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The Curriculum Demonstration Project: How Effective Is It?: A Program in Quincy, Illinois for the Dropout Prone Student

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LOYOLA UNIVERSITY

THE CURRICULUM DEMONSTRATION PROJECT:
HOW EFFECTIVE IS IT?
A PROGRAM IN QUINCY, ILLINOIS FOR THE
DROPOUT PRONE STUDENT

A DISSERTATION
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the degree
DOCTOR OF PHILOSOPHY
Field of Psychology

By
EDWARD JOHN BARANOWSKI

QUINCY, ILLINOIS
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CHAPTER I

INTRODUCTION

A recent estimate suggests that 30 per cent of American youth drop out of school before high school graduation (U.S. Department of Labor, 1963). These represent a waste of human resources at a time when this country needs their fullest productivity. Never before in our history have so many governmental, community, social and educational agencies been so concerned over the problems of the youth who leaves school before graduation -- the dropout. And yet, for all the urgency and public concern, the dropout is not a new or rare problem. He is probably just one day or several hours younger than the schools themselves.

In the history of public education in the United States, the dropout has not always been viewed as a major educational problem. To be sure, there was always some concern for students who did not complete their education, but this was a minor concern as compared with other educational issues. Why then has the dropout suddenly become a major educational problem? How can we explain the fact that this was not a problem when we were losing 80 per cent of our students in

the 1920's? Why was this not a problem in the midst of the depression when 70 per cent of our youth walked out without any hope of finding a job? Why is it that as late as 1955 when 40 per cent of our students were quitting school, this was not a problem? Why is it a problem today when we are doing the best job we have ever done in holding students in school? We have become aroused and involved because of the increasing number of undereducated persons who cannot find productive work and therefore seek public assistance. The 1960's according to the U.S. Department of Labor were to produce 7,500,000 dropouts.

Today, more than at any other time in our history, we place value upon status and recognize it in terms of an individual's education, his job within the community in which he lives, his position within the special structure of the community, and the material possessions he displays.

With this increased emphasis on education, it is expected that each person who enters the work-a-day world must be as highly trained as possible. The possession of a diploma or a degree is a passport to finding and maintaining employment. Lack of the high school diploma inevitably shuts the door to many work opportunities. It has become increasingly difficult for a person to prove his ability

through performance unless he first holds the secondary school diploma. Employers assume that possession of a diploma means the individual commands the skills, knowledge, and attitudes which will make him a productive employee.

As a greater portion of our society becomes better educated, more affluent, and more accustomed to the abundance of material things, we become increasingly aware of that segment of society which fails to become adequately educated and to provide for its own needs. Realizing the problem, the affluent members of society assume financial responsibility for the welfare of the dropout strata. However, today's society is not accepting this responsibility quietly, but is seeking solutions to this educationally-based social dilemma of the 1960's. Many believe that a high school education will provide the individual with the skills and abilities necessary to find and maintain employment. Thus he will become a financially independent and acceptable member of his community, and he will not be a burden upon the present affluent group. This viewpoint is substantiated by data from the U.S. Department of Labor which shows that the high school graduate averages \$32,000 more in lifetime than the dropout.

The U. S. Department of Health, Education and Welfare labels the dropout problem a 20th century tragedy and Conant

(1961) has aptly dubbed the dropout group "social dynamite" since an accumulation of these quietly desperate individuals will produce various social eruptions. Havigurst (1961) concluded that the dropout problem could develop into a "national emergency."

As federal, state, and local governments became aware of this problem and began formulating plans to revitalize their educational systems, Quincy, Illinois, participated in several long-term programs designed to investigate the dropout problem and methods for alleviating it.

The effort began in 1951 when the Quincy Youth Development Commission was organized to find effective methods to prevent maladjustment among its school-age children. Earlier studies conducted by the University of Chicago indicated that a prolonged investigation among these youth was feasible in Quincy since the community was relatively stable and few people moved in or out. An initial study was financed by the C.A. Moorman Foundation of Quincy and terminated in 1961. Testing and evaluation were conducted among fourth grade children upon whom follow-ups were made for 10 years so that their adult life patterns could be determined. The study was not confined to the children and included adults who were responsible for them. At that time, several reasons for dropping out of school were uncovered: 1) lack of

academic ability; 2) parents who believed that education was unimportant; 3) unsuccessful school experiences; 4) lack of participation in extra-curricular activities. It was found that most of the dropouts came from low socio-economic areas of the city, particularly those who attended four of the elementary schools in these areas. From these four schools, it was established that only 56 per cent of the students finished high school and only 9 per cent entered college.

The National Institutes of Mental Health financed the next project organized by the Quincy Youth Development Commission. This program attempted to implement the recommendations based in the previous study done in Quincy. The qualitative findings from this project indicated that when parents became more involved, the children's self-concept improved and they enjoyed a wider field of experiences. However, no data on the incidence of dropping out of school were available.

These initial studies made it apparent that much more needed to be done and in 1963 a new project was begun by the Quincy Public School System and Southern Illinois University. The program, funded by a grant from the U.S. Office of Education, consisted of four aspects: 1) identifying and counseling the dropout-prone student; 2) providing special classes and practical classroom experiences; 3) developing

a work-study program; 4) involving the parents.

The basis for the program's content was determined on the basis of the findings of the original 10-year study, which indicated that 21 per cent of the students dropped out because they lacked interest in their school work; 20 per cent quit because of academic failure; 18 per cent suffered from poor social adjustment; 9 per cent dropped out because of pregnancy.

The new project was called the Curriculum Demonstration Program (CDP) and was initiated in 1963. June, 1969 brought about the graduation of the first class going through the complete Curriculum Demonstration Project cycle. The purpose of this study is to evaluate this program and to determine whether it is actually doing what it was designed to do, namely: keep the dropout-prone student in school. If the program is significantly successful, results of this study will encourage the extension of this program into lower grades and perhaps into other school systems. If the program proves to be only minimally successful, results of this study may provide the stimulus needed to develop it more effectively.

CHAPTER II

REVIEW OF LITERATURE

Published material on the dropout is voluminous. This review includes some of the earlier studies as well as some of the more recent studies which seem to be central to, or representative of, approaches to the dropout problem.

1. History. The dropout rate of this nation can be traced historically but all the data cannot be compared because of the differences in definitions and methods of gathering the data. One of the earliest studies in the area of the school dropout was made by Thorndike and was reported by Kline (1918). Based on enrollment data from 23 cities, Thorndike found that in 1900 most of the elimination from school took place before the first year of high school, with very little school leaving during the high school years. Of those pupils who started school during the years 1900-1904, 81.7 per cent left school before or during the ninth grade.

In 1918, Kline who reported the above study repeated it. Using sixteen of the same cities that Thorndike used, Kline found some significant changes in the dropout pattern. Kline's objectives were to discover the nature of the

change in the dropout pattern since 1900, and to determine what evidence there was that the junior high school was responsible for these changes. His findings showed a significant shift in the age of the dropout. While Thorndike found that most of the school leaving occurred during the fifth, sixth, and seventh grades, Kline found that the greatest number of school leavers left between the ninth and tenth grades. Thus, in the period of 18 years, elimination from school was postponed an average of two to three years. Further findings of this study indicated that only 39.6 per cent of the dropouts left before the ninth grade.

O'Neil (1963), in considering reasons for changes in the dropout pattern, maintained that prior to the 1920's about 16 per cent of the population between the ages of 14 and 17 attended public high schools. Thereafter the passage of child labor laws made it illegal for a child under 16 years of age to work full time while school was in regular session. He further stated that during the depression years, for want of jobs, many students stayed in high school beyond the legal age for leaving.

Dillon (1949) indicated that the largest group of students terminated their schooling at the tenth grade, while the next largest group left from the ninth grade.

More than 5 per cent of the early school leavers were in the twelfth grade, and 20 per cent were in the eleventh grade.

In 1947, a study of youth out of school and in the labor market was made in Louisville, Kentucky. Of the 524 boys and girls in the sample, 440 of them did not graduate from high school.

Findings from this study indicated that among 14-15 year old youths, progress beyond the eighth grade was the exception rather than the rule; only 17.7 per cent of this age group completed a higher grade. In the 16-17 year old age group, only 47.5 per cent advanced beyond the eighth grade, and only 18.9 per cent beyond the ninth. While the state law allowed for leaving school at the age of 16, youngsters could leave school at the age of 14 with certain stipulations. Nearly half of the 16-17 year olds and almost one-fourth of the 18-19 year olds had left school before the age of 16.

In order to correctly interpret the data which are available on the dropout problem, it is necessary to define the dropout. Wilstach (1962) demonstrated how school dropout rates varied with the definition used.

