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## A Study of Dropouts from Continuation High School in Spokane from September, 1967, to November, 1968

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STELLAR  
ILLUMINATION  
OPTICAL SYSTEMS

A STUDY OF DROPOUTS FROM CONTINUATION HIGH SCHOOL IN SPOKANE  
FROM SEPTEMBER, 1967, TO NOVEMBER, 1968

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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

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by  
Albert D. Brown  
August, 1969

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## CHAPTER I

### THE PROBLEM, PURPOSE, AND DEFINITION

#### OF TERMS USED

##### I. THE PROBLEM

There is no denying the fact that school dropouts are a major concern to our society as a whole not just to the school system. One has only to note the abundance of material that has been written on this subject to realize the extent of the problem. The dropout represents a problem educationally, socially, economically, and politically in this country. The federal government is much concerned over the number of young people who are dropping out of school and are then flooding the labor market, increasing the number of unemployed. Many federal programs are being started with the thought of getting this group of young people trained in some manner so that they become an asset instead of a liability to our economy. There is no doubt that the dropout represents a black spot on our society.

There are many reasons why students drop out of high school. Part of the problem undoubtedly lies within the experiences these students have had in the high school program. It must also be assumed that some students reach high school with negative attitudes which tend to program them for failure in school. The writer is concerned with why

students are dropping out of the regular high school and, more baffling still, why they are dropping out of a school that is specifically geared for the student who has dropped out of the conventional type high school. Is it possible to develop a special school program that will encourage these bored and frustrated young people to complete their education? The innovation of the Continuation High School in Spokane, Washington, was just such an effort. This special type of school does manage to reach and hold many, offering them an invaluable second chance. There are, however, still too many students who enroll in the Continuation High School with high hopes only to find themselves again unable to face a school situation. They drop out, this time from a school where the program was designed to accommodate the unusual student with his unusual needs.

## II. THE PURPOSE

The purpose of this study was to identify the characteristics of students who dropped out of Spokane Continuation High School. A great deal has been written on the subject of dropouts, and as part of this study the writer reviewed and reported on the most current material available.

The Continuation High School is concerned about the number of students it loses before graduation. The writer is interested in the extent of their dropout problem.

Seeking to discover characteristics of students leaving this school, he submitted a questionnaire to students who had dropped out in the last twelve months. Causative patterns discovered should be of help to the Continuation School administration as well as other school administrators in planning a program which will have increased holding power.

### III. DEFINITION OF TERMS USED

Dropout. As used in this report, a dropout is defined as a pupil who leaves school for any reason except death before graduation or completion of a program of studies and without transferring to another school.

Instrument. Instrument refers to a four-page questionnaire mailed to students who have dropped out of the Continuation High School in Spokane.

Continuation high school. A school adapted to the student who is unable for some reason to attend a regular public high school. The reason may be entrance into business or industry at an early age or inability to adjust to the demands of a conventional high school.

### IV. LIMITATIONS OF THE STUDY

This study was limited to dropouts from Continuation High School in Spokane, Washington. The questionnaires were

sent to students who dropped out during the 1967-68 school year and for the current year (1968-69) up to November 21. There had been earlier studies of Continuation High School drop outs made by Margaret A. Desmond (21) and Martha S. Wiley (77) for the years 1962 through 1966. It was the suggestion of the Continuation High School Administration that a more recent study was needed.

The study was further limited by the partial response to the questionnaires. Of the 243 questionnaires mailed to former Continuation High School students, only 84 or 34.5 per cent were returned to the writer completed and 30 or 12.3 per cent were returned through the mails as undelivered.

The writer was aware of the limitations imposed on this study by the partial responses. The former students who responded were possibly those who had better attitudes toward their Continuation High School experience than those who did not respond.

## CHAPTER II

### REVIEW OF LITERATURE ON DROPOUTS

#### I. HISTORY OF THE PROBLEM

Before the advent of compulsory education there were no dropouts. Children were free to attend school or not. Our economy was such that most occupations required only the most basic education and many none at all. In those days an adult with an eighth grade education was the exception rather than the rule. Education was thought to be for a few only, those who intended to pursue some profession such as the ministry, law, or medicine. For the rest, it was considered to be a waste of time since they were needed at an early age to work on the farm, help father in the woods, or help the family move to the new frontier where there was always a place for people with a strong back and plenty of ambition. Land was cheap, much of it free through the Homestead Act, which required that a certain amount of work be done each year on a piece of land. If the pioneer could hold out physically and produce the required work each year, the land was his. In this setting there was no such term as dropout. Here people were needed and could be productive regardless of their lack of education.



The first indication of a growing concern about educational opportunities beyond the elementary level for more than a select few came in 1821 in Boston when the first public high school was established. In 1874 the Michigan Supreme Court heard the Kalamazoo Case and ruled for the first time in the United States that tax funds could be used to support a public high school. About this same time a system of inspection and accreditation was also developed to ensure comparable education in all public high schools. In the year 1900, high schools were enrolling only about three out of ten persons between the ages of fourteen and seventeen. Today approximately nine out of ten young people of the same age bracket enter high school (2:217).

Greene writes that in each decade of this century there has been a steady increase in the percentage of children graduating from high school. We started the twentieth century with only 6 per cent of our youth graduating from high school. Table I shows that from 1932 to 1965 the percentage of our youth graduating increased tremendously except during the war years (29:3).

## II. IMPORTANCE IN TODAY'S WORLD

Although the percentage of students who drop out of school before graduation has been steadily decreasing, the importance of the problem has been skyrocketing. Why was

TABLE I  
PERCENTAGE OF STUDENTS GRADUATING FROM HIGH SCHOOL

Year	Percentage	Year	Percentage
1899-1900	6.4	1949-1950	59.0
1909-1910	8.8	1951-1952	58.6
1919-1920	16.8	1953-1954	60.0
1929-1930	29.0	1955-1956	62.3
1939-1940	50.8	1957-1958	64.8
1941-1942	51.2	1959-1960	65.1
1943-1944	42.3	1961-1962	69.5
1945-1946	47.9	1963-1964	76.7
1947-1948	54.0		

this not a problem to us when we were losing 80 per cent of our students? Why was this not a problem in the midst of the depression when 70 per cent of our youth left our schools without any hope of finding a job? Why was it that as late as 1955, when 40 per cent of the students were quitting school, it was still not recognized as a problem? Why is it a problem today when we are doing the best job ever of holding students in school (29:1-3)?

True, the percentage of dropouts have been decreasing; but with our mushrooming population, these percentages represent a great many more young people. Many of the problems associated with dropouts today were of little concern a few years back. The population explosion of the 1940's is just now flooding the labor market. This would be no great problem

except we cannot absorb this many untrained people, and it makes for a challenging and frightening situation. It is not the dropout who frightens us because we survived and prospered in a time when we had more dropouts than graduates. Rather, it is the sheer number of people and the facts of our economic life coupled with the great technological advances which cause the concern.

Of the 3,800,000 Americans who reach age eighteen each year, at least 1,200,000 will be dropouts and 10 per cent will be chronically jobless according to Bard (5:78). President Johnson voiced his concern in a message to Congress in 1965 when he said that in our nation's 15 largest cities 60 per cent of the tenth grades in poverty areas would drop out of school (74:68).

The Washington State Superintendent of Public Instruction in 1963 published a report entitled Dropouts, Washington's Wasted Resource. The following was written regarding the number of youths involved in the rising dropout problem:

At a time when more and more jobs are requiring at least a high school diploma, 7,500,000 of the young people who will enter the labor force during the 1960's will not complete high school; and of these, 2,500,000 will not finish even a grade school education. In 1962 the dropout rate ranged from a low 1.5 per cent for Wisconsin to a high of 48.9 per cent for Virginia, with the national average for all fifty states at 31.7 per cent, or nearly one out of every three of our youth not graduating from high school (11:1).

Numbers alone are not enough to explain the importance of the dropout problem. The total answer lies in the social, economic, and political situation in our particular time in history. Greene attributes its importance to the following factors:

1. Although the proportion of dropouts is decreasing, a greater number of young people are leaving school today.
2. Our present developing economy requires a greater degree of skill than was previously required of our labor force.
3. The age at which a person enters the labor force is rising.
4. Too great an experience of frustration and failure deprive the student of the incentive to succeed.
5. The dropout may become a candidate for programs of social welfare throughout his life.
6. There are few places in our society for the dropout.
7. The dropout represents a major educational and social failure (29:2, 3).

According to Novak, dramatic technological changes, advancing automation, arrival at maturity of war babies together have produced a large backlog of unemployed youths, with the outlook for increasing numbers. Youths sixteen to twenty-one comprise 17 per cent of all our unemployed but less than one-half that percentage of the labor force. He predicted large scale unemployment, especially among minors, would

permanent and estimated the number of unemployed youth would be 1,500,000 by 1970 (55:82).

Technological advancements have brought displacement to our untrained and uneducated youth. In today's economy the stress on education and job training is terrific. More jobs call for higher skills, experience, and responsibility. Advancement and mobility seem to depend upon the number of credentials an individual possesses. In a primarily industrial economy where a high school diploma is the minimum education required for most employment, the school dropout is lost to the labor force. It is a tragedy that the number of unfilled, skilled jobs is generally about equal to the number of persons unemployed because they possess no skills (67:52).

Schreiber, Director of the NEA Project on School Dropouts, wrote:

Unskilled and immature, the recent dropout finds himself abandoned to a huge market place where he has nothing to sell. Even among graduates two or three years out of school, the rate of unemployment holds steadily at about 13 per cent; among dropouts in the same age range, it seldom dips below 20 per cent. Moreover, the dropout discovers that jobs available to him are of the lowest level, the sort most susceptible to irregularity and the least open to advancement. Two-thirds of those employed in the United States as service workers and operatives and laborers are former dropouts. Two-thirds of the unemployed men and women in the United States possess less than a high school education (67:52).

