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School leavers of the Luthersville Elementary School, Luthersville, Georgia

Amy Belle Wood
Atlanta University

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SCHOOL LEAVERS OF THE LUTHERSVILLE ELEMENTARY
SCHOOL, LUTHERSVILLE, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY

AMY BELLE WOOD

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1964
DEDICATION

To

Ada, Maxie, Alice, Core, Beboyd

Charles and Nettie Ruth Wood

A. B. W.
ACKNOWLEDGEMENTS

Any thesis is the product of the contributions of a number of people. The writer is indebted to many individuals, more than can be acknowledged by name, and she wishes to express her sincere thanks, to all who have contributed to the successful completion of this research. She is especially indebted to the following groups (a) Eight teachers; (b) Six parents; (c) Six subjects; To Supervisor, G. A. Spincer and Visiting Teacher, Josephine Jarrell for their official approval and encouragement of the study; also to Dr. Laurence E. Boyd and Dr. Lynette Saine, Advisor and Co-advisor, respectively, for their painstaking patience, direction and guidance throughout the period of research.

A. B. W.
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CHAPTER I

INTRODUCTION

Rationale.—"The future of our government depends upon education. The vision of our leaders and the ability of the voters to choose them wisely depends upon what is happening in the classrooms in every city hamlet."

The calamity of school leavers is being given increasing attention in the United States. During the last twenty years much emphasis has been placed on the educational program for all children at the community level. In the public school, all over the Nation, special attention is being given to meet more effectively the needs of all pupils.

Today, there are a million youngsters who have no place in America. They have nothing to do; they are going nowhere. They are defeated. Next year there will be more of them and the year after still more — unless parents and schools take this compelling problem as their own and start to move.

These millions are young people whom society has failed. The majority are youngsters whom the school and their own parents have allowed to drop out before graduation from high school.

Why in these good years of the richest society on earth are these drop-outs out of work? The underlying reason is stated by Ambassador

John K. Galbraith in his book, *The Affluent Society*. Our wealth and technology have advanced so far, he says that we no longer need the young and old to produce goods for food.

"But," he writes, "while we have felt it possible to dispense with the goods that the youngsters produce, we have yet to provide them... with the education their exemption from labor has designed to make possible."\(^1\)

This underlying fact breaks down into the many specific causes of our problem. Youngsters who have not graduated from high school are almost doomed to unskilled work as porter or laborers, for high school diploma is the entry-ticket today to even low-skilled jobs. A diploma is also required if a boy is to become an apprentice in most trades such as bricklaying or plumbing. During the 1960's an estimated seven and a half million youngsters will not have earned the diploma, while the supply of unskilled jobs that they could hold will be slowly diminishing.

On the other hand, the need for skilled workers is increasing. Right now, for instance, we need more than one hundred thousand auto mechanics. The Labor Department estimates that five million new skilled craftsmen-like carpenters, steamfitters and electricians must be trained by 1970. Yet, apprentices are not starting at the bottom to replace the journeymen who are leaving at the top through retirement and death. In the Carpenters' Union, for example, only one apprentice is being trained for every twenty-four journeymen in the trade.

On top of this, whole new types of skills are appearing. The United States Department of Health, Education and Welfare estimates that

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right now we need five skilled technicians to back up every engineer we have to take the theoretical solutions he creates and translates into concrete terms that skilled workers can understand.

Youngsters who drop-out of school have, of course, no hope of securing any of the skilled jobs unless we can somehow persuade them to get more training. And the same is true of the tens of thousands of high school graduates who have not been trained in any skill . . .

If these million youngsters cannot get jobs because they have no skills to sell, why were they not kept in school and taught a skill?¹

The Manpower Council says that earnings of the drop-outs will average about $3,000 for the rest of their lives. Staying through school could bring assurance of a lifetime earning average of $5,500.²

Another grim statistic: when bad times come, the school drop-out suffers first and longest. In the recent depression two unskilled and untrained workers were discharged for every one who completed high school.

In face of these dire warnings one third of our teenagers still leave high school before graduation. Unless something changes the trend as estimated 7,500,000 young people will begin their adult lives during the sixties without the minimum education that will give them promise of a good life.³

The drop-out is an individual problem and a family problem, but it is also a community problem and a state problem. There must be

¹Ibid., p. 15.
³Ibid., p. 13.
reasons for drop-outs. Hence, fully cognizant of the urgent problems school leavers will have to face as citizens in our changing and difficult times as well as the tremendous responsibility of helping these children, the writer desired to know more about the pupils' reasons for leaving school so that she might better understand their particular problems.

Evolution of the problem.—The problem of this research had its origin in an interest of the writer who is a teacher in the school where the study was made. It is felt that knowledge of the pupils' reasons for leaving school before the legal quitting age would aid the writer in understanding the particular problems of these school leavers; and enable her to more effectively plan for her classes. Talks with the principal, the attendance personnel, classroom teachers in the school locale revealed that educators are interested in the problem of the drop-out. This combination of personal interest and the expression of an interest and need by others led to the selection of this problem as the basis for the research here reported.

Contribution to educational knowledge.—It was the opinion of the writer that a case-study of six school leavers would provide the reasons for as well as provoke greater insight into the particular causes experienced by the individual pupils who drop-out of school. Foster parents may be helped to understand and, possibly, become fully aware of their limitations for home-guidance of their children as a result of having been given an opportunity to re-examine their past attitude toward their children and to crystallize their thinking about the present school-leavers. Lastly, teachers may be able to understand more fully the needs
and motives of their pupils and become more concerned about what they, and we, are not accomplishing in our school.

Statement of the problem.-The major problem of this study was to develop Case-Studies of six school-leavers, ages thirteen to sixteen years in the Luthersville Elementary School, Luthersville, Georgia as to 1962-1963. The study sought to identify the reasons and factors involved in pupils dropping out of school.

Limitations of the study.-The major limitations of this research inpered in the extent to which the case-study technique, employing classroom observation, home visitation, and official school records, could isolate and identify the valid factors and causes for dropping out of school on the part of six school-leavers in Meriwether County, Georgia.

Purpose of the study.-The major purpose of this study was to determine why boys and girls do not complete their high school education; where does the problem start; and what are the effects of these factors upon their lives. The specific purposes of this study were to determine for the six subjects of the Case-Study:

1. The home and family background
2. The general status of physical and mental health
3. The level of social and emotional adjustment
4. The degree of educational adjustment
5. The type of interest and leisure time activities in which they engage; and
6. For the group, the formulation of whatever implications for educational guidance as may be derived from the data.
Definition of terms.—The significant terms used throughout this study are characterized below:

1. "School-leaving Pupils" - refers to those pupils from a selected elementary school who dropped out before finishing high school.

2. "School-Leavers" - refers to the "drop-outs" and/or "school-quitters" as synonymous terms.

Locale of the study.—The school which was the locale of this study is located in the extreme northern section of Meriwether County, Georgia, which is rural section of low socio-economic status and structure. The population of the village is 355, of which number seventy-five per cent are Negroes. The educational status of the adult population, both white and Negro, is at a minimum as measured by school grades completed. Most of the patrons are farmers, except for the few who work in the adjacent communities of Newnan and Atlanta, Georgia.

This consolidated elementary school reaches out to serve five adjoining communities. It has an enrollment of 326 pupils and a staff of nine: a principal, 8 female and 1 male teachers. All of these teachers hold a college degree, with six of them having done graduate study and one (the man) holds the Master's degree. A counselor is not available; therefore, each teacher serves as a teacher and guidance counselor.

Period of study.—This research was carried out during the school year of 1963-1964.

Method of research.—The Case-Study Method of research, employing the specific techniques of classroom observation, home visitation, and
official school records was used to gather the data for this study.

Subjects.—The subjects involved in this study were: (a) nine teachers, (b) six parents, (c) six teen-age children, and (d) twenty citizens of Meriwether County, Georgia.

Description of instruments and materials.—The instruments used to collect the data were:

1. A Follow-up Questionnaire: To What Extent Do You Think the Curriculum of Your School Is Geared to Meet the Needs of the Community Which It Serves?

2. Interview Schedule—Supplementary and substantiating the questionnaire data.

3. Meriwether County Cumulative Records. —Ages; attendance and scholastic records; test scores; health—physical and conduct record.

4. Sequential Test of Educational Progress (Science, Reading and Social Studies).¹

5. California Mental Maturity Test.²

Operational steps.—The procedural steps used in the conduct of this study are indicated below:

1. The related literature pertinent of the problem was surveyed and abstracted for inclusion in this thesis.

2. Permission and approval to use pupils of the school as subjects for the study were secured from the proper school officials.

3. A Case-Study format was developed and used for categorizing and recording the different types of data gathered.

4. Adults in the community were contacted and requested to participate in the study.

5. Interviews were held with each pupil, his parents, former teachers, relatives, siblings, the attendance personnel, play leaders at the neighborhood community center, and the public

¹ California Reading Tests WXY Series Form W, 1957.

² California Short Form Test of Mental Maturity for Elementary Grades 3 - Form, 1957.
health nurse.

6. Interviews were held with the parents to get precise accounts of their occupations and educational background, evidences of stability or disorganization in family (i.e., history of marriage or informal extra-legal attachment; desertions; abandonments; etc.

7. Anecdotal records were developed of the behavior of the subjects including past activities in the school room, on the playground, on the streets of the neighborhood and at home.

8. Cumulative records were examined for each pupil's academic achievement, family status, physical health, attendance physical achievement, statistical data, psychological reports, and performance on individual and group intelligence scale.

9. Responses were recorded of the subjects to questionnaires concerning out of school activities, personal evaluation, evaluation of classmates, interest, ambition, attitudes, leisure time activities, moral values, health history and habits, family and home conditions, identification with parents and other adults, worries and fears.

10. The data collected through the questionnaires and interviews were assembled in appropriate tables as determined by the purposes of the study.

11. The data from the questionnaires and interviews were statistically treated with reference to frequency and per cent of response to the respective questionnaire items and/or responses gained through the interviews.

12. The Findings, Implications, Conclusions, and Recommendations which were derived from the analysis and interpretation of the data constituted the content of the thesis copy.

Collection of data.-Steps in the progression toward completion of the study are indicated below:

1. The related literature was reviewed and summarized during the month of August, 1963.

2. During the months of September and October, 1963, the writer completed the following:

   a) Interview with teachers and parents

   b) Selection of "Subjects for the study

   c) Distribution of questionnaires to subjects and teachers
concerning out of school activities, interests, ambition, attitudes and leisure time activities.

3. Selected Standardized objective instruments which had been administered previous to the dates of drop-outs, November, 1963.

4. Case-Studies data were collected during the months of December, 1963, January, February, and March, 1964.

5. The data were summarized, analyzed, and interpreted during the months of April, May, and June, 1964.

6. The conclusions, implications and recommendations were completed in June, 1964.

Survey of related literature.—A survey of the pertinent literature related to this study was made, summarized, and is presented below.

Why should case studies be used? What type of case study is most effective in studying children? Of what value is a single case study to a person interested in studying school quitting children? These questions and others have been answered by writers who have had extensive practical experience with case study methods and by writers in research areas who have investigated the case study method.

According to Carter V. Good, case studies in the field of education have been identified for corrective and developmental treatment, recognizing the need of therapy for the physically handicapped, then cases of low mentality, and deficiencies in the school subjects, and later the various types of social maladjustment including personality difficulties and behavior disorders.¹ He further states that with increased knowledge, case studies of delinquency have become subdivided to represent such problems as parental rejection, parental over-protection, poverty and low social status, emotional immaturity and

rebellion against authority.¹

Samuel A. Kirk agrees with Good that the case study should include an examination of psychophysical, health, school, family and social history.²

Christene P. Ingram states that the case study in the field of education is a very satisfactory tool for analyzing low mentality and solving problems of slow-learning children. She feels that it offers a practical means for applying the genetic point of view to problems of personality and behavior. Like Good, Ingram feels that case-studies are incomplete unless they make some inquiry into the development of traits. In order to be most effective, developmental histories should include direct statements from the subjects as well as from their families, their teachers and their associates.³

Hecht states that the term "Drop-out" is used by many as designation for any child who quits school before the legal quitting age or does not complete the academic standards of high school year by year. He further states that this group comprises forty per cent of the teenagers in the United States and that school drop-outs will be increased by 200,000 unless we begin to realize that those cold figures can represent our own children and the teenager next door - unless we think of what this really means for them and for the nation.⁴

¹Ibid.
Maurice Pate states that at the age of five or six a child should begin to receive formal education to prepare him for adulthood. But forty-five per cent of the world's children are still deprived of even an elementary school education. It may be that the child cannot be spared from duties at home to go to school. More often the reason is that there are no school facilities available for him. In many areas there are shortages of everything — school buildings, teachers, books and equipment, teachers to train teachers. In fact, some of the underdeveloped countries, particular in Africa, regard the need for education as their greatest social problem.¹

According to these figures there is a need for studying the child as a whole rather than his problem in isolation. Case-Studies of children may provide suggested procedures for those who deal with similar problems, and further the scientific study of children, if published.

Educational and psychological literature contain many books and articles written on the general subject of causes of school leavers. As background for the case or analytical studies of this investigation, it is desirable to gain some insight into some causes for school leavers and the methods by which other children can be treated in order to improve their adjustment.

Bernard Holland says "Those children who lose interest in school and become drop-outs are likewise following the parental example. The father and mother were never interest in the child's school, never read books and the child is only being like them."²

The question is whether the low mental functioning ability is due to inheritance or to the cultural environment in which they find themselves.

Featherstone says that not all educational backwardness or educational maladjustment is caused by limited mental capacity. Malnutrition, poor health, emotional tension, trouble with parents or brothers and sisters, poor eyesight or hearing, meager educational resources in the home, are only a few of the reasons, other than limited intelligence capacity, why children fail to meet expectations.¹

Good agrees with Featherstone in his belief that educational backwardness can be attributed to many varying factors. Good further states as follows:

Factors that may be associated with learning difficulties are physical, intellectual, pedagogical, emotional, social and environmental. Causes of poor performance in reading may be preceptual (visual and auditory), motor, intellectual, linguistic, emotional and methodological. Factors affecting the behavior of the problem child may be hereditary, physical, mental, cultural, social and educational. Defects and deviations of development may be in the form of anemia, endocrine disorders, convulsive disorders, neurological defects, cerebral injury, special sensory handicaps, and environmental retardation. It is usually necessary to look beneath the surface to find the basic or primary cause of maladjustment; on the surface we may see only a secondary, tertiary or contributory cause or condition.²

Jean R. Komiako says that last year, in Chicago, a Board of Education study showed that 576 girls, all of them under sixteen and one as young as eleven, dropped out of school because of pregnancy. In Washington, D. C., one out of every five babies is born illegitimately - a large percentage to teenage girls. In one urban hospital recently, six girls, none of them more than thirteen years old, were confined in


award which was immediately labeled "the nursery." The most recent
national figures show that more than half the babies born to girls
under fifteen were illegitimate - for fifteen to seventeen year olds,
the rate was about one in four - for eighteen and nineteen year olds,
one in nine.¹

These statistics sound bad, but, they represent only the known
cases, the girls who ask for help.

Komaiko further states that three kinds of homes have long been
known to be trouble-prone. Broken homes - severed by divorce, desert-
tion or death can put great strain on the emotional health of children
who live in them. Homeless homes, where two parents live but do not
love their children, do not care for them or give them moral standards,
spawn a variety of ills, hopeless homes, plagued by discrimination or
poverty, where children must grow with inadequate shelter, improper food
and minimal educational opportunity can be and very often are breeding
grounds for future trouble. Out of these halfway houses come many dis-
turbed and hungry youngsters, children so hungry for love and security
that they are willing to clutch at any sign of affection.²

Arnold Gesell declares that in order to correct the adjustment
of children, schools need wise and sympathetic adults who can set the
stage for experiences and give guidance and encouragement based upon
insight in the needs of children and the processes of society.³

¹Jean R. Komaiko, "The Plight of Pregnant Teenagers," Parent
²Ibid.
³Arnold Gesell and Catherine Amatruda, Development, Diagnosis:
               Normal and Abnormal Child Development, Clinical Methods and Practical
Ingram states that fully qualified teachers are being trained to understand the particular problems of the mentally retarded and to provide appropriate curricula and methods, and that cooperation with community health, welfare, school and post-school life has been extended to improve the program for the mentally retarded.¹

The schools, then can help. These children, then are not innately stupid, as some claim. Poverty and race are not then, insurmountable obstacles to educational achievement.

But the epic sized job that remains to be done - the creation of an urban school system in which every child has an equal opportunity for education, in which initial culture in equalities are reduced rather than refortified, and in which a child does not repeatedly meet massive defeat required epic sized planning, dedication and money.

But surely the schools are not to be blamed for the cultural deprivation of their students, but the hydra-headed monster of social and economic ills attacks the educational achievement and aspiration of these children, which can only be laid at society's door.

Summary of related literature.-The summary of the related literature pertinent of the problem of this research which dealt with the "School-leavers" led to the selection and generalizations of the more significant abstracted statements given in the separate paragraphs below:

1. According to the available psychological literature, the case-study may be used in studying the child and solving problems of all kinds.