Utilizing the definition that a dropout is a student who failed to graduate from high school with his class for any reason except death, the United States Office of

Education (1961) quoted the dropout rate in the nation at 40 per cent; the United States Department of Labor (1961) at 33 1/3 per cent; Bowman and Matthews (1960) at 31.9 per cent; the United States Bureau of Labor Statistics (Ristow, 1964) at 68 per cent in 1940, 49 per cent in 1959, and 30.3 per cent in 1963; Woodring (1963) at 93.6 per cent in 1900, 83.2 per cent in 1920, 49.2 per cent in 1940, 35 per cent in 1962. This definition is subscribed to by the present writer.

The United States Bureau of Census (1961) quoted the dropout rate at 17.1 per cent, as determined by subtracting the number of pupils in some kind of school from the number of school-age children.

The variety of definitions prompts the conclusion that there is a great need for a central agency that will collect the data and compute figures utilizing a common definition and method.

2. Reasons For Concern. In recent years, the problem of the school dropout has received national attention. Even though a higher percentage of students are completing high school today than in the past years, several reasons for this concern have been suggested.

The N.E.A. Research Division (1963) indicated that the demands of automation for higher levels of education and for

greater flexibility will aggravate the problem presented by the dropouts. Liddle (1962) expressed his concern for the school dropout because, in our highly complex industrialized society, there will continue to be an increasing need for highly skilled manpower and a decrease in the need of unskilled labor.

Bond (1962) suggested that America sees the dropouts as representing the failure of its people to educate all of its children. Silberman (1964) interpreted concern for the dropout as a recognition by the nation of its failure to educate between 50 per cent and 80 per cent of its Negro and white slum children. Tompkins (1963) stated that we must do a better job of educating each child because one million youngsters a year have no useful place in our country. They have nothing to do; they are going nowhere, and each year there will be more of these children.

Kohler (1962) saw the need for full development of each pupil because we presently waste our most productive resource -- the productive power of young brains and muscles, the creative powers of young imaginations and emotions. Bowman and Matthews (1960) added that the dropout does not have the skill, responsibility, and personal and social adjustment necessary to obtain and hold a part-time job while attending school; he does not obtain a good

job after leaving school; he does not hold a job for long; and he makes a relatively poor work record. The dropout obtains a poorer job initially than does the graduate and receives fewer advancements.

Other writers are concerned over the individual's well-being and his role as a productive citizen in the community. Ehrle (1963) decried the danger of assessing a productive citizen only on the basis of gainful employment. He stated that the emphasis must shift from work and full employment for each individual to the true meaning of work. He suggested that full employment may no longer be feasible nationally, and that we must revise our values connecting work and worth.

Savitsky (1963) implied that the early termination of formal education fosters a nebulous and questionable future in relation to work and in contributions and adjustments to society. The United States Department of Labor (1963) reported that dropouts continue to suffer from dropping out. Dropouts are not able to take large roles as productive citizens because of preoccupation with their own immediate well-being.

A most important force in motivating national concern for the school dropout is that greater emphasis has been placed on equality of opportunity, especially educational

and vocational opportunity. An important factor, reported by Schreiber (1964), is that the dropout and unemployment rates for nonwhites are at least double that of the white population.

Authorities in other fields are concerned about the dropout problem because of the possible connection with delinquency. Kleeck (1960) stated the frequency with which delinquency occurs decreases with every year of education added. Burchill (1962) expressed his concern for alienated boys, thwarted in normal channels, who then seek illegitimate means to achieve symbols of manhood.

The Federal Bureau of Investigation reports that there has been an increase of at least 10 per cent of arrests of persons under eighteen years of age. This suggests the possibility of dropouts being delinquents. However, Williams (1963) and Ristow (1964) indicated that there is no evidence to support the idea that most dropouts are delinquent. They reported that there is no relationship between the two. In fact, 79 per cent of their sample were not considered serious behavior problems and 76 per cent had never been suspended from school. Schreiber (1963) strongly supported this idea and stated that there are many more dropouts than delinquents, that most delinquents are dropouts, but most dropouts are not delinquents. Kleeck (1961) justified concern for any con-

nection between the dropout and the delinquent because he felt that juvenile delinquency is like cancer, if detected early enough it can often be cured.

Vars (1963), Ornstein (1965), Beymer (1964), Ormsby (1964) and Hitcheson (1961) believed that we must consider the dropout group because delinquency concentrates there. The research on this issue can lead to the conclusion that dropouts and delinquents are not one and the same, but that dropping out is a step to delinquency for some youths.

3. Characteristics. Most writings concerning the identification of the potential dropout begin with the dangers inherent in trying to accomplish this task. Porter (1963) stated that there is no neat prototype for the dropout, but that there are several characteristics that often distinguish the potential dropout from students of similar intelligence and social status who remain in school.

Research on the dropout problem has frequently attempted to discover factors which differentiate dropouts from other high school students. A study designed to test the hypothesis that there are certain measurable differences between dropouts and nondropouts which can be revealed by examination of school records was undertaken by Cook (1956). Ninety-five dropouts were compared with 200 nondropouts who were identical, in terms of percentages, in grade and sex distribution.

Some of the findings of this study were: (1) younger children are less likely to withdraw than older children, but children who are between other siblings are more likely to dropout; (2) that dropouts exhibit greater educational retardation than nondropouts. Cook concluded his study with the observation that there was no single factor or simple combination of factors which distinguished the dropout group from the nondropout group. Dropping out of school results from a multiplicity of factors.

Hamilton (1964) reported in a southern study that dropouts came from larger families, their parents had less education, fathers were in lower-class jobs, more than three-fourths were average for grade, and they had poorer grades and high subject failure when compared to graduates. Johnson (1960) in another southern study found two-thirds of the dropouts were school failures. Markus (1965) found four factors which made the largest contribution to variance between dropouts and stayins with dropouts characterized by: (1) age at graduation from elementary school; (2) lower grade point average; (3) older social status of family; and (4) higher family and school mobility.

Comparing dropouts with matched stayins, Fifield (1965) found no difference on the self-concept scale derived from an Osgood Semantic Differential Technique. Cady (1965)

matched 95 dropouts with stayins on sex, socioeconomic status, and intelligence. The dropouts had lower social acceptance and fewer school friends, but there were no other differences. Hamreus (1965) noted that compared with matched stayins, dropouts got lower grades, were absent about twice as often, participated less in arts, science, and club activities, scored lower on attitude towards school, had more younger siblings, and were more likely to have separated parents. Discriminant analysis gave the best predictors as (1) days absent in grade eight; (2) hours worked per week; (3) number of younger siblings; and (4) negative attitude towards school.

Bowman and Matthews (1960) made a study of all students in the sixth grade of the public schools in Quincy, Illinois in the school year 1951-52. Data were collected on the entire group for eight years following grade six. At the end of the tenth grade a list was compiled of all students who had dropped out of school up to that time. During the next two years each dropout was interviewed approximately six months after he left school. At the same time, the current or last employer of the dropout was interviewed about the student's work performance. The factors studied were: intelligence, social status, personal and social adjustments, school adjustment, work adjustment, marital adjustment, and achievement values and aspirations.

Using this information, officials in the Quincy school system recognized 10 characteristics which distinguished the dropout from students of similar intelligence and academic ability who remained in school until graduation:

- 1) the dropout resided in areas of low social status; 2) he lacked the skill, responsibility and personal and social adjustment necessary to obtain and hold a part-time job while attending school and failed to obtain a good job after leaving school; 3) he lacked the ability to gain status, is socially immature, irresponsible, defensive and pessimistic about his vocational future; 4) he was sometimes socially withdrawn and sometimes aggressive, lacked friends, was not a leader and did not participate in extra-curricular activities;
- 5) the dropout girl married early; 6) the dropout was academically below average, a poor reader, frequently absent from school, and clashed with certain middleclass teachers who rejected him on the basis of social class or academic failure; 7) his system of values rejected school, self, and competitive situations; 8) though he generally regretted leaving school, the dropout felt frustrated and socially insecure in the school situation; 9) he failed to see the possibility of education as a means to vocational success and could find no suitable training program in the schools as they are presently organized; and 10) the parents of the

dropout were indifferent to school officials' requests that their children attend classes regularly and do their assignments.

Thomas (1954) conducted a study in one high school in an attempt to find factors related to leaving school before graduation. He found the factor most related to whether or not the student finished high school was participation in school activities. This means that the dropout not only did not become a member of football teams or hobby clubs, but these students did not even attend athletic activities of the school or become involved in its social activities. A partial explanation of this failure may be that potential dropouts do not feel that they "belong." Their social relationships with other students are poor and their friends are more likely to be out of school or in another school. They lack a sense of identification with their school, that esprit de corps which comes from feeling an integral part of a group. In a very real sense, they are alienated from school and school personnel. To them, school represents unpleasantness and they have no desire to return to school after it is officially over, nor to spend any more time than they have to.