Without training of some kind there is no place for these displaced young people to go but down, prey to

demoralization, hostility, and crime--"social dynamite," to quote Conant (67:51). This represents a terrible waste of humanity. Furthermore, he and his family are a potential drain on the economy.

On March 1, 1968, the President's National Advisory Commission on Civil Disorders said that riots were caused by unemployed youth who were not in school. The Department of Labor, through the Bureau of Labor Statistics, reported that in the nation's twenty largest metropolitan areas 32.7 per cent of non-white youth aged sixteen to nineteen were without work compared to the 11 per cent jobless rate for white teenagers.

Statistics regarding Aid to Dependent Children recipients published by the Washington State Department of Public Assistance in December of 1968 stated that 65 per cent of the mothers were school dropouts, and a sobering 23 per cent had only completed the eighth grade or less. By race, 62 per cent of the white mothers, 83 per cent of the Negro mothers, and 75 per cent of the Indian mothers were school dropouts (1:4). Ristow warned that a cause-effect relationship cannot be drawn from studies showing many dropouts on relief roles (62:462). The writer believes, too, that the same forces that programmed a student for dropping out of school may operate to cause him to fail economically.

### III. WHEN STUDENTS LEAVE SCHOOL

The time at which a child leaves school is significant. Confusion results when conclusions are drawn from studies which fail to take into consideration the grade level at which the students dropped out. Voss, who made this point, defined an early leaver as one quitting school before reaching high school and the late leaver as leaving during or after the ninth grade. He indicated that there is a definite distinction between the early and late school leaver. He found the early leaver more apt to be retarded in intelligence or at least in reading ability and almost surely to be grade retarded. Grade retardation is identified as one of the outstanding characteristics of dropouts. Any pupil retarded two years by the seventh grade is unlikely to finish the tenth grade and has a negligible chance of finishing high school.

The late leaver is more apt to be capable, with adequate reading ability and adequate intelligence, than is the early leaver. The reasons for the early leaver discontinuing school tend to be more obvious than they are with the late leaver, among whom there are relatively few lacking the ability to complete high school. Reasons for the late leaver dropping out have to be sought through analysis of their personality adjustment and their total environment situation (73:365).

In Washington State's 1963 report on dropouts it was stated that evidence was strong that more students were leaving school at the ninth grade than at any other time. At this point many students have fulfilled the Washington requirement for school attendance by either completing the eighth grade or by having reached their sixteenth birthday (11:7). During the last few years dropouts have been staying in school longer, many until their late teens; and many leave during their eleventh or twelfth years. Greene felt this trend related to the tremendous effort and interest by the community coupled with the difficulty the dropout has in securing employment (29:27). Regardless of the exact age at which children drop out, the actual quitting usually represents the final, overt act of a withdrawal from school that began years before.

#### IV. WHO ARE THE DROPOUTS

There have been many studies made to determine the number and characteristics of dropouts. Dropout figures lack consistency. Some schools report only those who leave during the school year. Others report those who fail to enroll at the end of the summer, and transfers may inadvertently be included. These inconsistencies have resulted in the use of census figures rather than school reports in many large studies. Also a factor is educators' resistance to



admitting the extent to which they are losing students and why. Ristow writes that although dropouts come from all levels of our society, and are a frequent occurrence at that, the word "dropout" has become a dirty word in recent years. The individual so branded is considered degraded and even unpatriotic. Educators treat the dropout like evangelists treat sinners with slogans like "Everyone Save One"; and schools have been known to make false reports to conceal the extent of their dropouts (62:461-4). It is recommended that each district study its own dropout problem because as Miller warns, communities are unique and constantly changing; consequently, statistics gathered at a different time or place cannot serve as accurate predictors of another situation (51:11).

Students of the problem have identified and listed characteristics dropouts tend to have in common is hope of discovering causes, means of early identification of potential dropouts, and ways of reducing the number of students dropping out. Even though dropouts are a heterogeneous group, they have been found to share characteristics in certain areas.

Economic level. Studies show no class of people are immune to the possibility of their children dropping out of school. One survey conducted in Syracuse, New York, showed

30 per cent of the dropouts' parents were white collar workers and one-fifth came from fair or good neighborhoods. The census analysis for 1960 showed that 70 per cent of the dropouts came from families with five thousand dollars or less yearly income. A surprising number came from high income groups (51:12).

The majority of dropouts, however, come from homes which can be classified as low socio-economic. Many of these parents fail to recognize the changes in employment patterns of recent years and to see that education is directly related to goals they hold for their children. One of the major characteristics of these students and their parents is the need for immediate gratification (29:27, 28). This is one reason it is so important for schools to bring the future into the present to make school acceptable.

Ristow in reporting on a study of dropouts made by the Maryland State Department of Education in cooperation with the city of Baltimore in 1961 listed the typical features of culturally impoverished lower class families of dropouts.

1. Low income or inadequate consumer skills to use purchase power profitably.
2. Low impulse control.
3. Acting-out behavior, fighting, etc. in front of the children.
4. Lack of persistence toward a goal in the face of obstacles.

5. Fatalistic view of life.
6. Underdevelopment of language skills and retarded concept formation (62:463, 464).

Low income has bearing too on children's school adjustment because they do not have the funds for "in" clothing and other expenses connected with school.

Bowman and Matthews made a study of all the students in sixth grade in Quincy, Illinois, in the school year 1951-52. They collected data for the next eight years interviewing students six months after they dropped out. In arriving at a profile for dropouts they listed as the four most important determining factors: more school absenteeism, poor reading ability, academically below average, and lower economic status. In relation to the last of these items they wrote that the dropout of low socio-economic background needed part time employment to meet some of his school expenses but lacked responsibility, skill, and the personal social adjustment necessary to get and hold part time employment (29:18).

Low income dropouts were classified by Miller into four types:

1. School inadequate--students find school difficult because of low intellect.
2. School rejecting--students find school confining, unuseful, ego-destructive. They want out and often the school wants them out.
3. School perplexed--students' adjustment is poor but their conduct is unobtrusive, and they are not noticed by the schools.

4. School irrelevant--students do not expect to graduate. They have a low level job in mind. They see education instrumentally, and school does not interest them (51:13).

Personality adjustment. There seems to be general acceptance that a child's patterns of adjusting to life have bearing on whether or not he carries through to graduation from high school. Most psychologists agree that if children are ruled out whose limitations are serious and detectable at birth or shortly after, heredity plays a limited part in a child's ability to adjust to and function adequately in school. There are, however, differences in children which are apparent almost from birth. Some babies are lively, energetic, and responsive; and others are placid and more inert. There are differences, too, in rates of development; and these have significance for setting the pattern of success or failure in school.

Most factors affecting motivation and achievement are environmental rather than hereditary. Recognition by the parents help a child to achieve; while unresponsive parents handicap a child. It is possible for a family to overdo this recognition for achievement with the result that a child sees his worth to his parents and himself as dependent upon his achievements and experiences pressure to succeed rather than encouragement.

To the extent that the child's experiences with his parents and siblings enable him to move through the stages of development relatively smoothly toward maturity his chances of adjusting adequately and achieving at a reasonable level in school are enhanced. He will be better motivated and capable of forming pleasant, meaningful relationships with teachers and peers.

The values and interests of the parents can predispose a child toward success or failure in school. The kind of language used in the home, reading material available, areas of parental interest, etc. are also factors. Results of the Maryland Study revealed 80 per cent of the fathers and 78 per cent of the mothers of dropouts had themselves dropped out of school (62:463).

Shaffer listed as the dropout syndrome: the reluctant learner, the fearful and/or angry, and the uninterested (70:24-26). Contrary to common belief relatively few dropouts become delinquent in the community. Writers pretty much agree that most of the dropouts' difficulties are with the school, with their classroom behavior or their truancy. In a study made by Amble teachers rated students' behavior and these ratings were later compared for dropouts and non-dropouts. The teachers rated the students who later graduated much more favorably in cooperativeness, initiative, judgement, leadership, personality, and reliability (4:409). Shaffer

concluded that the students who later dropped out were maladjusted and that their maladjustment led to their quitting school. This writer, however, was left with the nagging thought that the teachers' lack of response to these students undoubtedly played a part in the attitudes they were developing toward school.

Attendance. Whether it is a cause of dropping out or not, it is very characteristic of the dropout that his attendance has been spotty. Most show a steady regression from elementary school to secondary school. The resistance to school in the form of truancy is often the first sign that something is wrong. Parental attitudes come into play here, for example, the mother who thinks a shopping trip warrants keeping children home to babysit or an anxious mother who needs the companionship of her child and encourages his flimsy excuses for staying home.

Participation in school activities. The fact that the potential dropout does not participate in extracurricular or even school-sponsored social activities has been shown in a number of studies. They do not feel they belong; therefore, they remain on the outside of all student activities. They reject the school so much that they feel the school rejects them. Too often the latter feeling is rooted in reality.

Dissatisfaction with school. One reason given by practically all dropouts on questionnaires given them is dissatisfaction with school. This covers a number of more specific complaints against teachers, administrators, certain subjects required, subjects they desire but cannot get, and difficulty with other students. Many students of the dropout problem feel these are excuses, and the school is merely a scapegoat. Excuses or not, these students are lost to the schools. The reasons they have given probably cover deep feelings of inadequacy and failure with which they have struggled throughout their school years.

Intelligence level. Although studies show that graduates tend to measure somewhat higher in intelligence than non-graduates, most students of the problem feel that the difference is not great enough to be a major contributing factor. Those studies which have shown a significant difference between the intelligence level of dropouts and non-dropouts are those in which late school leavers and early leavers are not identified. These tend to distort the picture because it is only the early leavers who are so apt to be lower in intelligence. A nation-wide study conducted by the United States Department of Labor showed that 70 per cent of the dropouts had I.Q.s over ninety, and a New York study revealed 13 per cent of dropouts with over one hundred and ten (67:52). It must be remembered that the tests used

to measure intelligence may not be completely reliable and unbiased. The culturally deprived tend to do poorly if the tests are not "culture free" (29:24). Group testing does not provide the most accurate assessment of a student's ability; consequently, many schools have gone to individual testing. The early leaver may well be mentally retarded, but this is not true of the late leaver. Most are capable of being profitably educated in the public schools (29:24, 25).

