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Case studies of dropouts and potential dropouts of a selected group of high school students at the William James high school, Statesboro, Georgia, 1964-1965

James Hudson Wimberly
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CASE STUDIES OF DROPOUTS AND POTENTIAL DROPOUTS OF A
SELECTED GROUP OF HIGH SCHOOL STUDENTS AT THE
WILLIAM JAMES HIGH SCHOOL, STATESBORO,
GEORGIA, 1964 - 1965

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
JAMES HUDSON WIMBERLY

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST 1966
ACKNOWLEDGEMENT

The writer wishes to express his sincere appreciation to all of the persons who have - in anyway - contributed to the successful completion of this research. Directly, he wishes to express his deep appreciation to Dr. Laurence E. Boyd, who served as his advisor during this study.

Especially, is the writer indebted to the members of his family who have continuously encouraged him throughout the period of graduate study.

J.H.W.
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CHAPTER I

INTRODUCTION

Rationale.--Two of the greatest problems that are confronting our school and society are poor attendance and early school leavers. Education for all children has long been a prime goal of our American democracy. Education is a basic requisite for responsible citizenship, and for successful entry into today's complicated working world. In the United States, education is freely available and indeed compulsory. Yet an alarmingly large number of intellectually capable children leave high school before graduation. They are wasting their mental capacities, dissipating their opportunities and circumscribing their chances for a better life.¹

In 1852, the state of Massachusetts passed a compulsory school attendance law, the first of its kind to be passed in the United States. By 1918 each of the states had passed its own compulsory attendance law.

One hundred years of compulsory education has brought about many changes in our ideals about school attendance and drop-outs. The concepts of maintaining good attendance through fear is out-moded and has no place in the philosophy of the modern school. The attendance

worker is no longer an officer of the law whose sole and main purpose is that of enforcement and punishment of offenders. He is now a representative of the school, and his primary concern is to help the child get to school under the conditions which will enable him to make the most of his abilities and of the educational opportunities offered him in school.

The problem of identification causes that promote irregularities in school attendance and drop-outs are great challenges that face all persons concerned with the development of the American youth to their fullest capacities. School officials and school employees have the responsibility; therefore, of devising ways and means of keeping students in school as well as improving daily attendance and providing an education for every one. What the citizens of the next generation will be, the school of today will largely determine.

Many educators state that the American people have not only established public school attendance laws, but have also enacted compulsory school attendance laws. These laws reflect concern of the people as well as the educational profession, that our youth remain in school until they have completed at least the twelfth grade. The large financial waste which results from non-attendance becomes quite evident when it is realized that the cost to operate a school is practically the same whether the children attend or not. More

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than eight billion dollars are spent annually for elementary and secondary education in the United States. If approximately 15 per cent of the pupils are absent daily, it is apparent that the resulting financial waste is colossal. The greatest loss, however, is the educational loss to the pupil.

Evolution of the problem.—Most of the students who left school before graduation have not been able to find work in the community. Many of them have come back to the school for help and assistance in finding work, but only a few have reentered.

As a counselor at the William James High School, Statesboro, Georgia, the writer has been greatly concerned about the dropouts in this area.

While Bulloch County has a low percentage of dropouts as compared with other counties in Georgia, the writer feels that there is a need for improvement in this area.

The students who drop out of school before graduation find little or no work to do and eventually become a misfit in society.

Contribution to educational knowledge.—From this study it is hoped that certain factors or reasons will be identified with potential drop-outs and actual drop-outs.

Since the success of the school depends greatly upon the type of program it offers, the writer feels that by ascertaining certain factors or causes of its school leavers (drop-outs) would help in modifying its curriculum, instructional services and guidance.

———
practices which in term would help to enhance the holding power of the school.

Statement of the problem.--The problem involved in this study was to determine or identify the factors which might be associated with drop-outs and potential drop-outs of a selected group of high school students at the William James High School during the school term 1964-1965.

Purpose of the study.--The major purpose of this study is to develop a comprehensive picture of the factors associated with the drop-outs and the potential drop-out of the William James High School. More specifically, the purposes of this study are to determine whether or not the potential drop-outs and actual drop-outs:

1. Rated below average on emotional stability.
2. Participated in extra-curricular activities offered to his group.
3. Rated below average in accepting responsibilities.
4. Were one or more years older than his class group.
5. Were absent more than the average without good cause.
6. Had a strong desire for or felt the need to earn money.
7. Expressed a strong desire to go into military service.
8. If sibling placement was an important factor.
9. If accident of youth-hood caused drop-outs or potential drop-outs to withdraw before graduation.
10. To formulate whatever implications and suggested procedures as may be derived from the interpretation of data.

Definition of terms.--For the purpose of this study, the following terms connote the respective meanings indicated:
1. "Drop-outs" as used in this study refers to pupils who left school permanently before graduation and did not reenter school elsewhere.

2. "Potential drop-outs" as used in this study refer to pupils who show characteristics peculiar to previous drop-outs, such as: failures in one or more subjects, excessive absenteeism, non-participation in extra-curricular activities and economic reasons.

Locale of the study.--This study was directed from the William James High School, Statesboro, Georgia, and conducted throughout Bulloch County, Georgia, during the 1964-1965 school term.

Statesboro, the Bulloch County seat of government, is located at the junction of two important highway arteries, U. S. 80 (East-West) and U.S. 301 (North-South). These highways carry a large volume of tourists and other traffic through the city.

Bulloch County, Georgia, has manufacturing activities concentrated in and near Statesboro but it is predominantly an agricultural economy. The ratio of manufacturing employment to the total employment in the county is much lower than in many counties of comparable size.

The total population of Bulloch County is approximately 25,000 of which approximately 9,055 or 36 per cent are Negroes.

William James has an enrollment of approximately 980 students in grades six through twelve. It draws its pupils from five feeder schools in the county. The staff consists of one principal, a vice principal, forty-two teachers, a librarian and a counselor.

William James has a spacious plant consisting of an administrative suite, a combination gymnasium-auditorium, cafeteria, library, guidance office and shop. It also has lounges for the men and women teachers.
There are three men who serve as janitors.

The curriculum at William James includes vocational, commercial and academic courses.

Research-design of study.—The Case Study Method of research, utilizing the specific techniques of the check-list, official records, biographical notations, questionnaire, visitations and conferences, was used to collect the data requisite to the fulfillment of the purposes of the study.

The Case study developed information concerning family background, home life, community and school activities, the behavioral patterns and health status of the twelve potential drop-outs and twelve actual drop-outs.

The questionnaire and checklist were carefully formulated for gathering data from teachers, parents, the potential drop-outs and the actual drop-outs in order to supplement and substantiate the information gathered from the case-study.

The personal interviews developed information not gathered from the questionnaire or check-list.

The official records provided information concerning students scholarship and health status.

Subjects.—The subjects used in this study are as follows:


**Procedure.**—In justifying the procedure of this study, the researcher employed the Case-Study method to determine the factors which might be associated with potential drop-outs and actual drop-outs of a selected group of high school students as indicated by the following procedural steps:

1. Permission to conduct this study was secured from the proper school officials during the month of June.

2. The related literature pertinent to this problem was surveyed, abstracted and incorporated in this study during the months of September - December.

3. During the months of January - March, the pertinent data collected were as follows:
   a. Selection of the prospective subjects was made.
   b. The following instruments were used to collect the data: check-list, questionnaire, official records and personal interviews. These instruments were formulated after a critical examination of the committee and a preliminary trial-run with a small sample of classroom teachers and a group of students.

4. Conferences with teachers and parents involved in this study were held during the month of March.

5. The data collected were assembled in appropriate tables, analyzed and interpreted as dictated by the purposes of the research during the months of April and May.

6. The findings, implications, conclusions and recommendations were formulated and incorporated within this study during the months of June and July.

**Related literature.**—The significant approaches to the problem as found in the related literature are characterized below.

Authorities in the field of education consider school attendance and drop-outs a major problem confronting the school and society today.

Arthur J. Goldberg stated that the dropout from high school finds fewer jobs, lasts a shorter time, earns far less than high
school graduates during his lifetime and has a higher rate of unemployment than the high school graduates. The unpreparedness of high school dropouts to take on jobs demanding certain educational and technical training not only limits the growth of the national economy but severely burdens it.\(^1\)

Mary Conway Kohler and Andre Fontaine point out that we waste more than a million kids a year, because we neither keep them in school nor give them a job.\(^2\)

Robert F. Kennedy, in his speech before the Education Sub-Committee of the House on Education and Labor of the United States House of Representatives, stated that, "by 1970, 26,000,000 young people will enter the labor market for the first time, of these 7,000,000 will be drop-outs from school and 2,000,000 of the 7,000,000 will have failed to reach the eighth grade."\(^3\)

In a five year study on potential high school drop-outs conducted by the New York City Board of Education, the report states: The meaning of these findings seems to show that intensive work with teachers revolving about individual students, results not only in the improved education and adjustment of the particular student involved, but also of other students in the classes of those teachers.\(^4\)

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Liddle, as a result of his study on drop-outs, reported that the early school leavers more often come from lower class groups, such as migrants and underprivileged minority groups. He also cited drop-outs as a group that has below average intellectual ability, as measured by intelligence tests. It is interesting to note that drop-outs themselves often feel that their schooling was impractical in that it did not prepare them for a vocation.\(^1\)

Havighurst and Neugarten, in their study concerning the drop-outs in a midwestern city school, stated that most of the boys and girls who drop out of school are below average in academic ability, but a considerable proportion are above average. In their study, they also found that 5 per cent of the drop-outs were in the top quarter of intelligence, and that about 40 per cent were in the bottom quarter.\(^2\)