Without any attempt to underplay this factor, it should be remembered that most dropouts leave from the ninth and

tenth grades and many opportunities for participation in sports and leadership roles are usually delayed until the junior and senior years. Presidents of student governments, varsity baseball, football, and basketball players, editors of school newspapers and yearbooks are usually juniors or seniors. Thus, in the ninth grade there is relatively little opportunity for students to become involved in many extra-curricular activities.

As can be seen, the dropout cannot be completely characterized and made into a neat prototype. Research has delineated certain characteristics that distinguish dropouts as a group from those young people who stay in school and graduate.

Further characteristics of the dropout are summarized in the following paragraphs.

Sex

It is generally conceded that more boys than girls leave school prior to graduation. Almost all of the studies reveal that 55 to 60 per cent of the dropouts are boys. The Illinois Study (1966-67) indicated 54 per cent were boys, 46 per cent were girls.

It is interesting to speculate about this. It is the male who is most often the breadwinner in the family who needs the education in order to obtain a better job, and

yet it is the male who is more likely to drop out of school. Perhaps this might be explained by the fact that males are more likely to be given independence earlier than females by their families. Perhaps it is because there are more part-time jobs available for boys than girls that lures boys into thinking that they can support themselves with full-time work. Perhaps it is the false sense of security gained by a part-time job which is responsible.

Or perhaps the reason lies in another direction. Many educators generally concede that our schools require tasks which are more appropriate to girls than to boys. This is especially true at the elementary school level. Furthermore, many students do not come in contact with male teachers until the secondary school. Thus, the model presented to a boy is that of a woman teacher and school as woman's work.

Closely related to this is the fact that more boys than girls have difficulty in their early school years. There is little doubt that part of this is due to the difference in maturity and the rate of growth. However, part of this might also be due to the fact that schools are more attractive to girls than to boys. Whatever the reason, we do know that more boys than girls have difficulty in school.

Personality and Self-Concept

Many of the young people who have difficulty in school have an unhealthy self-concept. They see themselves as dumb, stupid, and incompetent in school work, but fairly successful out of school. It is not unreasonable to expect that any normal person would hope to escape from a situation where he constantly finds himself to be incompetent.

In a real sense, the youngster who is retained in a grade faces some serious problems. His retention serves to reinforce his self-concept as a dullard and an incompetent, and he is usually less willing to exert himself the second time around. This is more true of students who are retained at the junior high school or senior high school level. Correctly or incorrectly he views his retention as a form of punishment inflicted on him by a spiteful teacher. Thus, in order to defend his ego he rejects the teacher, his classmates, and the school.

There is little doubt that the student who has been retained in grade has definitely been labeled, and this label will follow him for the rest of his school career. Teachers will examine his record each year and note this fact; they will use it to explain away all his difficulties. It is no small matter that the student who is retained is being taught he is "different" from other students. He cannot

seem to understand why school work is so difficult for him when it appears to be so easy for other students. Constant difficulty in school leads this student to learn to hate school, and he is well on his way toward becoming a psychological dropout. A psychological dropout is a student who is not old enough to physically leave school but who exhibits the same characteristics of the dropout. This student is merely waiting until he is old enough to get out.

School Competence and Reading

To a large degree, academic progress in school depends upon the ability to read. It has been estimated that more than 90 per cent of all work taught in the school involves the ability to read. If this is true, then it makes sense that a student who has difficulty in reading will be successful less than 10 per cent of his time in school.

Some educators feel that reading ability or reading inability is the major factor in the dropout problem. These people assume that if all students were taught to read then the dropout problem would disappear. However, Penty (1956) in a study of good and poor readers found that 45 per cent of the poor readers remained in school long enough to graduate. This would indicate that although reading ability is strongly related to the act of dropping out of school, it accounts for less than 50 per cent of the dropouts.

Attendance

Attendance might not be a causal factor in dropping out of school, but is symptomatic of the potential dropout. Almost every study of the dropout reveals a marked regression in attendance from the elementary school to the secondary school. Lack of attendance in school should therefore be seen as a warning signal.

The problem of truancy is perhaps the first sign that something is wrong. Young people who enjoy school are not very likely to be absent unless it is absolutely necessary. Even when they are ill, these students want to go to school. On the other hand, the potential dropout will find all sorts of excuses for not attending school. Even the most minor ailment will be magnified out of proportion if it will keep the student out of school.

Intelligence

There is not complete agreement among educators who have studied the factor of intelligence in the dropout problem. Beymer (1964) uses statistics from the U.S. Department of Labor which estimates that 70 per cent of the dropouts have IQ's above 90. Williams (1963) and Vars (1963) indicate that 49.8 per cent of their sample were average or above in intelligence. The NEA (1963) gives a different slant on its data, reporting that three times as many dropouts

as high school graduates had IQ's under 85, and that three times as many high school graduates as dropouts had IQ's of 110 and over. Bowman and Matthews (1963) and McQueen (1964) who quotes them characterize the dropout as below average with a mean IQ of 83. Strom (1964) suggests the dropout to have an IQ between 89 and 95. Cassel (1962) suggests that only 6 per cent of the dropouts have IQ's above 109 and 46 per cent below 90. Porro (1963) agrees that the dropout generally has a lower than average IQ but says that 13 per cent have IQ's over 110. McCreary and Kitch (1953) suggested that 40 per cent are of average intelligence, 34 per cent below average, 12 per cent above average and that no records were available for the remaining 14 per cent.

Dissatisfaction

One of the factors that almost every study of dropouts reveals as being of major importance is that of dissatisfaction with school. Unfortunately, this factor is so broad that it defied definition. It includes, among other things: dislike for teacher, dislike for a certain subject, failing, not getting along with other students, or that school does not offer the subjects wanted.

It is quite possible that these are merely excuses and the school presents itself as a convenient scapegoat.

If a student is not doing well in school, it is relatively easy to blame the teacher or the school. In fact, it appears to be a good defense mechanism and it provides a seemingly legitimate excuse to withdraw from the situation. Students have a vested interest in defending their ego and the school or the teacher can provide the excuse. On the other hand, it is important that the educators recognize that this factor does exist, and that sometimes the schools force the student to "step out." There are many situations in every school day which are not pleasing to students and which can be remedied with very little effort on the part of school personnel.

Socio-economic Factor and Family Relationships

Economic need is frequently listed as a cause for dropping out of school. Williams (1963) suggested that this reason accounted for 10 per cent of the dropouts and was frequently listed third. Matthews (1962) suggested that dropouts felt a considerable financial handicap. Although many students leave school for this reason it cannot be construed to mean that most students drop out for this reason.

Dear (1933) investigated occupations of fathers of children in eight Michigan schools. Data regarding the fathers was collected from the students through questionnaires.

This study indicated that there was a greater proportion of children of the laboring class than children of the non-laboring class in grades nine through twelve. However, children of the non-laboring class persisted longer in school than did the children of the laboring class. This is one of the earliest studies to demonstrate the relationship between social class and dropping out of school.

The dropout came under the close scrutiny of sociologists in some classical studies. Hollingshead (1949) in a sociological study of a community that he called "Elmtown" found that "out-of-school adolescents" are products of the impact of the social system. At the conclusion of his chapter on school withdrawal, he noted that the policies of the Board of Education are influenced by class interests. Hollingshead believed that the influence of social class is mirrored in Board of Education policies as they pertain to the administration of the school attendance law, the awareness of the wishes of the upper class, and methods of discipline for children from the lower class. These actions, he noted are reflected in the large number of withdrawals among children in the lower socio-economic classes.

A number of sociologists who have made detailed studies in a variety of communities noted this relationship between socio-economic class and persistence in school. Warner (1949)

stated that social class analysis can be used to predict the dropout. He indicated that when studying students of equal intellect, ability, and interest, the social class of the student could be the factor determining if the student becomes a dropout.

Williams (1963) stated that more than half of the dropouts in his sample were from families in which the occupation of the head of the household was unstable and in the lowest income brackets, with 6.2 per cent of the heads of the households unemployed. Strom (1964) concluded from the study by Bowman and Matthews that as many as 88 per cent of the dropouts are members of lower class homes. Wilstach (1964), however, found that of a Los Angeles sample of 221 dropouts, 94 per cent had never been on relief, although the level of income is not given. We can conclude that the incidence of school dropouts is much higher in the lower socio-economic groups but it also occurs across all income levels.

Dillon (1949) found that a minority of early school leavers came from broken homes but that the proportion from such homes was somewhat larger than for the population in general. Novak (1964), Ormsby (1964), Cassel (1962), Porro (1963) all suggested that the broken home is fertile ground for the dropout. Williams (1963), Vars (1963),

Beymer (1964) and Kistow (1964) revealed that although the parents seemed to be important factors, the number of broken homes was not significant.

Bowman and Matthews (1960) noted that the dropout does not see the possibility of education as a means to vocational success and can find no suitable training in the schools as they are presently organized. They also indicated that the parents of the dropout are indifferent to school persistence on the part of their children. While they may not express negative feelings concerning school persistence, they do not act to intervene on the occasion of school leaving.

