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Occupational Information Based on January 1, 1965 Employment Reported by the Young Men Dropouts from the Senior High School, Community Unit School District Number 1, Charleston, Illinois

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OCCUPATIONAL INFORMATION BASED ON JANUARY 1, 1965

EMPLOYMENT REPORTED BY THE YOUNG MEN DROPOUTS

FROM THE SENIOR HIGH SCHOOL, COMMUNITY UNIT SCHOOL
(TITLE)

DISTRICT NUMBER I, CHARLESTON, ILLINOIS

BY

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THESIS

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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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With modest humility I would like to express my sincere gratitude to the many who helped me. They who helped me know who they are and to each of them I am using this means to express my thanks.

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CHAPTER I

INTRODUCTION

Today, the young man who does not graduate from high school is in a minority group. Within a span of just twenty years, the number representing those who do not graduate from high school and the number representing those who do graduate is almost reversed. National figures on the high school graduation in 1940 indicated "only 40 out of every 100 freshmen graduated."¹ While on a national basis "in 1960, 62 per cent of young people graduate from high school."²

The high school non-graduate, the dropout, is much discussed. Many articles have been written concerning the reasons he leaves school, how to identify the potential dropout, and other factors relating to his home, his school, and his general problems.

This study is a description of the January 1, 1965 employment as reported by the young men who are dropouts from the Senior High School, Community Unit School, District Number 1, Charleston, Illinois.

¹Governor Otto Kerner, "Keynote Speech to Illinois Conference on Youth," Illinois Labor Bulletin, Vol. 22, (Second Quarter, 1962), No. 4, 8.

²Evelyn Murray, "Work: A Neglected Resource for Students", The Personal and Guidance Journal, XLI, (November, 1962), No. 3, 230.

CHAPTER II

BACKGROUND

The Charleston Community

The Senior High School, Community Unit School, District Number I, located at Charleston, Illinois, in Coles County, serves an area of 231.61 square miles. These are facts for the City of Charleston compiled from the United States Census report for 1960.

The information shows:

1. The population is 10,505.
2. The greater percentage, 82.3 per cent, is native to this area.
3. The majority of the residents, 67.6 per cent, have lived in the present house two years or longer.
4. The median years of school completed is 10.7 years.
5. The percentage having completed high school work is 43.4 per cent.
6. The proportion of the number of young people, 14-17 years of age, who are in school is 92.4 per cent.
7. The median family income is \$5,134.

In a personal interview Mr. Marble, Office of Education, District Number I, stated "between seven and eight thousand people reside in the rural areas and the estimate is that a

little less than half of the total number of students enrolled in the high school live in the rural area."³ The United States Census report for 1960 gives these facts for the rural area of Coles County:

1. The median years of school completed is 9.7 years.
2. The median rural income is \$4,403 per family.

Information from an unpublished study of employment in Charleston indicates,

there are very few (25 per cent total) jobs available for them (dropouts) but even more significant is the fact that the qualifications for employment are constantly rising in regard to education. It is the opinion of the local counselor that the "dropout" usually stays in and around the area... the influx of the college students places the local dropout in a much worse position than other geographic areas. Added to this is the number of unemployed with a high school diploma or better education.⁴

The same study, which is a survey of the employment qualifications in Charleston and which involves one hundred and ninety-five job classifications in the immediate area of Charleston, reported "only 25 per cent can be held by persons under 17 years of age."⁵ Further study of the report shows that of the one hundred employers contacted regarding educational requirements for employment, "twenty-four establishments indicated they have hired 'dropouts' in some positions,

³Interview with Mr. Royce Marble, Assistant Superintendent of Schools, Community School Unit, District Number I.

⁴Marion A. Fiorillo. "Employment Information on Charleston, Illinois, For Use By Persons With An Education of Less Than Grade Twelve," Submitted as Plan B Paper, Eastern Illinois University, Charleston, Illinois. 1964, 28.

⁵Ibid. 12.

but there are ten of these who qualify the statement by limiting this employment to the area of maintenance (janitor, cleaning, etc.)."⁶ It appears that the dropout has much competition for a steady job.