Lichter et al., found in their study on drop-outs, that the major cause for early school leavers was emotional problems. They found that many of the adolescents had pervasive character difficulties, immature in their general personality formation and were still struggling with issues of the early development period. They found that two-thirds of the boys and one-half of the girls were dependent children who were unwilling to assume any self-responsibility.\(^3\)

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Banks, in his study, stated that the main difference of chronological ages of his subjects was an insignificant factor in identifying potential drop-outs. The scores made on mental ability tests did not identify those students who drop out and those who would remain in school. He also found no significant relationship between reading and school marks for the subjects of his study.¹

Dawkins found in his study that a reason for drop-outs to withdraw was partially because their needs had not been met through the curriculum. He also stated that parents with large families had their children drop out of school before graduation because of the economic status of the family. He strongly advocated that areas such as farm management, homemaking and sex education would meet some of the needs of the drop-outs as well as those students presently in school.²

Counts, in his study, found that the economic status of the parents determined to a large extent whether students will remain in school until graduation. He found that children from homes where parents were in the professional, managerial, proprietary and commercial occupations constituted a greater proportion of the secondary school enrollment than did children from laboring groups, such as common laborers, miners, lumber workers and public service workers. This difference became more pronounced as the students progressed.


through high school, so that by the senior year children from laboring groups practically disappeared from high school.¹

Pertaining to student's interest, Miel stated that: no doubt the rigid subject curriculum that is imposed on children in the secondary school is in considerable measure responsible for students dropping out of school prior to completing the program of secondary education. A study of the required school subjects becomes more or less meaningful to them; they see little relationship between each study and their life needs, and so they lose interest and drop out of school.²

Echert and Marshall in a survey study in New York, found that an important factor associated with school attendance and drop-outs is in the general cultural atmosphere of the home. This is directly related to the economic and social stratumus of the population.³

Bell, in his study found that less than half of the students of unskilled laborers who succeeded in entering high school remained until graduation; whereas, four of five of the students of professional and technical men remained until graduation.⁴

James B. Conant stated that students who leave school before

⁴ Howard M. Bell, Youth Tell Their Story (Washington: American Council on Education, 1938), pp. 52-54.
graduation and who have no vocational preparation constitute "social
dynamite."\(^1\)

Perhaps the clearest symptom of the confusion and discouragement experienced by youngsters who are "caught in the middle" of policies, procedures and philosophies, which are inconsistent from one area of the educational program to another, is the high rate of drop-outs in the ninth and tenth grades. These grade levels follow immediately the expiration of compulsory attendance requirements in most states and are breaking points between the eighth and tenth grades in the 6-3-3 system.

The organization of junior high school units in many school systems has helped to bridge the gap between the eighth and ninth grades, but the new gaps have appeared between the sixth and seventh and between the eighth and tenth grades. The reorganization of the graded system is important in securing better articulation, but is only a partial answer.\(^2\)

The Oregon College Study suggested that the following steps should be taken to increase the holding power of a school:

1. Marriage counseling for girls.
2. A better explanation of extra-curricular activities offered by the school.
3. Orientation to the high school for eighth and ninth graders.
4. More complete records on students.
5. More attention to guidance and counseling program.

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6. A closer watch for potential drop-outs.¹

John F. Kennedy, in his State of the Union Address said: The future of any country which is dependent on the will and wisdom of its citizens is damaged and irreparable damaged, when any of its citizens is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every ten students in the fifth grade will not finish high school—and that is a waste we cannot afford.

In addition, there is no reason why one million Americans, out of work, should all remain unwanted and often untrained on our city streets when their energies can be put to good use.²

Hubert made a study and found that economic reasons took precedence over all other reasons given for leaving school. She also stated that the lack of parents experience in consulting with faculty members appeared to be the impelling attitude that caused their children to leave school.³

Florence Taylor, in her study of 524 boys and girls who dropped out of school in Louisville, Kentucky, stated that one-fifth of the eighteen and nineteen year olds were unemployed; one-third of the sixteen and seventeen year olds were out of work; and one-half of the


fourteen and fifteen year olds had no jobs.

She stated that the reasons given for not working were: not being old enough, a need for more education, did not know what type of work they wanted, could not get anything but unskilled work and did not want that, wanted jobs as technicians, mechanics, sales and office workers, but did not have the proper training and because they were trying to find a spot with a future.

Taylor also found that the young people who dropped out of school were very much like those who remained to graduate. They were from average middle class families and usually their parents would see them through if they were willing to remain until graduation.\(^1\)

Leonard Miller, in his study The Dropout: Schools Search for Clues to His Problems, stated that in many instances we forget too often that each dropout is an individual person and therefore different from all other persons, that he drops out not because of some overwhelming circumstances in our society but because for him as a person something has gone wrong.

The concern of the school, in contrast, is more with the pupil as an individual and with his right to develop his faculties to the highest possible point.

Miller further stated that only by highly objective measuring and counting for can the schools eventually get to the bottom of their all-too-frequent failure to hold all pupils until the end of the

course. The highly individual nature of each potential dropout's problem persistently brings us back to the responsibility of his school. The problem can be attacked intelligently only in his school, where he can be observed and where he can be helped.

Daniel Schreiber stated that about two-thirds of all workers who never completed high school are employed in unskilled and semi-skilled jobs such as laborers, operatives and household workers.

He further stated that in an economy where the rate of unemployment has not fallen below 5 per cent in over five years, a minimum of two-thirds of the unemployed are "old" high school dropouts.

Ralph Tyler stated that the deep concern with the dropout largely arises from the following factors:

First, employment opportunities are greatly limited for the youth who is not a high school graduate. Hence he represents a large proportion of the unemployed youth and young adults.

Secondly, he stated that it is difficult for the contemporary school dropout to achieve a sense of individual worth and belonging to the larger community, particularly in the large city.

Thirdly, there is an apparent tendency toward rigidity in residential and educational segregation—which shakes our confidence in the prospect of future improvement—such as occurred among immigrant


Fourthly, educators are particularly concerned because there has developed a general view that the public school's role is to educate all—at least through high school. Hence dropout implies failure on the school's part, particularly when a large percentage of dropouts clearly have the mental ability to succeed.

Because dropping out is a symptom of deeper, underlying factors, there is no such thing as an easily identifiable, typical dropout. These factors are not only educational but also social, legal, political and economical.¹

Edgar Z. Friedenberg stated that two basic rapprochements have already been tried. The simpliest of these was an effort to beef up the traditional, but paradoxically faltering, economic appeal of education. Students are reminded over and over that today, more than ever you need a high school diploma to get any sort of job—and a college degree to get a good one. They are given the statistics on the fabulous return that education, as an investment, brings in over a lifetime in increments of annual income. The unemployment data on adolescents and unskilled labor are stressed so that they will understand how hopeless they will be if they drop out of school. If they and their teachers are sophisticated enough, the demographic shift in job may be explained—how unskilled and blue-collar work has fallen off, while service and white-collar jobs, demanding a higher level of school achievement, have enormously increased in proportion.²

¹ Tyler, loc. cit., pp. 6-7.
² Friedenberg, loc. cit., p. 8.
Lucius Cervantes, in his study, concluded that every dropout, as every graduate, is an individual with unique characteristics, problems and personal history. No single solution will be a universal answer in solving his problem.

He further stated that some of the most commonly characteristics found among youth who are potential or actual dropouts are: two or more years behind in reading or arithmetic at the seventh grade level; majority of grades are below average; irregular attendance and frequent tardiness; performance consistently below potential; no participation in extra-curricular activities; behavior problems requiring disciplinary measures; feeling of not belonging (because of size, speech, personality development, nationality, social class, family disgrace, retardation in school, dress, lack of friends among schoolmates or staff).

Cervantes also stated that for the college and university oriented youth, the goal of a curriculum may well be the acquisition of facts and the covering of academic areas, and for the disadvantaged, the non-college oriented and the less talented, the goal of a curriculum may well be helping each child to become his best self, a good citizen and a productive worker.¹

Summary of related literature.—A general summation evolving from the related literature in this study is summarized in the following statements.

1. School attendance and drop-outs considered major problems

confronting the school and society today.

2. The unpreparedness of high school drop-outs to take on jobs demanding certain educational and technical training not only limits the growth of the national economy but severely burdens it.

3. Early school leavers often feel that their schooling was impractical, because it does not prepare them for a vocation.

4. Most students who drop out of school before graduation are immature in their general personality formation and are dependent children who are unwilling to assume any self-responsibility.

5. The evidence would appear that less than half of the students of unskilled laborers who succeeded in entering high school remained until graduation; whereas, four or five of the students of professional and technical men remained until graduation.

6. The lack of parent's experience in consulting with school administrators and teachers is a contributing factor in students' leaving school before graduation.

7. If orientation to high school for eighth and ninth graders, marriage counseling for girls, a better explanation of extra-curricular activities, more complete records on students and a closer watch for potential drop-outs were included in the curriculum, the holding power of the school would probably increase.

8. There is evidence that the environment and cultural atmosphere of the community and the home are directly related to poor school attendance and drop-outs.

9. It has been estimated that by 1970, 26,000,000 young people will enter the labor market and 7,000,000 of these will be drop-outs from school with no saleable skills.

10. Students who leave school before graduation and have no saleable skills and no vocational preparation constitute "social dynamite."

