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A Descriptive Analysis of the Youth Study Center of Yakima, Washington, from 1957 to 1964

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A DESCRIPTIVE ANALYSIS OF THE YOUTH STUDY CENTER
OF YAKIMA, WASHINGTON, FROM 1957 TO 1964

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Julius Edwin Glover
August 1964

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION AND PHILOSOPHY

One of the problems facing local public school administrators today is what to do with the student who does not do well in the regular secondary school program because of problems other than ability. These pupils, usually boys, are brought to the attention of the administration repeatedly, and eventually comes the question, "What more can we do than we have already done?" Should they be completely dropped, or is there some other way we could approach their problems? These are the concerns that led to the establishment of the Youth Study Center, a special segment of the Yakima Public School System. It is the purpose of this paper to record the history of the Youth Study Center, showing how and why it came about, and how it now fits into the total school picture in Yakima.

I. PURPOSE OF THE STUDY

The Youth Study Center program, which has now been in operation for seven years, will be inventoried. The writer feels that such a study will be of value to those concerned with the program, giving an opportunity to see what has been done to date and providing data for future research and planning. The special situation which has evolved in those seven years has several aspects which

will be examined and detailed.

The writer's decision to pursue this study has grown out of his interest in the Youth Study Center program and the students who have been served by it. There was an opportunity to observe the program quite closely, working with the administration, the teacher, and the individual students. The writer has been closely connected with the various aspects of serving as a counselor to the students, as an aid to the teacher, as liason with the Yakima County Juvenile Department, and as a member of the Youth Study Center Board, which reviews each case and makes policy decisions.

II. SCOPE

This study will show the background situation which led to the formation of the plan for the Youth Study Center and the thinking of those who were instrumental in its inception. It deals with the establishment of rules and policies for the Center, the curriculum, the physical plant, and the choice of a teacher. An attempt is made to show some of the particular findings that have come out of testing the students, such as: number of students attending, ages and grade levels, abilities, and level of academic achievement. The study deals with the years of the program's actual operation, and with those students who took part in it.

III. PROCEDURES

The material and data which are presented were gathered from three main sources: past records, such as Youth Study Center Board minutes, teacher class records and grade books; interviews with teachers, administrators, school counselors, school psychologists, community agencies, and parents; and group and individual testing. Tables and graphs are used to present much of the information about the students.

Chapter II relates the thought and the planning which took place in establishing the Youth Study Center. Chapter III presents the program and some statistical data about it. The concluding summary and implications for the future of this special class are discussed in Chapter IV.

IV. DISTURBED CHILDREN

Out of the total group of children to be educated, there are always a few who have emotional difficulties.

Elise Martens says:

All children really are 'problem' children in that they do now or may present overt behavior difficulties which should receive attention looking toward early adjustment, and that overt problem behavior varies in degree from that which is close to zero to that which places a child in the ranks of juvenile delinquency (12:68).

Children whose behavior is not acceptable to social and personal standards and whose general attitude is that

of nonconformance create alarm and great concern in adults. So great does this concern become that many parents and workers with children reach a point of despair. The relationship becomes a battle of forces, adolescents versus adults, with the concerned parties less and less able to understand one another.

An emotionally disturbed child shows that he is unable to respond adequately to those with whom he comes in contact. His behavior reaches proportions of excessive aggression, impulsiveness, or withdrawal. He fails to achieve, intellectually and physically, as well as he might were he not disturbed. Taylor and Spence, as quoted by Quay, present the theory that anxiety facilitates the acquisition of simple conditioned responses but interferes with complex learning. The anxious person fixates simple conditioned responses more rapidly than a non-anxious person. The anxious person also has more difficulty in acquiring skills where complex responses are required (13:28). Quay describes this hypothesis in this way: the anxious child is quick to learn, by simple conditioning, additional fear and anxiety responses.