Employment in Illinois

Illinois, according to the records in the Office of Joseph Borus, Regional Director, United States Bureau of Employment Security and the Illinois Department of Labor in 1964 had an unemployment rate of 3.8 per cent while that of the nation was 5.2 per cent. Published reports credit the low unemployment rate to the diversification of the manufacturing industries.

Surveys of the Illinois State Employment Service focus attention upon the extent of unemployment among the school dropouts. In a 1961 survey of 144,000 unemployed men and women, it was found that "68 per cent of the unemployed in Illinois had not finished high school and that 17 per cent had not even finished eighth grade."⁷

Early in 1964, William R. Disque, Area Labor Market Analyst, Illinois State Employment Service, released some figures on the employment situation in the Charleston-Mattoon area. His study is based on job applications filed by 718

⁶Ibid. 12.

⁷Samuel C. Bernstein, "Special Classes to Help Dropouts" Illinois Labor Bulletin, Vol. 22, No. 3, (First Quarter 1962), 15.

persons in the area office during the immediate 12 month period. The age range of the applicants was 17 to 71 years. The findings as released to the press show:

Wages and salaries reported by applicants ranged from \$1,833 a month (a grain elevator manager with a bachelor's degree in economics) to \$69 a month (a 17 year old high school dropout who worked as a bus boy). He also found that high school graduates earned an average of \$108.65 more per month than non-graduates. That amounts to \$58,671 during the average span of working years.⁸

Mr. Disque brings out some authoritative facts about the average salary in the area. In all job categories--professional, managerial, clerical and sales, service, agricultural, skilled, semi-skilled, and unskilled--the high school graduate received a higher wage. The following chart shows four categories--service, skilled, semi-skilled, and unskilled--in which the high school dropout receives a lesser wage than those with only an eighth-grade education. Mr. Disque compiled the table of average monthly wages in the various job categories to show the increased earning power a high school diploma gives to a job seeker.

EDUCATIONAL ATTAINMENT⁹

Job Category	8th Grade or below	High School Dropout	High School Graduate
Professional, Managerial and Clerical & Sales	\$367.55	\$389.05	\$426.10
Service	248.81	241.11	302.11
Agricultural	175.56	175.89	251.00
Skilled	331.82	331.37	400.53
Semi-skilled	298.44	274.44	340.88
Unskilled	290.49	260.68	340.77
Total Averages	\$287.92	\$287.74	\$396.39

⁸Mattoon Journal Gazette, January 7, 1964

⁹Ibid.

Disque pointed out that, while 44 per cent of the applicants surveyed were high school graduates, they accounted for 52 per cent of the total wages.

Eighty per cent of the applicants in the professional, managerial, and clerical and sales category, ... were high school graduates.

At the other extreme, only seven per cent in the agricultural category had completed high school.

Fifteen per cent of the graduates were in the service occupations.

Skilled workers... made up 43 per cent of the applicants with high school diplomas.

Twenty-eight per cent of the semi-skilled workmen... were graduates.

Twenty-nine per cent of those seeking jobs in unskilled occupations had completed high school.¹⁰

The Dropout On The National Scene

The dropout question occurred for discussion in the majority of the state reports to the 1960 White House Conference. Reports to the 1960 White House Conference on Children and Youth pointed out some of the inadequacies of vocational education and counseling available in the schools. It was noted that in many areas vocational education is limited to a few courses in agriculture, home economics, and business. Reports released shortly before the 1960 conference showed the national student counselor ratio was reported to be about 750 to 1, no state had achieved the recommended ratio of 250 or 300 to 1, and guidance personnel was employed by slightly less than one half of the schools.¹¹

¹⁰Ibid.

¹¹Social Dynamite. The Report of the Conference on Unemployed Out-of-School Youth in Urban Areas, National Committee for Children and Youth, Washington, D. C., 1960, 14.