¹ Ingram, op. cit., p. 69.
2. The term "school leavers" is used by many as a designation for any child who quits school before the legal quitting age or does not complete the academic standards of high school, year by year. This group comprises forty per cent of the teenagers in the United States.

3. Some of the causes of children losing interest in school and becoming drop-outs are: following their parental example, their low mental functioning ability, ability due to inheritance or the cultural environment in which they find themselves. Trouble with parents, brothers and sisters, poor eyesight or hearing, meager educational resources in the home, are only a few of the reasons why children fail to meet expectations.

4. To decrease the number of "drop-outs" yearly, there must be special class placement, and curriculums with goals and objectives realistically adapted to the needs and resources of ordinary people in ordinary circumstances.

5. Underprivileged children have few incentives for good conduct. They learn their social class ways from parents and other adults of the community who severely punish bad conduct and seldom reward good conduct. Lower class parents place little emphasis upon the mental and physical health of their children.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and treatment of data.-The major purpose of this chapter was the presentation, analysis, and interpretation of the data pertaining to the problem of this research which dealt with the factors and causes associated with six (6) drop-outs of a selected elementary school in Meriwether County, Georgia, 1963-1964. The sources of the data for this study were:

1. Standardized Test data on intelligence\(^1\) and achievement\(^2\) in the areas of reading, science, and social studies.

2. Questionnaire data on the reasons for leaving school and the socio-economic status of the home environment.

3. Standardized Test data on Home-Status Indices.\(^3\)

4. "Teachers'-Marks" data on pupil achievement.

5. Cumulative Record data of the subjects.

6. Observation and visitation data on classroom, playground and home environments.

The different categories of data were developed into Case-Histories for each of the six "drop-out subjects." The data of these six Case-Studies were organized and here presented under ten (10) captions, to wit:

1. Descriptive Indices (Description of the "Case")

2. Home and Family Background

---

\(^1\)California Test of Mental Maturity
\(^2\)Sequential Tests of Educational Progress
\(^3\)Minnesota Home-Status Index
3. Intellectual Development/Scholastic Performance

4. Summary

Secondly, the data on the thirty-four (34) problem areas organized for the presentation and interpretation under ten captions, that is divisions of the questionnaire, to wit:

I. Description of the Case

II. Home Background

III. Intellectual Development
   A. Preschool History
   B. Standardized Tests
      1. Intelligence
      2. Reading
      3. Science
      4. Social Studies
   C. School Grades
      1. Teacher's Estimate
      2. Comparison of estimates with scores made on standardized tests

IV. Physical and Medical Development
   A. Early Development
   B. Disease History
   C. Present Condition
   D. Height and Weight
      1. Measurements
   E. General Observations

V. Social Behavior
   A. Reaction toward other children
   B. Reactions toward adults
   C. Attitude toward the larger world
VI. Character and Personality

VII. Main Reasons for 1963 School Drop-Outs

VIII. Summary

IX. Chronology of Field Visits

X. Field Notes

XI. Interpretative Summaries of the Data, with Summary Tables

The presentation and interpretation of the data from these sources will follow, in turn, the sequence of description above.
The Case-History of "A"

During the 1963-1964 school year, the specific categories of information which follow below were found to describe the present status of Case "A."

**Descriptive Indices**

- **Age**: 15 years 1 month
- **Sex**: Female
- **Birth Date**: August 6, 1947
- **Height**: 62 inches
- **Weight**: 120 pounds
- **General Health**: Excellent
- **Address**: Luthersville, Route 1
- **Enrolled in Grade**: 8
- **Parent's Name**: A. Senior / Senior
- **Father's Occupation**: Farmer
- **Mother's Occupation**: Unable to Work
- **Brothers (Number)**: 6
- **Sisters (Number)**: 5
- **Sibling Position**: Middle

**Name of Test**

- (a) California Test of Mental Maturity
  - **Raw Score**: 173
  - **Grade Placement**: 4.8
- (b) California Achievement Test (Reading)
  - **Raw Score**: 62
  - **Grade Placement**: 4.8
- (c) Sequential Test of Educational Progress
  - 1. Science
  - **Raw Score**: 244
  - **Grade Placement**: 3-9
  - 2. Social Studies
  - **Raw Score**: 212
  - **Grade Placement**: 67-88
- (d) Minnesota Home-Status Index
  - **Sigma Score**: -.83

**Range of "Teachers' Marks"**

- **C to B**: Average = C+

**Index of Number of Absences from school**

- (a) Total days for years in school: 671
- (b) Average per year: 81.4

**Home and Family Background**

The family is made up of Mr. and Mrs. A. Senior and twelve children. Six of these children: three boys and three girls, are younger than the subject. Then there are three boys and two girls who are older than the subject. All of these children are living at home with their parents.

"A" comes from a home which has an average Sigma Score of -.83 on the Minnesota Home Status Index which rates "A's" home status at the
lower extreme of an average situation. Her parents did not attend
school beyond the elementary school grades.

Description of Case "A"

"A" is a brown-haired, grey-eyed girl who was sixteen years of
age when the study was begun. When this case-history was started,
October 1, 1963, "A" was a drop-out of the Luthersville Elementary
school from Mrs. X's room. At the beginning of the school year
August 30, 1962, she was promoted to the eighth grade in Miss X's room.

"A" lives at Route 1, Luthersville, Georgia. She has lived in
and around Luthersville, Georgia since her birth on August 6, 1947.
Luthersville has been the only school attended by her.

The observations made of "A" have extended over a period of
time from October 1, 1963 to December 20, 1963, within which time
five direct observations and interviews have been made which consumed
six hours.

Intellectual Development and
Scholastic Performance

According to Mrs. A Senior, "A"s early development was normal.
Mrs. "A" had no way of reporting the exact rate of growth, so no identi-
fication and/or comparison can be made to vocabulary development at
different stages. Mrs. A also said that "A" seems to have started life
under desirable conditions for she matured normally and in some cases
earlier than many of her siblings.

Tests

Standardized Test Results - On the California Short Form Test of
of Mental Maturity "A" made a score of 173 or a grade placement of 4.8
which was markedly below the expected achievement level of 6.5 for the
six grade in which she was enrolled. In other words, "A" performed
at 2.7 years below the Norm of mental growth and development as
measured by this test.

On the reading variable of the California Achievement Test "A"
made a score of 62 or a grade placement of 4.8 which was substantially
below the expected level of 8.5 on sixth grade pupils; for the obtained
score indicated a 2.7 years of retardation in reading performance.

On the science variable of the STEP Test "A" earned a score of
2.7 which placed her achievement within the 3-9 percentile band.

Range of "Teachers'-Marks"

Teachers have graded "A" consistently C and B throughout the
period of the elementary school years. She had demonstrated a desirable
level of effective study habits.

It is interesting to note that although "A" scored approximately
three years below the norm of expectancy on standardized tests, that
the teachers rated her academic performance at the C and B levels,
with an average B+ rating. Strangely enough, "A's" school achievement
level was lowered in grades 6 - 8.

Index of Number of Absences from School

During the eight years that "A" had attended school she had a
total absences of 671, with a yearly average of 84. Her main reasons
for being absent were having to help the sick members of the family,
and too many house-keeping chores to do to have time to study.
Summary

"A" was a fair specimen of an average child. She came from a low income home and had negligent parents who had not provided a well balanced life for her. "A" was in fair health and was intelligent. Her parents did not attend school beyond the elementary grades; and were careless in providing educational resources in the home. Therefore, "A's" cause for losing interest in school and becoming a drop-out were: following parental example; their low mental functioning ability, ability due to inheritance or cultural environment in which she found herself.

Chronology of Field Visits

8/30/63 Interview with teachers, 1 hour, to get their general impressions.

9/5/63 Entertaining subject at home. 1 hour 25 minutes, for getting acquainted with subject.

9/15/63 Play observation at the community center, 35 minutes for observing sociability and physical activity.

10/30/63 Interview with parents, 60 minutes for securing subject's history and present condition.

11/14/63 Interview with mother and relatives 1 hour for learning what reading material is in the home and getting more pre-school history.

Field Notes

General impressions from teachers. - "A's" teachers said that she did not attempt to take leadership: she either followed or ignored others. She was usually shy but seemed at ease with others after long association as persons in the same home, school after months, etc.
They also said that she tried hard to do her class work, but due to poor attendance her grades range from C to B - average C+.

General observations.- "A's" general carriage and erect posture gave the impression of an energetic, happy girl. She had a broad chest which carried out the idea of a healthy physique. The writer noted no blemishes on "A's" skin, and it had a healthy color texture. At no time during interviews did there seem to be any presence of bad breath.

Social behavior.- From the observations made, "A" appeared to be a child who seeks the companionship of other children rather than preferring solitary play. Each time that she has been observed on the playground and at the community center she had been playing ball with a group of children during the entire recess periods. Since the largest percentage of the time observed had been spent in playing ball; when "A" assumed leadership, it was through making plans for the group, rather than through athletic superiority.

Although "A" sometimes acted as a leader in a group by suggesting plans for change of activity, she cooperated with the group, if the group activity was not in accordance with her planning. There was the time she had been taking an active part in a baseball game when the group suddenly changed to basketball game but she continued to play with the group although she appeared not to be enjoying herself.

On days when I observed, the group of girls played ball without the need of a referee to settle disputes. The girl who struck out did not argue the fact. On one occasion "A" could have argued about tagging first-base before the batter reached it; for it was close. It was generally accepted that the girl was safe. Strictly following
the rules of the game seemed to be the thing to do.

During the observation, "A" took part in the game whenever possible with the exception of one particular day when she stood on the third-base with her hands in her pocket. The ball game did not last as long as usual on that cold windy day. The cause for "A's" inactivity could have been due to any of several things - cold weather, undercurrent of unfriendliness, etc.

During my play observation, "A" had paid attention to the boys. She did not ignore them, nor did she confine her play to the girls. At one time, however, she was observed to be engaged in a friendly, playful, and "showing-off" gesture to two girls who sat across from her. "A" spoke quite naturally of her girl friends.

**Interview with parents.** - "A's" parents said that her early development was normal, and that she had most childhood diseases, with little need for medical attention while sick. They also said that even though her record showed that she had missed many days during her elementary years the causes were due to the sickness of other members of the family and work at home. "A's" present health was excellent. She had no serious illness during childhood. Mrs. A said that "A" has always acted friendly toward boys and girls.

**Reactions toward adults.** - Quite often "A" had shown the characteristic of silence toward adults. At times she had been talking constantly to me until a strange adult appeared; then she would talk only in monosyllables to me and then no more. I had noticed that she showed this tendency of silence toward me in many situations. She had been very friendly toward me when alone, yet when I met her in the school clinic,
at the nurse's office, or with other adults it was quite different.

Attitude toward the larger world. - "A's" family are Baptist who live in a Baptist neighborhood. "A" had always known Baptist children, so she had been free from the narrow-minded intolerance of which so many people are victims. Her conversations with me had shown a friendliness with her Baptist playmates.

"A" was interested in other countries and different things in the world. This was shown in her interest for geography during the time she was in school. She did not laugh at other cultures, but was curious enough about them to read quite thoroughly stories describing them.

"A" had shown in some instances that she did not tend to deviate from the customs of her group; for during the times "A" was observed at play, she followed the rules closely. She followed the rules of the table games which I played with her without question.

Character and personality. - There were times when "A" manifested much confidence in herself. She felt and said in a matter-of-fact way, without any boastful manner, that she could read, that she was good in arithmetic, and that she did well at the play. Yet, before presentation of a class play, Mrs. A said that "A" worried about making herself the "the laughing stock" of the whole school but she did not worry over the second and third performances. It would appear that when "A" was uncertain of something she was quite nervous; for it seems that when "A" had proved her ability she could carry a task out with assurance.

"A" had shown a healthy curiosity on several occasions in various fields, while in school. She was interested in dancing and in music. Anything different seemed to take her eye and she wanted to understand
it. "A" had varied interests, she was interested in reading in school; yet she had an average interest in game activities for a girl of her age, and was also interested in working with her hands.

"A's" Main Reasons for Quitting School

1. "A" had to help with the sick members of the family, and
2. "A" had too much work in the home to do to have time to study.
The Case-History of "B"

During the 1963-1964 school year, the specific categories of information which follow below were found to describe the present status of Case "B."

Descriptive Indices

**Age** - 17 years 1 month  **Sex** - Male  **Birth Date** - August 10, 1946

**Height** - 63 inches  **Weight** - 105 Pounds  **General Health** - Fair

**Address** - Luthersville, Route 1  **Enrolled in Grade** - 8

**Parent's Name** - B. Senior  **Father's Occupation** - Farmer  **Mother's Occupation** - Unable to Work

**Brothers (Number)** - 5  **Sisters (Numbers)** - 1  **Sibling Position** - Oldest

### Name of Test

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) California Test of Mental Maturity</td>
<td>86</td>
</tr>
<tr>
<td>(b) California Achievement Test (Reading)</td>
<td>51</td>
</tr>
<tr>
<td>(c) Sequential Test of Educational Progress</td>
<td></td>
</tr>
<tr>
<td>1. Science</td>
<td>248</td>
</tr>
<tr>
<td>2. Social Studies</td>
<td>235</td>
</tr>
<tr>
<td>(d) Minnesota Home-Status Index</td>
<td>Sigma Score = -.20</td>
</tr>
</tbody>
</table>

**Range of "Teachers' Marks"** - C to D  **Average D**

### Index of Number of Absences from School

(a) Total days for years in school - 261  (b) Average per year - 32.62

Home and Family Background

The family is made up of Mr. and Mrs. B. Senior and seven children. Six of these children: five boys and one girl, are younger than the subject. All of these children are living at home with their parents.

"B" comes from a home which had an average Sigma Score of -.02 on the Minnesota Home Status Index which rates "B's" home status
approximately at the average position. His parents did not attend school beyond elementary school grades. Neither of them is an active member of any local clubs or civic organizations.

Description of Case "B"

Case "B" is a black-haired smooth faced, red-eyed boy who was seventeen years of age when this study was started. When this case-history was started on September 1, 1963, "B" was a school-leaver from the Luthersville Elementary School in Miss X's room.

"B" lives at Route 1, Luthersville, Georgia. He has lived in Luthersville since his birth on August 10, 1946. He has attended one other school besides the Luthersville school. "B" was enrolled in school on August 29, 1952.

The observations made of "B" have extended over a period of time from September 1, 1963 to December 20, 1963, within which time five direct observations and interviews have been made which consumed six hours.

Intellectual Development and Scholastic Performance

As a little boy Mrs. B said that "B" spent much of his time with her, playing in the house, in the yard, and going places with her. She said that because of "B's" timidness he was inclined to be more dependent on her than his siblings. Mr. and Mrs. B decided to send "B" to public school at the age of six. After a day or so crying, he became accustomed to his mother's absence, and began to take an interest in activities at the school. By the time "B" started in elementary school, there were few adjustment problems.
Tests

Standardized Test Results - On the California Short Form Test of Mental Maturity, "B" made a score of 86 or a grade placement of 3.4 which was 5.1 years below the norm expected achievement level of 6.5 for the eighth grade in which he was enrolled. In other words, "B" performed at 5.1 below the norm of mental growth and development as measured by this test.

On the science variable of the STEP Test, "B" earned a score of 248 which placed his achievement within 3-1 percentile band.

On the Social Studies variable of the STEP Test, "B" made a score of 235 which placed his achievement within the 4-14 percentile band.

Range of "Teachers' Marks"

According to his record, the teachers have graded "B" consistently very low; for his term averages or general rating in class work have been D and incomplete. According to "teachers' marks," "B's" entire elementary school progress has been slow and retarded. His record also shows that he was retained once in grade 3 during his elementary school years.

Index of Number of Absences from School

During the eight years that "B" attended school he had a total absences of 261, with a yearly average of 32.62. His main reasons for being absent were: sickness, and having to work at home.
Summary

"B" does not possess much confidence in himself. He feels and says that he cannot read well. His record shows that there has been a decline in his school progress since he entered the fifth grade, and at the time of his leaving school his grades were almost a complete failure.

"B" is a specimen of a typical child who comes from a low socio-economic home, with unwise parents who have not provided a well-balanced life for him. Therefore, "B" has had few incentives for good conduct; for he, like many others, has learned his social class ways from parents and other adults of the community, who severely punish bad conduct and seldom reward good conduct.

Chronology of Field Visits

10/1/63 Interview with teacher 1 hour to get her general impressions.

10/20/63 Entertaining subject at home 1 hour 25 minutes for getting acquainted with subject.

10/30/63 Play observation at the community center 35 minutes for observing sociability and physical activity.

11/6/63 Interview with parents 60 minutes for securing subject's history and present condition.

12/17/63 Interview with mother and relatives, 1 hour for learning what reading material is in the home and getting more pre-school history.

Field Notes

General impressions from teachers.-"B's" teachers said that he would frequently solicit affection, but when he received it he would not respond. He was habitually unfriendly but on some occasions made friendly
advances to certain children, he was not aggressive, and was usually shy.