11. Seemingly only by highly objective measuring schools will eventually get to the bottom of the frequent failure to hold all pupils until graduation. The nature of each potential drop-out's problem can best be attacked only in his school where he can be observed and helped by those who know him best.
12. Every drop-out and potential drop-out is an individual with unique characteristics, problems and personal history. There is no simple solution to his problem, but it is felt that treatment from the local level in administrative and instructional procedures may be a positive approach in enhancing the holding power of the school.
CHAPTER II
PRESENTATION AND ANALYSIS OF DATA

Organization and treatment of data.--The data organized and treated in this section of the thesis were obtained from twelve potential drop-outs and twelve actual drop-outs of the William James High School, Statesboro, Georgia, for the school term 1964-1965, and will be interpreted, characterized and presented through tables and analysis as follows:

1. Data derived from responses of parents and teachers of the potential drop-outs and the actual drop-outs through the questionnaire and personal interview.

2. Data derived from the responses of the potential drop-outs and actual drop-outs through the questionnaire, checklist and personal interview.

3. Data derived from official records in the principal’s office.

4. Data derived from the Case Study Method.

However, the immediate analysis and interpretation of the data was organized and here presented under three major captions: (a) group indices on potential and actual drop-outs, (b) case studies on potential drop-outs and (c) case studies on actual drop-outs; and, in turn, will follow in the order indicated.

Group Indices on Potential and Actual Dropouts

Ages.--The distribution of ages of potential drop-outs and
actual drop-outs as shown in Table 1 is as follows:

TABLE 1


<table>
<thead>
<tr>
<th>Age</th>
<th>Potential Drop-Outs</th>
<th>Actual Drop-Outs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>16.7</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>41.7</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>33.3</td>
<td>3</td>
</tr>
<tr>
<td>18 and over</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>12</td>
</tr>
</tbody>
</table>

One or 8.3 per cent is 14 years of age, two or 16.7 per cent 15, five or 41.7 per cent 16, and four or 33.3 per cent 17 years of age. The ages of the actual drop-outs are as follows: one or 8.3 per cent 15 years of age, four or 33.3 per cent 16 years of age, three or 25.1 per cent 17 and four or 33.3 per cent 18 years or over.

Summary.—The distribution of ages of potential drop-outs and actual drop-outs as shown in Table 1, may be summarized as follows:

Eight or 66.7 per cent of the potential drop-outs' ages ranged from 14 to 16 years of age; whereas, five or 41.6 per cent of the actual drop-outs withdrew at or below the legal dropout age. Four or 33.3 per cent of the potential drop-outs were above the legal
dropout age; whereas, seven or 58.4 per cent of the actual drop-outs withdrew above the legal dropout age.

Ages according to sex.--The distribution of ages according to sex of potential drop-outs and actual drop-outs as shown in Table 2, page 23, is as follows.

All subjects of the potential drop-outs are males; one or 8.3 per cent 14 years of age, two or 16.7 per cent 15, five or 41.7 per cent 16, and four or 33.3 per cent 17 years of age. Of the actual drop-outs, four or 33.3 per cent are females, 15, 16, 17, and 18 years of age respectively, and eight are males: three or 25.1 per cent 16, two or 16.7 per cent 17, and three or 25.1 per cent 18 years of age or over.

Summary.--The distribution of ages according to sex of potential drop-outs and actual drop-outs as shown in Table 2, may be summarized as follows:

Twelve or 100 per cent of the potential drop-outs are males; whereas, eight or 66.7 per cent of the actual drop-outs are males, and four or 33.33 per cent of the actual drop-outs are females.

Grade placement.--The distribution of grade-placement of potential drop-outs and actual drop-outs as shown in Table 3, page 24, is as follows:

Six or 50.0 per cent of the potential drop-outs are in ninth grade, four or 33.3 per cent tenth grade, two or 16.7 per cent are in the eleventh grade; whereas, three or 25.00 per cent of the actual drop-outs withdrew in the ninth grade, six or 50.0 per cent in the tenth grade, two or 16.7 per cent in the eleventh grade and one or 8.3
<table>
<thead>
<tr>
<th>Age</th>
<th>Potential Drop-Outs</th>
<th>Actual Drop-Outs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female Per Cent</td>
<td>Male Per Cent</td>
<td>Female Per Cent</td>
</tr>
<tr>
<td>14</td>
<td>- 1 8.3</td>
<td>- 1 8.3</td>
<td>- 1 4.2</td>
</tr>
<tr>
<td>15</td>
<td>- 2 16.7</td>
<td>1 8.3</td>
<td>4 2 8.3</td>
</tr>
<tr>
<td>16</td>
<td>- 5 41.7</td>
<td>1 8.3 3 25.1</td>
<td>4 2 8 33.2</td>
</tr>
<tr>
<td>17</td>
<td>- 4 33.3</td>
<td>1 8.3 2 16.6</td>
<td>4 2 6 25.0</td>
</tr>
<tr>
<td>18 and over</td>
<td>- -</td>
<td>1 8.3 3 25.1</td>
<td>4 2 3 12.5</td>
</tr>
<tr>
<td>Total</td>
<td>- 12 100.0</td>
<td>4 33.2 8 66.8</td>
<td>4 16.8 20 82.2</td>
</tr>
</tbody>
</table>

TABLE 2
DISTRIBUTION OF AGE ACCORDING TO SEX OF POTENTIAL DROPOUTS AND ACTUAL DROPOUTS OF THE WILLIAM JAMES HIGH SCHOOL, STATESBORO, GEORGIA, 1964-1965
TABLE 3

DISTRIBUTION OF GRADE-PLACEMENT OF POTENTIAL DROPOUTS AND
ACTUAL DROPOUTS OF THE WILLIAM JAMES HIGH SCHOOL,
STATESBORO, GEORGIA, 1964-1965

<table>
<thead>
<tr>
<th>Grade</th>
<th>Potential Drop-Outs</th>
<th>Actual Drop-Outs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Nine</td>
<td>6</td>
<td>50.0</td>
<td>3</td>
</tr>
<tr>
<td>Ten</td>
<td>4</td>
<td>33.3</td>
<td>6</td>
</tr>
<tr>
<td>Eleven</td>
<td>2</td>
<td>16.7</td>
<td>2</td>
</tr>
<tr>
<td>Twelve</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>12</td>
</tr>
</tbody>
</table>

per cent withdrew in the twelfth grade.

Summary.--The distribution of grade-placement of potential
drop-outs and actual drop-outs as shown in Table 3, may be summarized
as follows:

Of the twenty-four subjects, nineteen or 89.2 per cent were in
the ninth or tenth grades; whereas, five or 20.8 per cent of the
subjects were in grades eleven and twelve. It is interesting to note
that ten or 83.3 per cent of the potential drop-outs were in the ninth
or tenth grade and 75.0 per cent of the actual drop-outs withdrew in
ninth and tenth grade.

Intelligence quotients.--The distribution of the intelligence
quotients of potential drop-outs and actual drop-outs as shown in
Table 4, may be summarized as follows.

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Potential Drop-Outs</th>
<th>Actual Drop-Outs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>99</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
</tr>
<tr>
<td>98</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>95</td>
<td>1</td>
<td>8.3</td>
<td>1</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td>16.7</td>
<td>2</td>
</tr>
<tr>
<td>89</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
</tr>
<tr>
<td>87</td>
<td>1</td>
<td>8.3</td>
<td>1</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
<td>8.3</td>
<td>2</td>
</tr>
<tr>
<td>81</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
<td>33.5</td>
<td>2</td>
</tr>
<tr>
<td>75</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>70</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the potential drop-outs, one or 8.3 per cent had an I.Q. of 99, one or 8.3 per cent 95, two or 16.7 per cent 90, one or 8.3 per cent 89, one or 8.3 per cent 87, one or 8.3 per cent 85, one or 8.3 per cent 81, four or 33.5 per cent 80. Of the actual drop-outs
one or 8.3 per cent had an I.Q. of 98, one or 8.3 per cent 95, two
or 16.7 per cent 90, one or 8.3 per cent 87, two or 16.7 per cent 85,
two or 16.7 per cent 80, two or 16.7 per cent 75, and one or 8.3 per
cent had an I.Q. of 70.

Summary.--The distribution of the intelligence quotients of
potential drop-outs and actual drop-outs as shown in Table 4, may
be summarized as follows:

Of the twenty-four potential drop-outs and actual drop-outs;
eight or 33.3 per cent had an I.Q. of 90 or above. The other I.Q.'s
were as follows: one or 4.2 per cent 89, two or 8.3 per cent 87,
three or 12.5 per cent 85, one or 4.2 per cent 81, six or 25.0 per
cent 80, two or 8.3 per cent 75, and one or 4.2 per cent 70.

Sibling placement.--The distribution of sibling placement of
potential drop-outs and actual drop-outs as shown in Table 5 is as
follows:

TABLE 5

DISTRIBUTION OF SIBLING PLACEMENT OF POTENTIAL DROPOUTS
AND ACTUAL DROPOUTS OF THE WILLIAM JAMES HIGH
SCHOOL, STATESBORO, GEORGIA, 1964-1965

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Potential Drop-Outs</th>
<th>Actual Drop-Outs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>1st child</td>
<td>8</td>
<td>66.7</td>
<td>1</td>
</tr>
<tr>
<td>2nd child</td>
<td>1</td>
<td>8.3</td>
<td>2</td>
</tr>
<tr>
<td>Middle child</td>
<td>1</td>
<td>8.3</td>
<td>3</td>
</tr>
<tr>
<td>Last child</td>
<td>2</td>
<td>16.7</td>
<td>4</td>
</tr>
<tr>
<td>Only child</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>12</td>
</tr>
</tbody>
</table>
Of the twelve potential drop-outs, 8 or 66.7 per cent were first child sibling placement, one or 8.3 per cent second child, one or 8.3 per cent middle child, 2 or 16.7 per cent were last child sibling placement. Of the actual drop-outs, one or 8.3 per cent was first child sibling placement, two or 16.7 per cent second child, three or 25.0 per cent were middle child, four or 33.3 per cent last child, and two or 16.7 per cent were the only child sibling placement.

