - 1 week
- 1 - 2 weeks
- 2 - 1 month
- 1 - 2 months
- 1 - 3 months
- 1 - 4 months
- 1 - 1 year

(4) Highest pay per hour?

- 1 - 75 cents
- 1 - 1 dollar
- 1 - 1 dollar and 25 cents
- 1 - 1 dollar and 35 cents
- 1 - 1 dollar and 75 cents
- 1 - 2 dollars and 11 cents
- 1 - 2 dollars and 13 cents
- 1 - 2 dollars and 37 cents
- 1 - 2 dollars and 38 cents

(5) Longest time on one job?

- 2 - 1 month
- 1 - 4 months
- 1 - 7 months
- 1 - 10 months
- 1 - 11 months

- 2 - 1 year
- 1 - 14 months
- 1 - 2 years

14. Which was most influential in obtaining first steady job?

- 2 - Parents or other relatives
- 4 - Friends
- 9 - Their own efforts
- 1 - Newspaper advertisement
- 1 - Public employment service (non-fee)
- Other reasons:
- 1 - Part-time work while in school led to full-time job at the same place when she dropped out.

15. Reasons for changing jobs?

- 4 - Low pay
- Other reasons: (other than those listed on form)
- 1 - Foreman trouble
- 1 - Pregnancy - when resumed work went to different job
- 1 - Marriage
- 1 - Couldn't stand the noise
- 1 - No time off
- 1 - General dissatisfaction
- 1 - Pregnant

16. How would you advise a friend regarding quitting school?

- 9 - Finish high school (1 includes "...have a try at college")
- 2 - Think it over carefully and make up your own mind
- 1 - Depends on the person
- 1 - "It was a big mistake to quit. Try to work something out so you won't have to."
- 1 - "I would explain the undesirable way of making a living." (This girl had to baby-sit and "live-in.")

17. Are your fellow workers drop-outs, high school graduates, or college people?

- 1 - Drop-outs (4 indicated "No" here)
- 10 - High school graduates
- 1 - Indicated no college people
- 1 - Did not know



18. Has lack of graduation cost you jobs?
- 2 - Affirmatives
  - 9 - Negative
19. Are you better or worse off as a drop-out?
- 7 - Worse (1 girl said, "It was a mess, pure and simple.")
  - 2 - Better
  - 3 - Didn't bother them
  - 1 - Happier (qualifies this : "Because she's married, but should have graduated.")
20. Any schooling or training since you quit?
- 5 - Affirmative responses
  - 7 - Negative responses
21. If so, what kind and how long?
- 1 - None
  - 1 - Experience
  - 1 - Dietary work-about 7 months
  - 2 - Correspondence school-graduated from high school
  - 1 - Fulfilled high school requirements - 2 weeks at Education Extension Center and passed the high school equivalence test.
22. Would you resume high school, if possible?
- 6 - Affirmative responses
  - 1 - "Yes and no" response
  - 3 - Negative responses
  - 2 - "Maybe" responses
23. Do you plan to finish school?
- 4 - Negative responses
  - 5 - Affirmative responses
  - 3 - "If possible" ( 1-"Would like to set example for children
24. Why did you quit school?
- 5 - Marriage
  - 1 - Pregnant

- 2 - Moved
- 1 - No interest
- 1 - Disliked school
- 1 - Introverted (This is the girl interested in veterinary medicine that is re-entering school)
- 1 - Nervous - "On the verge of nervous collapse."
- 1 - Father had heart disease and she quit school to help him.