**General observations.** "B's" general carriage and posture are not good; however, he gives the impression of a contented if not happy boy. He has clear skin without blemishes or ringworm infection, and no noticeable presence of bad breath. "B" seemed to show some signs of hearing difficulty at times. And he had almost become a habitual smoker.

**Social behavior.** From the observations made "B" seemed to be a youth who sought the companionship of other children and youth rather than preferring solitary play. "B" has been observed on the playground while he engaged in many activities which included a large neighborhood group of boys with whom he spent much of his time. Although "B" would sometimes act as a leader in a group by suggesting plans or change of activity, he never assumed the role of leadership in any way; and would cooperate with the group for a short time, if the activity was not in accordance with his planning, he would drop out saying that he had a severe headache.

**Interview with parents.** Mrs. B said that "B's" early development was fair, but at times he was subject to severe headaches. She also said that "B" is not interested in magazines nor books, yet he seemed to be interested in books while in school, but since leaving school, he usually keeps busy at something more active than reading. "B's" present health is fair.

**Reactions toward adults.** Quite often "B" has shown the characteristic timidness toward adults; for at times he has been talking constantly to me until an older adult appeared, then he talked only
in monosyllables to them and slightly any more to me. I have noticed that he showed this tendency of quietness toward me in other situations. He has been very friendly toward me at my home, yet when I went home with him and he took me back home in his car, he would say hardly a word.

Attitude toward the larger world.—"B's" family are Baptists who live in a Baptist neighborhood. "B" has always known Baptist children, so he has been rather liberal-minded and tolerant, because his conversation with me has shown a friendliness with his Baptist playmates.

Character and personality.—"B" appeared to manifest little confidence in himself, yet it seems that "B" could have proved his ability to carry out his class work with assurance. "B" did not seem to have varied interests, he was not interested in reading at school; he did not have an average extra-curricular interest for a boy of his age; he was not interested in working with his hands; he did not enjoy complex games, nor could he understand directions easily. "B" has been antagonistic toward teachers, and on several occasions he has interrupted the class routine.

"B's" Main Reasons for Quitting School

1. He had to help his family.
2. He wanted to get a car of his own.
3. He had to help the sick members of the family.
The Case-History of "C"

During the 1963-1964 school year, the specific categories of information which follow below were found to describe the present status of Case "C."

**Descriptive Indices**

<table>
<thead>
<tr>
<th>Age</th>
<th>15 years 1 month</th>
<th>Sex</th>
<th>Female</th>
<th>Birth Date</th>
<th>August 6, 1947</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>65 inches</td>
<td>Weight</td>
<td>131 pounds</td>
<td>General Health</td>
<td>Excellent</td>
</tr>
<tr>
<td>Address</td>
<td>Grantville, Georgia, Route 1</td>
<td>Enrolled in Grade</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent's Name</td>
<td>C. Senior</td>
<td>Father's Occupation</td>
<td>Farmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother's Occupation</td>
<td>Unable to Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brothers (Number) - 3  Sisters (Number) - 3  Sibling Position - Youngest of 5**

**Name of Test**

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Raw-Score</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) California Test of Mental Maturity</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>(b) California Achievement Test (Reading)</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>(c) Metropolitan Achievement Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reading</td>
<td>105</td>
<td>1.9</td>
</tr>
<tr>
<td>2. Word Meaning</td>
<td>95</td>
<td>1.4</td>
</tr>
<tr>
<td>3. Fundamental of Arithmetic</td>
<td>131</td>
<td>2.3</td>
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<tr>
<td>4. Arithmetic Problems</td>
<td>143</td>
<td>2.7</td>
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<tr>
<td>5. Spelling</td>
<td>133</td>
<td>2.7</td>
</tr>
<tr>
<td>(d) Sequential Test of Educational Progress</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>(e) Minnesota Home-Status Index</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Range of "Teachers'-Marks" - D to C - Average D**

**Index of Number of Absences from School**

(a) Total days for years in school - 759  (b) Average per year - 108.33

**Note:** This symbol (*) shown above means that particular Test was not taken by the Subject being studied, and that there were no scores on his record for them.
Home and Family Background

The family is made up of Mrs. C. Senior and seven illegitimate children. Five of these children: three boys and two girls, are older than the subject. Then there is one girl who is younger than the subject. Only two of these children are living at home with their mother.

"C" comes from a home which has an average Sigma Score of -.13 on the Minnesota Home Status Index which rates "C's" home within the range of the average of home facilities. Her mother did not attend school beyond the elementary grades. Her mother is not an active member of any local club or civic organization. "C" is an illegitimate child. She has a mother, several sisters and brothers with whom she does not get along well.

Description of Case "C"

"C" is a dark-brown-haired, brown faced, brown-eyed girl who was sixteen years of age when this case-history was started on September 1, 1963. "C" was a drop-out from the 7B grade of the Luthersville Elementary school from Miss Z's room. At the beginning of the new term of August 1962 - May 1963 she was promoted to the 7B in Miss Z's room.

"C" lives at Route 1 Grantville, Georgia. She has lived in Georgia since her birth on August 6, 1946. Luthersville has been the only school attended by her. "C" was enrolled in school on August 31, 1954.
Intellectual Development and Scholastic Performance

Mrs. C said that "C's" early development was normal. She has never been interested in books, and since she left school, her major interest has been house-to-house calls or visits with other peers who have preceded her as school-leavers.

Tests

Standardized Test Results - On the Metropolitan Achievement Test Elementary Battery: Form T, "C" made the following scores: Reading 105 or grade placement 1.9; Word Meaning 95 or a grade placement of 1.4; Fundamentals of Arithmetic 13; or a grade placement of 2.3; Arithmetic Problems 143 or grade placement of 2.7; Spelling 133 or a grade placement of 2.7. "C's" chronological age was 10 years and 4 months and her grade in school was third, at the time the test was given to her.

Range of "Teachers' Marks"

"Teachers' Marks" show that "C's" grades have been low all of her elementary school years. Her term average or general rating in class work has been D and C-. Her class work average was D. Her record also shows that she was retained in grade three.

Index of Number of Absences from School

During the eight years that "C" attended school she had a total absences of 759, with yearly average of 108.33. Her main reasons for being absent were sickness and work at home.

Summary

"C" is a specimen born out of wed-lock; almost a homeless child; one where the parents do not live together; do not seem to love their
children nor care for them, nor give them moral standards to live by. A socio-economic situation which spawns a variety of ills, that creates a hopeless home, plagued by discrimination and poverty; where she had to grow up with inadequate shelter, improper food, minimum educational opportunities, and a breeding ground for future trouble. Such a halfway-house has produced a disturbed and hungry youngster, so hungry for love and security that she is subjected to a willingness to clutch at any sign of affection.

Chronology of Field Visits

8/30/63 _______ Interview with teachers 1 hour to get their impressions.

9/10/63 _______ Entertaining subject at home 1 hour 25 minutes for getting acquainted with subject.

11/10/63 _______ Play observation at the community center 35 minutes for observing sociability and physical activity.

12/5/63 _______ Interview with parents 1 hour for securing subject's history and present condition.

12/17/63 _______ Interview with mother and relatives 1 hour for learning what reading material is in the home and getting more pre-school history.

Field Notes

General impression from teachers.-"C's" teachers said that she was usually on the cheerful side, but could be easily depressed by strongly disappointing or frustrating occurrences. "C" was fond of affection, glad to be petted etc.; frequently seen loving adults or other children; and was often found cuddling close and putting arms around their necks. Her reactions were always in the direction of strict conformity to what was expected. "C" was not aggressive, did not take leadership, but was not unhappy when routine group play was in order.
General observation.—"C" is a girl of average size for her age. Her general appearance, clothes and grooming were always fair, however, at times she did not seem to care how she looked. Then there were times when she seemed pleased and would greet everyone with a smile.

Social behavior.—From the observations made "C" appeared to be a child who was on the cheerful side, but could be easily depressed by disappointing occurrences. Although "C" gave reasonable response to demands of group play, she seldom gave suggestions as to change of activity. "C" never participated in any extra-curricular activities unless the members of the group almost drafted her, and she has admitted that she has no interest for any of these activities, except baseball.

Interview with parents.—Mrs. C said that as a pre-school girl, "C" spent much of her time with her, playing in the house, yard, and fields, and that her first school days were spent with much excitement and thrill, and that her early physical development was normal. "C" has never been interested in games that required active play. She was fairly interested in listening to stories being read to her. Mrs. C also said that "C" had never been interested in looking at or trying to understand pictures.

Reactions toward adults.—Quite often "C" has shown that she was fond of affection and being petted.

Attitude toward the larger world.—The members of "C's" family are Baptists and live in a Baptist neighborhood. "C" gets along well with with her peer leaders at the church for here she is also a follower. Her conversations with me revealed her eagerness to be with the drop-outs who are now un-wed mothers, for I found that these were the type
of families that constituted her neighborhood.

Character and personality.—"C" seemed to have no confidence in herself so far as having the ability to carry out a task without leadership. "C" has no varied interests but spends most of her leisure time going from house to house with classmates who had previously dropped out of school, having friendly chats with all whom she met.

"C's" Main Reasons for Quitting School

1. She did not like her classmates.
2. She did not like her teacher.
3. She had insufficient clothing.
4. She did not like to study.
5. She had passed the age of sixteen, and
6. She had to help with the family.
The Case-History of "D"

During the year 1963-1964 school year, the specific categories of information which follow below were found to describe the present status of Case "D."

Descriptive Indices

Age - 16 years 0 months  Sex - Male  Birth Date - November 18, 1948
Height - 72 inches  Weight - 175 Pounds  General Health - Good
Address - Luthersville, Georgia, Route 1  Enrolled in Grade - 8
Parent's Name - D. Senior / Senior

Father's Occupation - Farmer  Mother's Occupation - Housewife
Brothers (Number) 3  Sisters (Number) - 1  Sibling Position - Eldest

Name of Test  Raw Score  Grade Placement
(a) California Test of Mental Maturity  *
(b) California Achievement Test (Reading)  21  2.1
(c) Sequential Test of Educational Progress  *
(d) Minnesota Home-Status Index ----Sigma Score ----- -.13

Range of "Teachers'-Marks" - C to D  Average C-

Index of Number of Absences from School

(a) Total days for years in school - 695  (b) Average per year - 86.87

Home and Family Background

The family is made up of Mr. and Mrs. E. Senior and twelve children. Nine of these children: four boys and five girls, are younger than the subject. There are one boy and one girl who are older than the subject. All of these children are living at home with their parents.

Note: This symbol (*) shown above means that particular test was not taken by the Subject being studied, and that there were no scores on his record for them.
"D" comes from a home which has an average Sigma Score of -0.36 on the Minnesota Home Status Index which rates "D's" home within average range of home facilities. His parents did not attend school beyond elementary grades. Neither Mr. D nor Mrs. D belong to any club or civic organization in the community.

Description of Case "D"

Case "D" is a black-haired smooth faced brown-eyed boy, who was sixteen years of age when the study was started, on September 1, 1963, and was in the drop-out group from the eighth grade (Miss X's room) at Luthersville Elementary School.

"D" lives at Route 1, Lutherville, Georgia. He has lived in and around Luthersville, Georgia since his birth on October 7, 1946. Luthersville which he entered on August 29, 1952 has been the only school which he has attended.

The observations made of "D" have been extended over a period of time from September 1, 1963 to December 20, 1963, within which period of time five direct observations and interviews have been made which consumed six hours.

Intellectual Development and
Scholastic Performance

Mrs. D said that "D" was very timid during his pre-school days, and that he spent most of his time pacing after her, so near to her until he was almost like a small chick under its mother's wing, each time that someone approached him. He was also fond of going places with her. At the age of six he had dropped his dependencies enough to enter school, but still he was inclined to be timid. Mrs. D said
that after several days crying, because of missing her, he began to take interest in a few play activities at school. Mrs. D said that "D" has never shown much interest in school or activities at school. She also said that even in his pre-school years he would play with his siblings, yet he had certain individualistic preference such as consistant choice of bicycle riding etc. He also liked to look at pictures.

Tests

Standardized Test Results - On the Metropolitan Achievement Tests Elementary Battery: Form T, "D" made the following scores; reading 129 or a grade-placement of 2.1; vocabulary 152 or a grade placement of 3.6; language usage 130 or a grade placement of 2.3; spelling 121 or a grade placement of 2.2. "D's" chronological age at the time the test was given was 13.8, and his grade in school was 4.10.

Range of "Teachers'-Marks"

Teachers have graded "D" consistently with D and D- since he entered school, with his term averages or general ratings in class work being D- and incomplete.

Index of Number of Absences from School

During the eight years that "D" attended school he has had a total absences of 540, with a yearly average of 60. His main reasons for being absent were having to help with the farm work.
Summary

The Case of "D" seems to present problems that reveal parental over-protection, poverty, low social status, and misunderstanding of the values of life.

Chronology of Field Visits

9/18/63  Interview with teachers 1 hour to get their general impressions.

10/18/63  Entertaining at home 1 hour 25 minutes for getting acquainted with subject.

11/16/63  Play observation at the community center 35 minutes for observing sociability and physical activity.

11/14/63  Interview with parents 1 hour for securing subject's history and present condition.

12/18/63  Interview with mother and relatives 1 hour for learning what reading material is in the home and getting more pre-school history.

Field Notes

General impressions from teachers. "D's" teachers said that he showed no signs of aggression, did not attempt to take leadership: either followed or ignored others. "D" was usually shy but seemed at ease with a few familiaris (After long association as persons in the home, school after long months, etc.). "D" preferred group play to individualistic preference, such as a consistent choice of bicycle riding etc. His teachers also said that he seemed to be at ease after short association with some strangers whom he got to know rather quickly, but shy on first contacts in many cases.
General observations.—"D" is a boy of average size for his age, his general appearance, clothes and grooming were always good, however, he did not seem to care how he looked. From his facial expression he seemed to be contented. He has had mumps, measles, and whooping cough. He has attended school irregularly.

Social behavior.—From observations made, "D" seemed to be a youth who showed no aggressions, no attempt to take leadership, but either followed or ignored others. He was usually shy, but seemed ill-at-ease with even a few familiars, after long association as with persons in his class, and his classmates, after month in school. His preferences in type of play activities while in school were always individualistic, and he seemed to show some unrest when his classmates chided him about group activities.

Interview with parents.—Mrs. D said that "D's" early development was normal: he was always a robust, hearty, healthy looking child as compared with his siblings. She said that he has had most childhood diseases, and with small measures of medical care he recuperated, without leaving any signs of chronic illness. "D's" present health condition is good.

Reactions toward adults.—"D" was not antagonistic toward teachers and other adults, and on no occasions has he prevented the class from continuing with the work. He has not been guilty of vile language in class, shouting at teachers in the hall, nor interfering with the rights of others. He did not defy authority, or answer back in an impudent manner and make it impossible for the teacher to conduct lessons.

Attitude toward the larger world.—"D's" family are Baptist and he lives in a Baptist neighborhood. "D" has always gotten along with
his community peers. "D" is not a member of any community clubs, and is not interested in group work, yet he has shown that in some instances he did not deviate from the custom of groups.

Character and personality.—"D" seems to possess no confidence in himself; for he felt that he did not have the ability to carry out any task with assurance. He had no varied interests. He had become very conscious of his poor reading ability; he did not have the average extra-curricular interest for a boy of his age; he was tied of farm work; and he felt that his class work was a complete failure.

"D's" Main Reasons for Quitting School

1. He felt that his subjects were too difficult.
2. He was a poor reader.
3. He was tired of farm work.
4. He wanted to get a car of his own, and
5. He wanted to work and earn money of his own.
The Case-History of "E"

During the 1963-1964 school year, the specific categories of information which follow below were found to describe the present status of Case "E."

Descriptive Indices

- **Age**: 16 years 10 months  
- **Sex**: Male  
- **Birth Date**: November 22, 1961  
- **Height**: 75 inches  
- **Weight**: 130 Pounds  
- **General Health**: Good  
- **Address**: Luthersville, Georgia, Route 1  
- **Enrolled in Grade**: 8

**Parent's Name**: E. Senior / Senior

**Father's Occupation**: Farmer  
**Mother's Occupation**: Housewife

- **Brothers (Number)**: 5  
- **Sisters (Number)**: 6  
- **Sibling Position**: 10th

**Name of Test**  
- (a) California Test of Mental Maturity  
- (b) California Achievement Test (Reading) 21  
- (c) Sequential Test of Educational Progress  
- (d) Minnesota Home-Status Index--Sigma Score .13

**Range of "Teachers' Marks"**  
- C to D  
- Average C-

**Index of Number of Absences from School**

- (a) Total days for years in school - 695  
- (b) Average per year - 86.87

**Home and Family Background**

The family is made up of Mr. and Mrs. E. Senior and twelve children. Nine of these children: four boys and five girls, are younger than the subject. There are one boy and one girl who are older than the subject. All of these children are living at home with their parents.

**Note**: This symbol (*) shown above means that particular test was not taken by the Subject being studied, and that there were no scores on his record for them.
"E" comes from a home which has an average Sigma Score of -.12 on the Minnesota Home Status Index which rates "E's" home as within average range of home facilities. His parents did not attend school beyond elementary school grades. Neither of his parents is active in any of the various civic and social clubs and organizations in the community.