Lindsay raps those who place too much importance on limited intelligence. He writes:

The rebellion of the dropout is not to be mistaken as a revolt of low I.Q. These students were tired of being just tolerated in the system. They disliked the routines of schedules, and resented lessons from books. Rarely were they given a chance to express their views on what they wanted in school (43:249).

Sex. The dropout is more apt to be a boy than a girl. From 55 to 60 per cent of dropouts are boys. No really conclusive evidence is available as to why this is true. There is speculation that a boy is more apt to acquire work at least part time or that he sees school as a woman's work since he will have more women than men teachers until he reaches the secondary school (29:23). To the extent that good scholarship carries a stigma, girls suffer less than boys. The slow maturity rate of boys as compared to that of girls adds to boys' problems of adjustment in early school years. Also boys' more aggressive behavior patterns lead them to more truancy and discipline problems at school. A



child in conflict with the school sees himself as stupid and incompetent and soon begins either to withdraw or become aggressively antagonistic. On the secondary level pregnancy and early marriage rate high among reasons for leaving school either permanently or temporarily. Each year about 175,000 girls leave school to marry (67:52). There is an encouraging trend toward allowing girls to return to school after marriage or the birth of a baby.

Race. A higher percentage of negroes leave school before graduation from high school than do whites. The gap between the numbers of whites and non-whites has been narrowing through the years. It still stands, however, that at post-compulsory school ages the differences between the percentage of whites and non-whites remaining in school is greater. For example, among sixteen and seventeen year olds, 82 per cent of the whites and 73 per cent of the non-whites were enrolled in school in 1960. See Table II (14:447).

The extent to which these differences reflect race rather than such factors as socio-economic level, education of parents, and occupational level is undetermined. Regardless of the extent to which these factors are interrelated, or perhaps even because they are interrelated, it behooves the school and the community to make education not only available but attractive to all.

TABLE II

## PERCENTAGE OF WHITES AND NON-WHITES ENROLLED IN SCHOOL

Census Year	7-13 years old		14 & 15 years old		16 & 17 years old	
	White	Non-white	White	Non-white	White	Non-white
1960	97.8	95.9	94.7	90.1	81.9	73.3
1950	95.9	93.9	93.6	89.0	75.9	64.3
1940	95.5	91.3	91.0	82.2	70.6	52.9
1930	96.6	86.3	90.4	77.4	58.9	45.9
1920	92.5	76.4	81.5	68.8	43.4	39.6
1910	89.4	64.2	77.4	58.7	44.1	36.0

## V. CAUSES

The reasons why students drop out of school before graduation simply do not lend themselves to tidy classification. They are complex, interrelated, and extremely varied.

The ex-students themselves frequently cannot identify their real reasons for quitting school. Even if willing to give the reasons as they see them, rationalization, projection, and other psychological defenses color their answers. Dissatisfaction with school, desire to seek work, and marriage were the three reasons most often given for leaving school by students in Fairfax County, Virginia (74:15). In another study, however, trained counselors' opinions as to why students quit school did not correspond with the reasons given by the students themselves (19:684).

To be able to isolate as a reason the child's poor physical and mental endowment is not as easy as it once seemed. It is now an established fact that a person's performance level is markedly affected by environmental influences. Therefore, it is assumed that if we exclude the relatively few children predestined at birth to be physically or mentally unfit for school, the causes for others dropping out are as varied as the gamut of our cultural influences. The causes if pursued reach the very roots of our society and our cultural heritage with its stigma on failure and non-conformance and with the resultant pressures.

What are some of the factors operating today in our families, schools, and economy which weaken both the students' staying power and the schools' holding power? Social forces for change are abroad in our society. Novak wrote that urban crowding, broken homes, transciency, international tensions, and other erosive factors are affecting the tranquility of both our youth and their teachers. Emphasis on autos and other materialistic values along with early biological maturity, and marriage bring stresses that fail to be resolved by more idealistic influences (55:83).

The charge is made that with the changes occurring in today's world too rapidly for adjustments by the educational establishment, the school now operates as an alien force (18:177). Friendenberg bitterly challenges the American

educational system at one of its bases--compulsory school attendance--which he claims violate the individuals' civil rights. He says there is no guarantee of any minimum standard of educational service or decent standard of treatment in return for the obligation to attend. Even if school is substandard and he is maltreated, the student cannot legally withdraw. He can only try to force the school authorities to remedy the situation. Friedenbergr, more critical of the schools than most, writes that most dropouts are doing what is good for them considering the atrocious circumstances that exist. He questions school values charging that the emphasis has been on what education helps children make of themselves, not what it means and feels like to the children (27:29).

The schools' problems are intensified in the urban areas where changes come faster. Preston wrote that with the rapid urbanization of our population the problem of the school dropout has been accentuated and concentrated in our more populated areas (59:123). "Schools in the big cities spawn far more dropouts than can be salvaged. The nations five largest cities, New York, Los Angeles, Chicago, Detroit, and Philadelphia, have a combined dropout rate of 24 per cent. (Philadelphia is the champ with 46 per cent.) In general, the larger the city, the larger the dropout rate" (5:79).

With the advent of Sputnik the cry went forth that our schools were lagging in their teaching of mathematics and science courses. Threatened educators passed the pressure they felt on to students. They developed enriched programs of concentrated study in these areas. This academic enrichment of the school program added more fuel to the fire as far as the potential dropout was concerned and made an already unpalatable situation worse (20:100). School administrators, emphasizing a school enrichment program and concentrating efforts on the top 10 per cent of the students who could be prepared for college, have been accused of having "tunnel vision" (43:251). Junior and senior high schools were providing programs poorly suited to the needs of youth who were not going to college; and when these students disagreed with the program offered, they went unheard.

Lichter and others studied the dropout from the point of view that many of the dropouts were students who needed individual attention or even therapy. They pointed out that regardless of how excellent the educators make their schools, they can only provide the means and cannot ensure that a child will take advantage of what is offered (41:1). In light of this they found two alarming educational trends-- "the learn more and learn it faster" and "the get rid of the misfit". Such phrases as "education for survival" and "education as a tool for preparedness" mean to the child who

is not succeeding in school that he is not only a failure to himself and his parents but to his country. These authors contend that many adolescents' school problems have been precipitated by this increase in expectation and the greater competitive effort entailed (41:267).

Schools are at a disadvantage today in the training of students, especially those not going on to higher education. The schools are now training students with obsolete methods for jobs that don't even exist at this time. Too many schools emphasize making good grades rather than gaining knowledge; consequently, the whole educational experience lacks meaning for students because they do not gain satisfaction through the accumulation of knowledge. The very rigid standards of grades are a detriment to the potential drop-out, for example, expecting all first graders to be ready for certain kinds of formal education just because their chronological age is six years. If the work is too hard for them the first year, often they are retained. This lowers their self-image, making them feel unfit for school.

Often the school fails to take into consideration the different home environments children have experienced. Children from homes where there are no magazines or newspapers cannot be expected to do as well on paper and pencil tests. In this foreign setting discouragement sets in. Many teachers are immune to the students' feelings or have

such large classes they cannot help and encourage the slow student. In some cases teachers apathy accounts for the failure to notice and give understanding and help to the slow learner, the potential dropout.

The above causes do not exhaust the reasons children drop out of school. There are two ways to approach the problem of the dropout. One way assumes schools are fine the way they are and the difficulty must lie with the dropout himself or in social conditions outside the school. The other assumes that students drop out because school is unattractive, more punishing, or less useful than life outside the school (72:34). Most writers' opinions are a composite of these two views. Most recognize that the school is only partially responsible; but they look to the schools, responsible or not, for most of the solutions. The writer's emphasis here is on what the schools can do to alleviate the problem. It must be remembered, however, that at the most the school only shares the responsibility for the dropout problem and can be expected to effect improvements only as community interest and financial backing permit.

## VI. SOLUTIONS

As Louis Bruno, Washington State Superintendent of Schools, has said:

We live in an age when planning is difficult--difficult because of the uncertainties with which we find ourselves confronted: international tensions and the conflict in Southeast Asia, the struggle between ethnic and cultural groups, the technological revolution, the contradictions of affluence and poverty, the protests of a young generation skeptical of our sincerity and purposes (11:4).

Bruno says he sees great hope in our young people. They represent a new kind of generation. He reminds us that the Declaration of Independence was drafted by rebels daring to challenge the establishment. In the midst of this social revolution it is imperative that we plan wisely as difficult as it may be. Schools cannot be expected to solve immediately all the problems and ills of society. On the other hand, schools should not shirk their obligations simply by labelling these problems as of the home, or of the church, or of the community. Bruno says that the schools must re-evaluate their practices and procedures (11:2).

Washington did just this in 1961 when it published "Why School Dropouts?", a study of the Spokane Public Schools funded by the Office of the State Superintendent of Public Schools. From their findings they pointed out areas where action appeared needed. Verbal facility and language study skills emerged so strongly as a determiner of success in school that they recommended stressing basic skills in these areas in the early years--increased diagnosis of special difficulties and provision of remedial help, expansion of



libraries, special classes, and special help for children from culturally deprived families. Since student attitudes toward school appeared important in keeping children in school, they recommended emphasis on kinds of activities which foster favorable attitudes and provide success experiences.

Student participation was found to be associated with school holding power, and further study of extra-curricular activities was recommended with the purpose of including activities that would reach all students. Students with parents in higher level occupations tend to remain in school longer. Recognizing this might reflect more liberal financial resources as well as parental encouragement, they recommended that school fees be kept at a minimum.