25. Has draft affected job possibilities?

2 - Negative responses

26. If subject to draft, has this kept you from employment or advancement?

2 - Negative responses

TABLE V

## NUMBER OF RESPONSES ON GRADUATE QUESTIONNAIRE

Per Cent of Boys and Girls Answering Each Question

Question Number	Number of Responses	Percent Boys Answering	Percent Girls Answering
1	45	(20) 44.4	(25) 55.6
2	31	(20) 64.5	(11) 35.5
3	11	( 9) 82	( 2) 18
4	45	(20) 44.4	(25) 55.6
5	45	(20) 44.4	(25) 55.6
6	34	(18) 52.9	(16) 47.1
7	36	(18) 50	(18) 50
8	42	(19) 45.2	(23) 54.8
9	43	(18) 41.9	(25) 58.1
10	42	(18) 42.9	(24) 57.1
11	25	(11) 44	(14) 56
12	27	(14) 51.9	(13) 48.1
13	42	(18) 42.9	(24) 57.1
14	45	(20) 44.4	(25) 55.6
15	26	(12) 46.2	(14) 53.8
16	45	(20) 44.4	(25) 55.6
17	13	( 6) 46.2	( 7) 53.8
18	28	(15) 53.6	(13) 46.4

e.g. TABLE V, Continued

Question Number	Number of Responses	Percent Boys Answering	Percent Girls Answering
19	41	(16) 39	(25) 61
20	41	(20) 48.8	(21) 51.2
21	26	(18) 69.2	( 8) 30.8
22	18	(14) 77.8	( 4) 22.2

20  
**TABLE IV**

**NUMBER OF RESPONSES ON DROP-OUT QUESTIONNAIRE**

Per Cent of Boys and Girls Answering Each Question

Question Number	Number of Responses	Percent Boys Answering	Percent Girls Answering
1	24	(10) 41.7	(14) 58.3
2	18	(10) 55.8	( 8) 44.4
3	2	( 1) 50	( 8) 50
4	24	(10) 41.7	(14) 58.3
5	24	(10) 41.7	(14) 58.3
6	17	( 7) 41.1	(10) 58.9
7	17	( 7) 41.1	(10) 58.9
8	19	( 8) 42.1	(11) 57.9
9	22	( 9) 41	(13) 59
10	23	( 9) 39.1	(14) 60.9
11	13	( 7) 53.8	( 6) 46.2
12	12	( 7) 58.3	( 5) 41.7
13	22	( 9) 41	(13) 59
14	20	( 9) 45	(11) 55
15	19	( 8) 42.1	(11) 57.9
16	23	( 9) 39.1	(14) 60.9
17	18	( 7) 38.9	(11) 61.1
18	20	( 9) 45	(11) 55

e.g. TABLE IV, Continued

Question Number	Number of Responses	Percent Boys Answering	Percent Girls Answering
19	22	( 8) 36.4	(14) 63.6
20	21	( 9) 42.9	(12) 57.1
21	11	( 5) 45.5	( 6) 54.5
22	21	( 9) 42.9	(12) 57.1
23	22	( 9) 41	(13) 59
24	21	( 3) 33	(13) 62
25	10	( 8) 80	( 2) 20
26	9	( 7) 78	( 2) 22

## APPENDIX IV

### TWENTY MAJOR MATTOON INDUSTRIES

- Anaconda Brass - Will hire dropouts , but graduates preferred
- Associated Spring - Will hire dropouts , if they pass company test
- Blaw-Knox Company - Will hire dropouts ,
- Bock Cattle Ident Co. - Will hire dropouts
- Campbell and Co. - Will hire dropouts
- H. W. Clark and Company - Will hire dropouts-now the shortage  
of employees is critical
- Crawford Shoe Co. - Will hire dropouts-prefer trained employees  
but there is a shortage of employees
- General Electric Co. - Will hire dropouts , but lack of education  
to pass company test has held some back
- Golden-O-Packers - Will hire dropouts
- Mattoon Concrete Products - Will hire dropouts
- Mattoon Garment Factory - Will hire dropouts , train on job
- Michaels Machine Company - Will hire dropouts , but they must  
be skilled labor
- Okaw Plating and Manufacturing - Will hire dropouts
- Shank Road Oil and Culvert Co. - Will hire dropouts
- Young Radiator Co. - Will hire dropouts
- Brown Shoe Company - Will hire dropouts

Cardinal Broom Co. - Will hire dropouts

Mattoon Whisk Broom Co. - Will hire dropouts

H. G. Smith Machine Shop - Will not hire dropouts, except in  
special cases



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