Another factor noted by Bowman and Matthews related to socio-economic class is the level of aspiration of the students and their parents. Many of them do not recognize the tremendous changes which have taken place in employment patterns in the past fifteen years. It is not infrequent that a potential dropout will indicate that his father has a good job and he is not a high school graduate. It is to no avail to attempt to explain to him or to his parents that the opportunities available fifteen years ago are rapidly vanishing from the scene and it is difficult to convince these parents that education is directly related to the goals they hold for their children.

One of the major characteristics of these students and of their parents is the need for immediate gratification. These people are not willing to defer their gratifications until a later time. They want to enjoy themselves and they want to do it now. It is difficult for them to realize that the rewards will be greater later if they prepare themselves now. Thus, in an attempt to gratify their desires now they are often willing to depart from school without completing their education.

One factor which is often overlooked, is the mounting evidence of the actual cost of attending school. In this respect, it is not the overt or outright cost of books and fees, but the more subtle costs which are involved. These include the cost of extra-curricular activities such as attendance at football games, basketball games, and dances. To this must be added the costs of buying pennants, class rings and pins, yearbooks, the cost of transportation to school activities, clothes and money for eating in the school cafeteria.

Minority Groups

A statement made quite frequently suggests that drop-outs come from minority groups. Moore (1954) studied Negroes who had dropped out of school prior to graduation. He found that where the school records indicated only five

students (1.6 per cent) dropped out because of pregnancy, the interviews with the dropouts revealed that 67 (20.9 per cent) had left because of pregnancy. In 1964, the U.S. Department of Labor stated that the dropout is characteristically nonwhite. In 1961, this same office indicated that the dropout rate for Negro youth is double that of the white group. Schreiber (1964) noted that twice as many Negroes drop out as whites and that two-thirds of the nonwhites aged 18 to 19 had dropped out of school. Beymer (1964) indicated that 77 per cent of Negroes remained in school and 79 per cent of the whites remained in school.

Conant (1961) decried the high rate of school dropouts in the city slums, primarily Negro and pointed to the effects of de facto segregation. Ristow (1964) quoted California statistics which showed the dropout rate for Negro youth to be twice that of the white population.

We can summarize by saying that although the dropout rate for minority groups is considerably higher than for the white section of our population it is not exclusively a problem of minority groups.

4. Programs For The Dropout-Prone Student. Programs planned for the potential dropout may involve any age group. Reports and literature on the various programs are primarily descriptive. Consequently, only brief mention of the more widely known programs will be made.

Racine, Wisconsin, has developed an experimental program for the kindergarten children entering school from homes that lack sufficient cultural resources, supervision, or motivation. In Allentown, Pennsylvania, the school system tries to tie the classroom work to on-the-job training in order to keep up the interest of the student. In Portsmouth, Ohio, the city schools have a special course for all the ninth graders called "community living." This class is taught by the high school counselor and encompasses the theme, "stay in school and graduate to be a contributing citizen."

The Youth Commission of Wilson County, Tennessee, has also developed a program to make school more meaningful to students who otherwise might leave before graduation. The boys in this program, some of whom were disciplinary problems or had experienced academic difficulties, are enrolled in a building and trades course taught by a retired cabinet-maker. Actively supported by the Lebanon business community, the school board leased the necessary equipment, purchased a lot and materials and the boys began to build a three-bedroom home. Technicians from the various building trades contributed their time in working with the boys in installing equipment and giving special instruction in electrical engineering, brick-laying, and carpentry. School officials

believe there is more than a casual connection between this project and the number of school dropouts, which declined 50 per cent from the 1959-1960 year to the 1960-1961 year.

New York City's most ambitious and successful work-experience program for potential dropouts is the School to Employment Program (STEP). As its name implies, there are reciprocal and complementary goals: to smooth the transition from school to employment by incorporating paid work as a supervised subject and as part of the educational day; to orient the curriculum to meet the needs for transition; and to take advantage of the many motivational, instructional, and guidance opportunities inherent in students' private employment.

The basic program design provides for supervision throughout the school day and keeps the students intact for at least two periods of the day. In addition, the schedule is daily and uniform. The mornings in STEP are devoted to instruction in school, while the afternoons are reserved for work in private industry, on stipend at the home school, another school, or public agency.

Statistical indices on retention, work placement, and attendance are encouraging. On the average, 20 to 35 per cent of STEP students resumed the traditional full day of instruction; 30 to 35 per cent left for full-time employment

or the armed forces; 30 to 35 per cent remained on STBP. Of the discharges, 75 per cent left for full-time employment, and the remainder were distributed among "armed forces," "left city," "other high schools," "hospitals," "deceased," and "graduated."

Although there was an allotment of six stipend positions for high schools and 15 for the other schools, only five schools found it necessary to use their full quota. Concerning attendance, 12 schools had an average of 80 per cent or more; three had 90 to 95 per cent.

STBP is a work-experience program that underscores the importance of work in private industry through regular employment referrals and channels, though with supportive guidance by the teacher. Unlike other work-experience programs, it does not ask employers to hire students as a charitable gesture. STBP's approach is positive, upgrading the students and program without requesting special considerations for them or giving guarantees as to their performance.

Another program, in Chicago, is notable because it illustrated the extent to which business or an industry can involve itself, if it wishes. After consulting with Benjamin Willis, former general superintendent of schools, officials of the Carson, Pirie, Scott Company, a large department store, decided to undertake an experimental work-

study program with 59 young dropouts. These young people came from a range of ethnic groups and were of widely varying mental abilities. For three weeks, during which they received a nominal salary, they attended orientation courses dealing with requirements of personal appearance and communication skills necessary for department store work. Then the regular program began. Each youngster worked three days a week at one of the store's regular jobs--as sales clerk, stockroom worker, clerical assistant, etc.--at a beginning salary of one dollar an hour. The other two days a week they attended classes in a nearby office building where they received instruction in areas important to the development of their marketable skills--reading, speech, mathematics, and citizenship.

The experiment is going into its third year now. At last report in a descriptive brochure a majority of the original participants were still active in the program. Of those who had left, only a few were either fired or quit for lack of interest. It is worth mentioning that since the program's inception all the remaining participants have received at least one, and most of them more than one, raise.

A similar work-study program was initiated a couple of years ago at McKinley High School in St. Louis. The actual rate of dropout among the students enrolled in the

program was 11.6 per cent. Among the students in a matched control group the rate was 35.2 per cent.

New York City's Higher Horizons Program--which has become almost prototypical should also be mentioned. The Higher Horizons Program began six years ago as a demonstration guidance project in a single junior high school in a low socioeconomic neighborhood. Its main premise was that, regardless of what past records and IQ scores might indicate, many human talents--human lives, in fact-- were going to waste.

The program begins with third-grade students and extends to cover the population of thirteen junior high schools. At the beginning of the year these students are given intelligence tests, plus reading and arithmetic ability tests. They are then exposed to a program of instruction which employs every productive technique available, emphasizing remedial teaching in arithmetic and reading. But these classroom activities are supplemented and balanced by others which are considered of equal, if not greater, importance.

In various studies, the participants showed an average individual gain of thirteen IQ points in three years. The average gain for the boys was seventeen points; for the girls, eleven points. The boys, incidentally, had lower

scores than the girls on the first test. Out of 81 pupils who had taken both tests, 66 showed an increase; 12 showed a drop; and three remained the same. This ratio of increase to decrease of five to one remained constant in all of the studies made. 21 students, or more than one-fourth of the group, showed gains of more than 21 points; 13 between 21 and 30 points; six between 31 and 50; and two between 51 and 60 points. In 1957, 26 per cent of the students had scored in the I.Q. category of 110 and above. In 1960, 58 per cent scored 110 and above.

In general, approximately 40 per cent more pupils are finishing high school than did before. Two and one-half times as many are completing academic courses, and three and one-half times as many are going on to some type of post-secondary education. In fact, of those who completed the academic course in June 1961, 91 per cent went on to further education. Sixty-six per cent of the group graduated from senior high school, compared to an average of 40 per cent for previous groups.

Edgar Freidenberg stressed the objective and subjective need of youth to achieve confident self-identity. The function of the school is to provide the means. But the youngster whose school experiences end in failures--and those of the dropout usually do--having discovered that he

is good at nothing, stands a strong chance of becoming good for nothing. Far too many young lives, with all the potential and real talents and capabilities they embody, are being wasted and crushed. The redemption of these lives requires inventiveness and energy and dedication. It requires that the schools be constantly reexamined and rethought, organized and reorganized. This is the large and formidable challenge that each potential dropout presents to us.