All of this means that unpleasant and fear-producing experiences are apt to have results quite beyond the immediate setting and such experiences should be minimized for this type of child whenever possible. Unpleasant experiences with one type of academic material quickly generalize to other types. Fear and avoidance of one teacher soon becomes fear and avoidance of many (13:29).

Quay continues by saying that there are some positive implications here, too. If the classroom, the teacher, and the learning materials can be associated with pleasant stimuli, interest can then turn to making appropriate academic responses simple (13:29).

V. PHILOSOPHY OF SPECIAL EDUCATION

The philosophy of special education as given in the handbook for school administrators by the Superintendent of Public Instruction of Washington State reads as follows:

The business of the schools is instruction. . . . To pursue the purpose of educating all children optimally under a system of classroom groupings, hence, requires some compromise of administration implementation. It is to resolve this dilemma that special education as an adjunct of general education becomes necessary.

Special education, then, is designed to deal with those children who by reason of marked, or exceptional, mental, physical or social deviation from the average normal child seriously restricts his learning or disturbs his classroom behavior beyond the feasible limits of usual curricular or disciplinary modification or tolerance. . . . Its purposes are twofold: namely, (1) that the instruction and learning of the average normal child may proceed more effectively, and (2) that the exceptional may have equality of educational opportunities appropriately adapted to his aptitudes and disabilities; and further, so by these means children may receive that education which shall make them effective and useful members of their ultimately adult place in our society (5:9).

J. W. Birch made a study in 1956 to obtain information concerning current educational practices for children who manifest behavioral and/or personality problems. He

chose ten major school systems with special classes and schools. The cities that he used for his survey were: Baltimore, Chicago, Cincinnati, Dade County (Miami), Detroit, Los Angeles, New York, Philadelphia, Rochester, and Seattle. He found that the majority of the cities studied have more than one type of special school or class for maladjusted children. There seemed to be a tendency to have three or four different school facilities. Of these schools, the one type most frequently in use was the detention home operated by the court. The second most common were those special classes in the regular school setting and third, residential schools. Birch's study indicated that there seems to be an increase in the number of schools for these maladjusted children (3:332-337).

A similar study was made by E. M. Bower. His conclusions were:

1. The problem of educating emotionally disturbed children and youth has become a critical one for the majority of school systems.
2. In school systems where no planning or programming has been accomplished, the problem of the emotionally disturbed child in the systems has become more acute.
3. For some children the program needs to include therapeutic activities to achieve successful learning.
4. A planned program of mental health is considered to be an essential part of school preventive measures.
5. The nature and quality of the school program has positive effect upon the educational and social growth of the child (4:182-188).

To continue with Bower's line of thinking, the writer is led to say that it is one thing to identify the problems, and quite another thing to know what to do about them. It is a major problem to educate children who are resistive to authority and to the requirements of home, school, and society. In many schools the emotionally disturbed child has already identified himself, but the method of handling this child poses a herculean task.

The disturbed child is not functioning well in the regular classroom, and for this reason he may become withdrawn, submissive, aggressive, poorly motivated or hyperactive. If he is to make adequate adjustments, he must be placed in an environment where he can gain a better perspective of himself and others. L. A. Hay describes the effectiveness of "guidance classes" for troubled children conducted in the New York school system. The curriculum of the classes was determined by the needs of the children. Success was a major objective. Every effort was made to help the children develop self-confidence. Academic work was made as interesting as possible. Spacious facilities and adequate equipment were provided so that great freedom of movement could be realized. Guidance was made available to the parents. Hay stated that the greatest improvement was in the area of self-confidence. Marked improvements were also noted in leadership and social adjustment. In addition, satisfactory progress was noted in academic areas (9:676-683).

The public expects, and rightly so, that all children should be educated. If this is to be done, educators must continue to find ways of meeting the individual needs of children.