The Washington study found that a high percentage of those who dropped out were failing courses or repeating grades and concluded additional counseling was needed to help students evaluate their work loads and also special help sessions were needed. The correlation between changing schools and dropping out led to the recommendation that special effort be made to become acquainted with the new student and to offer him help. In this connection they further recommended a uniform cumulative record for secondary schools. (Such a record is already in use in the Spokane elementary schools.) Attendance particularly during junior high and senior high school years was an important indicator of school

dropouts, and they recommended reporting absences to the central office (11:66-70).

In current literature the writer found a great variety of other suggestions as to what the schools can do about the dropout problem. Innovations are being tried and the results written up. Although ways suggested for keeping children in school touch on almost all parts of the children's school life, the focus is apt to be the same: Look to the students' needs as they see them, listen to him and note his background so you can really hear him; and when you communicate with him, speak to him as an equal.

In tune with the above, Shaffer suggested that the school remember the following:

1. Cultural background of the children affects a child's level of operation and many will need special preschool opportunities.
2. Success is more motivating than failure.
3. A student must feel free to fail without stigma and view failing as a normal part of the learning process.
4. The school has responsibility to provide opportunities for all children to grow in feelings of self-worth and pride in themselves as products of their racial and ethnic group.
5. Remote goals do not motivate many, particularly children from low socio-economic homes.
6. Fear paralyzes rather than motivates.

7. An important early step is for the teacher to establish a close relationship with the child, particularly with the child whose parents do not expect the system to let him succeed.
8. The child needs satisfactory peer group relationships that will be satisfying to him and will also reinforce positive attitudes toward education (70:26-27).

The above form a frame of reference, a point of view, which should permeate all pupil-school relationships. In addition it should be remembered that parental involvement with the school is important. Hughes suggested the following changes in elementary schools to increase students' staying power throughout high school:

1. Organize around self-contained classrooms.
2. Use varied and multi-level materials.
3. Furnish opportunity for free play of interests and abilities of all youngsters.
4. Specialized personnel to assist in child development, guidance, music, and therapy.
5. Expand school experiences into the community.
6. More individualization of instruction.
7. Teacher-pupil planning which lets a child identify with learning tasks.
8. More comprehensive, continuing evaluation.
9. Upgrading (34:24-28).

Hackney and Reavis attributed most of the dropout problem to the method of instruction and recommended upgrading teaching. They wanted teachers who had empathy with the less

able student. They wanted teachers to acquaint themselves with knowledge of their pupils' socio-economic background, vocational level, academic level, and physical-emotional condition. They would hire teachers whose knowledge of their subject matter was so much part of them that they would be free from rigid use of textbooks and free to use practical materials. They would have the teacher able to decide what was true and worthwhile for her students to know about her subject, and have her guide students through the subject matter in a meaningful pattern leaving students free to fail without stigma (31:39042).

Recommendations for improving motivation and consequently reducing the number of dropouts made in the NEA symposium, No Room at the Bottom, were:

1. Begin at home during the formative years, stressing good health, values of worth, etc.
2. Supplement preschool opportunities for children from disadvantaged homes. For example, provide a rest, lunch, outdoor play in nursery schools and kindergartens.
3. Enlist teachers especially committed to serving the disadvantaged, teachers who have demonstrated a genuine interest, faith in the ability of children, and ingenuity in devising new materials.
4. Use positive reinforcement almost exclusively.
5. Develop curriculum units that are relevant to the present life and interest of the pupils.
6. Develop and use curriculum methods that challenge pupils to inquire and discover.

7. Develop and use curriculum and methods that emphasize the active, motoric, concrete, practical, and dramatic.
8. Provide more and better opportunities for pupils to cultivate self-insight.
9. Provide peer group support.
10. Involve parents in school activities.
11. Employ high school graduates as teachers' aides.
12. Bring into the schools other persons who can serve as desirable models.
13. Provide smooth and natural transitions to further education.
14. Provide combination work-study programs for adolescents.
15. Provide income for adults being retrained because technological progress has eliminated their former jobs.
16. Provide the remedial services that are needed by those young people who are handicapped because they are slow learners.
17. Give this program adequate support (75:87-95).

The NEA report on dropouts concluded the above recommendations with the statement that the basic problem of dropouts is social; and, even at best, the school can cope with only a part of the problem. That there is common acceptance of this point of view is evidenced by the many community-wide efforts reported in current literature. All levels of government have become involved as well as civic and professional groups.

Many communities in the last few years have sponsored dropout campaigns. Bard criticizes those campaigns that advertise the merits of staying in school or the horrors of trying to cope without a diploma as "phony". He does feel that pressuring the potential dropout or the dropout is not the answer because it assumes the dropout is at fault. He says, too, the diploma is oversold; for example, that Puerto Ricans and Negroes know that for them a diploma is often useless on the labor market. In his words most dropout campaigns are "too little, too late".

Bard did, however, report on two community efforts he felt had been successful. Washington, D. C., instead of returning dropouts to the same school, set up special night school classes from 3:30 to 10:00 PM. They were small classes, and all school work was done at school because it was recognized that many students had no other place to study. They found out the courses that were really needed and offered these. Students were admitted so quickly that old records were not available. They discovered that many of the students, knowing that their failures had not followed them, were working hard and succeeding so they continued to ignore the old records. In St. Louis dropout trends were reversed--the dropout rate lowered from one-half to less than one in ten by motivating parents as well as pupils. Parents signed to serve as homework managers, aides on field trips, and

counselors for study-ins. They promised to turn off TV and call the school if the pupil reported no homework (5:78).

Many of the local programs are aimed at involving the parents. The purpose is alleviating one of the causes of students' dropping out, lack of parental interest. Their goal is to increase parental understanding of and interest in the school program so that the school and the parent work in partnership on behalf of the student.

New York, Philadelphia, and Detroit have been participating in the Great Cities Grey Area Program. They used the field work technique to ensure greater participation and cooperation of parents in the schools' activities. The schools of the areas have added school community coordinators who circulate through the community meeting with parents on an individual basis. The coordinators' job is to acquaint parents with the schools' objectives and projects and to enlist their participation in adult programs which are set up in conjunction with many community agencies (6:55).

Once a student has left school and cannot be encouraged to return, he is no longer the responsibility of the school. Technically he is now the concern of industry, business, labor, and the community in general. Industry's responsibility is the future employment of these young unskilled people that are leaving school. With this in mind many industries have set up training programs for acquiring some of these people

for jobs that will require certain skills. Labor unions play their part by allowing the young inexperienced person to enter apprenticeship programs. They need to make available to the schools' journeymen who can lecture to the classes on manpower needs of the near future.

## VII. GOVERNMENT PROGRAMS

The most recent and most important changes in the fight to curb dropouts and help those who have dropped out is the participation of the Federal Government. One objective of the Government's War on Poverty is to prevent dropouts and, further, to provide training for those who have dropped out. The Government help is in the form of leadership and funds allocated to schools and other institutions. For Federal programs to be effective, school administrators, counselors, and other school personnel must be familiar with the various programs offered. Educators have to be alert to opportunities available in order to take advantage of funds to improve school programs and facilities. They must be prepared, too, to refer students to appropriate training and educational opportunities.

### Economic Opportunity Act

This is the most publicized piece of Federal legislation in several decades. A wide variety of programs operate



under this act. Those most concerned with dropouts are included below.

Job Corps. The basic purpose is to provide another chance for youths who quit high school and cannot obtain jobs. Persons must be sixteen to twenty-one years of age to be eligible. Testing and selection of students for this program is handled through the State Employment Services in each locality. The program consists of basic and remedial education plus training in a variety of occupational categories.

Neighborhood Youth Corps. This program was established to handle youth who constantly fail. There is no testing or screening of candidates. The State Employment Offices are in charge of this program. This particular program has two parts: the first, for the out of school youth administered by the Employment Service; the second, for in school youth administered by school personnel. This is not a vocational program but is designed to provide work experience, develop a tolerance for work, and develop work habits which make a person more employable.

Community Action Program. This is not an educational program in itself; however, a Community Action Program may relate to education through tutorial programs, preschool

programs, cultural enrichment field trips, and extended school programs which provide a place for students to study under supervision. The selection here is done through the Employment Services.

Area Redevelopment Act (A.R.A.). This law is designed to provide vocational training to unemployed persons as a program of economic assistance to a designated area. This program is not within the province of educational institutions.

Manpower Act of 1965. The purpose of this act is twofold: to provide better trained personnel in vital occupational categories, and to deal with problems of unemployment. The program is not set but is determined by the needs of the labor force as determined by the State Employment Services. An educational agency designs a program and the candidate is paid while in training. A special youth program under this act has two purposes: to get youth back into school.

Vocational Education Act. This act passed in 1963 is a revision of the Smith Hughes Act of 1917. This program provides vocational education for dropouts, potential dropouts, graduates, partially employed, and unemployed. Persons who cannot succeed in an academic or regular vocational program are also included under this act. This program is administered through the State Department of Education.

Elementary and Secondary Act. The purpose of this legislation is the recognition of the responsibility of the Federal Government to education and the relationship of education to the national welfare. It provides funds for the improvement of education, especially for disadvantaged youth. There are three divisions in this particular act.

Title I of the Elementary and Secondary Act. Provision is made for funds to improve the educational opportunities available for children from low income families. These programs are administered through the schools to meet the needs of disadvantaged youths within the school. The program has to be of such a nature that it can be evaluated.

Title II of the Elementary and Secondary Act. Provision is made for financial assistance for school libraries, textbooks, and other instructional materials. Such materials as tape recordings, records, periodicals, documents, and other published materials may be purchased.

Title III of the Elementary and Secondary Act. This program recognizes the need for something more than classroom and teachers. Therefore, it provides for supplementary educational centers. These centers can be laboratories, counseling and guidance, health, and social work as well as other programs which will stimulate and motivate students to

learn. This could include reading centers, learning centers, art and music centers, and other supplementary activities. Applications for these funds are made to the United States Office of Education and must be approved by the Commissioner of Education.