CHAPTER III

METHODS

Subjects

The students for the Curriculum Demonstration Project were selected on five factors: intelligence, reading achievement, general achievement, socio-economic status, and adjustment to school. These students, along with the Control group, made up approximately 14 per cent of the students who fell at the bottom of the ranking of the total class group according to the average of these five factors as measured by the instruments discussed in the following section. Educable mentally handicapped students were not included because they were excluded from the regular school program. Every fifth student eligible for the Curriculum Demonstration Program was placed in the Control group and allowed to participate in the regular school program. Consequently, the Control group made up 20 per cent of the total eligible students. This procedure was followed during each year of the project. Table 1 shows the number of students in each category for the four-year period, as well as the means and standard deviations for all groups for the five selection factors. Students added to any groups during this four year period were not included in this study to avoid contamination of the data.

TABLE 1

Yearly Number of Students as They Appeared In Regular, Project and Control Groups and the Means and Standard Deviations for All Groups for the Five Selection Factors

Year	Group	Number	Intelligence		Reading Ability		Academic Achievement		Socio-Economic		Adjustment Factor	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1963-64												
	Regular	489	111.70	1.32	7.73	.59	2.36	.86	3.02	1.26	3.10	1.49
	Project	60	89.86	.72	4.79	.65	3.78	.70	4.01	1.03	4.53	.66
	Control	20	89.10	1.10	4.57	.96	3.80	.74	3.40	1.39	4.15	1.10
1964-65												
	Regular	561	111.10	1.18	7.77	1.71	2.37	.83	2.97	1.21	2.91	1.40
	Project	65	90.27	.72	4.76	.33	3.79	.56	4.19	.69	4.60	.37
	Control	21	95.66	1.02	5.13	.69	3.61	.59	4.00	.87	4.50	.60
1965-66												
	Regular	516	112.55	1.12	7.03	1.28	2.69	1.27	2.82	.93	2.97	1.51
	Project	65	90.82	.81	4.79	.81	4.84	.44	3.85	.86	4.71	.61
	Control	26	93.16	.88	4.89	.84	4.68	.61	3.64	.84	4.72	.45
1966-67												
	Regular	556	112.06	1.31	7.19	1.33	2.49	1.23	2.91	1.22	3.32	1.31
	Project	65	92.01	.89	4.90	1.04	4.76	.54	4.30	.89	4.76	.54
	Control	25	91.71	.89	5.28	.80	4.71	.48	2.90	.98	4.57	.81

Measures

Intelligence. The I.Q. score was obtained from the California Test of Mental Maturity which was administered to all students during the sixth grade.

Reading Ability. The reading factor was obtained from the reading scores attained on the Iowa Achievement Test which was administered to all students in the sixth grade. It can be noted here that low reading achievement was one of the most consistent of the five factors employed and was characteristic of all four Project and Control groups.

Academic Achievement. This factor was obtained by averaging the numerical grades each student received during the fifth and sixth grades. These were converted to a 5-point scale, "1" being the highest through "5" the lowest. Some bias could have crept into this selection due to the fact that students in the lower socio-economic areas tended to receive comparatively higher grades for similar performance than students in higher socio-economic schools. However, the fact that students selected for the Project and Control groups tended to come from the schools in culturally disadvantaged areas suggests that this possibility did not substantially affect selection.

Socio-Economic. This factor was obtained by adding the scores of a residence factor and an occupational factor

and converting these to a 5-point scale. The occupational scores were obtained by using Warner's Revised Scale for Rating Occupations (Warner, W. A., 1949). The residence scores were obtained from a rating of residential areas done by the Quincy Youth Development Commission personnel in 1962.

Adjustment Factor. This factor was obtained from a Pupil Adjustment Rating Sheet completed by the student's sixth grade teachers (see Appendix A). Scores from this rating scale were converted to a 5-point scale for social withdrawal, aggressiveness, and leadership. The lowest rating for the three factors was used as the rating of overall adjustment. This selection process was evolved by Project personnel. It is weak and somewhat confusing. This writer would have preferred a different approach, but since this one was already in use, the writer had to accept it.

To summarize, students enrolled in the Curriculum Demonstration Project, along with the Control group, made up approximately the lower 14 per cent of the total population of the school ranked according to the factors of intelligence, reading achievement, academic achievement, socio-economic status, and school adjustment. The inadequacy that was the most common among these students

was that of poor performance in the academic setting. Reading disability was very common as were certain behavior patterns which were disruptive to the traditional school setting.

Procedure

Description of Program. This program was implemented in the large central junior and senior high schools in Quincy, Illinois. These schools included all public school students in grades seven through twelve in this stable urban center of approximately 50,000 population. All social classes and ability levels were represented by the student body of approximately 3,300 students attending these schools.

The students in the Project and Control groups were those judged to be dropout-prone students according to the five factors reported previously. In the summer of 1963, a group of 80 entering seventh graders (60 Project, 20 Control) were selected. New groups of seventh graders have been selected in subsequent years.

The personnel involved in the program were the following:

- (1) the administrative director who was responsible for the overall policy formulation and direction of the total project operation;
- (2) the project coordinator who was responsible for the overall direction and supervision of all program operations;
- (3) the curriculum supervisor who directed the

summer curriculum workshops, weekly curriculum meetings, and who was responsible for all in-service training; (4) the work experience supervisor who established contact with employers, unions, associations, and interested citizens as appropriate in the establishment of work-study programs. He was responsible for scheduling, supervising, and evaluating all students working part-time in connection with the project; (5) a demonstration teacher who assisted in the coordination of teachers and students in the demonstration.

Students were assigned to project classes approximately 4 hours per day. In grades seven and eight the four curriculum demonstration classes consisted of communication skills, social living, arithmetic skills, and science and home economics or industrial arts. Students received one semester of science and one semester of home economics or industrial arts each year. Students in grades nine through twelve were taught communication skills and social living in a 2-hour class. Ninth grade students were taught general mathematics and home economics or industrial arts.

This pattern was followed through grade twelve except that science took the place of mathematics at the tenth grade level and work experience was substituted for either one of these courses in many instances. Students were

encouraged to participate in work experience for at least one of their three years in senior high school. Some students participated all three years. Students received credit on a one credit per 2 hours basis for special Project classes with a maximum of one credit per year allowed for grades nine, ten, and eleven, and a two credit maximum in grade twelve.

In grades ten through twelve the social studies-language arts block was required. The rest of the individual's yearly schedule was planned with the best interest of the student. A majority of students took three years of physical education, one year of science, one year of math, at least one year of home economics or industrial arts, and at least one year of work experience. This left two units during the three year period (grades 10 through 12) which the student was relatively free to elect a course of his choice. Freedom was given also for students with special interests or scheduling difficulties to deviate from these guidelines with the counselor's approval.

A sheltered work experience was developed for the students who were unable or ill-prepared to work outside of the school environment. A service station was leased from an oil company by the Curriculum Demonstration Program to provide a sheltered work experience. The service station

was used not only to train a student to be a service station attendant but also to instill the habits necessary for successful work. In the station he was taught to meet people, maintain a good appearance, make change, etc. A school store was operated by the Project students at both the junior and senior high schools. In addition, the project had a work supervisor who was in charge of students for a custodial program at the schools. The student learned about landscaping, maintenance, and other areas. When a student had been given a Class 1 evaluation on his job, he or she was qualified for placement in the community.

A vigorous program of in-service training of teachers was carried out during all three years of the project. The program included summer workshops, bi-weekly faculty meetings, small group meetings, individual conferences, and an on-going consultation of planning and curriculum development. The main purposes were: (1) to make the teachers sensitive to the problems of working with this group of students, (2) to develop a teamwork approach, (3) to develop a knowledge of special methods and techniques for dealing with students with these characteristics, and (4) to develop and initiate a total curricula program and materials..

Follow-up Information. The data for this study was collected from several sources: the files of the Curriculum Demonstration Project; the registration cards and master files of the Junior and Senior High Schools; and from the discussions with CEP personnel and Junior and Senior High School counselors and teachers. The graduating classes of 1969, 1970, 1971, and 1972 were used as the basis of this study.

Initially it was necessary to determine which students were in the CEP and which were in the Control groups. Once they were identified in the 7th grade, they were followed through June 1, 1969. Project and Control students were then identified as being in the program, being out of the program but still in school, and having dropped out of school. Those who remained in school (but not the original one) were placed in categories such as: moved or transferred, and were further identified by sex and race. The dropouts were placed in similar categories. This was done for each of the classes individually and then was looked at collectively. Information on the number of students dropping out at various grade levels was also obtained. Dropouts from the regular class program of the 1969 graduating class were also traced and comparisons with the 1969 graduating Project and Control groups were made.

CHAPTER IV

RESULTS

Over the four-year period of this study, 255 students were enrolled in the Curriculum Demonstration Project. Of these, 213 were white, 42 were Negro. As of June 1, 1969 (the date selected for analyzing the data), 171 students were still in the program. Of the students who were no longer in the program, 44 had transferred to other school programs eg. BHH, regular, or to other schools and are identified as transfers. There were 40 students who were out of school completely and are identified as dropouts. During this same period 92 students were enrolled in the Control group. The information concerning both groups of students is given in Table 2.