CHAPTER II

BACKGROUND AND ESTABLISHMENT OF THE YOUTH STUDY CENTER

There are many schools of thought concerning the psychological approaches to handling the emotionally disturbed child in education, and it would be safe to assume that a high percentage of them are sound and reliable. It would be poor planning if educators or designers of the special education classes for emotionally disturbed children did not take into consideration their own local situation and needs, and adapt the program to suit local conditions.

I. LOCAL NEEDS

The Superintendent of Schools in Yakima and his administrative staff viewed their own special education program and felt that there needed to be provisions made within the program to care for the emotionally disturbed boys of high school age. It became evident to them that there were boys within the high schools who were personality and behavior problems. Some were withdrawn to the point of being non-productive in their school work. Others had become such behavior problems that they were not functioning well.

If these boys were to remain within the regular school program while manifesting such behavior, the other students' learning opportunities might be jeopardized. The maladjusted boy, therefore, would become a nuisance socially and a detriment to the class. The instructor would be obliged to remove the boy from the classroom by sending him to the office to be counselled by the assistant principal or principal. As such an administrator is made aware of these problems, in some schools the only alternative open to him, providing the student does not respond to counseling, is to suspend the boy from school. This suspension may result in resolving the boy's problems, but again it may not. In the event that it does not, and the school personnel have exhausted their resources, the final expulsion of the student becomes necessary. This expulsion only removes the boy from the school premises; it does not solve his problem. He is too young to obtain employment. He has been removed from his peer group and their activities. His problem has only been accentuated. He feels more rejected, feels picked upon by society in general, and becomes more anti-social. The disturbed boy reaches a point where he lacks confidence in himself and develops a very low self-image.

This was the problem as seen by the Yakima Administrative Staff. The superintendent sought counsel with the

Director of Special Education to explore the possibilities for setting up a special education class for emotionally disturbed boys of high school age. The administration desired to structure a situation or environment that would be primarily educational but also deal with the emotional disturbances of the individual, using personnel resources, in addition to the teacher, to give the extra attention and therapy needed.

Supported by the Washington State Superintendent's philosophy concerning the business of the schools to instruct and to make every effort to give every child an adequate education, the administration saw the possibility of adding a special class to give these boys one more opportunity in a sheltered, self-contained classroom, providing them with an environment free from competition with other students. The student would not be excused from academic and behavioral responsibilities. Each boy would be expected to prove himself on his own merits; his advancement in the program would be based on his application.

II. YOUTH STUDY CENTER BOARD

Working within the framework of this philosophy, the administration of the district decided to use the Special Education Department to provide a place in the

total program. A Youth Study Center Board was formed, consisting of the high school principals, the Director of Special Education, the school psychologist, the attendance and guidance consultant, and the Youth Study Center teacher acting in an ex-officio capacity. The Board was to meet regularly to review the applications for admittance to the program, to participate in the consideration of each case, and to make the decisions on admittances.

III. FACILITY AND INSTRUCTOR

One of the first considerations in setting up the program was that of providing a facility to accommodate the group. It was felt that the room or building should be apart from the rest of the high school plant, since the boys had not been functioning well in that climate. The instructor would need to establish a completely different environment in order to help the boys to re-establish themselves academically and emotionally. The first space provided was on the grounds of the Junior College, using spare rooms in the library building.

Another early and important consideration was that of choosing a teacher. A mature male certified teacher was selected for his ability to understand boys and to set a good example for them, and for qualities which would help the boys to respect him and work willingly with him. He was also well acquainted with high school curriculum and requirements for graduation.

IV. CURRICULUM

The curriculum for the program was set up on the basis of the individual student's grade standing in school before he entered the Youth Study Center. The instructor was to meet with the student's teachers in high school to determine what credits had been accumulated by the student and what remained to complete his graduation requirements. An achievement test was given each student before he entered the program, and based on the results of this test and the consultation with the teachers, the Youth Study Center teacher was to set up the best plan he could formulate for each student. Beyond meeting the academic needs of each student, the teacher was to attempt to supply guidance in any other areas where problems seemed apparent in each case.