This information was supplemented by releases from the United States Department of Labor, such as this:

Some 7.5 million youngsters will drop out before high school graduation. About 2.5 million will not go beyond the eighth grade; two out of three will go no further than the tenth grade. Most will end their education before they have been exposed to the advice of the vocational counselor. Meanwhile, the level of training required for jobs is steadily rising. Each year there will be fewer openings, proportionately, for the unskilled worker.¹²

Since the dropout leaves school early he may be an unskilled worker. This lack of skill may be one of the most limiting factors in his employment opportunities. Under-Secretary Wirtz, United States Department of Labor, presented a challenge for more education to better prepare the youth of the 1960's for employment:

The American labor force is expected to increase about 13½ million persons in the 1960's. By 1970, the American labor force will include 20 million persons 14-24 years of age--an increase of 6½ million in one decade. Equally significant, the rate of increase among young male workers in the 1960's will be five times as large as the corresponding rate among male workers of all other ages.

There can be no doubt then that education is the center of the whole question of jobs in an expanding and increasingly automated economy. Indeed, there is a simple direct relationship between educational attainment and occupational status on the one hand and rate of employment on the other. All our studies clearly indicate that occupational mobility varies directly with the amount of education and training a person has. In a world of rapid change, we can be certain that the more education an individual has, the better he will be able to respond to new opportunities.¹³

¹²Ibid. 15.

¹³W. Willard Wirtz, "How Job Experts View Youth Problems", Illinois Labor Bulletin, Vol. 22, No. 4, (Second Quarter, 1962), 11.

The opportunities for occupational mobility, as well as the way in which society considers youth, is changing. The situation has been analyzed this way:

The youth of today are better-fed, attain greater height and weight than his grandfather's generation. When the average life expectancy at birth was about thirty-five or even forty, a young person of fifteen could scarcely be considered a child. When most of the work was done by human muscle, and there was a lot of it to do, the strong muscles of a teen ager could not be wasted. When most people lived on farms, the adolescent was expected to contribute his share of responsible work. In an age of abundance, the life expectancy is stretched to seventy and young people of fifteen seem very childish; furthermore, pressure is exerted to keep them out of the labor market, so that they will not compete with their elders.¹⁴

Bernard also points out, "Little by little persons sixty-five years of age and older have taken over jobs formerly done by young people, such as newstand salesmen, elevator operators,... ."15

The trend in the United States today is for greater educational attainment. Sociologist Denny points out, "The United States became the first nation to transform children from 'a family asset as labor to a family liability as student consumer'. That liability is one the United States seems willing to afford... ."16

Both President Kennedy and President Johnson have expressed concern over the education of youth. In his State

¹⁴Jessie Bernard, Social Problems at Mid-Century, New York: Holt, Rinehart and Winston, 1957. 386.

¹⁵Ibid. 405.

¹⁶"Students On The Fringe Of A Golden Era", Time, Vol. 85, No. 5 (January 29, 1965), 56.

of the Union message to the United States Congress on January 14, 1961, President Kennedy said:

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity from grade school through graduate school. Today, an estimated four out of ten students in the fifth grade will not even finish high school... and that is a waste we cannot afford.¹⁷

President Johnson is continuing the program to improve the educational opportunities of the dropout. Many dropouts, through the Job Corps, may have the opportunity for further educational attainment.

Dr. Hugh Woods, a professor of education at Oregon, who is currently doing research with the Job Corps in Tongue Point, Oregon, comments to the effect that, "Not many of the boys we have here could get into vocational training school anywhere in the United States. They have never had a steady job; few have better than fifth grade reading ability;... ."18 In addition to this he states "More than ever before today's dropout is an economic and social liability of our culture."¹⁹

The changes in our industrial and occupational structure in the United States effect the dropout, too. Throughout this century the number of workers engaged in the production of goods has declined, while the number of workers who

¹⁷Chicago Daily News, January 15, 1961.

¹⁸"Education: Changing Liabilities to Assets," Business Week, March 20, 1965, 157.

¹⁹Ibid. 160.

produce services has increased. The following table illustrates this situation.