National Defense Education Act. This is a revision of the 1958 act in which Congress recognized education as vital for national defense. The major purpose for this act is to upgrade the quality of instruction in the public schools. Selected summer institutes are offered and stipends paid from public funds to teachers accepted for training (29:204-210).

Head Start. This program is designed to give culturally deprived, poverty stricken preschool children a chance to start school more nearly on an equal basis with other children by enlarging their cultural experiences (56:31).

Upward Bound. This program was designed for students from poor families with mediocre school records and yet talents worth developing at college. It is a talent hunt, a salvaging of talent for society. Youths ninth grade through high school are tutored or given other academic aid plus health care and monetary help. In summer these students attend a nine weeks session on a college campus (56:49).

Green views all these developments in education with qualified optimism when he writes:

We are on the verge of a new era in education; a time when each student will have access to able and highly competent teachers as well as the finest instructional materials an advanced technology can provide. Without doubt, these are exciting times in terms of the increasing emphasis on education. However, they are also challenging times because they call for a new kind of educational effort which must involve all levels of government. Most of all the educational battle can only be won through local ingenuity, leadership, dedication, and skill. I trust we are equal to the task (29:211).

#### VIII. CONTINUATION SCHOOLS

There are many innovations being proposed and tried in the existing school programs to encourage and help more students stay in school longer. Most of the proposals studied by the writer seemed to dwell on revising the existing public high school to accommodate all students, a utopia that is practically impossible. The writer thinks we may be overlooking an old idea with great potential. In the early part of the century Germany developed continuation schools for the purpose of allowing students who needed to work part time a chance to complete their education. Students in apprentice programs were compelled to attend a certain number of hours per week. In these schools fifty distinct trades were taught to students between fourteen and eighteen years of age.

Edwin Cooley and Paul Hanns furnished leadership in the incorporation of ideas from the German vocational system into

our own schools (7:121). In the United States these schools were established to accomodate not only students working as apprentices but any others who for some reason were unable to adjust to the regular public high school. The spread of continuation schools has been slow, but practically all states now have such schools, some more than others. California is a leader in the movement. Considering only enrollment capacity, existing continuation schools cannot even make a dent in the dropout problem. With educators not in agreement on the merits of such schools, legislators are reluctant to appropriate enough money to allow for the development of new continuation schools or even improvement of existing programs. Existing continuation facilities are overtaxed, and there are waiting lines for admission. The public is slow to recognize and support the need because some regular schools have used them as dumping grounds. Yes, even as threats for some youths who were not conforming in their regular classes. A feeling has grown that the diploma received at continuation school is not as good as the one from a regular school. This stigma continues to exist even in the states such as California where there is no difference in the diplomas.

Continuation schools themselves are plagued by a large number of dropouts. This is true in spite of the fact they are specifically geared to accomodate these young people. Many of the continuation schools have already put into effect

some of the suggested corrections for increasing school holding power. For example they offer more individual instruction, part time attendance, more vocational courses, flexible programming which allows for slow and accelerated learners. Are more efforts along these lines needed? Or are these children programmed by earlier life experiences for one school failure after another? The writer studied the dropout situation at the Spokane Continuation High School in an effort to determine some of the reasons why these young people have given up on their second attempt.

## CHAPTER III

### PROCEDURE

The writer had the conviction that regular high schools could not be expected to hold all students and in line with this was interested in making a study involving Spokane Continuation High School. He contacted Mr. Richard Riegel, Principal of the Spokane Continuation High School and found him interested in a study of recent dropouts from the school. He agreed to give access to data needed and referred the writer to Dr. Cecil Johnson, Director of Research for the Spokane City Schools. Dr. Johnson agreed, too, that there was a need for the study and offered his help and cooperation. The writer submitted a copy of the thesis proposal and the questionnaire he had designed to Dr. Johnson who in turn submitted them to the Committee on Research for the Spokane City Schools. After the Committee's approval and after revision of the proposed questionnaire in accordance with their suggestions, the writer was able to proceed.

The writer next contacted personally three students who had recently dropped out of Continuation School and secured their cooperation in testing the instrument. A few changes were made in the questionnaire to increase its clarity. A copy was sent back to Dr. Johnson for his approval. After he gave his approval, the questionnaire was



submitted to Dr. George Grossman, Chairman of the writer's thesis committee at Central Washington State College. Upon the approval of the Graduate Committee, the writer was ready to continue to the next phase.

The writer then began working with the Continuation High School student records. At the suggestion of the staff of the Continuation High School, three categories of students were chosen, those whom they had adjudged as leaving school because of inadequate attendance, health, and social maladjustment. The other categories were ruled out because reasons for their dropping out became more or less obvious from their classification; for example, the blind, mentally retarded, and orthopedically handicapped. Emotionally maladjusted were also ruled out because Mr. Riegel felt they had been adequately studied individually through their Guidance Department.

Names and last known addresses were taken of students who had dropped out during the 1967-68 school year and for the current year (1968-69) up to November 21. A total of 243 questionnaires were mailed to these former students. This gave a sampling large enough to give an adequate number of responses for validity and yet small enough to be workable. In accordance with School District 81 policy, a cover letter written by Dr. Johnson accompanied each questionnaire. The addressing of envelopes, stuffing, and mailing was done by

the Research Office of the Spokane City Schools. Each letter was coded so those who did not respond to the questionnaire could be sent a follow-up, reminder card after a two-week interval. This was done and did result in more responses, bringing the total to 84.

Following receipt of the completed questionnaires, the writer consulted with Dr. Johnson regarding handling the data gathered.

## CHAPTER IV

### PRESENTATION OF DATA

#### I. PERSONAL AND FAMILY DATA

Numbers, age, sex, and marriage. Instruments were mailed to 243 former students of Continuation High School, 136 females and 107 males. Of these, eighty-four were returned, fifty-four females and thirty males. For a copy of the instrument, refer to Appendix A, page 86.

The respondents ranged in age from sixteen to forty-two for the females and sixteen to twenty-eight for the males with a mean age of eighteen for females and nineteen for males. The mean age for the total group was eighteen. Of the female respondents twenty-six were single, twenty-three married, and five were separated or divorced. Of the males, twenty-four were single, six married, and none were separated or divorced.

Employment status. The responses regarding current employment status aroused the writer's concern for these ex-students, a feeling that was to return time and again as he worked with these questionnaires. Of the eighty-one students who responded to the question concerning employment, only nineteen reported they were employed, some only part time.

Sixty-two classified themselves as unemployed. Almost twice as many of the males reporting were unemployed as were employed, eighteen unemployed and ten employed. The females reported far less employment; throughout the study these females who had dropped out of school showed little interest in employment. Almost five times as many females were unemployed as were employed, forty-four to nine. Of the total students reporting, eleven gave a chance for employment as one of their reasons for leaving Continuation High School. Eight of these students reported themselves as currently employed and three as not employed.

Parents' marital and employment status. Of those reporting on whether parents were living together or not, thirty-five answered that their parents were together, fourteen said they were not.

The responses in relation to parents' employment gives the picture of these ex-students coming from a wide range of homes economically, and it can be assumed socially. Occupation of fathers ranged from unemployed to English professor and medical doctor. See Table III. Approximately three-fourths of the respondents' mothers were employed, thirty-five employed and forty-four not employed.

Parents' education. The current generation of children by and large exceed their parents in education. However,

TABLE III  
OCCUPATION OF DROPOUTS' FATHERS

Occupation of Father	Number of Male Dropouts	Number of Female Dropouts	Total Number of Dropouts Responding	Percentage of Total
Professional	4	2	6	8.7
Labor	3	8	11	16.0
Skilled Labor	14	15	29	42.0
Unemployed	3	7	10	14.5
Business	2	4	6	8.7
Military	0	4	4	5.8
Office	<u>1</u>	<u>2</u>	<u>3</u>	<u>4.3</u>
Total	27	42	69	100.0

most of the respondents in this study have not yet achieved the parents' level. Out of seventy-seven fathers whose education was reported, 53.3 per cent went to the twelfth grade or beyond. Out of seventy-eight mothers, 53.9 per cent reached at least that level. Mothers' and fathers' education pretty much paralleled one another. See Table IV.

Number of children in the family. The average number of children in families of the eighty-three dropouts reporting was 4.38. The females reported an average of 4.54 children in the family and the males, 4.18. No significant relationship was found between the size of the respondents' family and the grade when he first quit school.

TABLE IV

## LEVEL OF EDUCATION ATTAINED BY DROPOUTS' PARENTS

Last Grade Attended	Number of Dropouts' Fathers	Per Cent of Dropouts' Fathers	Number of Dropouts' Mothers	Per Cent of Dropouts' Mothers	Total of Dropouts' Parents	Total Percentage
1	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0
3	1	1.3	1	1.3	2	1.3
4	1	1.3	0	0.0	1	.7
5	0	0.0	0	0.0	0	0.0
6	2	2.6	1	1.3	3	1.9
7	1	1.3	1	1.3	2	1.3
8	9	11.7	5	6.4	14	9.0
9	4	5.2	7	8.9	11	7.1
10	13	16.9	10	12.8	23	14.8
11	5	6.5	11	14.1	16	10.4
12	26	33.7	29	37.2	55	35.5
College	<u>15</u>	<u>19.5</u>	<u>13</u>	<u>16.7</u>	<u>28</u>	<u>18.0</u>
Total	77	100.0	78	100.0	155	100.0

Siblings' dropout history. The question in relation to brothers' and sisters' quitting school was intended to determine, if possible, the extent to which brothers' and sisters' quitting school might have affected the respondents; or another way of looking at it, the extent to which reasons for quitting school might lie within the family. There was a total of seventy-six dropouts responding who had brothers and sisters. Of these 44.73 per cent had at least one sibling who had quit school. Among these ex-students the percentage of dropouts within the family ran higher for the females than the males. Collectively, the percentage was high enough to appear somewhat significant.