V. PROCEDURES FOR ADMITTANCE

With the physical plant and the teacher provided for, policies for admitting the boys were formed. The Board set up a referral system which provided that as the boy and his problems became known to the school personnel, the parents of the boy would be contacted and the merits of the Youth Study Center discussed with them. The school's principal and assistant principal, the parents and the boy were to reach a decision concerning his applying for the

special program. The steps for admittance to the Youth Study Center are as follows:

1. After the initial interview with the parents and boy by the administrative personnel of the school, the Youth Study Center teacher would interview the parents and the boy. During this interview the teacher would explain the program to them, enumerating the goals and expectations as outlined by the Youth Study Center Board.
2. The parent should call the Student Personnel Services for an appointment to begin a comprehensive psychological study of the boy. The parents would be seen first by the school psychologist for purposes of obtaining a developmental history of the boy. Additional appointments would be made for the boy to complete the psychological evaluation.
3. Recommendations for placement of the boy were to be made at a regular meeting of the Youth Study Center Board. The parents and the boy would later be notified by phone and letter of the Board's action.

Upon acceptance into the program, the student and his parents would be informed concerning what is expected of them. The following is a quotation from the form which would be supplied to them:

It is imperative that the student and his parents express a sincere desire to take advantage of the special opportunities available in the Youth Study Center. All students are expected to maintain,

as nearly as possible, their regular course of studies and, within a reasonable amount of time, prepare themselves to re-enter their high school. It is felt that these students are being afforded special attention and consideration; therefore, their behavior in the Youth Study Center and the high school thereafter should be above reproach.

This class is a sincere effort on the part of the school district to provide an opportunity for these youngsters to continue in school. Actually it is the final effort on the part of the school district in aiding the student in making an acceptable adjustment to the school. If the student fails after this special effort, he is not considered eligible for readmittance to the Youth Study Center nor to the high school.

Prior to the boy's entering the Youth Study Center, the parents were to be given the opportunity to express in writing their concerns for their son, to state their aspirations for his future schooling, to indicate their feelings toward the high school, to give an expression of how the Youth Study Center can be of help to him.

The boy would be asked to complete a simple questionnaire, answering the following questions:

1. Do you want to return to school? Why?
2. Do you want to graduate from high school? Why?
3. Do you want to take additional training beyond high school? Why? If yes, state what kind of additional training. What requirements must you meet before you can continue in this training or schooling?
4. What type of work would you like to do after you get out of school?
5. Do you feel the school has been fair to you?
6. What are you willing to do to help yourself in your present problem?

VI. STUDENT RULES

Once the decision concerning admittance is made, the student is supplied with a list of rules with which he is to comply while attending. They are as follows:

1. The student will attend classes regularly at the Youth Study Center.
2. Personal illness is the only acceptable excuse, and the parent is to report any absence to the teacher in the morning.
3. The student will bring a written excuse signed by both parents or guardians on the day he returns to school.
4. If the student is ill for three days or more he may be required to submit a doctor's statement of the illness along with the parents' excuse.
5. Since punctuality is so important to the life adjustment, it is deemed necessary that the boy be on time for all class sessions.
6. The student is expected to show at least average achievement in all his school subjects while he is a member of the Youth Study Center.
7. If the boy had missed some of his regular classes, he will work at an accelerated pace to catch up on all back work.
8. The student will be encouraged to do regular homework and the parent can help him in this endeavor by providing a special time and place for him to do this work.
9. While the boy is a student of the Youth Study Center he is not to appear around any of the other schools, school activities, etc., without written permission of the board.
10. Noncompliance with any of the preceeding rules may result in immediate suspension from the school. The review board may recommend expulsion to the Board of Education.