In a recent month during 1959, persons who work for a wage or salary (but including farmers as farm hands) were distributed as follows among major industries of the United States:²⁰

	(In Millions)		
Manufacturing	16.1	Transportation and	
Construction	2.8	public utilities	3.9
Mining	.7	Trade	11.2
Agriculture	6.4	Finance, insurance	2.4
		Service	6.6
		Government	8.2
	26.0		32.3

Those who produce services--the workers who buy and sell, who teach, who work in government service (policemen, firemen, economists or clerks)--outnumber those who produce goods by over six million workers. Observers of the labor scene in our country report this change took place in the early part of the 1950's and there is nothing in the offing to reverse the trend.²¹

This change in the industrial and occupational structure has caused a change in the occupations of workers. Study of the percentage of workers in the job categories and a projection into the possibility for 1970 shows some of the major social and economic changes occurring in the twentieth century.

²⁰The Nation's Children, Edited by Eli Ginzberg, White House Conference on Children and Youth, New York: Columbia University Press, 1960. 144.

²¹Ibid. 144.

Here is a brief recapitulation of past, present, and expected future developments;²²

	1910	1959	1970
	(In Per Cent)		
All workers	100	100	100
White-collar	22	42	45
Professional and Technical	5	11	13
Proprietary and Managerial	7	11	11
Clerical and Sales	10	20	21
Blue-collar	37	37	36
Skilled	12	13	13
Semi-skilled	14	18	18
Unskilled	11	6	5
Service	10	12	13
Farm	31	9	6

The greatest decrease in employment between 1910 and 1959 occurred in the number of workers needed in the unskilled and farm categories. The greatest increase in employment, over 50 per cent, was noticed in the categories of the white-collar grouping.

The problem of the employment of the dropout is further highlighted by this statement of Dr. Norman C. Harris:

By 1970, one-fourth of the nation's labor force will be employed in semi-professional, technical jobs that didn't even exist in 1930...

At the top will be an estimated 18 per cent of Americans who are engaged in professions which require four or more years of college. Next, some 50 per cent of the work force will hold "middle manpower jobs" ranging from semiprofessional and technical to clerical and sales. These will require at least a high school diploma and up to two years of college or technical training. Below will be an estimated 26 per cent, high school or vocational-school graduates, doing skilled

²²Ibid. 145-146.

work (carpentering, automobile repair) or semi-skilled work (factory production, gas station tending). This leaves only six per cent of the work force for the unskilled jobs that machines can't do--and that requires no more than a grade-school education.²³

²³Lester Vellie, "Where The Jobs Are," Readers Digest, January, 1955, 104.

CHAPTER III

ORIENTATION

Reason for the Study

The basic objective of this study was to report the employment of the Senior High School, Community Unit School, District Number I, dropout for the school years 1959-60 through 1963-64. A secondary purpose was to observe some factors that related to the occupational status of the dropout, namely:

1. Age at the time of leaving school
2. Grade attainment at the time of leaving school
3. Age as an element related to employment, and
4. Residential area

The information derived from the findings of this study may help counselors to point out the types of employment obtained by the high school dropout in the Charleston area. Youth workers, the school board, local employment agencies, and people interested in the manpower available in the area may use the information. Community service organizations and agencies interested in community welfare may be stimulated to further study socio-economic factors that may be involved or consider some ways to directly help the unemployed dropout find a job.

This study was only another step in the presentation of the total situation of the dropout of the Senior High School, Community Unit School, District Number I, Charleston, Illinois.

Limitations

The population of the study was limited to 106 young men reported as dropouts on the school record, Senior High School, Community Unit School, District Number I, Charleston, Illinois from the school years 1959-60 through 1963-64, and who, as of January 1, 1965, were eligible for employment. This study was limited to the occupational status of the dropout as of January 1, 1965 and some of the basic facts related to the employment of the dropout.

The data concerning the age, place of residence, and grade attainment at the time of leaving school were copied from the school records. The information concerning employment as of January 1, 1965 was limited to the oral replies given by the dropout, a member of his family, a friend, or a representative of the school or a law enforcement agency in response to a direct question this writer asked regarding his employment.

Records from the five year period--1959-60, 1960-61, 1961-62, 1962-63 and 1963-64--were used in the study.