Description of Case "E"

Case "E" is a black-haired smooth faced, red-eyed boy who was sixteen years of age when this observation started, "E" was a drop-out of the eighth grade, (Miss X's room) at the Luthersville Elementary School. "E" had been promoted to the eighth grade in Miss X's room at the beginning of the school term.

"E" lives at Route 1, Luthersville, Georgia. He has lived in Luthersville since his birth on November 22, 1946. Luthersville Elementary School has been the only school attended by him. "E" entered school September 1, 1952.

The observations made of "E" have been extended over a period of time from September 1, 1963 to December 20, 1963, within which period of time five direct observations and interviews have been made which consumed six hours.

Intellectual Development and Scholastic Performance

Mrs. E said that "E" as a little boy spent much of his time around her knee, in the backyard, and playing in the sand. He was always an easy going say nothing kid around the house during his pre-school years. At the age of six "E" admitted that he did not like school, the reason
he does not seem to know or admit.

Tests

Standardized Test Results - "E's" record shows that he has taken only one standardized test: the reading variable of the California Achievement Test, on this test "E" made a score of 21 or a grade placement of 2.6 which was markedly below the expected level of 8.5 on eighth grade pupil; for the obtained score indicated a 5.9 years of retardation in reading performance.

Range of "Teachers'-Marks"

Teachers have graded "E" consistently below passing or incomplete since he entered school. His record shows that his grades were below passing or incomplete, with his averages or general rating in class work being either D or failure. According to "teachers'-mark," "E's" entire elementary school progress was low and incomplete, consequently he was retained in grades four and six.

Index of Number of Absences from School

During the eight years that "E" attended school he had a total absences of 710, with a yearly average of 88.75. His main reasons for being absent were: sickness and work at home.

Summary

"E" is a specimen of a typical child and later youth who comes from a home where there was lack of understanding by both he and his parents of the value of education. Due to poor attendance, his grades were very poor. No child can fail at every thing he undertakes and
develop into a well-adjusted personality. It is the teacher's job to make sure that each youngster can find courses that will interest him and along with this be able to motivate him. "E's" leaving school seems to be an expression of frustration felt by him because of his lack of success in school, and it has been stated that every child has a right and needs to experience the satisfaction that comes from success.

One school of psychologists believes that children are entirely the product of their environment. Another group declares that the environment does not supply the only developmental factors in a child's growth, but that it is very important. Therefore, the home with low standards could not be expected to provide the wholesome environment for the child or youth.

Chronology of Field Visits

10/1/63 Interview with teacher 1 hour to get her general impressions.

10/20/63 Entertaining subject at home 1 hour 25 minutes for getting acquainted with subject.

10/30/63 Play observation at the community center 35 minutes for observing sociability and physical activity.

11/6/63 Interview with parents 1 hour for securing subject's history and present condition.

12/17/63 Interview with mother and other relatives 1 hour for learning what reading material is in the home and getting more pre-school history.

Field Notes

General impressions from teachers.-"E's" teachers said that he liked play and work that were of the mild type-activities that were carried out at a low energy level. He rarely volunteered to join the
group or other individuals, he preferred to be along, but was not unhappy when routine group play was in order. His seventh grade teacher said that he seldom looked at any reading material except the Comic Strips, and he admitted that he was a poor reader, and never liked to study.

**General observations.** "E" is a boy of average size for his age. His general appearance, clothes and grooming are usually good; however, he does not seem to care how he carry himself. From his facial expression, he appears to be happy. He has had the mumps, measles, and whooping cough. The school record shows that he attended school irregular, and that he seldom had a perfect attendance for one month.

**Social behavior.** From the observations made, "E" seemed to be a child whose play and work was of mild type, he liked activities that could be carried on at a low energy level. He never volunteered to join the group, but if routine play was in order he would always assume his role. "E" was not antagonistic towards teachers, neither did he interrupt the class work.

**Interview with parents.** Mrs. E said that "E's" early development was normal. During his disease history he had most of the childhood diseases, such as measles, mumps and whooping cough; mumps being the one with the severest attack, but with medical care he soon recuperated.

"E's" present condition is fair, since he recuperated from the mumps he has had no serious illness, but his resistance to the common cold seems to be very low, for he has one quite often. Mrs. E said that "E" has no pronounced food dislikes; and that most of his absences from school were caused primarily because of having to help with the farm
work.

Reactions toward adults.—"E's" reactions toward adults were often cheerful, merry, happy, good-natured, humorous, and pleasing. He, also, showed a tendency of quiteness towards his peers in situations where adults were involved.

Attitude toward the larger world.—"E" is a Methodist, however, he lives in a joint neighborhood which gives him contact with both denominations - Methodist and Baptists. "E" has shown that he does not tend to deviate too far from the group; for he was always willing to follow the group.

Character and personality.—"E" seems to possess no confidence in himself, yet there have been times when he has proven his ability in carrying out a task by helping the family, by spending his allowance money that he had earned gathering pecans and doing odd jobs to purchase certain foods in order that his hungry brothers and sisters might receive a meal.

"E's" Main Reasons for Quitting School

1. He did not like to study.

2. He was a poor reader, and

3. He had passed the age of sixteen
The Case History of "F"

During the 1963-1964 school year, the specific categories of information which follow below were found to describe the present status of Case "F."

Descriptive Indices

<table>
<thead>
<tr>
<th>Age</th>
<th>16 years 8 months</th>
<th>Sex</th>
<th>Male</th>
<th>Birth Date</th>
<th>December 5, 1947</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>60 inches</td>
<td>Weight</td>
<td>135 Pounds</td>
<td>General Health</td>
<td>Fair</td>
</tr>
<tr>
<td>Address</td>
<td>Grantville, Georgia, Route 1</td>
<td>Enrolled in Grade</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent's Name</td>
<td>F. Senior / Senior</td>
<td>Elevator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father's Occupation</td>
<td>Unknown, Divorced</td>
<td>Mother's Occupation</td>
<td>Operator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brothers (Number)</td>
<td>1</td>
<td>Sisters (Number)</td>
<td>1</td>
<td>Sibling Position</td>
<td>Eldest</td>
</tr>
</tbody>
</table>

Name of Test

(a) California Test of Mental Maturity
(b) California Achievement Test (Reading)
(c) Sequential Test of Educational Progress
(d) Others
(e) Minnesota Home Status Index

Range of "Teachers' Marks" - D to C-  Average C-

Index of Number of Absences from School

(a) Total days for years in school - 244 (b) Average per year - 30.50

Home and Family Background

The family is made up of the subject, his grandfather, four adults, his brother, his sister, and eleven other grandchildren. "F" is the eldest member of his siblings.

"F" comes from a home which has an average Sigma Score of -.27 on the Minnesota Home Status Index which rates "F's" home within the

Note: This symbol (*) shown above means that particular test was not taken by the Subject being studied, and that there were no scores on his record for them.
range of the average extent of facilities in the home. His grandparents did not attend school beyond elementary school grades, and are not active members of any local clubs.

Description of Case "F"

Case "F" is a black-haired smooth faced one-eyed boy, who was sixteen years of age when the study began, on September 1, 1963. "F" was a school-leaver from Miss X's room at Luthersville Elementary School. At the beginning of the term he was promoted to the eighth grade in Miss X's room.

"F" lives at Route 1, Grantville, Georgia. He has lived near Luthersville, Georgia since his birth on December 5, 1947. Luthersville has been the only school attended by "F." "F" entered school August 31, 1953.

The observations made of "F" have extended over a period of time from September 1, 1963 to December 20, 1963, within which time five direct observations and interviews have been made which consumed six hours.

Intellectual Development and Scholastic Performance

As a little boy "F" grew up in his neighborhood with the rest of the grandchildren, being punished frequently when he did wrong, believing that corporal punishment would bring conformity to the grandparents' desire. It was during these early childhood days that he had an accident which caused him to lose an eye, however, at six years of age he was sent to school, where he had few adjustments to make because of the large family of grandchildren with whom he had been grouped in earlier as well as present years.
Tests

Standardized Test Results - "F's" record shows that he has not taken any of the Standardized Tests.

Range of "Teachers' Marks"

"F's" Cumulative record shows that teachers have consistently graded his work at D and C- levels since he entered school, with his term average or general rating in class work being either D or C- from year to year.

Index of Number of Absences from School

During the eight years that "F" attended school he has had a total of 24 absences with a yearly average of 30.50. His main reasons for being absent were: sickness and work at home.

Summary

Many Psychologists agree that one of the strongest factors in the determination of human conduct is home environment. Some authorities say that the home is basic in the development and growth of any child, and since the home is a large part of the child's environment the standards of the home may make or mar the growth and development of the child. "F's" home environment seems to show an under-privileged environment, with no motivation for good conduct. "F" is a specimen of a typical child and youth with socio-economic problems. The school is not always to be blamed for the cultural depression of the student; for the hydra-headed monster of social and economic ills have attacked the educational achievement and aspiration of this child, which can only be laid at society's door.
Chronology of Field Visits

1/16/63 Interview with teacher 1 hour to get her general expressions.

10/17/63 Entertaining subject at home 1 hour 25 minutes for getting acquainted with subject.

11/5/63 Play observation at the community center 35 minutes for observing sociability and physical activity.

12/10/63 Interview with parents 1 hour for securing subject's history and reasons for present condition.

12/17/63 Interview with mother and relatives 1 hour for learning what reading material is in the home and pre-school history.

Field Notes

General impressions from teachers. - F's teachers said that he was usually glum and depressed; he demonstrated and solicited affection frequently, but not out of proportion to circumstances, such as greeting a friend after separation. F preferred vigorous to passive play, which has a high energy output; but in routine activities was not particularly vigorous. Established standards usually regulated F's behavior but he occasionally ignored them as, for example, when a request for conformity was made by a disliked person. F was very easily affected emotionally, was highly responsive in an emotional way, and slightly unexpected difficulties or success, little accidents, or casual reproach or relatively mild stimulating readily produced emotion in F. His teachers also said that he was habitually unfriendly but on some occasions made friendly advances to certain children, he usually attempted to dominate, but would play a submissive role if an older youth or an adult was directing a game. In situations of real interest
to "F" or where he had had experience, he enjoyed competition; but if not interested in the task or not familiar with it, he exhibited no rivalry; and seemed to be shy in social situations.

General observations.—"F" is a boy of average size for his age, his general appearance, clothes and grooming were not always good, however, he did seem to care how he looked. From his facial expression, he does not seem happy.

Social behavior.—From observations made, "F" seemed to be a youth who usually permitted established standards to regulate his behavior. But occasionally he ignored them when a request for the conformity was made by a person he disliked in the neighborhood center.

The larger percentage of time observed has been spent at the neighborhood center while "F" played ball. "F" never appeared cheerful, but was usually glum and, depressed. He was very easily affected emotionally, and highly responsive in an emotional way.

Interview with parents.—"F's" grandparents said that he has always seemed to be interested in school and related activities. During his pre-school years he was interested in playing games, listening to the reading of stories, looking at pictures, and having them interpreted to him. His grandparents also said that "F's" early development was fairly normal, only the loss of an eye, which gave him trouble at the seventh grade level where he seemed to begin to lose interest in school.

Reactions toward adults.—"F" showed the characteristic of shyness of social contacts with adults, and usually avoided them.
Attitudes toward the larger world.—"F's" family is Baptist and so is he. "F" has responded reasonably to the demands of his home community group.

Character and personality.—"F" seems to have lost confidence in himself when he began earning failing grades. He had no varied interests other than wanting to be accepted by society, he was not interested in extra-curricular activities. "F" learned his social class ways from grandparents and other adults of the community who severely punished him for bad conduct and seldom rewarded him for good conduct; for the grandparents placed very little emphasis upon the mental and physical condition of "F."

"F's" Main Reasons for Quitting School

1. He could not get a suit to wear for his graduation.

Interpretative summary.—This section of the research report presents: first, a summary of the quantitative measures on the socio-economic status—portrayed in 29 tables—which were collected by the basic questionnaire as executed by parents, teachers and subjects; second, a resume of the general findings of the overall case-histories of the six (6) subjects.
The one hundred per cent return of questionnaires indicates cooperation on the part of all the subjects. This, to say the least, reveals that all of the subjects were willing to discuss their particular situations with the writer.

Table 1, below, presents the data on the number of questionnaires sent out and the number returned. Forty-two questionnaires were sent out, one hundred per cent was returned.

**TABLE 1**

**NUMBER OF QUESTIONNAIRES DISTRIBUTED AND RETURNED**

<table>
<thead>
<tr>
<th>Questionnaires Sent</th>
<th>Number Returned</th>
<th>Percentage Returned</th>
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</thead>
<tbody>
<tr>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

Table 2, page 58, presents the data on responses to the question: Where are you living at the present time? Table 2 shows that all six of the subjects are Georgians with four of them living in or near Luthersville, Georgia. The other two subjects were living in or near Grantville, Georgia.

**Question of marital status.**—Table 3, page 59, presents the data as indicated by the responses of the subjects to the question: What is your marital status?

All of the subjects said that they were single. Since all of the subjects questioned were Junior high students it was not expected that their marital status would be anything other than single. For
the purpose of this study it was revealed that all of them are single. This had no real significant bearing on the problem at hand.

TABLE 2

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHERE ARE YOU LIVING AT THE PRESENT TIME (CHECK ONE)

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>Name of Places</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; &quot;B&quot; &quot;C&quot; &quot;D&quot; &quot;E&quot; &quot;F&quot;</td>
<td>11B &quot;C&quot; &quot;E&quot; &quot;F&quot;</td>
<td>1</td>
</tr>
<tr>
<td>x x x x x</td>
<td>In or Near Luthersville, Georgia</td>
<td>4</td>
</tr>
<tr>
<td>x x</td>
<td>Elsewhere in Georgia</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Outside of Georgia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>City</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>l l l l l l</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Question of age and grade.—Table 4, page 60, gives the data as revealed by the responses of the six subjects to the question: How old were you, and what grade were you when you dropped out of school?

The data indicated that the age of the six subjects ranged from 15.1 years to 17.1 years at the time that the study was begun, and that five of the subjects were eighth-graders and one was a seventh-grader.

The actual chronological age and grade level of all the subjects is considerably above normal. Usually the grade levels for fifteen, sixteen, and seventeen year olds around 9th, 10th, and 11th grades. Actually, all of them should have been well above the eight grade if
### Table 3

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT IS YOUR MARITAL STATUS**

<table>
<thead>
<tr>
<th>Case</th>
<th>Married Totals</th>
<th>Separated Totals</th>
<th>Single Totals</th>
<th>Divorced Totals</th>
<th>Any other Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
they had entered school at the age of six and progressed normally each year. Yet all of them were seventh and eighth graders at the time of the study. It is possible that they might have dropped out partially because of their slow scholastic progress as compared with their chronological age. This could have been an influential factor.

**TABLE 4**

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT AGE AND GRADE WERE YOU WHEN YOU DROPPED OUT OF SCHOOL.

<table>
<thead>
<tr>
<th>Case's Age</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; 15.1</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>1</td>
</tr>
<tr>
<td>&quot;B&quot; 17.1</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>&quot;C&quot; 15.1</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>&quot;D&quot; 16.</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>1</td>
</tr>
<tr>
<td>&quot;E&quot; 16.10</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>&quot;F&quot; 18.8</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Problem of the year and month that the subjects quit school. - Table 5, page 61, presents the data as indicated by the responses of the six subjects to the question: What year and month did you drop out of school?

The data in Table 5 give indications that the subjects quit school at different months of the scholastic school year of 1962-1963. However, it is noted that two-thirds of the drop-outs occurred the spring months of the school year.
It is interesting to note here that only two of the subjects, "E" and "F," dropped out at the end of the school year. All four of the others at least went back to school, and made some attempt to stay there.

TABLE 5

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT YEAR AND MONTH DID YOU DROP OUT OF SCHOOL

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td></td>
<td></td>
<td></td>
<td>62-63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62-63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62-63</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62-63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62-63</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62-63</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Problem of the main reason for the subjects dropping out of school. - Table 6, page 62, gives the data as indicated by the responses of the six subjects to the question: Check all the main reasons for your dropping out of school.