Chi square analyses were also made for Project and Control students. Two comparisons were made: (1) comparisons of dropouts and the stay-in students remaining in the program; (2) comparisons of dropouts and stay-ins who had transferred to other programs. Table 3 shows the results of these analyses.

TABLE 2

Number of Students During a 4-year Period Enrolled in Project and
Control Groups and Their Consequent Status

School Year	Group	Total Enrolled		Remaining in Group		Transfers		Dropouts	
		W	N	W	N	W	N	W	N
1963-64	Project	53	7	30	5	7	0	16	2
	Control	16	4	6	1	2	1	8	2
1964-65	Project	54	11	34	10	10	1	10	0
	Control	17	4	6	2	3	0	8	2
1965-66	Project	51	14	32	9	12	2	7	3
	Control	21	5	14	3	1	0	6	2
1966-67	Project	55	10	42	9	12	0	1	1
	Control	20	5	14	4	4	1	2	0
Total	Project	213	42	138	33	41	3	34	6
	Control	74	18	40	10	10	2	24	6

TABLE 3

Chi Square Analyses For Project and Control Students

Graduating Class	Dropped vs Program		Dropped vs Transfers	
	Chi Square	<u>P</u>	Chi Square	<u>P</u>
1963-64	4.67	.05	4.99	.05
1964-65	8.73	.01	9.23	.01
1965-66	3.09	.05	5.56	.05
1966-67	1.39	.20	1.41	.30
1963-67	13.03	.01	13.68	.01

Students who were no longer in the Project or in the Control group were identified and an attempt was made to trace them. Project transfers totaled 44. Of these, 20 moved to other communities, and 9 returned to the regular classroom program. The rest were placed in other school programs. A small percentage were involved with the police and were eventually placed in an institution. Project dropouts totaled 40. No reason for dropping out was given in 32 cases. Others listed marriage, pregnancy, delinquency and the armed services as causes for dropping out. Control transfers totaled 11. Most of these returned to the regular classroom program. Of the 31 Control dropouts, no reason for dropping out was given in 77 per cent of the cases. Some CAP personnel and individual school counselors suggested that possibly more than 50 per cent of the "reasons unknown" would be placed under "pregnant" or "married." In Control and Project transfers and dropouts alike, there were relatively few Negro students--an outcome which might have been anticipated since only 2 per cent of students in Project and Control groups were Negroes. Tables 1 and 2 in Appendix C provide information on the above. The grade in which the student dropped out of school was also considered. Table 4 gives this information for Project and Control students. As can be seen, 65 per cent of the

Project students (62 per cent boys) dropped out between completion of the eighth grade and the beginning of grade eleven. During this same period 68 per cent of the Control students (52 per cent boys) dropped out. In general, for both groups more boys than girls dropped out.

TABLE 4

Frequency of Project and Control Dropouts Between Grades 7 and 12

School Year	Group	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
		M	F	M	F	M	F	M	F	M	F	M	F
1963-64	Project	0	0	0	0	2	0	6	3	0	1	5	1
	Control	0	1	0	0	0	0	2	3	2	3	0	0
1964-65	Project	0	0	0	0	3	1	2	0	2	2	0	0
	Control	2	0	0	0	0	0	4	3	1	0	0	0
1965-66	Project	0	0	0	1	0	1	3	5	0	0	0	0
	Control	0	0	0	0	2	1	2	3	0	0	0	0
1966-67	Project	1	0	0	1	0	0	0	0	0	0	0	0
	Control	0	0	0	1	1	0	0	0	0	0	0	0
Total	Project	1	0	0	2	5	2	11	8	2	3	5	1
	Control	2	1	0	1	3	1	8	9	3	3	0	0

40

31

Additional information concerning the participating four classes is reported below. Because of the repetitive nature of the tables, only the graduating class of 1969, the first class completing six years of this program, is presented here. The activity in the remaining three classes is reported in Tables 3 and 4 in Appendix C.

The 1963-64 seventh grade Project transfers totaled 7, 50 per cent of which were placed in regular classroom programs. No reasons were identified for 83 per cent of 1963-64 seventh grade Project dropouts. Control transfers numbered but 3, and 2 of these were placed in other school programs (EMH). Control dropouts were 10. Seventy per cent of these gave no reason for dropping out. As was noted previously, it is suspected that 50 per cent of these "reasons unknown" could fall under "marriage" and "pregnancy."

In tracing the movement of the 1963-64 seventh grade regular class population, it was discovered that of the initial enrollment of 489, 41 students became dropouts, 42 students transferred to other schools, other programs, etc. and 60 students were unaccounted for. Table 5 shows the 1963-64 seventh grade class as it was divided into regular Project and Control groups. It also provides information regarding transfers and dropouts in each of the three groups.

TABLE 5

1963-64 Seventh Grade Class

	Regular	%	Project	%	Control	%	Total	%
Initial Total	489		60		20		569	
Dropouts	41	8	18	30	10	50	69	12
Transfers	42		7		3		52	
Unaccounted For	60						60	

It may be noted, the number of dropouts and the number of transfers in the regular group are almost equal, although 60 students were unaccounted for. If, then, we should arbitrarily assign 50 per cent of the students unaccounted for to the dropouts and the remaining 50 per cent to the transfers, the percentage of dropouts would not change significantly and would still be below the estimated national average, ie., 30-35 per cent. The dropout percentage for the regular group would climb to 14 per cent and for the entire class to 17 per cent. If we assigned all 60 unaccounted for students to the dropouts, the percentage for the regular group would increase to approximately 21 per cent and for the entire class to 23 per cent, still under the estimated national average. It should also be noted here, that although the dropout rate for the Project group is near the estimated national average, it is significantly less than the Control group, suggesting that without the Project, Quincy could quite possibly lose more students percentage wise than the estimated national average.

In order to see how those dropout students from the 1963-64 regular group compared to the 1963-64 project students, their ranking on the five selection factors was listed and means and standard deviations were computed.

Table 6 reports these results.

The means and standard deviations for these students fall below those of the regular group and above those of the Project and Control groups on all factors but the socio-economic level. On this factor, this group appears to be a higher risk than those students assigned to the control group. This suggests, perhaps, a re-evaluation of the process used to rank students on a 5-point scale on the socio-economic factor. Apparently these students, although from a poorer class of people, have managed to acquire the motivation needed to excel in studies. These students must somehow be recognized and must be provided for.

TABLE 6

Means and Standard Deviations of the Five Selection Factors
of Dropout Students From the 1963-64 Seventh Grade Regular Group

		Intelligence Quotient		Reading Achievement		Academic Achievement		Socio-Economic		Adjustment	
<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
105.55	1.24	6.89	1.66	3.00	.80	3.70	1.16	3.70	1.20		

CHAPTER V

DISCUSSION

The Curriculum Demonstration Project, begun with the 1963-64 seventh grade class, appears to have had some success in combating the dropout problem. Reflecting only on the first class to go through the entire 6 year cycle of this program, the graduating class of 1969, we see that the high-risk Project group had a 30 per cent dropout rate, which is about equal to the estimated national average. Although this percentage might seem high, it was still 20 per cent lower than the Control group. The development of this program has also, apparently, decreased the dropout rate of the regular group which was estimated at 8 per cent. Of course, it must be noted that the high risk group was eliminated. The combined dropout rate for the 1969 graduating class was only 12 per cent, well below the estimated national average. It was reported that 60 students in the regular group could not be identified as either transfers or dropouts. If these were to be identified as dropouts, the combined dropout rate for the 1969 graduating class would rise to 23 per cent, still under the estimated national average.

The high dropout rate of the Control group (50 per cent) and the relatively high dropout rate of the Project group (30 per cent), suggests the presence of a high risk group in the program. This, of course, gives validity to the selection approach, based on the five selection factors. There was also a significant difference (.05) between the Project and Control groups in favor of the project.

The graduating classes of 1970, 1971, and 1972 seem to be following the same patterns established by the graduating class of 1969. The data on these subsequent graduating classes is incomplete at this time and no definite conclusions can be reached. The graduating class of 1970, closest to completion of the 6 year cycle, shows a Project dropout rate of approximately 20 per cent and a Control dropout rate of approximately 50 per cent. Subsequent years show lower percentages because they are still going through the ninth and tenth grades which seem to be critical academic and emotional adjustment periods. As was reported in the literature and verified in this study, the highest percentage of dropouts occur between the completion of the eighth grade and the beginning of grade eleven. Although not having complete data for the classes graduating in 1970, 1971, and 1972, statistical analyses showed that there was a significant difference (.01) between the Project and Control groups in favor of the Project.