Definitions

Blue-collar worker - A general term applied to the three categories of workers classified by the Dictionary of Occupational Titles as skilled, semi-skilled, and unskilled.

Dropout - For this study is one who leaves high school before the completion of the prescribed course of study required for graduation and who does not re-enroll in any other school to receive an education offering credits that are accepted by an accredited high school.

Occupation - For this study it refers directly to one's work or job and way of receiving a wage.

Residence - As used in this study refers to the address given on the school records as "home address."

White-collar worker - A general term applied to the two categories of workers classified by the Dictionary of Occupational Titles as professional and clerical and sales.

CHAPTER IV

PROCEDURE, METHOD, AND TREATMENT OF DATA

Identifying the dropout was a relatively easy process because of the excellent cooperation received throughout the survey.

Preparation for the survey involved:

1. Securing the approval of Community School Unit Superintendent of Schools, Mr. C. J. Dintelman.
2. Contacting the high school to explain the program to the Principal, Mr. Marvin Smith, and Counselor, Mr. Harold Hankins.
3. Preparing a list of the dropouts from High School Annual Reports for each of the five years.
4. Copying information from the class cards: address, age, parents' names, telephone number, grade level, and reason for leaving.

Consideration of telephone numbers and addresses indicated a direct contact with the dropout or his family should be feasible in the majority of cases. Response given to direct contact should be immediate. The merit of this method as reported by Jackson and Rothney indicates:

1. The interview elicited significantly more complete answers than mailed questionnaires.

2. The interviews elicited significantly greater number of responses.
3. The subjects responded to questions that called for factual answers more often than those which required evaluation.²⁴

Direct contact, either by telephone or person to person interview, was made with as many of the dropouts as were available at the time the contact was made. For the others, a member of the immediate family gave information, and in a few cases a friend, a member of the school staff, or a member of the law enforcement agency supplied the answer to the question, "What is _____ doing now?"

Tabulation of the contacts made showed:

- 24 - Person-to-person interviews
 - 11 - with the dropout
 - 4 - with a member of his family
 - 9 - with a member of the law enforcement agency
- 82 - Telephone interviews
 - 16 - with the dropout
 - 3 - with a member of school staff
 - 63 - with a member of the family or close friend.

The information was tabulated and the jobs were classified. The Dictionary of Occupational Titles was used to place the jobs into major occupational groupings.

²⁴Robert M. Jackson and J. W. M. Rothney, "A Comparative Study of the Mailed Questionnaire and Interview in Follow-up Studies", The Personnel and Guidance Journal, Vol. XXXIX, (March, 1961), 569-570.

CHAPTER V

FINDINGS

The population in this study includes 106 young men, who were dropouts from Senior High School, Community Unit School District Number 1, Charleston, Illinois during a five year period 1959-60, 1960-61, 1961-62, 1962-63, and 1963-64. The basic purpose was to show the type of employment of the young men involved. Basic information regarding age, grade level, and place of residence was considered in relation to occupational status as of January 1, 1965.

Age of Dropouts

The total number of dropouts for the five-year period was greatest at age 16 years with age 17 years running a close second. These two age groupings accounted for 73 per cent of the total of dropouts. The number of dropouts in either of the age groups, 16 years or 17 years, was greater than the total number in the other five age groups.

TABLE 1.--Age by year at time of leaving school. (Dropouts for each of the five years, listed by year.)

School Year	Age in Years							Total
	14	15	16	17	18	19	20	
1959-60	-	2	5	8	1	-	-	16
1960-61	1	4	13	10	2	-	1	31
1961-62	-	3	3	2	1	-	-	9
1962-63	-	1	9	4	4	-	-	18
1963-65	-	3	9	14	1	4	1	32
	1	13	39	38	9	4	2	106

Grade Attainment

The greatest number of dropouts leave school at the grade levels nine and ten. These two years account for 61 per cent of the dropouts. Only 16 per cent left at the twelfth grade level; while 23 per cent dropped out at the eleventh grade level.

TABLE 2.--Grade attainment at time of leaving school.