VII. THE BEGINNING OF THE PROGRAM

With policies established and the referral system in operation, the Youth Study Center was ready to begin. In October of 1957, the special class was started in one of the rooms at the Yakima Valley College Library. That year there were fourteen boys, seven tenth graders and seven eleventh graders. Two boys entered in October, six in November, three in December, one in January of 1958, and two in February. Of that group, two were suspended and two dropped out on their own. Ten, however, were returned to the regular high school program.

The program as it was set up at that time seemed to the administration to meet the need for which it was designed, for as it got underway it became evident to the instructor and the school personnel that it had a great deal to offer boys who otherwise might not have been helped.

CHAPTER III

THE PROGRAM OF THE YOUTH STUDY CENTER

In terming the Youth Study Center a "special" class, the implication is given that it is different from the usual high school program. In what ways is it different, and how is it able to be of help by its difference? An attempt is made to answer these questions. This chapter also discusses how the boys in the Youth Study Center actually spend their time, the instructional materials used, and the help given them by personnel. Data is given in tabular form concerning some of the statistical facts of the program.

I. THE INSTRUCTOR

There are several factors in the effectiveness of the Youth Study Center. The first of these, and the key figure, is the instructor. His management of the boys, his sympathetic understanding of their emotional problems, and his skill in arranging an academic program to meet the individual needs are all part of his contribution.

The instructor works closely with the boys each day, giving them individual help when needed. Since the boys within the program are of different age and grade levels, each boy's program is unique. Before the boy enters the program he is given individual tests which help to measure

his mental potential, academic performance, and emotional difficulties. From these test results the instructor can see where help is needed. As his curriculum is laid out for him the boy soon realizes that his work is clearly before him, and his success is dependent upon his application and industry. The instructor continues to play a vital part in helping the boy to recognize the need for diligence, keeping him from becoming discouraged, and preventing him from giving up. Since many of the boys are in the Youth Study Center because they rebelled against academic expectations, it is important that the instructor be able to challenge them to try again.

The class size is held to a maximum of twelve, therefore the individual help that the instructor is able to supply gives the boy special recognition that the regular school program is not able to give. The student soon learns that he has available an adult male who is anxious and willing to help him. As the boy realizes the personal acceptance of the instructor, he is encouraged to apply himself to his studies. Also, because of this acceptance, the boy shares some of his feelings and concerns with the instructor. Redl and Wattenburg point out that ". . . one way children deal with conflicts is by identification with some respected person. Teachers very often perform the very critical psychological function of serving as objects for this process" (15:301).

It is not the intention of this writer to imply that these boys were not given guidance and understanding while they were in the regular high school setting. Rather, their problems are such that they did not respond to the efforts made on their behalf, and unusual methods have had to be used in order to reach them. These unusual methods include: the small size of the class, the isolation from regular school activities and their peers, the absence of electives, and the strict rules to which they are held. The instructor strives to be consistent in dealing with each individual, giving the boys security in knowing their limitations.

II. INSTRUCTIONAL MATERIALS

As has been indicated earlier, the pupils in the Youth Study Center begin their studies wherever they left off in the regular program. They use the same books and are expected to cover much the same course of study as in the regular classroom. In addition, there are various self-teaching materials to which the boys have access. The Science Research Associates Reading Laboratory has been a helpful aid. It gives them the opportunity to improve their reading speed and comprehension with a minimum amount of help from the instructor. As the student's ability improves, he is able to advance to more difficult lessons.

The same principle of self-help holds true with the TEMAC (teaching machine) arithmetic programmed learning. When each mathematics assignment is completed, the student corrects his own work. The problems that have been missed are reworked to find out the reason for the error. At the end of each section the instructor administers the TEMAC test to the student. The student does not, however, take this test until he feels that he has mastered the material covered within the section.

Much reading is expected and encouraged. The boys have time for leisure reading and for making book reports or in other ways keeping a record of their reading. They have access to the Davis High School library, which gives them a wide selection of reading materials from which to choose. Current periodicals and newspapers, plus the Senior Scholastic magazine, are available in the room for their use. Many of these boys come into the program with reading deficiencies, but as they become more proficient readers, they find that they enjoy this opportunity.