Summary.--The distribution of sibling placement of the potential drop-outs and actual drop-outs as shown in Table 5, may be summarized as follows:

Nine or 75.0 per cent of the potential drop-outs were first or second child sibling placement, three or 25.0 per cent were middle child sibling placement or last child sibling placement; whereas, three or 25.0 per cent of the actual drop-outs were first or second sibling placement, and nine or 75.0 per cent were middle, last or only child sibling placement.

Reasons for school-withdrawal of potential drop-outs.--The distribution of reasons for school withdrawal of the potential drop-outs as shown in Table 6, page 28, is as follows:

Eight or 17.0 per cent stated that they had to work to help support the family, four or 8.0 per cent non-support of the father, five or 10.0 per cent teacher-pupil indifference, two or 4.0 per cent to join armed services, five or 10.0 per cent excessive absenteeism, six or 13.0 per cent older than class group, seven or 15.0 per cent parent-child indifference, seven or 15.0 per cent non-participation in extra-curricular activities, and four or 8.0 per cent poor scholarship.
TABLE 6
DISTRIBUTION OF THE REASONS FOR SCHOOL-WITHDRAWAL OF THE
POTENTIAL DROPOUTS OF THE WILLIAM JAMES HIGH
SCHOOL, STATESBORO, GEORGIA, 1964-1965

<table>
<thead>
<tr>
<th>Potential Drop-Outs</th>
<th>Specific Derived Implications</th>
<th>Total Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work to help support family</td>
<td>8</td>
<td>17.0</td>
<td></td>
</tr>
<tr>
<td>Father (Non-support)</td>
<td>4</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Teacher-pupil indifferences</td>
<td>5</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>Join armed service</td>
<td>2</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Excessive absenteeism</td>
<td>5</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>Older than class group</td>
<td>6</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>Parent-child indifferences</td>
<td>7</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td>Non-participation in Extra-curricular activities</td>
<td>7</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td>Poor scholarship</td>
<td>4</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Summary.--The distribution of reasons for school withdrawal of the potential drop-outs as shown in Table 6, may be summarized as follows:

The reasons for school withdrawals of potential drop-outs ranged from a low of two or 4.0 per cent to join the armed services to a high of eight or 17.0 per cent to work to help support the family. Thirty-eight or 80.0 per cent of the reasons were as follows: work to help
family, excessive absenteeism, non-participation in extra-curricular activities, and poor scholarship.

Reasons for school-leaving of actual drop-outs.--The distribution of reasons for school-leaving of actual drop-outs as shown in Table 7 is as follows:

Seven or 14.0 per cent to work to help support the family, six or 12.0 per cent non-support of the father, three or 6.0 per cent teacher-pupil indifference, two or 4.0 per cent pregnancy, seven or

TABLE 7
DISTRIBUTION OF THE REASONS FOR SCHOOL-LEAVING OF ACTUAL DROPOUTS OF THE WILLIAM JAMES HIGH SCHOOL, STATESBORO, GEORGIA, 1964-1965

<table>
<thead>
<tr>
<th>Actual Drop-Outs</th>
<th>Specific Derived Implications</th>
<th>Total Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work to help support family</td>
<td>7</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td>Father (Non-support)</td>
<td>6</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>Teacher-pupil indifference</td>
<td>3</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Pregnancy</td>
<td>2</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Excessive Absenteeism</td>
<td>7</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td>Older than class group</td>
<td>6</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>Parent-child indifference</td>
<td>4</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Non-participation in extra-curricular activities</td>
<td>10</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>Poor scholarship</td>
<td>5</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
14.0 per cent excessive absenteeism, six or 12.0 per cent older than
class group, four or 8.0 per cent parent-child indifferences, ten or
20.0 per cent non-participation in extra-curricular activities, and
five or 10.00 per cent poor scholarship.

Education of parents of potential drop-outs and actual drop-
outs.--The distribution of education of parents of potential drop-outs
and actual drop-outs as shown in Table 8 is as follows:

**TABLE 8**

DISTRIBUTION OF EDUCATION OF PARENTS OR GUARDIANS
OF POTENTIAL DROPOUTS AND ACTUAL DROPOUTS OF
THE WILLIAM JAMES HIGH SCHOOL, STATESBORO,
GEORGIA, 1964-1965

<table>
<thead>
<tr>
<th>Education</th>
<th>Potential Drop-Outs</th>
<th>Actual Drop-Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attended Per Cent</td>
<td>Attended Per Cent</td>
</tr>
<tr>
<td>Elementary</td>
<td>11  45.8</td>
<td>9  37.5</td>
</tr>
<tr>
<td>High School</td>
<td>1   4.2</td>
<td>3   12.5</td>
</tr>
<tr>
<td>College</td>
<td>-     -</td>
<td>-     -</td>
</tr>
<tr>
<td>Total</td>
<td>12  50.0</td>
<td>12  50.0</td>
</tr>
</tbody>
</table>

Eleven or 45.8 per cent of the parents of potential drop-outs
attended elementary school, one or 4.2 per cent attended high school
and none attended college. Nine or 37.5 per cent completed elementary
school, and three or 12.5 per cent completed high school. Eight or
33.3 per cent of the parents of the actual drop-outs attended elementary school, two or 8.3 per cent attended high school and none completed college. Eight or 33.3 per cent completed elementary school, six or 25.1 per cent completed high school.

Summary.--The distribution of education of parents of potential drop-outs and actual drop-outs as shown in Table 8, may be summarized as follows:

Seventy and eight tenths per cent of the parents of the twenty-four subjects did not go beyond elementary school, and 37.6 per cent of the parents did not go beyond high school. None of the parents of the twenty-four subjects attended college.

Occupations of parents or guardians of potential drop-outs and actual drop-outs.--The distribution of occupations of parents of the potential drop-outs and actual drop-outs as shown in Table 9

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Potential Dropouts</th>
<th>Actual Dropouts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Unskilled</td>
<td>14</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>18</td>
<td>32</td>
</tr>
</tbody>
</table>

None of the parents of the potential drop-outs were employed in
skilled occupations. Fourteen were employed as unskilled laborers.
Three of the parents of the actual drop-outs were employed as skilled
laborers and fifteen were employed as unskilled laborers.

Summary.—The occupations of the parents or guardians of the
potential drop-outs and the actual drop-outs as shown in Table 9, may
be summarized as follows:

The occupations of the parents of the potential drop-outs and
the actual drop-outs were limited to skilled and unskilled jobs.
None of the mothers were employed in skilled occupations; whereas,
two of the fathers were employed in skilled occupations as building
contractors.

Data on Case Studies of Potential Dropouts

Case: I
Age: 14          Date of Birth: 6-6-50        Grade: 9     I. Q.: 90
Siblings: 2 Sisters, 2 Brothers  Marital Status of Parents: To-
gether
Education of Parents: Completed Elementary School

A. Socio-Economic Status: Case I lives with his mother, father, two
sisters, two brothers in a five room house that is in good condition.
He is the youngest child in the family. His father works as a
truck driver with a salary of approximately $75.00 per week. His
mother is a housewife. His brother operates a service station and
he works with him in the afternoons. Case I and his family enjoy
many of the comforts that the average family cannot afford.

B. Behavioral Pattern: Case I does not have a pleasing personality.
Many times he picks fights with other boys and always puts the blame on someone else. He seems to feel that everything should go his way. He does not get along well with his instructors and many times he will cut classes or leave the school campus. Case I likes to run with boys older and more mature than the boys his age.

C. **Educational Experience:** Case I's record shows that he is below average in his work and is failing in most of his subjects. In the eighth grade he maintained a C Average. At the end of the first semester in the ninth grade his average was D-.

D. **Physical Health Status:** Case I appears to be in very good health. He is large for his age and clean and neat at all times. He has never suffered any serious illnesses and has had all of the usual childhood diseases without leaving any lasting effects or scars.

E. **Implications:** The following implications are made in Case I's case:

1. The fact that Case I does not get along with his teachers indicates a need for better teacher-pupil relationship.

2. The fact that Case I is not getting his work indicates a need for his parents to see to it that he studies and gets his home assignments.

F. **Recommendations:** In view of the above implications, the following recommendations are made:

1. That the administration should seek to improve teacher-pupil relationship.

2. That Case I's parents should be more concerned about his welfare.
and encourage him to get his work and stay in school.

Case: II
Age: 16  Date of Birth: 7-6-48  Grade: 9  I.Q.: 95

<table>
<thead>
<tr>
<th>Siblings: Sisters 3</th>
<th>Marital Status of Parents: Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education of Parents: Attended Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

A. Socio-Economic Status: Case II lives in a three room frame house with his mother and three younger sisters. Their home and surroundings are badly in need of repair. His mother's health is very poor; therefore, she is unable to work. His mother and father have been separated for six years and he does not know where his father is. Due to the family's condition, the Public Welfare gives them financial assistance. Because Case II is the oldest child, he states that he has to stop school and work in order to help the family.

B. Behavioral Pattern: Case II gets along well with his classmates most of the time. Many times he appears to feel inferior to them because he cannot dress as they do. He has a pleasing personality and is liked by all of his teachers.

C. Educational Experience: Case II's record shows that he was above average in the eighth grade. When he entered the ninth grade his interest and grades began to fall because of his responsibilities at home. At the end of the first semester in the ninth grade his average was C-.

D. Physical Health Status: Case II appears to be in very good health.
He is neat and clean at all times. He has suffered no serious illnesses and has had most of the childhood diseases without any lasting scars or effects.

E. Implications: The implications in Case II's case are as follows:

1. The fact that Case II's father does nothing to help support the family indicates a need for him to consider the welfare of the children.