School Year	Grade Level				Total
	9	10	11	12	
1959-60	8	3	3	2	16
1960-61	9	12	8	2	31
1961-62	4	6	-	-	10
1962-63	5	4	8	1	18
1963-64	7	7	5	12	31
	33	32	24	17	106

Occupational Status

The greatest percentage, 40 per cent, of the young men had a job as of January 1, 1965; over one-third were in the Armed Services and one-fourth of the group was unemployed.

TABLE 3.--Present occupational status in relation to age at time of leaving school.

Status	Age							Total
	14	15	16	17	18	19	20	
Armed Services	-	3	13	16	3	1	-	36
Employed	-	5	13	16	5	3	1	43
Unemployed	1	5	13	6	1	-	1	27
	1	13	39	38	9	4	2	106

Armed Services

All of the young men in the Armed Service were 16 years of age or older at the time of the survey and over one-half of this group was age 17 years or older. The school records for this group showed over 40 per cent had attained an educational classification of at least the eleventh grade.

TABLE 4.--Dropouts in Armed Services who were 17 years of age or younger as of January 1, 1965.

School Year	Age Level						
	14	15	16	17	18	19	20
1959-60	-	1	4	1	-	-	-
1960-61	-	2	6	3	1	-	-
1961-62	-	-	-	-	-	-	-
1962-63	-	-	2	1	1	-	-
1963-64	-	-	1	11	1	1	-
				14	age 17 years or younger		

This group of 36 young men represent over 35 per cent of the dropouts in the total population for the five year period. Representation in the branches of the Armed Services included:

14 - Army
12 - Navy
7 - Air Force
2 - Marines
1 - National Guard

Employed Group

The employed group, 43 in number, represents slightly over 40 per cent of the total population in this study. Approximately 80 per cent of the employed group was 18 years of age or older at the time of the survey. Only one of the

young men was under 16 years of age. Almost one-half (21 out of 43) was in grade 11 or over at the time of leaving school.

TABLE 5.--Dropouts in the employed group who are 17 years of age or younger as of January 1, 1965.

School Year	Age in Years						
	14	15	16	17	18	19	20
1959-60	-	1	1	5	1	-	-
1960-61	-	1	6	6	1	-	1
1961-62	-	1	2	1	-	-	-
1962-63	-	1	2	2	3	-	-
1963-64	-	1	2	2	-	3	-

9 - age 17 years or younger

Study of the job classifications revealed less than nine per cent of those employed are white collar workers, (professional or clerical and sales) and less than eight per cent are engaged in either the service or the agricultural categories. The rest of the group, 77 per cent, are classed as blue-collar workers.

Classification of occupation was made according to categories used in the Dictionary of Occupational Titles. The figure shows the number employed in each category:

- 1 - Professional
- 3 - Clerical and sales
- 4 - Skilled
- 8 - Semi-skilled
- 21 - Unskilled
- 3 - Service
- 3 - Agricultural

Unemployed Group

The group of 27 young men who were unemployed as of January 1, 1965 represents one-fourth or twenty-five per cent of the population in the study. This group has the largest percentage of young men age 17 years or younger--63 per cent. Only 28 per cent attained an educational classification of the eleventh grade.

TABLE 6.--Dropouts in the unemployed group who are 17 years of age or younger as of January 1, 1965.

School Year	Age in Years						
	14	15	16	17	18	19	20
1959-60	-	-	-	2	-	-	-
1960-61	1	1	1	1	-	-	-
1961-62	-	2	1	1	1	-	-
1962-63	-	-	5	1	-	-	-
1963-64	-	2	6	1	-	-	1

17 - age 17 years or younger

Residence

The majority of the young men in this study presently resided in the Community Unit District Number I or planned to return when released from the Armed Services. Only six of the young men, five per cent, had established residence outside the county. Two were living in Tennessee, one in California, one in Arizona, one in Wisconsin, and other young men in the study were residing in Illinois. With one exception, the others have continued residence in the Community Unit or within ten miles of it.