It appears, then, that this program is accomplishing what it was designed to do. It seems to have a good balance. There is sufficient and interesting class time to provide the student with academic knowledge, and yet not too much to tax his power of attention and concentration. There is also a well developed work program designed for each individual student. Teachers in the program are carefully screened and they are skilled not only in art of teaching but in counseling as well. The program administrator and the work coordinator are men of high educational caliber who constantly review and develop ideas that might still more reduce the percentage of dropouts. Although the Project appears to be effective, it is open to some criticism.

As it was discussed in the literature, dropout prone students are poor readers, come from poor socio-economic backgrounds, have difficulty in making adequate school adjustments, are poor achievers and usually are of dull normal to low average intelligence. This is also true of students in the Curriculum Demonstration Project. The mean I.Q. lies at about 90. The students were all approximately two grades below level in reading. The reading mean being approximately 4.8. On a 5 point scale for academic achievement (where "1" indicated high achievement), they had a mean of about 4.3. Their mean on the same 5 point scale for

socio-economic class was 4.1, approximately, and 4.6 on school adjustment.

The Curriculum Demonstration Program is multi-faceted. It becomes difficult, therefore, to determine which aspects of the program contributed significantly to the decreased dropout rate. Was it the academic program? the work experience? or simply the attention the knowledge that someone cares? Perhaps some questionnaire might be designed and submitted to all students upon entering and upon concluding this program seeking their impressions. Since the Project group did lose 30 per cent of its members, why was there a failure to hold these students? Closer and more immediate contact with these dropouts might be very beneficial in augmenting this seemingly well-designed program in an effort to hold even more students. This type of follow-up would also provide more information on students' reasons for dropping out.

Although no statistics have been included in this report concerning this, it was noted that students transferring into the Project from other schools or from the regular classroom programs experienced very short stays in the Project before dropping out. In one year up to 14 students were added to the Project and before the year was out, all 14 were dropouts. Similar experiences were

noted in each of the four year enrollments but were not necessarily as extreme. Students were also added to the Control group. The reason for this addition is not yet clear to the examiner. Students added to the Control group also became dropouts rapidly. These students dropping out so quickly suggests that in-coming students, having little or no orientation to the Project, needed some sort of introduction that would have captured and held their interest. It might be a problem of adjustment. If it is, then the Project should have the responsibility of helping these students through counseling. If the incoming student is seen as having completely lost interest in his academic education, then perhaps we must start thinking of an entirely new program, perhaps strictly vocational in nature, for him.

As noted previously, 8 per cent of the 1969 graduating class from the regular group were dropouts. By reason of 4 of the 5 selection factors, these students did not qualify for the project group. However, their mean and standard deviation on the socio-economics factor was higher than the Control, but lower than the Project group. It would appear that this group of students may have been living in an environment which was not conducive for learning. It is suggested that youngsters from poor

socio-economic backgrounds be exposed to some special programs early in their academic lives which would help them from becoming dropouts. Maney (1964) and Silberman (1964) both concluded that the dropout is the result of a poor socio-economic background and that a youngster is doomed to this fate unless the schools inaugurate prevention programs as early as nursery school. There are descriptive reports of such programs but little data at this time. Green (1960) reported that the dropout problem is being viewed from the secondary schools only, but that the problem already exists in the elementary school. Perhaps, the youngsters with poor socio-economic backgrounds that this study identified, might have benefited from an elementary school program.

Reviewing some of the observations in the review of the literature made previously, it may be noted that Quincy male dropouts occur more frequently than female dropouts and for similar reasons. The ratio was almost 2 to 1. However, more females dropped from the Control group. No accurate analysis of minority groups could be made, since the Negro is probably the only significant minority group in Quincy. The Negro makes up approximately 2 per cent of the general Quincy population. By chance, Negroes made up 2 per cent of Project and Control groups. The Project dropout rate for Negroes over the four year period covered

in this study was 15 per cent. The Control group rate was 20 per cent. For the 1969 graduating class Project group, it was 11 per cent and for the Control group it was 20 per cent. Through 1966, literature suggests that the Negro dropout rate was approaching 40 per cent and that more females than males were the dropouts. Of the 1969 graduating class, 11 per cent of the Negro Project dropout rate were females and 20 per cent of the Control group dropouts were females. Combined Negro females made up 12.5 per cent of the Project dropout rate and 20 per cent of the Control group rate. It should be noted that the Control group was composed entirely of Negro females and all were dropouts. The female, both white and Negro, appears to be most vulnerable in the Control group.

In summary, the Curriculum Demonstration Project appears to have identified dropout prone students reasonably well. The combination of classroom work and work experience appeared effective in influencing students to remain in school. However, students transferring from other schools or from other programs were apparently unable to make the adjustment to the Project and consequently dropped out of the program within a year. Approximately 9 per cent and up to 12 per cent of students in the regular school program dropped out of school. Some of these have several

characteristics of the dropout prone student, yet not enough to qualify for the Project. They appeared, however, to be a high-risk group on the socio-economic factor.

These findings suggest that the Curriculum Demonstration Project should be broadened to encompass more students. It should develop a more adequate system of record keeping. It should also attempt to develop a diversified program specifically aimed at keeping sophomores and juniors in school. It should eliminate transferring students into the Project and should instead have an alternate program that these students might enter.

Reasons for leaving school are varied: marriage, pregnancy, service, work, delinquency, etc. It is difficult to accurately account for all the dropouts in this particular study. Records were often incomplete and more than half the dropouts were unaccounted for. Project officials seemed to feel that about 50 per cent of female dropouts either married or were pregnant. This possibility gained support from the fact that the author's attempts to follow up the female dropout frequently met with defeat--the door closed in his face or the telephone receiver slammed down. Parents were more likely to discuss their sons who had dropped out. Most of the boys went either to work or to the Armed Forces. Few were involved with the law.

Approximately 60 per cent of the dropouts came from elementary schools in the low income area. This suggests the possibility of poor parental encouragement to finish school and strong parental emphasis on the need for work.

The literature suggests that students drop out of school when they reach age 16 or when they are in their sophomore and junior years. Students in the Project failed in their elementary program at least one and possibly two years, making them 16 at the time they reached their sophomore and/or junior years in high school. Project students dropped out of school in great numbers upon completion of grade 9, during grade 10 and prior, during and after grade 11. Approximately 75 per cent of the students who left school did so at this time. The same was true of the Control group.

SUMMARY

The Curriculum Demonstration Program for dropout prone students in Quincy, Illinois, was begun with the 1963-64 seventh grade Junior High School class. Project and control group students were selected on the basis of 5 factors: 1) intelligence (measured in the sixth grade by the California Test of Mental Maturity); 2) reading ability (measured by the Iowa Achievement Test); 3) academic achievement (obtained by averaging grades received in the fifth and sixth grades; 4) socio-economic (obtained by adding the scores of a residence and an occupational factor, using Warner's (1949) Revised Scale for Rating Occupations); and 5) adjustment factor (obtained from a pupil adjustment rating sheet completed by sixth grade teachers). These students made up approximately 14 per cent of the students who fell at the bottom of the ranking of the total class group. Every fifth student eligible for the Project was put in the Control group and participated in the regular class program.

The author investigated a 4 year enrollment of 255 Project and 92 Control students with special emphasis placed on the first class completing the full 6 year cycle

of the program. Over the 4 year period 15.6 per cent of the Project and 32.6 per cent of the Control students were dropouts. The number of students remaining in the program as opposed to the dropouts, was significant at the .01 level. However, 30 per cent of the first Project group (1963-64) and 50 per cent of the first Control group (1963-64) were dropouts. The significance here in favor of the program was at the .05 level. The high percentage of dropouts in these groups suggests that selection factors determining the high risk group were valid. The dropout rate for the regular group (1963-64) was 8 per cent. However, 60 students who left school could not be labeled dropouts or transfers through school records. If all were dropouts, the rate would increase to 21 per cent. The dropout rate for the graduating class of 1969, including regular, Project and Control groups was 23 per cent, somewhat lower than the estimated national average of 30 per cent.

Sixty-five per cent of the Project group and 68 per cent of the Control group dropped out between the completion of the grade 8 and the beginning of grade 11. Sixty-two per cent of Project boys and 52 per cent of Control boys were dropouts. Negro males made up 15 per cent of the dropouts.

Two per cent of Project and Control students were Negroes. Negro females made up 12.5 per cent of the Project dropouts and 20 per cent of the Control dropouts.

Transfer students introduced into the Project group seemed to have difficulty adjusting and dropped out after relatively short stays. This same phenomenon was evident in the Control group.

Regular group high risk students on the socio-economic factor were identified.

Broadening the Curriculum Demonstration Project to encompass more students was discussed.

Developing a more adequate system of record keeping was also discussed.

The development of a more diversified program specifically aimed at keeping sophomores and juniors in school was mentioned.