The data reveal that the mode of the six cases' reasons for leaving school were: (1) They had to help their family. (2) They wanted to get cars of their own. (3) They had to help with the sick members of their family, and (4) They were poor readers.
### TABLE 6

DISTRIBUTION OF THE RESPONSES TO THE QUESTION:
CHECK ALL THE MAIN REASONS FOR YOUR DROPPING OUT OF SCHOOL

<table>
<thead>
<tr>
<th>Case's Name and Response</th>
<th>Main Reasons for Dropping Out of School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I wanted to get married.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I was pregnant.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I did not like my classmates.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I did not like my schoolmates.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I did not like my teacher.</td>
<td>1</td>
</tr>
<tr>
<td>x x</td>
<td>I did not like my schoolmates.</td>
<td>1</td>
</tr>
<tr>
<td>x x</td>
<td>I did not have sufficient clothing.</td>
<td>2</td>
</tr>
<tr>
<td>x x</td>
<td>I felt that the subjects were to</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>difficult.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I moved out of town.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I volunteered for the Armed-Forces.</td>
<td>1</td>
</tr>
<tr>
<td>x x</td>
<td>I was drafted in the Armed-Forces.</td>
<td>1</td>
</tr>
<tr>
<td>x x x</td>
<td>I had passed the age of sixteen.</td>
<td>3</td>
</tr>
<tr>
<td>x</td>
<td>I had to help my family.</td>
<td>1</td>
</tr>
<tr>
<td>x x</td>
<td>I was physically unable.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I had to leave home too early to</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>catch the bus.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I got tired of farm work.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I had no encouragement from my</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>parents.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I did not feel that the school was</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>helping me</td>
<td></td>
</tr>
<tr>
<td>x x x</td>
<td>I wanted to get a car of my own.</td>
<td>1</td>
</tr>
<tr>
<td>x x x</td>
<td>I was encouraged by my associates</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>to drop out.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I had too many chores to do in the</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>home to have time to study.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I could not get along with my father.</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>I could not get along with my step-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>mother.</td>
<td></td>
</tr>
<tr>
<td>x x x</td>
<td>I had to help with the sick members</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>of my family.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I could not get a suit for my</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>graduation.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I wanted a job to earn money of my</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>own.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I had to stay out with my sick</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>mother so much I thought it best</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for me to stay out.</td>
<td></td>
</tr>
<tr>
<td>x x x x</td>
<td>I was a poor reader</td>
<td>3</td>
</tr>
</tbody>
</table>

Totals: 4 3 14 5 3 1
The variety of responses given as reasons for dropping out of school do not indicate that any real sense of value was placed on getting an education by the subjects or their parents. The main reason was given as having to help the family. It seems like the families could have made sacrifices and arrangements for the students to stay in school, if they really the value of an education. An apparently low sense of values seem to exist in the community. In each case, all seem to place more value on the material things, such as cars, and "money of my own." The poor readers had all the more reasons for remaining in school for there was at least the chance that they might improve. Overall it seems as if these students did not see how staying in school would or could help them and did not have sufficient inspiration or information to persuade them to stay. These students quit school for a number of relatively insignificant reasons.

Problem of other educational programs pursued by drop-outs after leaving school.-Table 7, page 64, gives the data as indicated by the responses of the six subjects to the question: What other educational programs did you pursue after dropping out of Luthersville Elementary School?

The data reveal that none of the subjects have pursued other educational programs after dropping out of school.

Since none of the subjects pursued any educational program or engaged in anything that the writer could see to better themselves further, indicates their low sense of values. All of this cannot possibly be the fault of the subject alone since the same problem has been characteristic of their ancestors. Instead of improving, it seems to
multiply with each succeeding generation.

TABLE 7

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT OTHER EDUCATIONAL PROGRAMS DID YOU PURSUE AFTER DROPPING OUT OF LUTHERSVILLE ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>Educational Programs Pursued after Dropping Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; &quot;B&quot; &quot;C&quot; &quot;D&quot; &quot;E&quot; &quot;F&quot;</td>
<td>I re-entered Luthersville Elementary School.</td>
</tr>
<tr>
<td></td>
<td>I transferred to another school.</td>
</tr>
<tr>
<td></td>
<td>I took a special trade course.</td>
</tr>
<tr>
<td>x x x x x x x</td>
<td>None</td>
</tr>
<tr>
<td>1 1 1 1 1</td>
<td>Total 6</td>
</tr>
</tbody>
</table>

Question of liking school.—Table 8, page 65, gives the data indicated by the responses of the six subjects to the question: Did you like school?

The data reveal that the subjects expressed their opinion in a five to one distribution, one of the subjects did not like school, whereas, the other five did.

On the basis of these responses it is apparent that the subjects did not leave school because they did not like it with the exception of one case. This causes one to wonder why they did not make every effort to remain in school. Because of their environment, socio-economic, level, and outlook on life one might be inclined to conclude that perhaps they left school because it would make no difference, that
they could see, in their futures whether they stayed in school or not.
It is definitely indicated that most of them liked school, to say the
least.

TABLE 8

DISTRIBUTION OF THE RESPONSES TO THE QUESTION:
DID YOU LIKE SCHOOL (CHECK ONE)

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The question of participation in extra-curricular activities.-

Table 9, page 66, gives the data as indicated by the responses of the
six subjects to the question: Did you participate in any extra-
curricular activities?

As the data of Table 9 indicate, four of the subjects did not
participate in extra-curricular activities.

What did the school really have to offer the student which
might have influenced his decision? It is possible that it was only
a dull momentous routine for the subject since only two participated in extra-curricular activities. However, the table does not indicate what activities were provided.

TABLE 9

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: DID YOU PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES? (CHECK ONE)

<table>
<thead>
<tr>
<th>Case's Name and Response</th>
<th>Did You Participate in Extra-Curricular Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

The question of courses liked best in elementary school.—Table 10, page 67, gives the data as indicated by the responses of the six subjects to the question: Indicate three courses which you liked best in elementary school; and give the reason in each case for your choice.

Three of the subjects listed their choice courses, two of the subjects listed none, and one listed a shop course which was not taught in the elementary school.
All in all, the responses to this question seem to reflect that the school needs to examine its instructional procedure to determine to what extent vitalizing and enriching learning and living experiences are emphasized in every classroom and at every "activity."

**TABLE 10**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: INDICATE THREE COURSES WHICH YOU LIKED BEST IN ELEMENTARY SCHOOL; AND GIVE THE REASON EACH CASE FOR YOUR CHOICE**

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Courses Liked Best</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>Reading, Arithmetic, History</td>
<td>I like these courses because they tell so much about the United States.</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>Reading, Arithmetic, Spelling</td>
<td>I liked to try to read. I liked to try to solve problems. I liked to try to spell.</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>Masonry</td>
<td>I would like to build houses</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>Arithmetic, History, Science</td>
<td>I like arithmetic because it deals with number work. I like history because it deals with past-times. I like science because it deals with experiments.</td>
</tr>
</tbody>
</table>

The question of the degree of interest in extra-curricular activities.-Table 11, page 68, gives the data as indicated by the
responses of the six subjects to the question: In the list of 
extra-curricular activities below, check those which were of interest 
to you and double check those that were of most interest to you.

The data in Table II showed that four of the subjects had 
interest in some extra-curricular activities and that two had no 
interest in any extra-curricular activity.

**TABLE II**

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: IN THE LIST OF EXTRA-CURRICULAR ACTIVITIES, BELOW PLEASE CHECK (x) FOR THOSE WHICH WERE MOST INTERESTED TO YOU AND DOUBLE (xx) CHECK THOSE WHICH YOU PARTICIPATED WHILE IN SCHOOL

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>List of Extra-Curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; &quot;B&quot; &quot;C&quot; &quot;D&quot; &quot;E&quot; &quot;F&quot;</td>
<td></td>
</tr>
<tr>
<td>None None</td>
<td>Basketball</td>
</tr>
<tr>
<td>x x None</td>
<td>Baseball</td>
</tr>
<tr>
<td>xx x None None</td>
<td>Softball</td>
</tr>
<tr>
<td></td>
<td>Football</td>
</tr>
<tr>
<td>x None</td>
<td>Volleyball</td>
</tr>
<tr>
<td></td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>H-Y Club</td>
</tr>
<tr>
<td></td>
<td>Tri-Y Club</td>
</tr>
<tr>
<td>xx x None</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Dramatics</td>
</tr>
<tr>
<td></td>
<td>SS Club</td>
</tr>
<tr>
<td></td>
<td>4-H Club</td>
</tr>
</tbody>
</table>
The question of how far did the parents of the subjects go in school. Table 12, below, gives the data as indicated by the responses of the six subjects to the question: How far did your parents go in school?

The data in Table 12 showed that none of the subject's parents continued school beyond the first year high school.

TABLE 12

DISTRIBUTION OF THE RESPONSES TO THE QUESTION
HOW FAR DID YOUR PARENTS GO IN SCHOOL

<table>
<thead>
<tr>
<th>Case's Name of Father and Mother</th>
<th>College</th>
<th>High School</th>
<th>Elem. Grades Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case's Name of Father and Mother</td>
<td>College</td>
<td>High School</td>
<td>Elem. Grades Unknown</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. A</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mrs. A</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mr. B</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mrs. B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mr. C</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mrs. C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mr. D</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mrs. D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mr. E</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mrs. E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mr. F</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mrs. F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td>2</td>
<td>2 4 1 1</td>
</tr>
</tbody>
</table>

The question of occupations that subjects have held after dropping out of school. Table 13, page 70, gives the data as indicated by the responses of the six subjects to the question: List the types of occupations that you have held after dropping out of school.
The data revealed that only two of the drop-outs have held jobs after dropping out of school which indicates that the other four have become an addend to the other millions of jobless teen-age drop-outs.

TABLE 13

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: LIST THE TYPES OF OCCUPATIONS THAT YOU HAVE HELD AFTER DROPPING OUT OF SCHOOL

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Name of Occupations</th>
<th>Number with Jobs</th>
<th>Number without Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>Not any</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>Milk Dairy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>Not any</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>Royal Molding</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>Not any</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>Not any</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

The question of the monthly salaries of the drop-outs. - Table 14, page 71, gives the data as indicated by the responses of the six subjects to the question: What was the monthly salary of each job that you have held after dropping out of school?

The data reveal that four of the subjects have had no salary at all after dropping out of school, and two of the subjects have had salaries that average $1680 to $2160 per year.
TABLE 14

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT WAS THE MONTHLY SALARY OF EACH JOB THAT YOU HAVE HAD AFTER DROPPING OUT OF SCHOOL

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>No. of Jobs Held</th>
<th>Monthly Salaries</th>
<th>Total No. of Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>1</td>
<td>$140.00</td>
<td>1</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>1</td>
<td>$180.00</td>
<td>1</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Question of organizations which drop-outs are indentified.

Table 15, below, gives the data as revealed by the responses of the

TABLE 15

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: LIST ORGANIZATIONS WITH WHICH YOU ARE IDENTIFIED

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Names of Organizations with which I Am Identified</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>SS Club</td>
<td>1</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
six subjects to the question: List organizations with which you are identified?

The data revealed that one of the subjects was identified with a club, and the other five were not identified with anything.

The problem of a registered voter in the community.-Table 16, below, presents the data on the question: Are you a registered voter in your community?

All of the subjects indicated that they were not registered voters. Here, again, we see evidence of a low sense of values. However, this may not be too important at this time since all of the subjects are below voting age in Georgia which is eighteen.

TABLE 16

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: ARE YOU A REGISTERED VOTER IN YOUR COMMUNITY (CHECK ONE)

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Are You a Registered Voter in Your Community</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
The question of being a member of the Parent-Teacher Association in the community.-Table 17, below, presents the data of the responses to the question: Are you a member of the Parent-Teacher Association in your community?

The data indicated that none of the subjects were members of the Parent-Teacher Association.

It is evident that the people of Luthersville Elementary School community have not fully realized the value of community education in training the youth to take part in constructive activities.

### TABLE 17

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: ARE YOU A MEMBER OF THE PARENT-TEACHER ASSOCIATION IN YOUR COMMUNITY (CHECK ONE)**

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Are You a Member of the Parent-Teacher Association</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The question of progress while in school.-Table 18, page 74, presents the data on the question: What progress were you making in school at the time you withdrew?

The data on the responses were from the six subjects; four of the responses indicated that their work were unsatisfactory, one satisfactory, and one very satisfactory.
TABLE 18

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT PROGRESS WERE YOU MAKING IN SCHOOL AT THE TIME YOU WITHDREW (CHECK ONE)

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Very Satisfactory</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The problem of occupation while in school.—Table 19, below, presents the data on the question: What was your occupation while in school, that you liked best?

TABLE 19

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT WAS YOUR OCCUPATION WHILE IN SCHOOL, THAT YOU LIKED BEST

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Name of Occupation that I Liked Best While in School</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>Not any</td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>Not any</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>Not any</td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>Farming</td>
<td>1</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>Not any</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>Not any</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
The data revealed that only one subject indicated that he had a liked-occupation while in school.

The question of occupational choices since dropping out of school. Table 20, below, presents the data on the question: What is your occupational choices since dropping out of school?

The data on the responses of the six subjects; five of the subjects have had no occupational choices since dropping out of school as compared to one has become interested in brick masonry.

The data indicate that the subjects had left school without the minimum education that will give them a promise of a good life.

**TABLE 20**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT ARE YOUR OCCUPATIONAL CHOICES SINCE DROPPING OUT OF SCHOOL**

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>My Choice Occupation after Dropping Out of School</th>
<th>None</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>Not any</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>Not any</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>Not any</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>Brick masonry</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>Not any</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>Not any</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The question of a planned occupation to enter. - Table 21, page 76, presents the data derived from the responses to the question: When you dropped out of elementary school had you decided what
occupation you planned to enter?

The responses from the six subjects were five to one "no," that is, five of the subjects had made no decisions as to what occupation they would enter, only one of them had made some decisions.

TABLE 21

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHEN YOU DROPPED OUT OF ELEMENTARY SCHOOL HAD YOU DECIDED WHAT OCCUPATION YOU PLANNED TO ENTER (CHECK ONE)

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>I Had Planned the Occupation that I Wanted to Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>x</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>x</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>x</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>x</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>x</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>x</td>
</tr>
</tbody>
</table>

Totals 1 5

The data indicate that from the age of about fifteen onward and even earlier retarded children need special vocational guidance and training. Vocational guidance officers in regular school systems are often unaware of the kinds of work that can be done by the retarded adolescent. It also implies that there might also be a need for training workshops for retarded children in the elementary school.
The question of going back to Luthersville Elementary School for advice since dropping out of school. Table 22, below, presents the data on the responses to the question: Have you gone back to Luthersville Elementary School for advice or help since you dropped out? The data indicate that none of the subjects have been back to Luthersville school for help or advice. The data reveal that there is much need for more guidance personnel.

**TABLE 22**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION HAVE YOU GONE BACK TO LUTHERSVILLE ELEMENTARY SCHOOL FOR ADVICE OR HELP SINCE YOU DROPPED OUT OF SCHOOL (CHECK ONE)**

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>I Have Gone Back to Luthersville School for Help and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>&quot;A&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
</tr>
</tbody>
</table>

The question of reasons for going back to Luthersville Elementary School. Table 23, on page 78, presents the data on the responses to the question: Write reasons for your going back to Luthersville Elementary School. The data reveal that none of the six subjects expressed any reasons for going back to Luthersville school for advice.
### TABLE 23

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION:**
**WRITE YOUR REASONS FOR GOING BACK TO LUTHERSVILLE ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>My Reasons for Going Back to Luthersville Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>None</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>None</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>None</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>None</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>None</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>None</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
</tr>
</tbody>
</table>

The question of how much needed help received while in school. Table 24, below, gives the data as indicated by the responses of the six subjects to the question: How much of the needed help did you get when enrolled in Luthersville Elementary School to prepare you for the best kind of citizen?

### TABLE 24

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION:** HOW MUCH OF THE NEEDED HELP DID YOU GET WHEN ENROLLED IN LUTHERSVILLE ELEMENTARY SCHOOL TO PREPARE YOU FOR THE BEST KIND OF CITIZENSHIP

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>Amount of Needed Help I Received in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; &quot;B&quot; &quot;C&quot; &quot;D&quot; &quot;E&quot; &quot;F&quot;</td>
<td>x x x x x x All or almost all that I needed</td>
</tr>
<tr>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 1 1 1 1 1 1</td>
<td><strong>Totals</strong></td>
</tr>
</tbody>
</table>
The data reveal that the subjects expressed their opinion in a close distribution of percentages to this question, five of the subjects said that school had given them all most all the help that they needed, and one considerably, but not enough.

The question of courses which were not taught that should have been taught. — Table 25, below, gives the data as indicated by the responses of the six subjects to the question: Write the names of courses which were not taught and that you think should have been taught while you were a student. The data in Table 25 show that all responses were no other courses should have been taught while they were a student.

**TABLE 25**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WRITE THE NAMES OF COURSES WHICH WERE NOT TAUGHT AND THAT YOU THINK SHOULD HAVE BEEN IN ELEMENTARY SCHOOL WHILE YOU WERE A STUDENT**

<table>
<thead>
<tr>
<th>Case's Name</th>
<th>Names of Courses that Should Be Taught</th>
<th>No. to Be Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>Not any</td>
<td>0</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>Not any</td>
<td>0</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>Not any</td>
<td>0</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>Not any</td>
<td>0</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>Not any</td>
<td>0</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>Not any</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
The problem of those who tried to encourage subjects to remain in school. Table 26, below, gives the data as indicated by the responses of the six subjects to the question: Check the blank opposite any of the following who tried to encourage you to remain in school. The data in Table 26 show that all subjects had some encouragement to remain in school, the home room teacher seems to be the most general source of encouragement for all subjects.