The place of residence at the time of leaving school was determined for ease in comparison of the occupational status

of the rural and city dropouts and of those dropouts who lived in the north and in the south areas of the city. The area outside the City of Charleston, the rural-farm and rural-non-farm youth, was designated by the word, rural. The two groups in town, almost equal in number, could be identified by using the street on the north side of the square, Monroe Street, as a dividing line to designate the line between the two city groups. For the purpose of this study the city area on the north side of Monroe Street was designated by the term city-north; the city area on the south of Monroe Street was designated by the term city-south.

Comparison of the occupational status of the dropouts who resided in the three areas, rural, city-north and city-south showed:

1. The lowest percentage of unemployment was among those in the rural area.
2. The highest percentage of employment was among those in the city-south area.
3. Less than 25 per cent of those living in the city-north area was employed.
4. The percentages of dropouts reported in the Armed Service from the rural area and from city-north area was almost the same.
5. The percentage of unemployment and percentage of those in the Armed Services was near the same per cent in city-south area.

The dropouts from the rural area represent 40 per cent of the total population in the study.

TABLE 7.--Residential area of the dropouts at the time of leaving school and comparison of January 1, 1965 occupational status of the young men in each area.

Rural - Residential area for 43 of population

Armed Service	Employed	Unemployed
37%	46%	16%

City-North - Residential area for 33 of population

Armed Service	Employed	Unemployed
36%	24%	39%

City-South - Residential area for 30 of population

Armed Service	Employed	Unemployed
27%	50%	23%

CHAPTER VI

CONCLUSIONS

Summary

This study is related to the employment of 106 young men, who are high school dropouts, from Community Unit School District Number I.

The job as reported held by each of the young men, January 1, 1965, is classified. Categories according to the classifications in the Dictionary of Occupational Titles are used. General factors relating to the age, educational attainment by grade, occupational status, and area of residence are used to show the general characteristics of the dropouts.

The sampling of the high school dropouts in this study represents a small percentage of those in the State of Illinois. The statements regarding the dropouts are based on the findings reported.

Reports for the five year period in the survey show just slightly over 50 per cent of the dropouts are age 17 years or older. The two age groups, the 16 year old and 17 year old, accounted for 73 per cent of the dropouts. There is a difference of only one individual in the actual number of dropouts in the two groups.

Variations in the number of dropouts leaving school at each of the grade attainments, nine, ten, eleven and twelve, is not great in number. The highest percentage leave school in either grade nine or grade ten. These two grades account for 63 per cent of the dropouts. This information regarding the age and grade attainment at the time of withdrawal from school coincides with findings presented in other studies.²⁵

The occupational information relates directly to the dropout in this study. Those in Armed Services, employed and unemployed, will each be discussed.

Armed Services

Over one-third of the young men are in a branch of the Armed Services. Consideration of the age of the group indicates a few dropouts under 17 years of age are in the Armed Services.

Currently many new entrants in the Armed Services are young men in their late teens or early twenties. Many of the young men have not completed high school, many have not developed a skill and many are away from home for the first time. This situation, plus the need for trained technicians, has caused the Military Establishments to assume a new role as a training and educational institution.²⁶

²⁵Project-School-Dropouts, National Education Association of the United States, April, 1963. 3 and 5.

²⁶The Nation's Children. 159.

Both the health and educational standard for acceptance in the Armed Services are raised.²⁷

The military training has made a contribution to the occupational skills of a few youth. It has been the source of highly trained personnel in some industries related to military technology. In other cases military training skills have contributed much to the general knowledge and capabilities of the young man.²⁸

Employed

Over two-fifths of the total number of high school dropouts of this study are employed. Slightly less than 50 percent of the employed are classified, according to Dictionary of Occupational Titles, as unskilled workers. The high number of unskilled jobs recorded may indicate that the Charleston area has not felt the impact of automation which according to previously discussed reports tends to eliminate some of the unskilled jobs. Also, the high number in unskilled jobs may lend additional support to the finding of Mr. Fiorillo that employers may be less willing to employ the dropout.²⁹

Less than nine per cent of the employed are white-collar

²⁷Ibid. 179.

²⁸Ibid. 185.