2. The fact that Case II needs a part-time job in order to remain in school indicates a need for job placement.

F. Recommendations: In view of the above implications, the following recommendations are made:

1. That Case II's father consider the welfare of his children and help support them.

2. That the school seek part-time employment for Case II in order for him to remain in school.

Case: III

Age: 16  Date of Birth: 4-19-49  Grade: 9  I.Q.: 87

Siblings: 2 Sisters, 1 Brother  Marital Status of Parents: Together

Education of Parents: Completed Elementary School

A. Socio-Economic Status: Case III lives with his mother, father, sisters and brother in a five-room house that is in fair condition. He has two younger sisters and one younger brother. His father works for a pulpwood plant for approximately $50.00 per week. His mother works at a laundry for approximately $25.00 a week. Case
III states that he has to stay out of school quite a bit in order to help his mother with the support of the family. His father drinks a lot and many times gives very little to the support of the family.

B. **Behavioral Pattern:** Case III seems to be well-liked by his neighbors and classmates, but he seems to resent his father because of his drinking. He is very reluctant in carrying his friends to his house. Most of his free time is spent away from the house. He always visits his friends in the community because of home conditions. Case III states that many times he feels like running away from home because of his father.

C. **Educational Experience:** Case III's scholastic average is C+. He feels that he is losing interest in school because he does not have time to get his lessons as he should and does not have time for extra-curricular activities.

D. **Physical Health Status:** Case III is tall, slender and appears to be in good health. He is neat and clean at all times. He has suffered no serious illnesses and has had the usual childhood diseases without leaving any lasting scars or effects.

E. **Implications:** The implications in Case III's case are as follows:

1. The fact that Case III's father does very little toward helping to support the family indicates a need for the parents to work closer together for the welfare of the family.

2. The fact that Case III is not pleased with his home conditions indicates a need for understanding and love expressed in the home.
3. The fact that Case III feels that he has to work some in order to continue his education indicates a serious need for job placement in the school.

F. Recommendations: The following recommendations are made in Case III's case:

1. That Case III's father should be more considerate of the family in helping to support it.
2. That the parents should seek to understand the children and give them a feeling of belonging and security.
3. That the school should seek to provide job placement services for students.

Case: IV

Age: 17    Date of Birth: 11-7-48    Grade: 11    I.Q.: 85

Siblings: 1 Sister    Marital Status of Parents: Separated

Education of Parents: Father attended; Mother completed High School

A. Socio-Economic Status: Case IV lives with his mother and younger sister in a four room frame house that is in good condition. His mother works at a laundry for $35.00 per week. Case IV works to support himself and helps his younger sister. His mother and father are separated. His mother has to pay all the bills because his father does not help her.

B. Behavioral Pattern: Case IV seems to resent everyone who is in authority over him. He is always in trouble with his teachers or school patrols. Much of this comes from his home environment.
He seems to resent his mother because he cannot stay out at night as long as he likes. He feels that his mother does not like him and does everything for his sister.

C. Educational Experience: Case IV is a little below the average in his school work, but he has the ability to do much better work. In the ninth and tenth grades he maintained a C average. The first semester of the eleventh grade his average dropped to D.

D. Physical Health Status: Case IV is a tall, slender boy and appears to be in good health. He has suffered no serious illnesses, but he has had the usual childhood diseases without leaving any lasting effects or scars.

E. Implications: The following implications are made in Case IV's case:

1. The fact that Case IV feels that his mother does not like him indicates a need for love and understanding to be expressed in the home.

2. The fact that Case IV seems to resent the teachers and those in authority indicates a need of better understanding of school policies and teacher-pupil relationships.

F. Recommendations: The following recommendations are made:

1. That the parents should consider the welfare of their children and give them a feeling of belonging and security.

2. That students fully understand school policies and that teacher-pupil relationship be improved.

Case: V

Age: 15 Date of Birth: 6-4-49 Grade: 9 I.Q.: 80
Siblings: 6 Brothers, 4 Sisters Marital Status of Parents: Together

Education of Parents: Father attended; Mother completed Elementary School

A. Socio-Economic Status: Case V lives with his mother, father, sisters, uncle and brothers in a seven room frame house that is badly in need of repair. He is the oldest child in the family. His father is a day laborer and makes approximately $40.00 per week. His mother does not work because of the children. Case V has to work with his father on the farm in order to support the family. His father gives him very little money to spend. He has to buy all of his school clothes.

B. Behavioral Pattern: Case V gets along well with his classmates and teachers, but resents his home life. His uncle drinks very heavily and tries to fight his brothers and sisters. He feels that he can not carry his friends to his house because his uncle is always drinking. Case V also feels that his father should give him more money to spend for working, inasmuch as he has to buy his own clothes.

C. Educational Experience: Case V's record shows that he is an average student. He had to repeat the eighth grade for missing too many days. His father made him stay out of school to work with him. Case V maintained a C- average during the first semester, but feels that he will probably have to drop out in order to work to help his family.

D. Physical Health Status: Case V appears to be in very good health.
His clothes are usually clean and neat at all times. He has had all of the childhood diseases without any lasting effects or scars.

E. Implications: The implications in Case V's case are as follows:
1. The fact that Case V is not happy at home indicates a serious need for guidance and understanding in the home.
2. The fact that Case V feels that he has to work in order to buy his clothes and help his family indicates a need for job placement in the school.

F. Recommendations: The following recommendations are made in Case V's case:
1. That the parents be more considerate of the children and stress love and understanding in the home.
2. That the school work closely with outside agencies in order to provide part-time employment for students.

Case: VI

Age: 16  Date of Birth: 6-13-48  Grade: 10  I.Q. 81

Siblings: 3 Brothers, 2 Sisters  Marital Status of Parents: Together

Education of Parents: Attended Elementary School

A. Socio-Economic Status: Case VI lives with his father, mother and younger brothers and sisters. They live on a farm in a five room frame house that is badly in need of repair. His father is a sharecropper and a day laborer. His salary is approximately $25.00 per week. His mother does housework for approximately $15.00 per week. Case VI states that he has to stay out of school
most of the time to work in order to help his father support the family and buy his school clothes.

B. Behavioral Pattern: Case VI gets along well with his schoolmates and his instructors. He seems to have a pleasing personality and is very cooperative. He appears to be very thoughtful of others and has good leadership ability.

C. Educational Experience: Case VI's record shows that he is below average in his subjects. He feels that he could do much better work if he were able to come to school regularly. At the end of the first semester his average was D-. Case VI also states that his reading is very poor.

D. Physical Health Status: Case VI is a small boy for his age, but appears to be in good health. He is neat and clean at all times. He has had all of the usual childhood diseases without leaving any lasting scars or effects.

E. Implications: The following implications are made in Case VI's case:

1. The fact that he has to stay out of school in order to work indicates a need for a part-time job.

2. The fact that Case VI reads very poorly indicates a need for special reading classes in the school for high school students.

F. Recommendations: In view of the above implications, the following recommendations are made:

1. That a part-time job be secured for Case VI in order for him to continue his education.
2. That special reading classes are set up in the school to help students who have serious problems in reading.

Case: VII

Age: 17  Date of Birth: 12-13-48  Grade: 10  I.Q.: 89

Siblings: 2 Brothers  Marital Status of Parents: Separated

Education of Parents: Completed High School

A. Socio-Economic Status: Case VII lives with his aunt in a four room brick house which is in good condition. Case VII came from a northern city to live with his aunt and to go to school. His mother and father are separated. His two older brothers are staying with an aunt in one of the larger cities in Georgia. Case VII's aunt and uncle are separated. She works in a theatre with a salary of approximately $45.00 per week.

B. Behavioral Pattern: Case VII does not get along well with his classmates and his instructors. He likes to run with fellows who are older than he. He resents authority and always wants to do things as he sees them. His aunt gives him a lot of freedom and he goes and comes when he likes. Most of his free time is spent away from home. Case VII seems to feel that school is not for him; therefore, he doesn't try to learn.

C. Educational Experience: Case VII's record shows that his scholastic average is very poor. At the end of the first semester, his average was D-. His ninth grade record is also very poor. Case VII interest in school seems to be very poor.
D. Physical Health Status: Case VII is a tall, slender boy who appears to be in very good health. He is neat at all times. He has had all of the usual childhood diseases without leaving any lasting effects or scars.

E. Implications: The following implications are made in Case VII's case:

1. The fact that he spends no time at home indicates a need for love and understanding in the home.
2. The fact that Case VII seems to resent authority and feels that everything should go his way indicates a need for better teacher-pupil relationship and more guidance in the school and the home.

F. Recommendations: In view of the above implications, the following recommendations are made:

1. That Case VII's aunt should seek to understand him and give him a feeling of belonging and security.
2. That the school should seek to improve its teacher-pupil relationship and guidance services so as to reach each pupil.

Case: VIII

Age: 17  Date of Birth: 10-29-47  Grade: 9  I.Q.: 90
Siblings: 2 Sisters, 5 Brothers  Marital Status of Parents: Together
Education of Parents: Attended Elementary School

A. Socio-Economic Status: Case VIII lives with his mother, father, and seven younger sisters and brothers. They live in a five room
frame house which is in fair condition. His father is a sharecropper with a monthly salary of approximately $100.00. His mother is a housewife. Case VIII had to stay out of school last term to work with his father in order to help support the family. He feels that he will probably have to drop out of school again in order to help support himself.

B. **Behavioral Pattern**: Case VIII seems to have a pleasing personality. He is very cooperative and gets along well with his peers. He appears to be the leader in his group. He seems to be self-conscious of his age as compared to most of his classmates.