Since the program is geared primarily to the academic subjects there is a greater concentration of time on these than in a normal school program. Considerable time is spent in writing, and outlining subject material. As portions of the text material are completed, the student discusses it with the instructor to give evidence of his understanding and readiness to go on to new materials.

III. USE OF LEISURE TIME

During each school day the boys are given a time for a relaxation period. They may listen to the radio, play table games, or read. This time serves a two-fold purpose. First of all, it gives the boys an opportunity to have an informal time for talking out some of their pent-up feelings. It helps them to know that they have mutual problems and can share them with one another. Secondly, as the individual student learns to express himself to the small group he learns to function within the group, and as this process develops he becomes more capable of adapting to a larger group setting, which the regular high school program requires.

IV. COUNSELING SERVICES

The boys are visited each week by the writer, the guidance counselor from the Student Personnel Services. He meets with the boys in a group counseling situation. The boys soon realize that they have an opportunity to share their feelings without being threatened by grades or reprimand. The counselor gives the boys direction along the lines of vocational interests. He administers various occupational interest inventories and makes available appropriate occupational information. It is the intention

of the counselor to give encouragement to the boys by providing them with recognition from someone separate from the classroom teacher. He also attempts to help and support the teacher as a consultant, and as chairman of the Youth Study Center Board. Some of the boys have been known to the Juvenile Department. The counselor works closely with this department as a liason person; in this way the juvenile officer and the school are able to work together for the betterment of the boy and his family.

V. PROGRESS REPORTS

The Special Education Department provides for a special achievement report which is filled out quarterly by the instructor on each boy. It gives a record of the subjects being taken, the grades that he has earned, the number of days he has missed, and additional comments from the teacher. There is a space on the form for the parents to make comments. The instructor has frequent contacts with the parents by phone, letter and personal conferences, giving them opportunities to know how the boy is progressing.

VI. STATISTICAL DATA

Since the establishment of the Youth Study Center, many interesting facts may be noted. The following data has been gathered to give a more detailed look at the program. Table I (page 24) shows the class enrollment each

TABLE I
 NUMBER OF BOYS ENROLLED IN YOUTH STUDY
 CENTER FROM EACH GRADE LEVEL DURING
 EACH YEAR OF OPERATION

School Year	Ninth	Tenth	Eleventh	Twelfth	Total During Year Shown at Left
1957-58	-	7	7	-	14
1958-59	-	6	6	1	13
1959-60	-	6	8	1	15
1960-61	-	2	4	2	8
1961-62	3	5	3	2	13
1962-63	6	7	4	1	18
1963-64	4	8	7	2	21
TOTAL	13	41	39	9	*

*Total N including admissions and readmissions during seven years of operation = 102.

year from its beginning in the fall of 1957 to the spring of 1964. The total number of boys shown takes into account that some returned to the program the year following their original admission. There were actually 94 individuals who attended. The year 1960-61 shows the lowest enrollment. During this period the instructor passed away. It became necessary for the Youth Study Center Board to return these boys enrolled at that time to their respective high schools to complete the school year. The Youth Study Center class was discontinued until the following year and a new instructor was selected to reopen the program.

Table II (page 26) shows the number of boys, by grade, who attended the Youth Study Center. The number and percentage of boys who returned to the high school program is compared with those boys who dropped from the Youth Study Center. It is noticed that there is considerable variability from one year to another, but the majority are sophomore and junior boys.