Health. The question of the extent to which health influenced the students' quitting school is complicated. Health was hard to isolate because it can be assumed that females used it to mean pregnancy. In fact, several marked "Health" and wrote out that they were pregnant. Very few males gave health as a reason for leaving school (one for leaving the first time and four for leaving Continuation High School). Among the females it was one of the top reasons for leaving the first time and the most often given reason for leaving Continuation High School. Some who gave their health as excellent also gave health as a reason for leaving school, leaving the writer to assume pregnancy was likely involved. See Table V.

TABLE V  
GENERAL HEALTH OF DROPOUTS

Condition of Health	Number Males Responding	Per Cent of Males Responding	Number Females Responding	Per Cent of Females Responding	Total Number Responding	Per Cent of Total Responding
Excellent	15	51.7	18	33.9	33	40.2
Good	9	31.0	28	52.8	37	45.1
Poor	<u>5</u>	<u>17.3</u>	<u>7</u>	<u>13.3</u>	<u>12</u>	<u>14.7</u>
Total	29	100.0	53	100.0	82	100.0



## II. SCHOOL RELATED RESPONSES

School years dropouts enjoyed. All but three Continuation High School dropouts, twenty-eight males and fifty-three females, responded to the question asking which school years they enjoyed. They responded by choosing an average of 4.13 grades each; the males, 3.14, and the females, 4.66. The males' choices in general paralleled the females' except that the males tended to stay less enthusiastic during early and mid-grades and to enjoy school more in late grade school years, reaching a peak of interest at the eighth grade. The females' enjoyment of early school years was greater and reached a peak in the ninth grade. As could be anticipated their selections dropped off noticeably in the high school years, in part reflecting their imminent decisions to drop out and in part the fact that the heavy dropping out had already begun.

Grade when dropouts became discouraged. In response to the question regarding when they remembered first being discouraged in school, only forty-three of the fifty-four females responded and twenty-four of the thirty males. This was a decidedly poorer response than that to the question regarding the grades they had enjoyed. The writer assumed that this reflected either difficulty in recalling the unpleasant or reticence to report their discouragement. The

ninth and tenth grades were the worst for discouragement. The drastic drop at grades ten, eleven, and twelve can be explained by the fact that many have already left. The pattern of discouragement of males and females paralleled one another pretty closely except for a few cases of very early discouragement among the males. See Table VI.

Grade at which dropouts quit school for the first time.

The tenth grade stands out as the grade at which most of the seventy-six respondents, 40.79 per cent, quit school for the first time. The eleventh grade was second with 21.05 per cent. The grades at which the males and females quit pretty much paralleled one another. See Table VII, page 56.

Reasons for leaving school for the first time. In

response to the question regarding reasons for leaving school the first time, forty-six females reported and twenty-six males, 85.18 and 86.66 per cent respectively. Those who responded gave on an average 1.58 reasons with the males and females marking almost the same number of reasons proportionately. The reasons given most often by the total group were "bored with school," "marriage," and "problems within the family" in that order. "Bored" was the most popular response given by females with "marriage" a close second. If "marriage" given by 37 per cent and "health" by 23.91 per cent of the females can both be assumed to cover pregnancies, it is an

TABLE VI

## GRADE AT WHICH DROPOUTS FIRST BECAME DISCOURAGED

Grade	Number of Males Responding	Per Cent of Males Responding	Number of Females Responding	Per Cent of Females Responding	Total Responding	Percentage of Total
1	1	4.0	0	0.0	1	1.5
2	0	0.0	0	0.0	0	0.0
3	1	4.0	0	0.0	1	1.5
4	1	4.0	0	0.0	1	1.5
5	1	4.0	0	0.0	1	1.5
6	1	4.0	3	7.1	4	5.9
7	1	4.0	4	9.5	5	7.5
8	1	4.0	2	4.8	3	4.5
9	4	16.0	9	21.5	13	19.4
10	11	44.0	13	31.0	24	35.8
11	2	8.0	8	19.0	10	15.0
12	<u>1</u>	<u>4.0</u>	<u>3</u>	<u>7.1</u>	<u>4</u>	<u>5.9</u>
Total	25	100.0	42	100.0	67	100.0

TABLE VII

## GRADE AT WHICH DROPOUTS QUIT SCHOOL FIRST TIME

Grade	Number of Males	Per Cent of Males	Number of Females	Per Cent of Females	Total Number	Total Per Cent
1	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0
3	0	0.0	1	2.0	1	1.3
4	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0
7	0	0.0	0	0.0	0	0.0
8	2	7.7	4	8.0	6	8.0
9	4	15.4	3	6.0	7	9.2
10	11	42.3	20	40.0	31	40.8
11	5	19.2	11	22.0	16	21.0
12	<u>4</u>	<u>15.4</u>	<u>11</u>	<u>22.0</u>	<u>15</u>	<u>19.7</u>
Total	26	100.0	50	100.0	76	100.0

indication how major a cause of dropping out this is with the females. The males' responses were more evenly scattered among the ten reasons with "chance for employment," "problems within the family," "bored with school," and "expelled" tied for first place. The earlier maturity rate and the traditionally earlier marriage age for girls is reflected in the females' responses as is the female tendency to act out problems sexually; this is contrasted to the males' more aggressive actions that led to seeking employment, or, less constructively, to being expelled. See Table VIII.

Length of time before returning to school. The time out of school before entering Continuation High School varied from "immediately" to twenty-five years. The majority were out of school more than one month but less than a year with females out slightly less time than males. See Table IX, page 59.

Reasons for choosing Continuation High School. The Continuation School dropouts were given the following four statements from which to select their reasons for choosing Continuation High School:

1. Felt you would get along better in this type of school.
2. Wanted to work while continuing school.
3. Wanted to finish high school faster.
4. Unable to enter any other school.

TABLE VIII

## REASONS GIVEN BY DROPOUTS FOR LEAVING SCHOOL THE FIRST TIME

Reasons Given For Leaving	Number of Male Responses	Per Cent of Male Responses*	Number of Female Responses	Per Cent of Female Responses*	Total Number Responses	Per Cent of Total Responses*
Lack of money to continue	3	11.5	5	10.8	8	11.1
Chance for employment	7	26.9	3	6.5	10	13.9
Health	1	3.8	11	23.9	12	16.7
School work too difficult	3	11.5	4	8.7	7	9.7
Marriage	0	0.0	17	37.0	17	23.6
Military Service	2	7.7	0	0.0	2	2.8
Problems within the family	7	26.9	8	17.4	15	20.8
Bored with school	7	26.9	19	41.3	26	36.1
Disliked school personnel	5	19.3	4	8.7	9	12.5
Expelled	7	26.9	3	6.5	10	13.9
Other	--	3.8	7	15.2	7	9.7

\*Percents were figured on the basis of the number of dropouts responding rather than the number of responses given: 26 Males, 46 Females, making a total of 72 dropouts responding.

TABLE IX

LENGTH OF TIME DROPOUTS WERE OUT OF SCHOOL BEFORE  
ENROLLING AT CONTINUATION HIGH SCHOOL

Time Out of Continuation High School	Number of Males	Per Cent of Males	Number of Females	Per Cent of Females	Total Number	Per Cent of Total
1 month or less	3	10.0	11	22.0	14	17.5
Over 1 month through 6	12	40.0	21	42.0	33	41.2
Over 6 months through 1 yr.	10	33.3	9	18.0	19	23.7
Over 1 year	<u>5</u>	16.7	<u>9</u>	18.0	<u>14</u>	17.5
Total	30		50		80	

More than half of the respondents answered that they felt they would get along better in this type of school. More than half of the males wanted to work while continuing school, but fewer females gave this reason than any other. The females were slightly more interested in finishing high school faster although over half of the total group gave this reason. About one-fourth of the total group chose Continuation School because they felt no other was available to them. See Table X.

When the students were divided into two groups, those who had been out of school up to six months and those out over six months, and compared as to their reasons for choosing Continuation High School, there were some differences in their

TABLE X

## REASONS FOR CHOOSING CONTINUATION HIGH SCHOOL BY SEXES

Reasons for Choosing Continuation High School	Number of Male Responses	Per Cent of Male Responses*	Number of Female Responses	Per Cent of Female Responses*	Total Number Responses	Per Cent of Total Responses*
Felt you would get along better in this type of school	16	57.1	28	52.8	44	54.3
Wanted to work while continuing school	15	53.6	6	11.3	21	25.9
Wanted to finish high school faster	19	67.9	31	58.4	50	61.7
Unable to enter any other school	<u>7</u>	25.0	<u>13</u>	24.5	<u>20</u>	24.7
Total Responses	57		78		135	

\*Percents were figured on the basis of the number of dropouts responding rather than the number of responses given. Numbers responding were: Males, 28; Females, 53; Total, 81.



responses but not as decided as between the males and females. The two groups responded almost the same in their preponderant choice, "feel you would get along better in this type of school." The group out the longest time were proportionately more interested in working while going to school and in finishing faster. The most significant difference between the responses of the two groups was that the group out a shorter time gave being unable to enter any other school much more often. This may have been a reality with students who had been failing or presenting disciplinary problems in regular school. See Table XI.

TABLE XI

DROPOUTS' REASONS FOR CHOOSING CONTINUATION HIGH SCHOOL  
IN RELATION TO LENGTH OF TIME OUT OF SCHOOL

Reasons for Choosing Continuation High School	Up to 6 Months		Over 6 Months	
	Number	Per Cent*	Number	Per Cent*
Felt you would get along better in this type of school	25	55.55	17	54.83
Wanted to work while attending school	11	24.44	10	32.25
Wanted finish high school faster	23	51.11	18	58.06
Unable to enter any other school	13	28.88	5	16.12
Total Responses	72		50	

\*Percentages were figured on the basis of the number of dropouts responding, rather than the number of responses given. Numbers responding were thirty-one over 6 months, forty-five under 6 months, total of seventy-six.