²⁹Unpublished report, Mr. Fiorillo. 26.

workers. Of this group, only one who had entered the ministry is in the professional category.

Although 43 dropouts, 40 per cent of the total group involved in the study reside in the rural areas, only three of the employed young men are in an agricultural category. This may be due to the mechanization of agricultural practices in this area. The fact that in this area the work tends to be seasonal, involves long hours, and requires skill in handling machinery may also tend to reduce the number involved in agriculture.

Unemployed

Twenty-five per cent of the total population is unemployed. Of the three groupings, this one has the largest percentage of total members in an age bracket of 17 years or under. Sixty-three per cent of the total number in the unemployed group is age 17 years or under as compared to 20 per cent in this age group of the employed group, and 44 per cent in the 17 years or under age group for those in the Armed Services.

The unpublished study of Mr. Fiorillo indicates that in the Charleston area there are a limited number of jobs available for the person under 17 years of age.³⁰ According to figures quoted by Dr. Conant, "the unemployment rate

³⁰Unpublished report, Mr. Fiorillo, 12.

nationwide is roughly seven per cent for all age brackets, but among youth under 20 years of age is about 20 per cent, ...³¹ From this very small sampling, 25 per cent of the total population in the unemployed grouping is slightly above the national average for youth under 20 years of age.

The young worker faces many problems when looking for employment. Age is only one. One special study showed that employers may raise minimum age requirements during periods of reduced employment in order to get more mature, reliable workers and avoid the turnover, the time and the cost of training the young worker.³²

Recommendations

With the increased number of young men who are entering the labor market in the 1960's a trend toward less employment for the youth with the least formal educational attainment may be observed. This is supported by the recapitulation of the past, present, and future developments in the occupation of workers. (Discussion in this study p. 10 and 11). The dropout may have fewer job opportunities in 1970 than he has today.

To determine the actual feasibility of a total program to enable every dropout to reach his greatest employment potential further studies are needed. However, action on the following recommendations may be a starting point.

³¹Social Dynamite, 27.

³²Ibid. 19

They include:

1. That the school board, school administration, and community leaders review the school curriculum to determine a program that will better prepare an early school leaver for employment because studies indicate "that occupational mobility varies directly with the amount of education and training a person has." (Discussed p. 7)
2. That organizations interested in improving the community be encouraged to develop a program to help the dropout bridge the gap between the school-world from which he has not attained satisfaction and the work-world he expects to join because the dropout is staying in this community.
3. That the dropout be encouraged to participate in any further training from which he may benefit and that adequate counseling and occupational guidance be provided at the elementary, junior, and senior high school levels. (Discussed p. 6 and 7)
4. That any socio-economic factors that may be involved be considered by the community and agencies concerned with these factors so that the dropout may have further opportunity to realize his full potential abilities as a member of society and increase his earning power. (Discussed p. 5, 6, 9, and 10)
5. That the Armed Services and the employers, who take

the dropout, be recognized for the role of helping to train young men.

6. That the staff of the Community Unit School, District Number I, Charleston, Illinois be commended for the present total educational program and that further community support be given to expand the remedial programs, the scope of the counseling and guidance programs, and other programs directed toward helping the potential dropout to realize his full educational potential.

APPENDIX I

INFORMATION BLANK

Name _____

Age _____ Grade _____

Address _____

Parent's name _____

Occupation _____

Reason for dropping out:

Date dropped _____

January 1, 1965

Occupation _____

Residence _____

Other pertinent data: Further educational efforts:

GUIDE STATEMENTS FOR INTERVIEW

I General Introductory Statement

"Good afternoon, I am a student at Eastern Illinois University and I would like some information to include in a paper I am writing.

Is _____ at home?"

II The Interview

"My name is Irma Hays. I am a student at Eastern and would like to get some information. According to the high school records you haven't been in school since 19___. I would like to know what you are doing now."

Reply -

III Conclusion

Interviewer - "I appreciate your cooperation.

Thank you."

Note: In some situations interest was expressed in the way the information was to be used and in those instances the whole survey and the written paper were discussed with the interviewee.

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