Table III (page 27) gives the mean IQ verbal, performance, and full scale scores as measured by the Wechsler Intelligence Test. These scores are based on the results of the tests which were given to the boys prior to their entering the Youth Study Center. Although there is some variability in verbal and performance means from year to year, and grade to grade, little or no

TABLE II

NUMBER AND PERCENTAGE OF BOYS ENROLLED IN YOUTH STUDY CENTER (YSC) WHO RETURNED TO THE HIGH SCHOOL AS COMPARED WITH THOSE WHO DROPPED* FROM THE YOUTH STUDY CENTER

Grade	No. of Boys Who Entered YSC	Returned		Dropped	
		No. Who Returned to High School	% Who Returned to High School	No. Who Dropped from the YSC	% Who Dropped from the YSC
9th	13	8	61.5	5	38.5
10th	38	18	47.4	20	52.6
11th	34	25	73.5	9	26.5
12th	9	6	66.7	3	33.3
Totals	94	57	60.6	37	29.4

*Dropped includes those boys who quit on their own or were expelled.

TABLE III

MEAN IQ SCORES OF YOUTH STUDY CENTER BOYS BY GRADE FOR THOSE RETURNING TO SCHOOL AND FOR THOSE DROPPED FROM SCHOOL BY GROUP AS MEASURED BY THE WECHSLER INTELLIGENCE SCALE (WAIS OR WISC)

GRADE	Boys who Returned to High School			Boys who Dropped* Out of the YSC			FULL SCALE
	NO.	VERBAL SCALE	PERF. SCALE	NO.	VERBAL SCALE	PERF. SCALE	
Ninth	8	89.8	93.5	5	86.4	92.8	90.1
Tenth	18	104.0	101.7	20	100.4	101.0	103.2
Eleventh	25	101.0	99.9	9	99.8	104.8	100.7
Twelfth	6	112.8	102.2	3	106.7	102.7	108.8
MEAN IQ	N=57	101.9	99.3	N=37	98.3	100.3	100.7

*Dropped includes those boys who quit on their own or were expelled.

consistency in direction is shown. Total means appear near those usually found in regular classes.

Table IV (page 29) shows the results of t-tests that were calculated to determine whether there was any significant difference between the mean IQ's of the two groups of boys, those who returned to the high school, and those who dropped from the Youth Study Center. This t-test was made on the full scale IQ mean. In addition to the group distinction, there was a differentiation made as to grade level. The .05 level of significance was used and in all classes no significant difference was found. This suggests full scale intelligence, as assessed by the Wechsler scales, is not a determining factor in dropout or return to school from the Youth Study Center.

In addition to the Wechsler Intelligence test, the Wide Range Achievement Test was given to the boys. Table V (page 30) shows the mean grade equivalent scores in reading, spelling, and arithmetic of each grade and group. It is noticed that achievement level consistently runs one to three grade levels below grade placement. As in Table IV, the .05 level of significance was used in running a test using the reading, spelling, and arithmetic means of dropouts versus return. It was found that the return score in tenth grade arithmetic was significantly higher than the dropout, with a t value of 17.14 (N=18). Poorer performance in arithmetic is at least one factor affecting return to the regular school program.

TABLE IV

RESULTS OF t TEST OF SIGNIFICANCE USING WECHSLER FULL SCALE
IQ MEAN COMPARISON BETWEEN BOYS RETURNING TO HIGH SCHOOL
AND DROPPING FROM YOUTH STUDY CENTER

Grade	Mean IQ of Those Who Returned to High School	Mean IQ of Those Who Dropped* From YSC	Difference Between the Means	t	Probability**
9th (N=13)	90.1	88.2	1.9	.27	<.05
10th (N=38)	103.2	100.7	2.5	.58	<.05
11th (N=34)	100.7	102.8	2.1	-1.56	<.05
12th (N=9)	108.8	106.3	2.5	.62	<.05

*Dropped includes those boys who quit on their own or were expelled.

** No t reached significance.

TABLE V

MEAN GRADE EQUIVALENT SCORES OF STUDENTS BY GRADE AND GROUP
IN READING, SPELLING, AND ARITHMETIC AS MEASURED
BY THE WIDE RANGE ACHIEVEMENT TEST

Grade	Students Who Returned to High School			Students Who Dropped* From the YSC		
	Read.	Spell.	Arith.	Read.	Spell.	Arith.
9th	6.3	5.2	6.1	5.3	3.8	6.5
10th	9.2	7.1	8.4	9.3	7.1	7.2
11th	9.5	7.3	8.5	8.8	6.9	8.1
12th	10.7	9.2	8.8	11.5	8.9	8.4

*Dropped includes those boys who quit on their own or
were expelled.