C. **Educational Experience**: Case VIII maintained a C+ average in the eighth grade. During the first semester of the ninth grade, he maintained a B- average. Case VIII always tries to excel in all of his classes and feels that he could do better work if he had sufficient time to study.

D. **Physical Health Status**: Case VIII is a small boy for his age. He seems to be in good health. He has never suffered any serious illnesses other than the usual childhood diseases which have left no lasting effects or scars.

E. **Implications**: The following implications are made in Case VIII's case:

1. The fact that Case VIII feels that he will have to drop out of school and work in order to help support himself indicates a need for a part-time job.
2. The fact that Case VIII has good ability indicates a need for the teacher to continue to encourage him to stay in school.
F. **Recommendations:** In view of the above implications the following recommendations are made:

1. That a part-time job be secured in order for Case VIII to remain in school.
2. That the teacher continue to encourage Case VIII to remain in school and to continue to study hard.

**Case: IX**

**Age:** 17  **Date of Birth:** 5-6-47  **Grade:** 11  **I.Q.:** 80

**Siblings:** 2 Sisters  **Marital Status of Parents:** Separated

**Education of Parents:** Attended Elementary School

A. **Socio-Economic Status:** Case IX lives with his grandmother in a four room frame house. His mother and father are separated and he has not seen either of them for five years. His grandmother works as a cook for approximately $40.00 per week. Case IX's two younger sisters live with them also. Case IX's grandmother is the sole support of the children and feels that he should stay out of school and work in order to help her with the bills. Case IX wants to drop out and enter the army.

B. **Behavioral Pattern:** Case IX seems to get along well with his peers and all of his teachers. He is very cooperative and tries to do everything that is asked of him. He has a friendly and pleasing personality.

C. **Educational Experience:** Case IX's record shows that in the ninth and tenth grades he was below average in his work. In the eighth grade he was "socially promoted" because of his size. For the
first semester of the eleventh grade his average was D-.

D. **Physical Health Status:** Case IX is a heavy-set boy who appears to be overweight for his age. He is neat and clean at all times. He has had no serious illnesses and appears to be in good health. He has had all of the usual childhood diseases without leaving any lasting effects or scars.

E. **Implications:** The following implications are made in Case IX's case:

1. The fact that Case IX's parents are separated indicates a need for them to be aware of his welfare and education.
2. The fact that Case IX is considering the army before completing high school indicates a need for more guidance in getting him to understand the importance of completing high school.

F. **Recommendations:** The following recommendations are made in Case IX's case:

1. That Case IX's parents consider his welfare and the importance of an education.
2. That Case IX should finish high school before considering any branch of the service.

**Case: X**

**Age:** 16  **Date of Birth:** 6-7-48  **Grade:** 10  **I.Q.** 99

**Siblings:** 3 Brothers, 1 Sister  **Marital Status of Parents:** Together

**Education of Parents:** Completed Elementary School

A. **Socio-Economic Status:** Case X lives on the farm with his father, mother, three younger brothers and one sister. They live in a
four room frame house which is in fair condition. His father is a
sharecropper and also does day labor. He makes on an average of
$45.00 per week. Case X is the oldest child and has to work in
order to help his father support the family. His mother has to
stay home with the younger children.

B. Behavioral Pattern: Case X gets along well with all of the
children at school and in his community. He has a pleasing per-
sonality and shows good leadership potentials.

C. Educational Experience: Case X is above average in his schoolwork.
Case X feels that if he had better facilities for studying at home,
his grades would be better. In math and science he is among the
top students in the class. His average is B-.

D. Physical Health Status: Case X is a tall, slender boy who appears
to be underweight for his age. He is usually neat and clean at
all times. He has had all of the usual childhood diseases which
have left no lasting effects or scars.

E. Implications: The implications in Case X's case are as follows:
1. The fact that Case X needs to work in order to remain in
school indicates a need for part-time employment.
2. The fact that Case X has very good potentials indicates a
need for the home and school to encourage him to continue
his education.

F. Recommendations: The following recommendations are made in Case X's
case:
1. That a part-time job be secured for Case X in order to help
his family.
2. That Case X be encouraged to continue his educational training.

Case: XI

Age: 16  Date of Birth: 4-5-49  Grade: 10  I.Q.: 80

Siblings: 5 Sisters  Marital Status of Parents: Separated

Education of Parents: Completed Elementary School

A. Socio-Economic Status: Case XI lives with his mother and five younger sisters in a five room block house. His mother is in the process of buying the house. His father died a year ago leaving a large debt on the family. His mother works as a maid with a weekly salary of approximately $25.00. Case XI has to stay out of school quite frequently in order to help his mother with the bills.

B. Behavioral Pattern: Case XI seems to be well-thought-of by his teachers, schoolmates and the people in his community. He has a friendly smile and pleasing personality. He is thoughtful of others and possesses great leadership ability.

C. Educational Experience: Case XI maintained A C- average in the eighth and ninth grades. His first semester average in the tenth grade was D. Case XI feels that staying out of school to work is the primary factor for his low marks. He also feels that poor reading ability has caused his grades to fall below average.

D. Physical Health Status: Case XI is a slender, short boy and very small for his age. He is neat and clean at all times. He has never suffered any illnesses except the usual childhood diseases which left no lasting effects or scars.
E. **Implications:** The following implications are made in Case XI's case:

1. The fact that Case XI has to work to help his mother indicates a need for a part-time job in order to stay in school.
2. The fact that Case XI reads very poorly indicates a need for special reading classes in the school for high school students.

F. **Recommendations:** The following recommendations are made in Case XI's case:

1. That the school seek part-time employment for Case XI in order for him to remain in school and help his mother.
2. That special reading classes should be set up in the school to help those students who have serious problems in reading.

Case: XII

**Age:** 15  **Date of Birth:** 1-1-49  **Grade:** 9  **I.Q.:** 80

**Siblings:** 1 Sister  **Marital Status of Parents:** Together

**Education of Parents:** Attended Elementary School

A. **Socio-Economic Status:** Case XII lives with his mother, father, and older sister. They live in a beautiful six room house about five miles out of town. His father works for the city for a weekly salary of approximately $60.00. His mother works for $40.00 per week at a laundry. He and his father enjoy many of the comforts that the average family cannot afford.

B. **Behavioral Pattern.** He does not get along with his classmates. He seems to think that everything should go his way. If he does not get what he wants he shows it by resenting authority and
cutting classes. In many instances he does almost anything that he wants to at home and feels that this should happen in school. He always wants to lead and never wants to follow. He is always in trouble with his instructors about something he has done and he always wants the last word about what happened.

C. Educational Experience: Case XII is below average in his work but he could do average if he would spend more time studying. In the eighth grade his records showed that he was an average student. During the first semester his work was very poor because he did not attend classes as he should. His average at the end of the first semester was D-.

D. Physical Health Status: He appears to be in very good health. He is always neat and clean and dresses well. He has had all the childhood diseases, but has suffered no serious illnesses.

E. Implications: The following implications are made in this case:

1. The fact that Case XII does not work well with others and feels that everything should go his way indicates a need for more guidance in the home and school in getting him to see the importance of working and getting along with others.

2. The fact that Case XII has the ability but is failing in his work indicates the need for his parents to be more strict on him and make him study more instead of playing all the time.

F. Recommendations: In view of the above implications, the following recommendations are made:

1. That the school and home seek to help Case XII see the
importance of working and getting along with others.

2. That his parents realize the importance of an education and make him study more instead of doing other things.

Data on Case Studies of Actual Dropouts

Case: I

Age: 18 Date of Birth: 7-15-47 Grade: 11 I.Q.: 80
Siblings: None Marital Status of Parents: Together
Education of Parents: Completed High School

A. Socio-Economic Status: Case I lives with his mother and father in a four room brick house. His home and surroundings are very clean. His father works as a bricklayer making on the average of $90.00 per week. His mother works at a laundry for a weekly salary of $40.00. Case I has a part-time job at a drive-in restaurant to help buy his school clothes and to have spending money.

B. Behavioral Pattern: Case I has a very pleasing personality and is well-liked by all of his peers and teachers at school. At home he seems to have been a little resentful toward his parents, because he feels that they are too strict on him. He feels that he should be able to do most of the things he wants to and stay out late at night. Case I is more mature than most boys his age and feels that he should be on his own.

C. Educational Experience: Case I has maintained a "C" average from the eighth through the eleventh grade and seems to have had the
ability to do better work. At the beginning of the second semester he began to lose interest in his work and his average dropped to "D".

D. **Physical Health Status**: Case I seems to be in very good health. He is neat and clean at all times and has suffered no serious illnesses other than the usual childhood diseases without leaving any lasting effects or scars.

E. **Implications**: The implications in Case I's case are as follows:

1. The fact that Case I is resentful toward his parents indicates a need for the parents to seek to understand him.
2. The fact that Case I lost interest in school indicates the need for the school to provide more extra-curricular activities in order to meet the needs of all students.

F. **Recommendations**: In view of the above implications, the following recommendations are made in Case I's case:

1. That parents should seek to understand their children and give them a feeling of belonging and security.
2. That the school and community should work closely together in providing activities for students.

Case: II

**Age**: 18  **Date of Birth**: 6-14-47  **Grade**: 12  **I.Q.**: 90

**Siblings**: 4 Brothers  **Marital Status of Parents**: Separated

**Education of Parents**: Completed Elementary School

A. **Socio-Economic Status**: Case II lives with his grandfather in a three room frame house about six miles out of town. The house and
surroundings are clean and neat. His mother and father are separated. His four younger brothers live with his mother in another state. He does not know where his father is. His grandmother died four years ago and he came to live with his grandfather. His grandfather receives a check from the government each month. Case II had a part-time job at a service station making $20.00 a week. At the end of the first semester Case II dropped out of school in order to help his mother support the family.