Adjustment to Continuation High School. The writer attempted to get at attitudes developed toward the Continuation High School experience by the following questions on the instrument:

While attending Continuation High School, did you feel that:

1. The program was different from that of regular high school?
2. The school staff members were interested in you as an individual?
3. You had a voice in working out your own program?
4. Students were more friendly?
5. You were more a part of the school?
6. You had greater freedom?
7. School work was easier?
8. Subjects were more what you wanted?

Although the question required considerable effort to answer, all of the eighty-four respondents checked at least some of the items. In all, 615 items were checked either yes or no, 483 of them positively and only 132 negatively. This in itself appears to represent a striking vote of confidence in this school. It should be remembered here, however, that only about one-third of the total sample responded and that the attitudes of the responding group were likely more positive. The females and males were almost equal proportionately in the number of responses they made per person and in the proportion of positive and negative responses.

The way in which the males and females responded to the individual items was very similar. See Table XII for the males and Table XIII, page 65, for the females. The "yes" responses peaked for the females in "program different from regular high school," "staff interested in you," "voice in working out your own program," and "greater freedom." The "yes" responses peaked for the males at "voice in working out your own program" and "greater freedom." Some very basic needs found expression in these responses, the need to be liked and accepted and to feel that you exercise some control over your own destiny.

The positive answers took a decided drop for both males and females on the items "you were more part of the school" and "students were more friendly" although there were still more positive responses than negative. This seems to point up that feelings of isolation may be quite common to this group. Surprising in this respect is that these dropouts apparently felt more oneness with the staff than with their peers, and this casts a serious reflection on the adequacy of their adjustments as adolescents. The males expressed less satisfaction with the subjects they were able to take than did the females.

Length of time in Continuation High School. The length of time these dropouts attended Continuation High School before

TABLE XII  
 RESPONSES OF MALE DROPOUTS TO  
 CONTINUATION HIGH SCHOOL  
 EXPERIENCES

While at Continuation High School Did You Feel That:	Responses		Percentages*	
	Positive	Negative	Positive	Negative
Program differed from regular high school	22	5	73.3	16.6
Staff interested in you as an individual	23	4	76.6	13.3
Had a voice in work- ing out your program	26	2	86.6	6.6
Students more friendly	19	5	63.3	16.6
You were more a part of the school	15	10	50.0	33.3
You had greater freedom	25	3	83.3	10.0
School work was easier	19	7	63.3	23.3
Subjects more what you wanted	15	10	50.0	33.3

\*Percentages were figured on the basis of the number of male dropouts responding, rather than the number of responses given. Number of males responding was 30.

TABLE XIII  
 RESPONSES OF FEMALE DROPOUTS TO  
 CONTINUATION HIGH SCHOOL  
 EXPERIENCES

While at Continuation High School Did You Feel That:	Responses		Percentages*	
	Positive	Negative	Positive	Negative
Program differed from regular high school	49	4	90.7	7.4
Staff interested in you as an individual	47	4	87.0	7.4
Had a voice in work- ing out your program	46	5	85.2	9.3
Students more friendly	29	20	53.7	37.0
You were more a part of the school	26	24	48.2	44.4
You had greater freedom	48	5	88.9	9.3
School work was easier	37	12	68.5	22.2
Subjects more what you wanted	37	12	68.5	22.2

\*Percentages were figured on the basis of the number of female dropouts, rather than the number of responses given. Number responding was 54.

quitting varied from one day to over two years. See Table XIV. The females stayed in school a somewhat shorter time than the males. The percentage of the total group that remained only six months or less was 69.2 as compared to 30.8 who remained more than six months.

TABLE XIV  
LENGTH OF TIME DROPOUTS ATTENDED  
CONTINUATION HIGH SCHOOL

Time in Continuation High School	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
1 month or less	7	25.9	12	23.5	19	24.4
Over 1 month thru 6	11	40.8	24	47.0	35	44.8
Over 6 months thru 1 yr.	4	14.8	8	15.7	12	15.4
Over 1 yr.	<u>5</u>	<u>18.5</u>	<u>7</u>	<u>13.7</u>	<u>12</u>	<u>15.4</u>
Total	27	100.0	51	99.9	78	100.0

Reasons for leaving Continuation High School. The Continuation High School dropouts were asked to check their reasons for leaving from the following list:

1. Lack of money to continue
2. Chance for employment
3. Health
4. School work too difficult

5. Marriage
6. Military Service
7. Problems within the family
8. Bored with school
9. Disliked school personnel
10. Expelled
11. Other

Of the eighty-two dropouts responding to this question, seventy-five checked one or more of the reasons given and seven wrote in that they had since returned to Continuation School. The responding males and females differed greatly in their reasons for leaving. See Table XV. The females' reasons peaked drastically at "health" and "marriage;" the writer assumed here, as he had in reasons for leaving school the first time, that these two items covered many illegitimate pregnancies. The males' responses peaked at "chance for employment," "bored with school," and "problems within the family." No female and only one male gave "disliked school personnel"; and "expelled" was given by only one female and one male. "Bored with school" was given by 10.7 per cent of the total group--23.0 per cent of the males and only 4.0 per cent of the females.

When the reasons given for dropping out of Continuation High School were compared for those ex-students who reported themselves to be employed and those who reported themselves

TABLE XV

## REASONS GIVEN BY DROPOUTS FOR LEAVING CONTINUATION HIGH SCHOOL

Reasons for Leaving	Number of Males	Per Cent of Males*	Number of Females	Per Cent of Females*	Total Number	Total Per Cent*
Lack of money to continue	3	11.5	3	6.1	6	8.0
Chance for employment	6	23.0	3	6.1	9	12.0
Health	4	15.4	17	34.7	21	28.0
School work too difficult	2	7.7	1	2.0	3	4.0
Marriage	0	0.0	8	16.3	8	10.7
Military Service	2	7.7	0	0.0	2	2.6
Problems within family	5	19.2	10	20.4	15	20.0
Bored with school	6	23.0	2	4.0	8	10.7
Disliked school personnel	1	3.9	0	0.0	1	1.3
Expelled	1	3.9	1	2.0	2	2.6
Other	9	34.6	15	30.6	24	32.0
Total responses	39		60		99	

\*Percentages were figured on the basis of the number of male and female dropouts, rather than the number of responses given--26 Males and 49 Females responded.



as unemployed, there were interesting differences. "Chance for employment" was given much more often by the employed group, and "health" much less often. Those who were unemployed stressed "problems within the family" in contrast to the employed dropouts. See Table XVI.

Some of the written-in responses indicated defensiveness--unrealistic rationalization and projection. For example, students who said such things as, "I played in a band and had no time to study;" "The bus strike made it hard to get to school;" "My mental endowment was handicapped by high school;" "School work was too easy;" and "I was misled by others not in school." There were others who were brutally frank and did not spare themselves; for example, the respondents who wrote: "I lacked will power;" "I couldn't settle down;" "I was lazy;" "I was mixed up. Things got in a bunch, and nothing went right." Three of the males indicated they quit when they got in trouble with the law.

Plan to return to Continuation High School. In response to the question, "Do you plan to return to high school?" seventy-one responded, 80.3 per cent of them affirmatively. In response to the next question, "If so, will you choose Continuation High School?" again the response was overwhelmingly positive with 81.3 per cent voting "yes." See Table XVII, page 71.

TABLE XVI

REASONS FOR LEAVING CONTINUATION HIGH SCHOOL  
AS IT RELATED TO DROPOUTS' EMPLOYMENT

Reasons for Dropping out of Continuation High School	Dropouts Employed	Dropouts Unemployed	Per Cent* Employed	Per Cent* Unemployed
Lack of money to continue	1	5	5.2	8.0
Chance for Employment	8	3	42.1	4.8
Health	2	14	10.4	22.5
School work to difficult	0	3	0.0	4.8
Marriage	2	6	10.4	9.6
Military Service	2	0	10.4	0.0
Problems within family	3	14	15.8	22.5
Bored with school	2	5	10.4	8.0
Disliked school personnel	0	1	0.0	1.6
Expelled	1	0	5.2	0.0
Other	0	0	0.0	0.0
Total respondents	19	62		

\*Percentages were figured on the basis of the number of male dropouts responding, rather than the number of responses given--19 employed and 62 unemployed responded.

TABLE XVII  
DROPOUTS' PLANS TO RETURN TO SCHOOL

Question	Number Males		Per Cent Males		Number Females		Per Cent Females	
	Yes	No	Yes	No	Yes	No	Yes	No
Do you plan to return to school?	20	7	74.0	25.9	37	7	80.3	15.9
Will you choose Continuation High School?	19	4	82.6	17.4	33	8	81.3	19.5

Total Respondents:

First question: 27 Males, 44 Females.

Second question: 23 Males, 41 Females.

Percentages were figured on these totals.

### III. EVALUATION OF THE INSTRUMENT

Of the 243 questionnaires mailed, thirty, eleven males and nineteen females, were returned through the mails as undelivered. One hundred twenty-nine were not returned; sixty-six of these were males and sixty-three females. Eighty-four were returned at least partially completed. Most of the questionnaires appeared to have been completed pretty conscientiously. A few had been completed by parents for absent children, and in those some sections were not completed because information was not known. On the whole, the writer considered the response quite satisfactory when the negative

nature of the subject about which they were being questioned was taken into account. The degree of response would seem to substantiate the appropriateness of the instrument as well as the existence of good feelings toward the Continuation School.