**TABLE 26**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: CHECK THE BLANK OPPOSITE ANY OF THE FOLLOWING WHO TRIED TO ENCOURAGE YOU TO REMAIN IN SCHOOL**

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>Those Who Encouraged Me to Remain in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C, D, E, F</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>Home-room teacher</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>General Science teacher</td>
</tr>
<tr>
<td></td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>English teacher</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Home Economics teacher</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Social Science teacher</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Mathematics teacher</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>Mother</td>
</tr>
<tr>
<td></td>
<td>X X X</td>
</tr>
<tr>
<td></td>
<td>Father</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Others - My Aunt and Uncle</td>
</tr>
</tbody>
</table>
The question of the socio-economic status of the subject's parents. Table 27, below gives the data as indicated by the responses of the six subjects to the question: What was the socio-economic status of your parents when you were in school?

The data from the problem for the six subjects substantiate the overall opinion that the socio-economic status might affect school children greatly, both as to attendance and achievement.

**TABLE 27**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT WAS THE SOCIO-ECONOMIC STATUS OF YOUR PARENTS WHEN YOU WERE IN SCHOOL (CHECK THE ONE THAT APPLYS TO YOU)**

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>My Parents Socio-economic Status While I Was in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; &quot;B&quot; &quot;C&quot; &quot;D&quot; &quot;E&quot; &quot;F&quot;</td>
<td></td>
</tr>
<tr>
<td>$133.</td>
<td>My mother's monthly salaries --</td>
</tr>
<tr>
<td></td>
<td>My father's monthly salaries --</td>
</tr>
<tr>
<td>x x</td>
<td>Renting home</td>
</tr>
<tr>
<td>x</td>
<td>Buying home</td>
</tr>
<tr>
<td>x</td>
<td>Share cropper</td>
</tr>
<tr>
<td>x</td>
<td>Own farm</td>
</tr>
<tr>
<td>x x</td>
<td>Renting farm</td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
</tr>
<tr>
<td></td>
<td>(1) My mother was unemployed</td>
</tr>
<tr>
<td></td>
<td>(2) My father was unemployed</td>
</tr>
</tbody>
</table>
The question of occupations of subject's parents.-Table 28, below, gives the data as indicated by the responses of the six subjects to the question: What were the occupations of your parents?

The data in Table 28 indicate the types of occupations in which the subjects' parents are engaged or employed. These employments are confined to unskilled labor and domestic service work.

The data reveal that since it is the consensus of most children to follow the sequence of their parents the subjects dropping out of school seems to have been a matter of following the parental example.

**TABLE 28**

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION: WHAT WERE THE OCCUPATIONS OF YOUR PARENTS**

<table>
<thead>
<tr>
<th>Case's Name and Responses</th>
<th>My Parents Were Employed As Employed Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>My father was a day worker x</td>
</tr>
<tr>
<td></td>
<td>My mother unemployed - sick x</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>My father - dairy work x</td>
</tr>
<tr>
<td></td>
<td>My mother unemployed - sick x</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>My father unemployed - sick x</td>
</tr>
<tr>
<td></td>
<td>My mother - farmer x</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>My father - farmer x</td>
</tr>
<tr>
<td></td>
<td>My mother - housewife x</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>My father - farmer x</td>
</tr>
<tr>
<td></td>
<td>My mother - housewife x</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>My father - unknown</td>
</tr>
<tr>
<td></td>
<td>My mother - elevator operator</td>
</tr>
</tbody>
</table>
The question of legal efforts that influenced school attendance.-Table 29, below, gives the data as indicated by the responses of the six subjects to the question: List the legal efforts that influenced your school attendance. The data in Table 29 show that the visiting teacher has been the only one responsible for the legal efforts made to influence school attendance of the subjects.

The data in Table 29 reveal an interesting picture: only one legal influence has been used to influence, and the writer feels that there should be other administrative measures also used.

### TABLE 29

**DISTRIBUTION OF THE RESPONSES TO THE QUESTION:**
**LEGAL EFFORTS THAT INFLUENCE SCHOOL ATTENDANCE**

<table>
<thead>
<tr>
<th>Case's Name and Response</th>
<th>Legal Efforts that Influence School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>The visiting teacher</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>The visiting teacher</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>The visiting teacher</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>The visiting teacher</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>The visiting teacher</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>The visiting teacher</td>
</tr>
</tbody>
</table>

General interpretation of finding for the group.-The overall evaluation of each case-history will be presented under the following captions:
I. The Home and Family Background

II. The General Health Status

III. The Level of Social and Emotional Adjustment

IV. The Degree of Educational Adjustment

V. The type of Interest and Leisure Time Activities

VI. The Subjects Main Reasons for Dropping Out of School

Individual Interpretation of Findings for "A"

Home and family background. - "A" is living with her parents, and is the youngest of five of the children, the other six children are younger than she. Being the middle sibling and having a sick mother, she had to do the housework. The father supports the children by day work in the community. The home is common but clean and attractive. The father had seven years of schooling, and the mother finished the ninth grade. "A" is a member of the Baptist church, and so are the other members of the family, but "A" seldom gets to attend.

The general status of physical and mental health. - "A" is a girl of average size for her age. Her general appearance, clothes and grooming were always fair, and she seem to be very eager to keep herself looking well at all times. From her facial expression, she seems to be happy. She has had mumps, measles, and whooping cough. The school record shows that she has attended school irregularly, and that she was often tardy. The record also shows that she was in the eighth grade last year.

The level of social and emotional adjustment. - "A" is a child who seeks the companionship of other children rather than solitary play. "A" assumed leadership only when making plans for the group, and
cooperated with the group, if the activity was not in accordance with her planning.

The degree of educational adjustment. - The Mental Ability of "A" was revealed in her mental age of 14 years and 6 months which indicated a grade placement of 4.8 which was markedly below the expected achievement level of 6.5 for the sixth grade which she was enrolled, at the time the test was given.

The type of interest and leisure time activities in which "A" engaged. - "A"'s leisure time activities in which she engaged were softball, music, and 4-H Club.

The main reasons for "A" dropping out of school. - "A" gave the following reasons for dropping out of school: (1) She had to help with the sick members of the family, (2) She had too many chores in the home to do to have time to study, (3) With the continued sickness of her mother, she had to stay out so much until she thought it best for her to quit school.

Individual Interpretation of Findings for "B"

Home and family background. - "B" lives with his father and mother. There are seven children in the family. "B" is the eldest of the seven children. Being the eldest, and a boy he has had to work to help his father pay the bills for his sick mother. The boy and his father work at a milk dairy. Their monthly salaries are $140 per month each, which makes their joint monthly salary $280. The home is uncommon and unclean. The father had only seven years of schooling, and the mother finished the eighth grade. "B" is a member of the Baptist church, but seldom attends. The social activities are centered around
the school activities.

The general status of physical and mental health. "B" is a boy of average size for his age. His general appearance was poor, clothes and grooming were always poor, and he did not keep himself looking well at all times. From his facial expression, he seemed to be unhappy. He has had mumps, measles, and whooping cough. The school record shows that he has attended school poorly. The record also shows that he was in the eighth grade last year.

The level of social and emotional adjustment. "B" sought the companionship of other children rather than solitary play. "B" would sometimes act as a leader in a group by suggesting plans or change of activity, and would cooperate with the group for a short time, if the activity was not in accordance with his planning, he would quit the game saying that he had a severe headache.

The degree of educational adjustment. The Mental Ability of "B" was revealed in his mental age of 15 years and 5 months which indicated a grade placement of 3.4 which was markedly below the expected achievement level of 6.5 for the sixth grade in which he was enrolled. In other words, "B" performed at 3.1 below the norm of mental growth and development as measured by this test.

The type of interest and leisure time activities, in which "B" engages. "B" did not have a varied interest in activities. He was interested only in softball.

The main reasons for "B" dropping out of school. "B" gave the following reasons for dropping out of school: (1) He had to help with the support of his family, (2) He wanted to get a car of his own, and (3) He had to help with the sick members of the family.
Individual Interpretation of Findings for "C"

Home and family background.—"C" is an illegitimate child. She has a mother, three brothers, and three sisters. Neither of the children has the same father. "C" lives with her mother who works as a farmer and rents her home. The socio-economic status is poor. The educational status of the father is unknown. "C's" mother finished the third grade. "C" and her mother are members of the Baptist church, but they seldom attend.

The general status of physical and mental health.—"C" is a girl of robust size for her age. Her general appearance was always fair, and her clothes and grooming, fair, and she seemed to care how she looked. From her facial expression she seemed to be unhappy. She has had the mumps, measles, and chicken pox. The school record shows that she has very irregular attendance. The index of her number of absences from school shows a total of 759 days years in elementary school with an average of 108.33 per year. The record also shows that she was in the seventh grade last year.

The level of social and emotional adjustment.—"C" was a child who was easily depressed by disappointing occurrences. She seldom gave suggestions as to change of activity, never participated in any extra-curricular activities unless, the members of the group almost drafted her.

The type of interest and leisure time activities.—"C" had no interest for leisure time activities, her leisure time since dropping out of school has been spent doing house-to-house calling or visiting with her peers who have proceeded her as school-leavers.
The main reasons for "C" dropping out of school. "C" gave the following reasons for dropping out of school: (1) She did not like her classmates, (2) She did not like her teacher, (3) She had insufficient clothing, (4) She did not like to study, (5) She had passed the age of 16, and (6) She had to help with the family.

Individual Interpretation of Findings for "D"

Home and family background."D" lives with his parents. He is the eldest of four children. Being the eldest child and a boy, he has been indulged and petted. The father supports the family by farming as a sharecropper. The home is common but clean. The father had seven years of schooling, and the mother finished the seventh grade. The six children are active members in the Baptist church, their father attends also. The social activities are centered around the school activities and motion picture theatres.

The general status of physical and mental health."D" is a boy of robust size for his age. His general appearance is good, clothes and grooming is always good, and he seems to be eager to look well. From his facial expression, he seems to be happy. He has had most childhood diseases. The school record shows that he has not attended school regularly. The record also shows that he was in the eighth grade last year.

The level of social and emotional adjustment."D" is a child who showed no attempt to take leadership, but either followed or ignored others. He was usually shy, but seemed at ease with a few familiars, after long association as with persons in his class, and classmates. His preference type of play activities while in school were always
individualistic and he seemed to show some unrest when his classmates chided him about group activities.

The degree of educational adjustment. - "D's" record shows that he made the following grade placements on the Metropolitan Achievement Test Battery Form T: Reading 2.1, Vocabulary 3.6, Language Usage 2.3, and Spelling 2.2. "D's" chronological age at the time that the test was given was 13.8, and school grade was 4.10.

The type of interest and leisure time activities in which "D" engaged. - "D's" leisure time activities were baseball and music.

The main reasons for dropping out of school. - "D" gave the following reasons for dropping out of school: (1) He felt that his subjects were too difficult, (2) He was a poor reader, (3) He was tired of farm work, (4) He wanted to get a car of his own, and (5) He wanted to work and earn money of his own.

Individual Interpretation of Findings for "E"

Home and family background. - "E" is living with his parents, and eleven sisters and brothers. "E" is the youngest of two children, the other nine children are younger than the subject. The father supports the children by farming in the community. The home is very common, unclean and unattractive. The father had seven years of schooling, and the mother finished the sixth grade. "E" is a member of the Methodist church and Sunday school, but his father is Baptist, so they seldom attend church together.

The general status of physical and mental health. - "E" is a boy of average size for his age. His general appearance was always poor, clothes and grooming were always poor, and he did not seem to care how
he looked. From his facial expression, he seemed to be happy. He has had mumps, measles, and whooping cough. The school record shows that he has attended school irregularly, and that he was often tardy. The record also shows that he was in the eighth grade last year.

The level of social and emotional adjustment. "E" was a child whose play was of a mild type, he liked activities that could be carried on at a low energy level. He never volunteered to join the group, but if routine play was in order he would always assume his role.

The degree of educational adjustment. "E's" record shows that he has taken the reading variable of the California Achievement Test, on this test "E" made a grade placement of 2.6 which was substantially below the expected level of 6.5 on eighth grade pupils; for the obtained score indicated a 5.9 of retardation in reading performance.

The type of interest and leisure time activities in which "E" engaged. "E's" leisure time activities were baseball and volleyball.

The main reasons for "E" dropping out of school. "E" gave the following reasons for dropping out of school: (1) He did not like to study, (2) He was a poor reader, and (3) He had passed the age of sixteen.

Individual Interpretation of Findings for "F"

Home and family background. "F's" father and mother were separated when he was four years old. His mother lives in another city. He has been with his maternal grandparents since the separation of his parents. "F" is the eldest of three children, the other two are, one girl and boy. Then there are eleven other grandchildren and
four adults who live with the grandparents. The grandparents board
the subject, his mother works as an elevator operator; therefore, she
spends no part of her day with her children who are left alone to care
for themselves. The socio-economic status is poor. The educational
status of the mother is two years high school.

The general status of physical and mental health. "F" is a boy
of average size for his age. His general appearance, clothes and
grooming are always good, but he does not seem to care how he looks.
From his facial expression he does not seem to be happy. He has had
mumps, measles and whooping cough and an accident in early childhood
which caused him to lose the sight in one eye. The school record shows
that the index of the number of absences from school is a total of 244
days absent, and an average of 30.50 days per year. The record also
shows that he was in the eighth grade last year.

The level of social and emotional adjustment. "F" was a child
who usually permitted established standards to regulate his behavior,
but occasionally he ignored them as request for the conformity was made
by a person he disliked in the neighborhood center.

The degree of educational adjustment. "E's" record shows that
he has not taken any of the standardized tests.

The main reason for "F" dropping out of school. "F" has stated
only one reason for dropping out of school: (1) He could not get a
suit to wear for his graduation.
CHAPTER III

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Recapitulation of Theoretical Basis of Study

Rationale.—Forty per cent of all children in the United States fail to complete their high school education. Next year there will be more of them and the year after still more - unless parents and schools take this compelling problem as their own and start to move.

Youngsters who have not graduated from high school are almost doomed to unskilled labor and domestic service, for a high school diploma is also required if a boy is to become an apprentice in most trades such as bricklaying or plumbing.

Youngsters who drop out of school have, of course, no hope for securing any skilled jobs unless we can somehow persuade them to get more training.

The drop-out is an individual problem and a family problem, but it is also a community problem and a state problem. There must be reasons for drop-outs. Hence, fully cognizant of the urgent problems school leavers will have to face as citizens in our changing and difficult times as well as the tremendous responsibility of helping these children, the writer desired to know more about the pupil's reasons for leaving school so that she might better understand their particular problems.
Evolution of the problem.—The problem of this research had its origin in an interest of the writer who is a teacher in the school where the study was made. It is felt that knowledge of the pupils' reasons for leaving school before the legal quitting age would aid the writer in understanding the particular problems of these school leavers; and enable her to more effectively plan for her classes. Talks with the principal, the attendance personnel, classroom teachers in the school locale revealed that educators are interested in the problems of the drop-out. This combination of personal interest and the expression of an interest and need by others led to the selection of this problem as the basis for the research here reported.

Contribution to educational knowledge.—It was the opinion of the writer that a case study of six school leavers would provide the reasons for as well as provoke greater insight into the particular causes experienced by the individual pupils who drop out of school. Foster parents may be helped to understand, and possibly become fully aware of their limitations for home-guidance of their children as a result of having been given an opportunity to re-examine their past attitude toward their children and to crystallize their thinking about the present school leavers. Lastly, teachers may be able to understand more fully the needs and motives of their pupils and become more concerned about what they, and we, are not accomplishing in our school.

Statement of the problem.—The major problem of this study was to develop Case-Studies of six school-leavers, ages thirteen to sixteen years, in the Luthersville Elementary School, Luthersville, Georgia as to 1962-1963. The study sought to identify the reasons and factors involved in pupils dropping out of school.
Limitation of the study.-The major limitations of this research inhered in the extent to which the case-study technique, employing classroom observation, home visitation, and official school records, could isolate and identify the valid factors and causes for dropping out of school on the part of six school-leavers in Meriwether County, Georgia.

Purpose of the study.-The major purpose of this study was to determine why boys and girls do not complete their high school education; where does the problem start; and what are the effects of these factors upon their lives. The specific purposes of this study were to determine for the six subjects of the Case-Study:

1. The home and family background
2. The general status of physical and mental health
3. The level of social and emotional adjustment
4. The degree of educational adjustment
5. The type of interest and leisure time activities in which they engage; and
6. For the group, formulation of whatever implications for educational guidance as may be derived from the data.

Definition of terms.-The significant terms used throughout the study are characterized below:

1. "School-leaving Pupils" - refer to those pupils from a selected elementary school who dropped out before finishing high school.
2. "School-leavers" - refer to "drop-outs" and/or "school-quitters" as synonymous terms.

Locale of the study.-The school which was the locale of this study was located in the extreme northern section of Meriwether County, Georgia, which is rural section of low socio-economic status and structure.
The population of the village is 355, of which number seventy-five per cent are Negroes. The educational status of the adult population, both white and Negro, is at a minimum as measured by school grades completed. Most of the patrons are farmers, except for the few who work in the adjacent communities of Newnan and Atlanta, Georgia.