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APPENDIX A

(Do Not Fill In)

L _____	Name of Child _____
A _____	Grade School _____
W _____	Teacher _____

Pupil Adjustment Rating Sheet

Directions: In each of the sets of descriptive statements below pick out the statements which you think fits the child most aptly—the one which the child is most like. Place the letter corresponding to this statement in the left hand margin. Do not be concerned if the statement does not apply exactly, and do not dwell too long on your decision. Your first judgment is best for this kind of rating. Complete a rating for each sixth grade child in your room at the end of the year. Thank you.

- | | | | |
|-------|-----|-----------------------------------------------------------------------|--|
| _____ | 1. | A. Others come to him for help. | |
| | | B. Causes disturbances. | |
| | | C. Lacks confidence in himself. | |
| _____ | 2. | A. Other people find it hard to get along with him. | |
| | | B. Is easily confused. | |
| | | C. Other people are eager to be near him or on his side. | |
| _____ | 3. | A. Sensitive, touchy, hurt by criticism. | |
| | | B. Shows off, attention getter. | |
| | | C. Is self-confident. | |
| _____ | 4. | A. Is extremely quiet and passive. | |
| | | B. Is a natural leader. | |
| | | C. Is boastful. | |
| _____ | 5. | A. Frequently gets into fights or heated arguments. | |
| | | B. Exerts a good influence on the class. | |
| | | C. Seems anxious and fearful. | |
| _____ | 6. | A. Makes sensible, practical plans. | |
| | | B. Breaks rules frequently. | |
| | | C. Becomes discouraged easily. | |
| _____ | 7. | A. Takes an active part in group projects and other activities. | |
| | | B. Is shy and retiring. | |
| | | C. Others cannot work with him. | |
| _____ | 8. | A. Quarrelsome. | |
| | | B. Is tense or ill at ease when reciting or appearing before a group. | |
| | | C. Likes jobs which give him responsibility. | |
| _____ | 9. | A. His presence or absence is not noticed by other children. | |
| | | B. Figures out things for himself. | |
| | | C. Is impulsive and easily excited. | |
| _____ | 10. | A. Tries to bully and domineer over others. | |
| | | B. Is quick to see valuable things in other people's suggestions. | |
| | | C. Is hard to get to know. | |

[illegible]

APPENDIX B

Description

Curriculum Demonstration Program Quincy Public Schools

In today's complex school situation, there is becoming a larger segment of the school population with learning difficulties in certain areas. These students have become disinterested in their school work because of years of frustration and ever-present school experiences that have resulted in failure.

This student has lost any desire he might have had to achieve academically, is usually rebellious to school authority, and sees no importance in school work. This can, in many cases, be attributed to low academic aptitude, low socio-economic background, and a parental disinterest in education. Many of the parents of these students have dropped out of school for about the same reasons their children have for wanting to drop out. Therefore, the student sees only the world of work in which to accomplish or to attain goals he has set for himself.

Although ill-prepared, this young person is prone to drop out of school and attempt to find his place elsewhere. This is looked upon by school officials as undesirable and that the student is running away from an unpleasant situation, but the student actually sees himself as leaving something that has no meaning for him and that he will be able to accomplish greater things outside the school situation.

In order to circumvent this situation, we must evaluate our programs and structure a curriculum that will have meaning to these students and present to them classroom work that can be done or their level of ability and their level of interest.

These young people have little opportunity or no desire to go beyond high school. Therefore, we must help prepare them for work. The importance here being to instill good work habits, punctuality, attitudes toward work and school, and help them to see the importance of some level of achievement in the classroom.

Program

This program is designed for students in grades 7-12 who have met with failure in the traditional school program. It is intended to take in account the difficulties he has experienced and give new meaning to school. This program will provide for the youngster more individual attention, new methods, and different approaches to teaching.

Schedule

7th Grade

Language Arts
Social Studies
Arithmetic
Science
Industrial Arts, Home Economics
Work Experience (Cafeteria, Class Projects)
Physical Education

8th Grade

Language Arts
Social Studies
Arithmetic
Science
Industrial Arts, Home Economics
Work Experience (Cafeteria, Class Projects)
Physical Education

9th Grade

Language Arts
Social Studies
Arithmetic
Industrial Arts, Home Economics
Work Experience (Cafeteria, School Store, Class Projects,
On-the-Job Training -- Sheltered Work Program)
Physical Education

10th Grade

Language Arts
Social Studies
Math - Biology
Home Economics
Industrial Arts
Work Experience (Service Station, On-the-Job Training --
Sheltered Work Program)
Physical Education
Driver Education

11th Grade

Language Arts
Social Studies
Business and Industrial Math
Home Economics
Industrial Arts
Electives (Art, Typing, Health & Safety)
Work Experience (Service Station, On-the-Job Training --
Sheltered Work Program)
Physical Education

12th Grade

Language Arts

Social Studies -- Social & Vocation topics - Vocational testing

Industrial Arts

Home Economics

Electives (Senior Business, Health & Safety, Gen'l Science)

Physical Education

Work Experience (Service Station, On-the-Job Training --
Sheltered Work Program)

Language Arts

In the Language Arts classes, remedial work as such is not stressed. This program is not designed to keep the student up with his peers, but merely to bring him up to his level of ability.

Social Studies

Facts are not stressed as much as making the student aware of his surroundings and helping him to adjust to society. Attitudes toward school and society are underlined importance as in all classes. This is primarily teacher-prepared material.

Math

This area has been structured by project teachers to include a practical side of mathematics and to involve the thinking processes as much as the mechanics.

Science

This is basically teacher-prepared material and a demonstration-participation approach is used.

Physical Education

Students are placed in regularly scheduled classes in the Junior and Senior High School.

Industrial Arts

Students develop an appreciation and interest in our industrial society.

Home Economics

Importance is placed on developing good personal and family life habits.

In the Junior High School, the boys in the Industrial Arts class are scheduled into Home Economics and the girls in Home Economics classes are scheduled into the Industrial Arts program for a short period of time. This is done to develop an awareness and an appreciation of the duties and responsibilities a family and society might place upon each person.

Training Classes

There is a Bookkeeping class in the Senior High School for interested students and also a class for boys in which they study the complete operation of a service station. In this class, products and equipment used and sold through a service station, how to handle credit cards, and various phases of the operation of a business are studied.

Sheltered Work Experience

This phase of work is for the youngster who is unable or ill-prepared to work outside of the school environment. A service station is leased from an oil company by the Curriculum Demonstration Program to provide a sheltered work experience. The service station is not only used to train a youngster to be a service station attendant, but to instill the habits necessary for successful work. In the station he is taught to meet people, keep a good appearance, make change, etc. A school store is operated by the project students at both the Junior and Senior High School. In addition, the project has a work supervisor who is in charge of students for a custodial program at the schools. The student learns about landscaping, maintenance, and other areas. When a student has been given a Class I evaluation on his job, he or she is qualified for placement in the community.

Home Visitations

Home visitations are made by teachers and members of the staff to develop more interest and a better attitude toward school on the part of the parents.

APPENDIX C

TABLE 1

Combined Project and Control Group Transfers from 1963-1967

	Moved				Other Schools				Regular Classes				Other Programs				Institutions			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
Project	15	1	10	0	2	1	1	0	2	1	6	0	3	0	1	0	0	0	1	0
Control	1	0	1	1	0	0	0	0	0	0	1	0	1	0	3	1	2	0	0	0

TABLE 2

Combined Project and Control Group Dropouts from 1963-1967

	Pregnant				Married				Service				Other Programs				Delinquent				Reasons Unknown			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
Project	0	0	1	2	0	0	0	1	2	0	0	0	1	0	0	0	1	0	0	0	19	1	10	2
Control	0	0	0	0	0	0	0	0	1	0	0	0	3	1	1	1	0	0	0	0	8	2	12	2

TABLE 3

Movement of Project and Control Group Transfer Students from 1963-1967 By Year

	Moved				Other Schools				Regular Classes				Other Programs				Institutions			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
1963-64																				
Project			2		1				1				1							
Control										1					1	1				
1964-65																				
Project	4	1	1		1				2				1						1	
Control															3					
1965-66																				
Project	2	1	4		1	1				3			2							
Control	1																			
1966-67																				
Project	8		3							1										
Control	1			1									1				2			

TABLE 4

Project and Control Group Dropouts from 1963-1967 By Year

	Pregnant				Married				Service				Other Programs				Reasons Unknown			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
1963-64																				
Project			1				1		1								12		2	1
Control													1	1	1		2		4	1
1964-65																				
Project									1				1				5		3	
Control									1				1	1			4		2	1
1965-66																				
Project			1	1				1									3		3	1
Control													1				2	1	3	1
1966-67																				
Project																		1	1	
Control																	1		1	

APPROVAL SHEET

The dissertation submitted by Edward John Baranowski has been read and approved by members of the Department of Psychology.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

January 19, 1970
Date

Jeannette M. Foley
Signature of Advisor