CHAPTER IV

SUMMARY AND IMPLICATIONS

I. SUMMARY

One of the problems facing local public school administrators today is what to do with the student who does not do well in the regular secondary school program because of problems other than ability. These pupils, usually boys, are brought to the attention of the administration again and again, and eventually comes the question, "What more can we do than we have already done?" Should they be completely dropped, or is there some other way we could approach their problems? These are the concerns that led to the establishment of the Youth Study Center, a special segment of the Yakima Public School System.

Trained personnel and special facilities are sometimes required to help emotionally disturbed children. Some of these children are indicating that they cannot or will not conform to the standardized school program used by the majority of the students. These children become the "exceptional children" of our schools, requiring special education. Many school systems are finding it necessary to make some arrangement for special classes aimed toward helping the pupils in the areas of self-

confidence, social adjustment, and academic progress.

The administration of the Yakima Public Schools wanted to offer one last chance for schooling to boys who might otherwise be dropouts. They believed that this called for a special class that would be primarily educational, but would also deal with the emotional disturbances of the individual, using personnel resources, in addition to the teacher, to give the extra attention and guidance needed.

The administration chose to help these emotionally disturbed high school boys by providing a special facility, the Youth Study Center. An advisory board was formed, made up of administrators and student personnel consultants to direct the policies and procedures of the program. The board decided the class should be completely self-contained and separate from the existing high school facilities in order to give the boys a sheltered environment.

The instructor was carefully chosen and the curriculum was designed to meet the individual needs of the pupils. A referral system, admittance procedures, and student rules were formulated. The Youth Study Center program began in October, 1957.

II. IMPLICATIONS

The purpose of this study has been to bring together facts about the Youth Study Center since its beginning and to present them in such a manner that further study or planning can be done utilizing a more complete background. This study should show some implications as to the strengths of the Youth Study Center program, and point out areas where greater emphasis might be placed.

During the past two years there has been an increase in the number of boys who have been served by the Youth Study Center as was shown in Table I. Reasons may be recognition of the program's effectiveness, and an acknowledgment by the high school counselors of the need for such a class. For the last three years, ninth grade boys have been included in the program, which indicates a need at the junior high school level. While the tenth grade represented the highest number enrolled in the Youth Study Center, the eleventh grade had the highest percentage of boys returning to the high school to complete their education. Records do not show why the twelfth grade was the lowest number represented.

The intelligence test results indicated no significant difference between those students who were returned to the high school program and those who were not. Since intelligence does not seem to be a factor in return to regular school,

other factors should be considered.

Though the intelligence tests and the academic tests do not, with the exception of arithmetic, seem to be measures of prognosis in the Youth Study Center, they do indicate that the boys are low academically. They are, however, functioning within the average range of mental ability. This supports the hypothesis that their maladjustment has prevented them from working up to their capacity in school.

Some preliminary measures of adjustment are being used, such as the Minnesota Counseling Inventory, but they are insufficient in quantity to use for support in study. Thus, emotional factors as variables can only be included by logical inference.

From this study the following observations are suggested: there is an increase in the enrollment of the Youth Study Center the past two years; ninth graders are being included; intelligence and achievement tests have been helpful tools in measuring the individual's ability and performance at the time of entrance. The fact that certain boys, who probably would be dropouts, are given a chance for further schooling suggests an obvious value, since over half of those participating in the Youth Study Center return to school. This historical and descriptive study has supplied the background for further research.

Further study of the characteristics of these maladjusted boys and the relative effectiveness of portions of the program are indicated to insure a fuller understanding of the program's effectiveness.

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