This consolidated school reaches out to serve five adjoining communities. It has an enrollment of 326 pupils and a staff of nine: 8 female and 1 male teacher. All of these teachers hold a college degree, with six of them having done graduate study and one (the man) holds the Master's degree. A counselor is not available; therefore, each teacher serves as a teacher and guidance counselor.

**Period of study.**—This research was carried out during the school year, 1963-1964.

**Method of research.**—The Case-Study Method of research, employing the specific technique of classroom observation, home visitation, and official school records, was used to gather the data for this study.

**Subjects.**—The subjects involved in this study were: (a) Nine teachers, (b) Six parents, (c) Sixteen-age children, and (d) twenty citizens of Meriwether County, Georgia.

**Description of instruments and materials.**—The instruments used to collect the data were:

1. **A Follow-up Questionnaire:** To What Extent Do You Think the Curriculum of Your School Is Geared to Meet the Needs of the Community Which It Serves?

2. **Interview Schedule:** Supplementary and Substantiating the questionnaire data.
3. Meriwether County Cumulative Records - Ages; Attendance and scholastic records, test scores, health-physical and conduct records.

4. Sequential Test of Educational Progress

Operational steps.- The procedural steps used in the conduct of this study are indicated below:

1. The related literature of the problem was surveyed and abstracted for inclusion of this thesis.

2. Permission and approval to use pupils of the school as subjects for the study was secured from the proper school officials.

3. A Case-Study format was developed and used for categorizing and recording the different types of data gathered.

4. Adults in the community were contacted and requested to participate in the study.

5. Interviews were with each pupil, his parents, former teachers, relatives, sibling, the attendance personnel, play leaders at the neighborhood community center, and the public health nurse.

6. Interviews were held with the parents to get precise accounts of their occupations and educational background, evidences of stability or disorganization in family (i.e.) history of marriage or informal extra-legal attachment; desertions, abandonments; etc.

7. Anecdotal records were developed of the behavior of the subjects including past activities in the school room, on the playground, on the streets of the neighborhood, and at home.

8. Cumulative records were examined for each pupil's academic achievement, family status, physical health, attendance, physical achievement, statistical data psychological reports, and performance on individual and group intelligence scale.

9. Responses were recorded of the subjects to questionnaires concerning out of school activities, personal evaluation, evaluation of classmates, interest, ambition, attitudes,
leisure time activities, moral values, health history and habits, family and home conditions, identifications with parents and other adults, worries and fears.

10. Implications, for educational practice were derived from the analysis and interpretation of the data.

11. The data collected through the questionnaire and interviews were assembled in appropriate tables as determined by the purposes of the study.

12. The data from the questionnaires and interviews were statistically treated with reference to frequency and percent of response to the respective questionnaire items and/or response gained through the interviews.

13. The Findings, Implications, Conclusions, and Recommendations which were derived from the analysis and interpretation of the data constituted the content of the thesis copy.

Collection of Data:

1. The related literature was reviewed and summarized during the month of August, 1963.

2. During the month of September and October, 1963 the writer completed the following:
   (a) Interview with teachers and parents
   (b) Selection of "Subjects" for the study
   (c) Distribution of questionnaires to the subjects and teachers concerning out of school activities, interest, ambition, attitudes and leisure time activities.

3. Selected Standardized objective instruments which had been administered previous to the dates of drop-outs November, 1963.

4. Case-Studies data was collected during the months of December, 1963; January, February, and March, 1964.

5. The data was summarized analyzed and interpreted during the months of April, May, and June, 1964.
6. The conclusions, implications and recommendations were completed in June, 1964.

7. The finished thesis was submitted to the advisors in June, 1964.

Summary of basic findings. - The findings of this research are summarized below under three headings: (a) Summary of test data, (b) Summary of questionnaire data, and (c) Summary of data for each of the six (6) Case-histories.

Summary of testing data. - The school records show that five of the subjects have had some type of Standardized Test during their elementary school years, and also give the "Teacher-marks" and averages for these years.

Summary of questionnaire data. - The summary of the responses to the questionnaires executed by the six subjects follows below. The question is stated first and then the information is given just as obtained from the findings:

Number of questionnaires distributed and returned. Table 1. For the two groups: six subjects, nine teachers; forty-two questionnaires were sent out, one hundred per cent was returned.

The one hundred per cent return of questionnaires indicates cooperation on the part of all the subjects.

Where are you living at the present time? Table 2. For the six subjects responses indicated that they were all Georgians, and all of them are living in or near Luthersville, Georgia.

What is your marital status? Table 3. For the group of six subjects' responses, all of the subjects said that they were
single. Since all of the subjects questioned were Junior High students it was not expected that their marital status would be anything other than single.

What age and grade were you when you dropped out of school? Table 4. From the responses of the group of six subjects; their age ranged from 15.1 years to 17.1 years at the time that the study was begun, and that five of them were eighth graders, and one was a seventh grader. The actual chronological age and grade level of all the subjects is considerably below normal.

What year and month did you drop out of school? Table 5. From the responses of the six subjects they all quit school during different months of the scholastic school year of 1962-1963.

This consensus of opinion would appear that the drop-outs had no particular month of the year to take their leave from school. It is interesting to note that only two of the subjects, "E" and "F," dropped out at the end of the school year.

Check all the main reasons for your dropping out of school. Table 6. From the subjects' responses, their most common reasons for leaving school were: They had to help their family, they had to help with the sick members of the family, they wanted to get a car of their own, and they were poor readers. These students quit school for a number of relatively insignificant reasons.

What other educational programs did you pursue after dropping out of Luthersville Elementary School? Table 7. From the subjects' responses none of the subjects have pursued any other educational program or engaged in anything that the writer could
see to better themselves, further indicates their low sense of values.

Did you like school? Table 8. On the basis of the subjects' responses it is apparent that the subjects did not leave because they did not like school, only with the exception of one case. This causes one to wonder why they did not make any effort to remain in school. Because of their environment, socio-economic level and outlook on life one might be inclined to conclude that perhaps they left school because it would make no difference, as they could see, in their future whether they stayed in school or not.

Did you participate in any extra-curricular activities? Table 9. From the subjects' responses four of the group did not participate in extra-curricular activities. What the school really had to offer the subjects might have influenced this decision. It is possible that it was only a dull momentous routine for the subjects since only two participated in extra-curricular activities.

Indicate three courses which you liked best in elementary school; and give the reason in each case. Table 10. Three of subjects listed their choice courses, two of the subjects listed none, and one, a shop course which was not taught in the elementary school.

In the list of extra-curricular activities, below please check (x) for those which were most interested to you double (xx) those which you participated in school. Table 11. The group of subjects' responses showed that four of them had interest in some
extra-curricular activities and that two had no interest in any extra-curricular activity.

How far did your parents go in school? Table 12. The six subjects' responses were that none of their parents continued school beyond the first year of high school.

List the types of occupations that you have held after dropping out of school. Table 13. The subjects' responses reveal that only two of the drop-outs have held jobs after dropping out of school which indicates that the other four have become an addend to the other millions of jobless teen-age drop-outs.

What was the monthly salaries of each job that you have had after dropping out of school? Table 14. The subjects' responses reveal that the two who had had job salary were: "B" whose salary was $1400. monthly and "D" whose salary was $180. monthly.

List organizations which you are identified. Table 15. From the subjects' responses only one of the subjects was identified with a club, and the other five were not identified with anything.

Are you a registered voter in your community? Table 16. The group of subjects gave 100 per cent no for none of them were registered voters. Here again we see a low sense of values, however, this may not be too important at this time since all of the subjects are below voting age in Georgia which is eighteen.

Are you a member of the Parent-Teacher Association in your community? Table 17. From the subjects' responses none of them were members of the Parent-Teacher Association.

It is evident that the people of Luthersville Elementary school community have not fully realized the value of community
education in training the youth to take part in constructive activities.

What progress were you making while in school at the time you dropped out? Table 18. The responses from the subjects were: four responded that their work was unsatisfactory, one satisfactory, and one very satisfactory, however, the "Teacher-Marks" for each subject was unsatisfactory and incomplete.

What was your occupation while in school that you liked best? Table 19. The responses from the subjects show that only one subject had a liked-occupation while in school.

What are your occupational choices since dropping out of school? Table 20. From the subjects' responses five of the subjects have had no occupational choices since dropping out of school. One has become interested in brick masonry.

When you dropped out of elementary school had you decided what occupation you planned to enter? Table 21. The responses from the six subjects were five to one; five of the subjects had made no decisions as to what occupation they would enter, only one had made some decisions.

Have you gone back to Luthersville Elementary School for advice since dropping out of school? Table 22. The subjects' responses revealed that none of the subjects have been back to Luthersville school for help or advice.

Write your reasons for going back to Luthersville Elementary School. Table 23. The responses from the subjects reveal that none of the six have had reasons for going back to Luthersville school for advice.
How much of the needed help did you get when enrolled in Luthersville Elementary School to prepare you for the best kind of citizenship? Table 24. The responses from the subjects were expressed in a close distribution of percentages to this question, five of the subjects said that the school had given them almost all the help that they needed, and one considerably, but not enough.

Write the names of courses which were not taught and that you think should have been taught in elementary school while you were a student. Table 25. The responses of the subjects show that no other courses should have been taught while they were in school.

Check the blank opposite the following who tried to get you to remain in school. Table 26. The subjects' responses show that all subjects had some encouragement to remain in school, the homeroom teacher seems to be the most common source of encouragement for all subjects.

What was the socio-economic status of your parents when you were in school? Table 27. The responses from the subjects reveal that the parents were of the lower class, the fathers of the families being sharecroppers, and renting their homes.

What were the occupations of your parents? Table 28. The responses from the subjects reveal that the types of occupation in which their parents are employed are confined to unskilled labor and domestic service work.

What were the legal efforts that influenced your school attendance? Table 29. From the subjects' responses, only one
legal effort has been made to influence their school attendance, the "visiting teacher."

Summary of data for the case-histories. - The significant facts gathered about each of the six subjects are outlined in the separate paragraphs to follow:

Case "A" - On the California Short Form Test of Mental Maturity "A's" grade placement was 4.8 which was markedly below the expected achievement of 6.5 for the sixth grade in which she was enrolled. The range of her "Teacher-Marks" was C to B, average C+.

Case "B" - On the California Short Form Test of Mental Maturity "B's" grade placement was 3.4 which was markedly below the expected achievement level of 6.5 for the sixth grade in which he was enrolled. In other words, "B" performed at 3.1 below the norm of mental growth and development as measured by this test. The range of his "Teacher-Marks" was C to D, average D.

Case "C" - On the Metropolitan Achievement Test Elementary Battery: Form T, "C" made the following grade placements: reading 1.9; word meaning 1.4; fundamentals of arithmetic 2.3, arithmetic problems 2.7, and spelling 2.7. "C's" chronological age at the time the test was given was 10.4 and her grade in school was the third. The range of her "Teacher-Marks" were D to C, average D.
Case "D" - On the Metropolitan Achievement Test Elementary Battery Form T, "D" made the following scores: reading grade placement 2.1, vocabulary 3.6, language usage 2.3, and spelling 2.2. "D's" chronological age at the time that this test was given was 13.8, and his grade in school was 4.10. His "Teacher-Marks" were D to D-, average D-.

Case "E" - On the reading variable of the California Achievement Test, "E" made a grade placement of 2.6 which was substantially below the expected level of 8.5 on eighth grade pupil; for the obtained score indicated a 5.9 years of retardation in reading performance. His range of "Teacher-Marks" is C to D, average C-.

Case "F" - The record of "F" shows that he has not taken any standardized test during his elementary school years. His "Teacher-Marks" range from D to C-, average C-.

Summary of environmental and background data. The age of the subjects range from 15.1 to 17.8. The subjects in the study were six children, four boys and two girls; three of the subjects' birth dates were in August, two in November, and one in December. The subjects' general health was good and excellent. All of the subjects are living in or near Luthersville, Georgia. Five of the subjects were eighth graders, and the other one was a seventh grader. None of the subjects was the only child, all have some siblings, the number ranging from three to eleven.
All of the families were of the lower class, the fathers of the families being sharecroppers, day-laborers, lumber mill workers, etc. The educational status of the parents was at a minimum as measured by school grades completed, for none of them completed their high school grades.

Summary of related literature.-According to available psychological literature, the case study may be used in studying the child and solving problems of all kinds. Studies are most effective when they contain pertinent information and direct statements from the subject himself. To reveal the reasons of the school quitting child as a whole, a case study should be inclusive enough to give a balanced picture of the child. Case studies of school quitting children are valuable in suggesting procedures and techniques to readers who must solve similar problems.

The term "school leavers" is used by many as a designation for any child who quits school before the legal quitting age or does not complete the academic standards of high school, year by year. This group comprises forty per cent of the teenagers in the United States.

Some of the causes of children losing interest in school and becoming drop-outs are: following their parental example, their low mental functioning ability, ability due to inheritance or the cultural environment in which they find themselves. Trouble with parents, brothers and sisters, poor eyesight or hearing, meager educational resources in the home, are only a few of the reasons why children fail to meet expectations.

To decrease the number of "drop-outs" yearly, there must be special class placement, and curriculums with goals and objectives
realistically adapted to the needs and resources of ordinary people in ordinary circumstances.

Under-privileged children have few incentives for good conduct. They learn their social class ways from parents and other adults of the community who severely punish bad conduct and seldom reward good conduct. Lower class parents place little emphasis upon the mental and physical health of their children.

Conclusions. The findings in this study revealed the following conclusions:

1. The overall data revealed that each subject is a part of all that he has met along the way - his family environment, his home life, his schooling or lack of it, and his total experience. Although these subjects have had their free will, their reactions seem to substantiate this theory; "One's choice of reaction is not free, but determined by a sequence of causes independent of his will."

2. The overall data revealed that there were insufficient guidance services, visiting teachers and other specialists to help these drop-outs solve their difficulties.

3. The overall data revealed that there was a lack of training of the sense of values, and good examples on the parents, and other adults.

4. The overall data revealed that while intellectual inability to meet certain course requirements was one factor causing the subjects to drop out of school it certainly was not the dominant cause.

5. The overall data revealed that there was a need of simply offering the "subjects" constructive activities to occupy their time; hobbies and athletics to adequately fill their leisure time.

6. The overall data revealed that most of these school-leavers left school for less glamorous or insignificant reasons. For example: cars and money of their own, or they were poor readers.

Implications. The analysis and interpretation in this study would appear to reveal the following significant implications:
1. It is evident that parents must take the lead in solving the immediate problem of the million young people every year for whom we have no place, because they become the victim of drop-outs.

2. There appears to be a definite need for these problems to be solved on a community basis since each town is different, with different kinds of people, skills, occupations, and training resources.

3. It appears that to tackle the problems of drop-outs, a committee representing the real problem structure of the community - one composed of the town's leaders in industry, education, labor, politics, and religion will be needed.

4. There appears to be a definite need in the Luthersville Elementary School for Remedial treatment provided for youngsters who are failing as early as the second grade, for diagnosis of their troubles, so that the proper treatment will be given them, to avoid the future waste of the number of drop-outs.

5. It is evident that another task of the school in solving this problem is to provide a way for youngsters to explore different occupations, possibly through a system of shop courses in junior high school, if not earlier.

6. There also appears to be the need for Luthersville school to provide continuing vocational and educational counselling for all who leave school short of high school. And that these services should be available until the boy or girl reaches the age of twenty-one.

Recommendations.—The following recommendations as a result of the findings of this study:

1. That Luthersville Elementary School have qualified psychological counselors—people who know how to interpret important tests and work with children and parents about findings of those tests.—Warm hearted people who know how to listen and advise young people. People who have the time to sit down in a leisurely and friendly way to get the roots of children's personalities, backgrounds, hopes and plans.

2. That the school give more consideration to the ways by which the school can effectively contribute to the personal problems which young people face. For example: Training to work in this modern electronic world and finding appropriate jobs.
3. That the teachers plan their classwork, so that there is not a loafer in their room; every child there is doing his best - the brilliant are doing brilliantly, the average is achieving as they should and along the lines which their capacities indicate are best for them. The dull are not insulted; they, too, are achieving happily. - A program in which every child works his mind to its limit.

4. That parents and teachers know their children's patterns of abilities, so that they might know what is possible and how much pressure and load to put on each child.

5. That a committee representing the real problem structure of the community be chosen to survey the community, to learn what kind of jobs are available; what kind of skills the residents possess; what kind of job training should be offered; what additional job possibilities would be offered if certain community needs could be met; and what jobs are not available at present and those that could be created to use skills that the youngsters already have.

6. That the Luthersville Elementary School Teachers assume a greater responsibility of seeing that the youngsters are being trained for the kind of jobs that our society has to offer now and will offer in the future, (i.e.), they train the young people for jobs that exist today and will exist in the years ahead, not those that existed in years past.