B. Behavioral Pattern: Case II has a pleasing personality and gets along well with his peers and teachers. He is ready and always willing to cooperate with the school program, and participated in many extra-curricular activities. He also showed great leadership ability.

C. Educational Experience: Case II's record shows that he was an above average student in the eighth and ninth grades, but his average fell to "C-" in the tenth and eleventh grades. When he dropped out of school at the end of the first semester his average was "D+".

D. Physical Health Status: Case II seems to be in very good health. He is neat and clean at all times. He has suffered no serious illnesses, but he has had the usual childhood diseases which left no effects or scars.

E. Implications: The following implications are made in Case II's case:

1. The fact that his mother and father are separated indicates a need for parents to consider their children when separating.
2. The fact that Case II had to drop out of school to help support his family indicates a serious need for his father to help support the family and see that the children receive an education.

F. **Recommendations:** In view of the above implications, the following recommendation is made:

1. That Case II's parents should seriously consider the welfare of their children and see that they receive an education.

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**Case: III**

**Age:** 18  **Date of Birth:** 6-1-47  **Grade:** 10  **I.Q.:** 75

**Siblings:** 6 Sisters  **Marital Status of Parents:** Separated

**Education of Parents:** Completed Elementary School

**A. Socio-Economic Status:** Case III lives with his mother and is one of seven children. His father left his mother about five years ago. Case III has had to go to work because his mother cannot support them all on her $35.00 weekly salary. He works at a local service station. He is very fond of his mother and loves his sisters. The father is working in another city. The mother has had one other child by the father since separation. This has affected Case III very much. He has a great dislike for his father.

**B. Behavioral Pattern:** Case III is very indifferent towards his teachers, because he is 18 years of age and the average age of his teachers is 25. He likes people who are his age. He seems to feel mature as his teachers. This he says has a lot to do with his studies. He attended school regularly until he dropped out.
C. Educational Experience: Case III's scholastic average was a "D". His group participation was of superior quality, but individually he did not seem to work very well. He participated in most sports. He liked to read sports magazines. He tried very hard to keep up with the class, but was retained twice.

D. Physical Health Status: Case III is very tall and skinny. He is clean and neat at all times. He has suffered no serious illnesses and has had all the usual childhood diseases without leaving any lasting effects or scars.

E. Implications: The implications in Case III's case are as follows:
1. The fact that Case III resented his father indicates a serious need for love and understanding toward him on the part of his parents.
2. The fact that Case III did not get along too well with his teachers indicates a need for better teacher-pupil relationship.

F. Recommendations: In view of the above implications the following recommendations were made in Case III's case:
1. That Case III's father should be more considerate of his family and help to support them.
2. That better teacher pupil relationship should be maintained in the school.

Case IV
Age: 15 Date of Birth: 2-3-49 Grade: 9 I.Q.: 80
Siblings: 1 Brother Marital Status of Parents: Separated
Education of Parents: Attended Elementary School

A. Socio-Economic Status: Case IV lives with an uncle, her grandparents, two cousins and a brother. They live on a farm in a four room frame house which is badly in need of repairs. Her uncle does day labor and makes a salary of $40.00 a week. Her grandparents are sharecroppers. Case IV does not know where her parents are. Her home and surroundings are clean and neat.

B. Behavioral Pattern: Case IV was liked by most of her classmates. She seemed to be emotionally disturbed most of the time. She did not get along well with cousins and was by herself most of the time. She always wanted to do something for her teachers. Her actions and behavior in many cases seemed to call for attention and sympathy.

C. Educational Experience: Case IV was below average in her school work. Because of poor scholarship she began to stay out regularly. Many times she would not bring in her assignments and eventually she dropped out.

D. Physical Health Status: Case IV seemed to be normal. At times she would become emotionally upset. She was neat at all times. She has never suffered from any serious illnesses except the normal childhood diseases which have left no lasting scars.

E. Implications: The implications in Case IV's case are as follows:

1. Case IV's grandparents should spend more time with her, and make her feel like she is wanted and is accepted.

2. The leaving of her parents indicates a need for more consideration on their part for her.
F. **Recommendations:** On the basis of the implications the following recommendations are made:

1. That Case IV's guardians spend as much time as possible with her so as to give her a sense of belonging.

2. That parents consider the welfare of their children before deciding to divorce.

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**Case: V**

**Age:** 17  
**Date of Birth:** 3-10-48  
**Grade:** 10  
**I.Q.:** 98

**Siblings:** 3 Sisters  
**Marital Status of Parents:** Together

**Education of Parents:** Completed High School

A. **Socio-Economic Status:** Case V lives with her father, mother and three sisters. They live in a five room house which is in good condition and very clean surroundings. Her father works at a lumber yard for a salary of $60.00 per week and her mother works as a maid with a weekly salary of $40.00. Her mother and father finished high school.

B. **Behavioral Pattern:** Case V seems to have a split personality. Most of the time she is nice and everyone gets along with her fine, and other times she is indifferent with her parents and her peers. Many times she would leave home going to school and go some other place with older boys and girls.

C. **Educational Experience:** Case V's eighth and ninth grade records show that she was above average in her class. During the first semester in the tenth grade, she proved that she was capable of maintaining a "C" average. When Case V withdrew at the beginning
of the second semester her grades had dropped to "D".

D. **Physical Health Status:** Case V is an average size girl for her age. She is always neat and clean. She has suffered no serious illnesses other than the usual childhood diseases which have left no lasting effects or scars.

E. **Implications:** The following implications are made in Case V's case:
1. The fact that Case V stays away from home overnight indicates a need for better understanding between parents and children.
2. The fact that Case V runs with boys and girls much older than she indicates a need for more guidance in the school and home.

F. **Recommendations:** The following recommendations are made in Case V's case:
1. That more guidance be stressed in the home and school concerning peer relationship.
2. That the school and community maintain a closer contact with the home in order to better understand the child.

Case: VI

**Age:** 16  **Date of Birth:** 3-7-49  **Grade:** 10  **I.Q.:** 90

**Siblings:** 1 Sister, 2 Brothers  **Marital Status of Parents:** Together

**Education of Parents:** Completed Elementary School

A. **Socio-Economic Status:** Case VI's mother and father are together, however, they had been separated for two years. His father is a saw-mill worker and makes a weekly salary of $45.00. His mother works as a maid for $30.00 a week. Case VI has two younger brothers and one sister. He has never shown any signs of frustrations,
but seems to be worried about his father. He and his father
don't get along at all.

B. **Behavioral Pattern:** Case VI is constantly absent from school. He
finds school dull and sees no need in attending. He basically
likes to be with boys older than himself and likes to be thought
of as "tough." He has a part-time job which enables him to buy
most of his clothes.

C. **Educational Experience:** Case VI was a "D" student in the ninth
grade and has maintained a "C" average in the tenth. His ability
is average, but if properly developed, he could do much better work.
He likes to work in groups. His best subject is math. On an
average he attended school about three times a week. He eventually
dropped out.

D. **Physical Health Status:** Case VI is a very large boy for his age.
He seems to be in very good health. He has no serious illnesses
but has had all the usual childhood diseases without any lasting
effects or scars.

E. **Implications:** The implications in Case VI's case are as follows:
   1. The fact that Case VI and his father don't get along well
      indicates a need for love and understanding in the home.
   2. The fact that Case VI finds school dull and uninteresting
      indicates a serious need of motivation on the part of the
      school and home.

F. **Recommendations:** In view of the above implications, the following
recommendations are made in Case VI's case:
1. That parents should spend more time with their children in order to give them a feeling of belonging and security.

2. That the home and school should seek to motivate all children for learning.

Case: VII

Age: 16  Date of Birth: 4-10-48  Grade: I. Q.: 85

Siblings: 1 Brother, 2 Sisters  Marital Status of Parents: Separated

Education of Parents: Attended Elementary School

A. Socio-Economic Status: Case VII lives with his grandparents on a farm. They live in a five room frame house which seems to be comfortable and well-kept. His mother and father are separated. His oldest brother is in the army, and his younger sister live in another town with their aunt. His grandfather is a sharecropper and his grandmother is a maid with a salary of $35.00 a week.

B. Behavioral Pattern: Case VII seems to be well-established and gets along well with his peer group. He has a pleasing personality and has a concern for the needs and welfare of others.

C. Educational Experience: Case VII maintained a "C" average in eighth and ninth grade. When he entered the tenth grade he began to lose interest in his work and when dropped out of school his average was "B."

D. Physical Health Status: Case VII is in very good health. He is of average size. He has suffered no serious illnesses and has had the usual childhood diseases without leaving any lasting scars.
E. Implications: The following implications are prevalent in Case 
VII's case:

1. The fact that Case VII is resentful of his parents indicates 
a need for the parents to understand him.
2. The fact that Case VII lost interest in school indicates 
the need for the school to provide more extra-curricular 
activities to meet the needs of the students.

F. Recommendations: In view of the above implications the following 
recommendations are made in Case VII's case:

1. That parents should seek to understand their children and 
give them a feeling of belonging.
2. That the school and community should work closely together 
in providing activities for students.

Case: VIII
Age: 17            Date of Birth: 4-3-47          Grade: 10       I.Q.: 87
Siblings: None                  Marital Status of Parents: Separated
Education of Parents: Attended High School

A. Socio-Economic Status: Case VIII lives with his father and step-
mother in a four room brick house. His mother has remarried and 
lives with her second family in a city a hundred miles away. He 
states that he loves his mother very much and prefers living with 
her. His father is a carpenter and makes a salary of $65.00, and 
his stepmother works in a clothing store for $35.00 a week.

B. Behavioral Pattern: Case VIII seems to resent his father and his 
stepmother for not letting him live with his mother. He gets
along well with peers, and possesses great leadership ability.