In retrospect the writer decided the question on sports served little purpose. Continuation High School has a rather limited athletic program, and respondents tended to refer to experiences before entering Continuation High School. The writer's opinion is that the section on how the dropouts felt when attending Continuation High School hit a very responsive note with the respondents. The writer was impressed, too, with the extent to which the respondents wrote in additional comments, most of them positive. The good attitude toward the school is doubly impressive because these peoples' experiences at the school could not be considered successful. See Appendix B, page 91, for comments quoted from the questionnaires.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this thesis was to describe students who dropped out of Spokane Continuation High School, a school specifically programmed and geared for dropouts. The writer surveyed current literature on dropouts in general. He devised a questionnaire to survey attitudes toward and opinions regarding Continuation High School and submitted this instrument to a group of dropouts from the Spokane Continuation High School.

In some respects this study bore out the ideas found in current literature regarding dropouts. The following are examples of this.

1. Dropouts come from all economic and social classes.
2. Grade ten had the highest rate of dropouts.
3. Health was a major cause of girls dropping out of high school.

It was the writer's opinion that in other respects the results of this study shed a somewhat different light on dropouts and their reasons for quitting school. The following are examples of this.

1. Most of those responding to the instrument retained good feelings toward school even though they dropped out.
2. Many indicated they wanted to return to school.
3. Attitudes reported by students revealed some basic adolescent needs were better met at Continuation High School.

The writer recognized that the responses in this survey were possibly weighted toward the positive because those students responding were more apt to have had positive experiences at Spokane Continuation High School than those who did not respond.

## II. CONCLUSIONS

Recognizing the limitation of this study the writer drew the following conclusions from the responses made by the Continuation High School dropouts.

1. The Continuation High School dropouts came from a wide range of homes economically and socially.
2. Most of these dropouts had not achieved the educational level of their parents.
3. Girls enjoyed early school years more than boys.
4. More students dropped out in the tenth grade the first time than any other grade.
5. More than half the males wanted to work while attending Continuation School.
6. The single most important reason for choosing Continuation High School was that they wanted to finish High School faster.

7. Most respondents anticipated they would get along better in the Continuation High School program.
8. "Bored with School" was given more often for leaving regular high school than for leaving Continuation High School
9. Assuming that "health" and marriage included a high percentage of pregnancies, pregnancy rated high as a reason for dropping out of regular and Continuation High School.
10. The reason given most frequently by girls for quitting school the first time was that they were bored with school, but when they quit Continuation High School it was health.
11. The question regarding their experiences at Continuation High School brought a preponderance of positive answers.
12. From the students' responses that they had experienced greater freedom, a voice in working out their own program and a teaching staff that was interested in them, it was concluded that Continuation High School met some basic adolescent needs.
13. Two areas in which the respondents were fairly negative, "you were a part of the school" and "students were more friendly," reflected their feelings of isolation.
14. Disillusionment with their Continuation High School experience did not feature strongly in the respondents' decision to drop out.
15. The most common reasons given for dropping out of Continuation High School--marriage, health, chance foremployment and family problems--had little connection with their experience in this school.
16. Most of the respondents entertained hopes, realistic or not, of returning to Continuation High School.

### III. RECOMMENDATIONS

The writer recognizes the limitation of this study as a basis for action and recommends further study.

1. Health and marriage are given as major reasons for quitting Continuation High School by the girls. It is recommended that further study be made to determine, if possible, the number who leave because of pregnancy.
2. Further studies should provide for ways to secure responses from a greater percentage of the drop-outs so that information secured could be relied on to be more characteristic of the total group.



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APPENDIX

APPENDIX A

QUESTIONNAIRE

Age \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Marital status: Single \_\_\_\_\_ Married \_\_\_\_\_  
Separated or Divorced \_\_\_\_\_

Employed: Yes \_\_\_\_\_ No \_\_\_\_\_

PERSONAL DATA

Parents living together \_\_\_\_\_ Separated or divorced \_\_\_\_\_

If parents are separated or divorced how old were you  
at the time \_\_\_\_\_

Father's occupation \_\_\_\_\_

Mother employed Yes \_\_\_\_\_ No \_\_\_\_\_

Education of parents:

Circle the last grade attended or fill in space.

Father: 1 2 3 4 5 6 7 8 9 10 11 12 Other \_\_\_\_\_

Mother: 1 2 3 4 5 6 7 8 9 10 11 12 Other \_\_\_\_\_

Number of children in family \_\_\_\_\_

Circle your position 1 2 3 4 5 6 7 8 9 or \_\_\_\_\_  
(oldest - - - - -youngest)

How many of your brothers and sisters have quit school  
before graduation from high school? \_\_\_\_\_

Which of the following were their reasons for leaving  
school?

Lack of money to continue . . . . . \_\_\_\_\_

Chance for employment . . . . . \_\_\_\_\_

Health . . . . . \_\_\_\_\_

School work too difficult . . . . . \_\_\_\_\_

Marriage . . . . . \_\_\_\_\_

Military service . . . . . \_\_\_\_\_

Problems within family . . . . . \_\_\_\_\_

Bored with school. . . . . \_\_\_\_\_

Disliked school personnel . . . . . \_\_\_\_\_

Expelled . . . . . \_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you like sports? If so which:

- 1) baseball \_\_\_\_\_ 2) basketball \_\_\_\_\_ 3) football \_\_\_\_\_
- 4) wrestling \_\_\_\_\_

In school which of the above sports did you participate in?

\_\_\_\_\_

\_\_\_\_\_

As a child was your health generally: excellent \_\_\_\_\_

good \_\_\_\_\_ poor \_\_\_\_\_?

Which years of school did you enjoy? (circle)

1 2 3 4 5 6 7 8 9 10 11 12 None \_\_\_\_\_

When do you remember first being discouraged and wanting to quit school? Circle grade.

1 2 3 4 5 6 7 8 9 10 11 12

What was your grade level when you first quit school? Circle:

1 2 3 4 5 6 7 8 9 10 11 12

What was your reason for leaving school?

Lack of money to continue . . . . . \_\_\_\_\_

Chance for employment . . . . . \_\_\_\_\_

Health . . . . . \_\_\_\_\_

School work too difficult . . . . . \_\_\_\_\_

Marriage . . . . . \_\_\_\_\_

Military service . . . . . \_\_\_\_\_

Problems within family . . . . . \_\_\_\_\_

Disliked school personnel . . . . . \_\_\_\_\_

Expelled . . . . . \_\_\_\_\_

Bored with school . . . . . \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How long after leaving regular school was it before you entered Continuation High School? \_\_\_\_\_

Your reason for choosing Continuation school was: (Check more than one if necessary)

- Felt you would get along better in this type of school . . . . . \_\_\_\_\_
- Wanted to work while continuing school . . . . . \_\_\_\_\_
- Wanted to finish high school faster . . . . . \_\_\_\_\_
- Unable to enter any other school . . . . . \_\_\_\_\_

While attending Continuation High School, did you feel that

- the program was different from that of regular high school? . . . . . \_\_\_\_\_
- the school staff members were interested in you as an individual? . . . . . \_\_\_\_\_
- had a voice in working out your own program. . . . . \_\_\_\_\_
- students were more friendly? . . . . . \_\_\_\_\_
- you were more a part of the school? . . . . . \_\_\_\_\_
- you had greater freedom? . . . . . \_\_\_\_\_
- school work was easier? . . . . . \_\_\_\_\_
- subjects were more what you wanted? . . . . . \_\_\_\_\_

How long did you attend Continuation High School? \_\_\_\_\_

What was your reason for leaving Continuation High School?

- Lack of money to continue . . . . . \_\_\_\_\_
- Chance for employment . . . . . \_\_\_\_\_
- Health . . . . . \_\_\_\_\_
- School work too difficult . . . . . \_\_\_\_\_

Marriage . . . . . \_\_\_\_\_

Military service . . . . . \_\_\_\_\_

Problems within family . . . . . \_\_\_\_\_

Bored with school. . . . . \_\_\_\_\_

Disliked school personnel . . . . . \_\_\_\_\_

Expelled . . . . . \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you plan to return to High School? Yes \_\_\_\_\_ No \_\_\_\_\_

If so will you choose Continuation High School? Yes \_\_\_\_\_

No \_\_\_\_\_

What improvements would you make in the Continuation High School program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX B

### COMMENTS WRITTEN BY DROPOUTS

The last question on the questionnaire asked for improvements they would suggest for Continuation High School. The following are quotations of some of the comments written by the dropouts:

I wouldn't make any improvements. I think Continuation is a wonderful school, and I'm really sorry I left. I wish all the schools were run the way Continuation is. I think there would be a lot of kids in school now.

Have different teachers, less classes, and more choice of classes.

I cannot think of anything I would change about this school except the lunch program. I feel the school should have a complete hot lunch program as public schools have. Many students worked after school and did not have time for a decent meal before going to work. Many of us lived alone and supported ourselves, and it is well known no one likes to cook balanced meals for one person. I believe most students would enjoy more than hot dogs and apples. I think this is why many students go elsewhere at lunch time.

None, I think Continuation High School is very good and is doing a very good job in educating the men and women who want one.

I can't think of any way I would like to change Continuation High School. I like the way the teachers take time out with you and are really concerned about you. When you feel comfortable around them you don't feel like a herd of cattle being driven from one class to another. I feel as though I really belong there and enjoy the teachers, the kids, and my classes very much.

Continuation was a very good school. The only improvement I can think of would be not to have as much freedom in the classroom. I never felt I had to do the work because I wouldn't get into trouble for not doing it. The teachers just suggested you try harder.

None. The system (choosing your own speed at which to work), the work, and most of all the nice, considerate teachers at Continuation is the greatest. Too bad other Spokane public schools don't let you work at your own speed and have such considerate teachers as those at C.H.S.

I don't think I would change anything. When I went there it was what I wanted. I could work at my own speed and get my work done. The teachers were friendly and helpful. The students were friendly also. I plan to go back to Continuation in the near future. It is a very nice school.

I think it is just great the way it is. I'm sure it may need something done by a carpenter. But I wouldn't change the school staff especially Mr. Riegal for the world.



Bigger school so more people may have the opportunity.  
More elective subjects especially shorthand. Better lunches.