7. That the teachers assume the responsibility to guide young people over the perilous path from school to work - a service that most schools do not provide today.
BIBLIOGRAPHY

Books


Articles


Unpublished Material


A QUESTIONNAIRE TO DETERMINE WHAT EXTENT THE CURRICULUM
LUTHERSVILLE ELEMENTARY SCHOOL, OF LUTHERSVILLE,
GEORGIA: IS TRYING TO MEET THE NEEDS OF
ITS BOYS AND GIRLS

QUESTIONNAIRE

DIRECTIONS:

1. It is easy to fill out this questionnaire. You simply check
   the answers that apply to you.

2. When you have filled out the form put it in the enclosed
   envelop and drop it in the mail. This envelop is self-
   addressed and stamped

You have always been willing to cooperate with the Luthersville
Elementary School and your cooperation in this matter is very
important.

1. How old were you when you dropped out of school?__________

2. What year did you drop out?  (Check One)
   (a) 1960-1961  (c) 1962-1963
   (b) 1961-1962  (d) 1963-1964

3. What grade were you when you dropped out of school?  (Check One)
   (a) Fifth  (c) Seventh
   (b) Sixth  (d) Eighth

4. What month did you drop out of school?  (Check One)
   (a) September  (d) December  (g) March
   (b) October  (e) January  (h) April
   (c) November  (f) February  (i) May
5. What is your Sex? (Check One)
(a) Male (b) Female

6. Did you participate in any extra-curricular activities? (Check One)
(a) Yes (b) No

7. In the list of extra-curricular activities, below please check (X) for those which were most interested to you and double (XX) those in which you participated while in school.
(a) Basketball (e) Volleyball (i) Music
(b) Baseball (f) Track (j) Dramatics
(c) Softball (g) H-Y Club (k) 
(d) Football (h) Tri-Y Club (If any other please include)

8. Where are you living at the present time? (Check One)
(a) In or near Luthersville, Georgia
(b) Elsewhere in Georgia City________________________
(c) Outside of Georgia State________________________

9. What is your marital status? (Check One)
(a) Married (c) Single
(b) Separated (d) Divorced
(c) Any other

10. Did you like school? (Check One)
(a) Yes (b) No

11. Check all of the main reasons for your dropping out of school:
(a) I wanted to get married.
(b) I was pregnant.
(c) I did not like my classmates.
(d) I did not like my schoolmates.
(e) I did not like my teacher.
(f) I had insufficient clothing.
(g) I did not like to study.
(h) I felt the subjects were too difficult.
(i) I moved out of town.
(j) I volunteered for the armed-forces
(k)____ I was drafted in the armed-forces 
(l)____ I was a poor reader. 
(m)____ I had passed the age of 16. 
(n)____ I had to help my family. 
(o)____ I was physically unable. 
(p)____ I had to leave home too early to catch the bus. 
(q)____ I got tired of farm work. 
(r)____ I had no encouragement from my parents. 
(s)____ I did not feel that school was helping me. 
(t)____ I wanted to get a car of my own. 
(u)____ I was encouraged by my associates to drop out. 
(v)____ I had too many chores to do in the home to have time to study. 
(w)____ I could not get along with my stepmother. 
(x)____ I could not get along with my father. 
(y)____ I had to help with the sick members of the family. 
(z)____ Other reasons (Tell what)________________________

1. __________________________ 

2. __________________________ 

3. __________________________ 

4. __________________________ 

12. What other educational programs did you pursue after dropping out of Luthersville Elementary School? (Check One) 
   (a)____ I re-entered Luthersville Elementary School. 
   (b)____ I transferred to another school. 
   (c)____ I took a special trade course. 
   (d)____ None 

13. Indicate the three courses which you liked best in elementary school; and the reason in each case for your choice:
14. Indicate the three courses which you disliked most in the Elementary school and the reasons in each case for your choice:

<table>
<thead>
<tr>
<th>Courses Disliked</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)______________</td>
<td>(a)______</td>
</tr>
<tr>
<td>(b)______________</td>
<td>(b)______</td>
</tr>
<tr>
<td>(c)______________</td>
<td>(c)______</td>
</tr>
</tbody>
</table>

15. List the types of occupations and monthly salaries of each you have had after dropping out of school:

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Monthly Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)_________</td>
<td>(a)______________</td>
</tr>
<tr>
<td>(b)_________</td>
<td>(b)______________</td>
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<tr>
<td>(g)_________</td>
<td>(g)______________</td>
</tr>
</tbody>
</table>

16. What was your occupation while in school? Which one did you like best?

(a)____________________________________

(b)____________________________________

(c)____________________________________

17. What were the occupations of your parents?
(a) Father’s occupation__________________
(b) Mother’s occupation__________________
18. What was the Socio-economic status of your parents, when you were in school? (Check the one that apply to you).
   (a) _______ Mother's monthly salaries
   (b) _______ Father's monthly salaries
   (c) _______ Own home
   (d) _______ Buying home
   (e) _______ Renting home
   (f) _______ Share cropper
   (g) _______ Own farm
   (h) _______ Renting farm
   (i) _______ Unemployed

19. How far did your parents go in school?
   (a) Father's highest grade
   (b) Father's highest grade

20. What are your church affiliations?
   (a) Member of what church?
   (b) Prefer what church
   (c) Work in what church
   (d) None

21. List organizations which you are identified:
   (a) Civic
   (b) Business or Professional
   (c) Other
   (d) None

22. Are you a registered voter in your community? (Check One)
   (a) _______ Yes
   (b) _______ No

23. Are you a political Thinking person and inclined to be: (Check One)
   (a) _______ Democrat
   (b) _______ Republican
   (c) _______ Non-Politician
   (d) _______ Indifferent to politics

24. Are you a member of the Parent-Teacher Association in your community? (Check One)
   (a) _______ Yes
   (b) _______ No

25. Check the blank opposite any of the following who tried to encourage you to remain in school:
   (a) _______ Home-room teacher
   (b) _______ General Science Teacher
   (c) _______ English teacher
   (d) _______ Home Economics teacher
   (e) _______ Social Science teacher
   (f) _______ Coach
   (g) _______ Mathematics teacher
   (h) _______ Principal
   (i) _______ Mother
   (j) _______ Father
   (k) _______ others (If any please indicate)
1. Indicate the type of chest used for keeping food in the home. (Check One)
   (a) An electric refrigerator  (b) A quick freezer
   (c) An ice box  (d) Others

2. Is there a telephone in the home? (Check One)
   (a) Yes  (b) No

3. Indicate the type of bathtub facilities that are accessible in the home? (Check One)
   (a) Galvanize tub  (b) Galvanize Pail
   (c) Bathroom with Bathtub  (d) Others

4. Indicate the type of heating system in the home. (Check One)
   (a) Central heating system  (b) Furnace in basement
   (c) An open fireplace  (d) A coal heater
   (e) An electric heater  (f) An oil heater
   (g) Others

5. Indicate the models and makes of cars in the home. (Check or list below)
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

6. Did the child's mother go to high school? (Check One)
   (a) Yes  (b) No

7. Did the child's mother go to a college or university? (Check One)
   (a) Yes  (b) No

8. Did the child's father go to high school? (Check One)
   (a) Yes  (b) No

9. Did the child's father go to a college or university? (Check One)
   (a) Yes  (b) No

10. Indicate the musical instruments in the home. Check (x) by those that are in the home which are listed below.
    (a) Radio-Phonograph Combination  (b) Television
    (c) Transitional radio  (d) A piano
(e) An organ  (f) A flute  (g) A violin
(h) Others

11. Does the family have a servant, such as a cook or maid? (Check One)
   (a) Yes  (b) No

12. Does the family leave town every year for a vacation? (Check One)
   (a) Yes  (b) No

13. Does the child's mother belong to any civic, study, service, or political clubs such as the Lions' Club, Chamber of Commerce, etc.? (Check One)
   (a) Yes  (b) No

14. Does the child's father belong to any civic, study, service, or political clubs such as the Lions' Club, Chamber of Commerce, etc.? (Check One)
   (a) Yes  (b) No

15. Indicate the kinds of private lessons in music, art, etc., that this child has had; that are listed below by a check.
   (a) Piano lessons  (d) Needle craft
   (b) Violin lessons  (e) Painting and Drawing
   (c) Vocal (voice)  (f) Others

16. Does the child have his own room at home? (Check One)
   (a) Yes  (b) No

17. Check the kinds of reading materials in the home and give the number in each case.
   Title of Reading material How Many
   (a) Newspapers  (b) Pamphlets  (c) Magazines  (d) Books

18. Does the child belong to any clubs where it pays dues? (Check One)
   (a) Yes  (b) No

A. Physical History:
19. Check each of the following diseases that this child has had.
   (a) Measles  (i) Mumps
   (b) Polio  (j) Scarlet fever
   (c) Rheumatic Fever  (k) Pneumonia
   (d) Tuberculosis  (m) Malaria
   (e) Typhus fever  (n) Skin and scalp disease
   (f) Diphtheria  (o) Hearing
   (g) Eyes and ears  (p) Others
   (h) Teeth and gums

B. Health Status:
20. How old is this child? ________
21. What is its weight? __________
22. What is its height? __________
23. Does it have plus pounds? __________
24. Is it under weight? __________
25. Is it on a normal diet? __________
26. Does it have a fair posture? __________
27. Does it have a chronic disease? __________

C. Social Behavior:
28. Check the item that indicates the way this child reacts toward others.
   (a) Has a feeling of belongingness in the home
   (b) Gets into undue trouble with others
   (c) It is too docile
   (d) It is cooperative; will give-and-take
   (e) It understands the other person

29. Check the manual work listed below that is of interest to this child.
   (a) Farm work (b) Household chores (c) Cook (d) House maid (e) Butler boy
   (f) Janitorial service (g) Laundry maid (h) School bus driver (i) Tractor driver
   (j) Pecan production (k) Having nothing to do
   (l) Yardman (m) Engineering (n) Nurse's aid (o) Baby sitting (p) Dairy work
   (q) Office work (r) News carrier (s) Poultry raising (t) Live stock raising
   (u) Lumber mill (v) Other

30. Do you think that the school should help children discover their vocational interest and abilities? (Check One)
   (a) Yes  (b) No

31. In the list of activities listed below check those which were of interest to this child.
   (a) Basketball (b) Baseball (c) Softball (d) Football (e) Volleyball
   (f) Track (g) H-Y Club (h) Tri-Y Club (i) 4-H Club (j) Music
   (k) Others
   1. __________________________________________
   2. __________________________________________

32. List below the activities that this child was chosen for leadership.
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

33. Does this child have persistent and determination; or on the contrary is too docile? (Check One), the most appropriate)
   (a) Characteristically cheerful, and good natured
A QUESTIONNAIRE TO DETERMINE TO WHAT EXTENT THE CURRICULUM OF
LUTHERSVILLE ELEMENTARY SCHOOL, OF LUTHERSVILLE,
GEORGIA: IS GEARED TO MEET THE NEEDS OF
THE COMMUNITY WHICH IT SERVES
1962-1963

QUESTIONNAIRE

DIRECTION:

1. It is easy to fill out this questionnaire. You simply check
   the answer that tells what you think about each child.

2. Do not sign your name. Nobody wants to know "who said what."

3. Please answer every question.
   May I thank you for your interest and cooperation in returning
   this properly executed.

1. Was the child cheerful, merry, happy, good-natured, laughing,
   pleased; or on the contrary, morose, gloomy, depressed, dis-
   contented, unhappy, sad? Disregard the degree to which the child
   pleased you, and also the manifested enthusiasm it showed. Con-
   sider the degree to which the child probably enjoyed itself.
   (Check the one most appropriate)

   A. Characteristically cheerful, pleased, good natured.

   B. Usually on the cheerful side, but could be depressed by
      strongly disappointing or frustrating occurrences.

   C. Was good-natured easily disturbed by adverse circumstances:
      more easily made sad when tired or ill.

   D. Easily became depressed in responses to slight stimuli; and
      was frequently sad, displeased.

   E. Usually glum depressed.

2. Did this child indulge in frequent demonstrations by kissing, fondling,
   hugging, caressing others? Did not confuse bidding for attention or
   desire to ingratiate for a purpose. Enjoyed the demonstration of
   affection itself. (Check the one most appropriate)
A. Fond of affection, glad to be petted, etc. Frequently seem loving adults or other children, cuddling close putting arm around neck.

B. Demonstrated and solicited affection frequently, but not out of proportion to circumstances, such as greeting a friend or mother after separation.

C. It infrequently solicited affection, but when it received it, it did not repulse.

D. On rare occasions, such as when unusually frustrated, it solicited caress or reassurance, but was usually "cold."

E. Did it ever pet others, avoid receiving such demonstrations; was cold or impersonal.

3. Was the child energetic, and forceful?

A. Was forceful, energetic, and vigorous; had a high energy output; for example sawed wood energetically.

B. Preferred vigorous to passive play and had a high energy output; but in routine activities was not particular vigorous.

C. Showed no unusual vigor in movement, but could keep up readily when the group was engaged in routine vigorous activity.

D. Preferred quiet to vigorous play. Hesitated when things got strenuous.

E. Its play and work was of mild type. Activities were carried out at a low energy level.

4. Did this child conform to the standards which were accepted and taught. (Check the one most appropriate)

A. Its reactions were always in the direction of strict conformity to what was expected.

B. The established standards usually regulated its behavior, but it occasionally ignored them as, for example, when a request for conformity was made by a disliked person.

C. Its conformity was not unusual in any way, for example it may have ignored expected standards if no penalty was likely to ensure.

D. Usually ignored accepted standards but would conform to them in certain situations which it desired approval, bids for attention, etc.
5. Did this child react emotionally to many and frequent situations or its behavior was characterized by very frequent responses of an emotional nature? (Check the one most appropriate)

A. It was very easily affected emotionally. It was highly responsive in an emotional way. Slight unexpected difficulties or success, little accidents, casual reproach and relatively mild stimulating readily produced emotion in child.

B. It was rather excitable, but occasionally it was unresponsive.

C. Emotional responsiveness neither great nor slight would not characterize this child as being either excitable or unresponsive.

D. This child was rather insensitive, but occasionally it was responsive.

E. It was very difficult to affect emotionally. Unresponsive. Exceptionally strong situations were required to arouse its emotions.

6. Did this child continually seek out the company of other children, and adults, and make friendly advances? Was its success in friendly contacts a partial criterion. Friendliness also implies an adoptive response on its part to the advances of others. (Check the one most appropriate)

A. It showed open friendliness to everyone; quick to make friendly approaches; did more than meet the other child halfway.

B. Was habitually friendly to others, but on some occasions reserved in this respect as when it met strange children.

C. It was individualistic. Not unfriendly, but preferred to remain at distance.

D. It was habitually unfriendly but on some occasions made friendly advances to certain children.

E. It stood off, was either uninterested in others or was suspicious, antagonistic, bashful, sullen, etc.

7. Did it attempt to dominate social situations, to take the initiative to plan the activity of the group? Was successful as a leader;
did not attempt leadership? (Check the one most appropriate)

A. Habitually tried to direct and dominate others. Bossy.

B. Usually attempted to dominate but would play a submissive role if older child or an adult was directing a game.

C. Was aggressive where it felt that it was an authority, as when playing a game which it alone knew well or in handling a younger child.

D. No aggression. Did not attempt to take leadership. Either followed or ignored others.

8. Did not attempt to excel other children when working or playing with them? The nature of the activity is not important here only the way in which the child attacked the problem as a social response.

A. Was strongly stimulated by competition; increased its efforts, tried harder, etc., keen spirit of rivalry.

B. Was usually stimulated by competition; increased its efforts, tried harder, etc., but quickly became discouraged if efforts of rival obviously and markedly excelled or outstripped its.

C. In situations of real interest to the child or where it had experience, it enjoyed competition; but if not interested in task or not familiar with it, it exhibited no rivalry.

D. In few situations it acted competitively, but in most instances it was unaware of being excelled by others.

E. It completely failed to be stimulated by competition to greater efforts. Either became discouraged or lost interest or simply watched or ignored other children.

9. Did this child seem to be fearful of social situations. Was it apprehensive or shy and hesitant when confronted by changing social situations? (Check the one most appropriate)

A. Shy and apprehensive in social situations, afraid of social contacts with children and adults. Avoided them. Chronically shy.

B. Usually shy but seemed at ease when with a few familiairs (after long association as persons in the same home, school after months, etc.)

C. At ease after short association with strangers; got to know them rather quickly, but shy on first contacts in many cases.

D. Usually at ease but showed some shyness to an exceptionally strange child.
E. No shy or apprehensive behavior in response to other children or adults. Child was not at ease.

10. Were the child's interests directed primarily towards others, the group, etc.? Or towards individual activities which did not necessary involve the group? (Check the one most appropriate)

A. Was absorbed in the group at all times or in what the others were doing. Interested in socially acceptable activities. Keen social responsibility and sensibility.

B. Preferred group play to individual play, but had certain individualistic preferences, such as consistent choice of riding bicycle, etc.

C. Responded promptly to reasonable demands of group, but was capable of happiness when by itself. Entered group play as if it did not make him the goat.

D. Rarely volunteered to join the group or other individuals. Preferred to be alone, but was not unhappy when routine group play was in order.

E. Intensive to demands of group; individualistic. No responsibility for group. Happier alone.
VITA

Amy Belle Wood

Education: B. S. Clark College – Home Economics and Secondary Education, 1948


Personal Information:

Member of Wheat Street Baptist Church; Meriwether County Professional Associations and GTEA

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