C. **Educational Experience**: Case VIII's record shows that he was an average student during the first semester, but during the second semester his mother moved to another city and he lost all interest in school. When he dropped out of school his average was "D."

D. **Physical Health Status**: Case VIII seems to be in very good health. He is six feet tall and weighs 143 pounds. He states that he has had all of the childhood diseases without leaving any effects or scars.

E. **Implications**: The following implications is prevalent in Case VIII's case:

1. The fact that Case VIII prefers to live with his mother rather than his father indicates the need for the parents to consider the welfare of their children upon separating.

F. **Recommendations**: In view of the above implication the following recommendation is made:

1. That Case VIII's parents should consider his welfare and strive to help him understand the circumstances causing their separation.

**Case: IX**

**Age**: 16  **Date of Birth**: 4-13-48  **Grade**: 11  **I.Q.**: 85  **Sibling**: 1 Brother  **Marital Status of Parents**: Separated  **Education of Parents**: Attended Elementary School

A. **Socio-Economic Status**: Case IX's mother and father have been separated for twelve years. Her mother married again two years ago.
Her stepfather works as a day laborer for a salary of $49.00 per week. She has one older brother who is in the twelfth grade. They live in a five room frame house that needs repairs. Case IX withdrew from school due to becoming pregnant. The responsible individual refused to marry her.

B. Behavioral Pattern. Case IX was liked by all of her classmates and teachers. She had a pleasing personality, but did not get along well with her parents. Her mother resented her having boys come to the house to see her. Many times Case IX went other places to see boys for fear of an argument if they came to her house.

C. Educational Experience: Case IX was an average student in school. She maintained a "C" average during her high school days. She had the ability to be above "C" average, but for some reason she lost interest in school. Many times Case IX left home to go to school but spent the day with some of her friends. She continued to be absent and eventually dropped out.

D. Physical Health Status: Case IX is an attractive girl and is neatly dressed at all times. She has suffered no serious illnesses other than childhood diseases which left no lasting effects or scars.

E. Implications: The implications in Case IX's case are as follows:

1. The fact that Case IX does not get along with her parents indicates a serious need for her parents to show love and affection for her.

2. The fact that Case IX lost interest in school indicates the need for the school to strive to improve the curriculum to
meet the needs of the students.

F. Recommendations: The following recommendations are made in Case IX's case:

1. That the parents seek to understand their children and give them a feeling of belonging and security.
2. That more social activities should be provided by the school and community for students.

Case: X

Age: 17  Date of Birth: 2-2-47  Grade: 9  I.Q.: 70

Siblings: 1 Brother  Marital Status of Parents: Separated

Education of Parents: Attended Elementary School

A. Socio-Economic Status: Case X's mother and father are separated. He lives with his father in a three room frame house. Case X's father works as a day laborer making an average of $35.00 to $40.00 a week. His mother and father completed the seventh grade in school. His home surroundings were clean and in a state of repair. Case X had one brother younger than he who was very clean and neat.

B. Behavioral Pattern: Case X is a nice boy who is well-liked by his neighbors, teachers, and friends. He has a pleasing personality, but for some reason he cannot get along with his father. Case X feels that his father does not like him and spends most of his time with his younger brother. He would often leave the house every afternoon to play with other boys in the community.

C. Educational Experiences: Case X's scholastic average in the ninth
grade was "D." In elementary school, he had been promoted for social reasons. Case X was a very poor reader and found it very hard to keep up with the class. He began to stay out of school to work in order to help support the family and eventually dropped out for lack of interest.

D. Physical Health Status: Case X is a tall, slender boy who is usually neat and clean. He has never suffered from any illnesses except childhood diseases and those were without any lasting effects or scars.

E. Implications: The implications in Case X's case are as follows:

1. The relationship of Case X and his father indicates a need for his father to spend more time at home with him in order to give him a feeling of belonging.

2. The fact that Case X began to show a lack of interest in school indicates the need for curriculum revision in order to meet the needs of the students.

F. Recommendations: The following recommendations are made in Case X's case:

1. That Case X's father spend more time with him in order to give him a feeling of belonging and security.

2. That careful study be made of the curriculum in order to meet the needs and interests of the students.

3. That closer contact be maintained between the home and the school concerning the social activities of the students.

4. That more emphasis should be stressed concerning the choice of friends and companions of the students.
Case: XI

Age: 16  Date of Birth: 3-10-48  Grade: 10  I.Q.: 95

Siblings: 5 Sisters  Marital Status of Parents: Together

Education of Parents: Completed High School

A. Socio-Economic Status: Case XI lives with his parents and sisters in a four room brick house. His home and surroundings are clean and neat. His father is a contractor and has a weekly salary of approximately $75.00. His mother is a maid and makes approximately $25.00 per week. Case XI is the third child and the only boy in the family. He feels that many of the things he has to do around the house should be done by his sisters. He feels that his parents don't like him as much as the others. He resents his parents because they drink heavily and embarrass him whenever his friends come to see him. Many times his father would come to school for him while under the influence and this would embarrass him also. Case XI had a part-time job at a grocery store in order to buy his school supplies and clothes. During the first semester he began to stay away from home and school regularly and eventually dropped out.

B. Behavioral Pattern: Case XI has a pleasing personality and gets along well with the other boys and girls in the community. At school he was always willing and ready to cooperate with the school's program and participated in many of the extra-curricular activities. He also showed great leadership ability.

C. Educational Experience: Case XI's record reveals that he was above
average in his class work. In the eighth and ninth grades he
maintained a C+ average. For the first semester of the tenth grade,
his average was B-.

D. **Physical Health Status:** Case XI seems to be in very good health.
He is always clean and neat. He has suffered no serious illnesses
and has had the usual childhood diseases without leaving any
lasting effects or scars.

E. **Implications:** The following implications are made in Case XI's
case:

1. The fact that his father and mother drink heavily indicates
   a need for them to be more careful around their children
   and to be more considerate of them.

2. The fact that he feels that his parents like his sisters
   better than they like him indicates a need for love and
   understanding to be expressed more in the home.

F. **Recommendations:** The following recommendations are made in Case
XI's case:

1. That Case XI's parents should seek to understand their
   children and give them a feeling of belonging and security.

2. That Case XI's parents should be more careful around their
   children and their friends when indulging in alcoholic
   beverages.

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Case: **XII**

Age: 18  Date of Birth: 5-6-47  Grade: 9  I.Q.: 75

**Siblings:** 2 Sisters, 1 Brother  **Marital Status of Parents:** Separated
Education of Parents: Completed Elementary School

A. Socio-Economic Status: Case XII lives with her grandmother in a four room frame house. Her mother and father are separated, and she has not seen them in five years. Her grandmother works as a cook, making $40.00 a week. Her younger sister lives with them. The grandmother states that Case XII has to stay out of school in order to help her with the bills.

B. Behavioral Pattern: Case XII has a pleasing personality and gets along well with the boys and girls in the community. At times she will shy away from her classmates because of her age and size. She seems to feel inferior to her classmates and peers because of her age.

C. Educational Experience: Case XII's grades are very low. She had been retained two years. Her ability is below her classmates. Her average is "D."

D. Physical Health Status: Case XII is tall and slender and underweight for her age. She has suffered no serious illnesses other than the usual childhood diseases which left no lasting effects or scars.

E. Implications: The following implications are made in Case XII's case:

1. The fact that Case XII's mother and father are separated indicates a need for them to see that she receives an education.
2. The fact that Case XII lost interest in her work indicates a need for curriculum revision in order to meet the needs and
interests of all the students.

F. Recommendations: In view of the above implications the following recommendations are made:

1. That close contact should be maintained between the home and school concerning extra-curricular activities of students.

2. That Case XII's parents should spend more time with her in order to give her a feeling of belonging and security.
CHAPTER III

SUMMARY AND CONCLUSIONS

Recapitulation of Research-Design

**Rationale.**—Two of the greatest problems that are confronting our school and society are poor attendance and early school leavers. Education for all children has long been a prime goal of our American democracy. Education is a basic requisite for responsible citizenship, and for successful entry into today’s complicated working world. In the United States, education is freely available and indeed compulsory. Yet an alarmingly large number of intellectually capable children leave high school before graduation. They are wasting their mental capacities, dissipating their opportunities and circumscribing their chances for a better life.¹

In 1852, the state of Massachusetts passed a compulsory school attendance law, the first of its kind to be passed in the United States. By 1918 each of the states had passed its own compulsory-attendance-law.

One hundred years of compulsory education has brought about many changes in our ideals about school attendance and drop-outs. The concepts of maintaining good attendance through fear is out-moded and

has no place in the philosophy of the modern school. The attendance worker is no longer an officer of the law whose sole and main purpose is that of enforcement and punishment of offenders. He is now a representative of the school and his primary concern is to help the child get to school under the conditions which will enable him to make the most of his abilities and of the educational opportunities offered him in school.¹

The problem of identification causes that promote irregularities in school attendance and drop-outs are great challenges that face all persons concerned with the development of the American youth to their fullest capacities. School officials and school employees have the responsibility, therefore, of devising ways and means of keeping students in school as well as improving daily attendance and providing an education for every one. What the citizens of the next generation will be, the school of today will largely determine.

Many educators state that the American people have not only established public school attendance laws, but have also enacted compulsory school attendance laws. These laws reflect concern of the people as well as the educational profession, that our youth remain in school until they have completed at least the twelfth grade.²

The large financial waste which results from non-attendance becomes quite evident when it is realized that the cost to operate a school is

practically the same whether the children attend or not. More than eight billion dollars are spent annually for elementary and secondary education in the United States. If approximately 15 per cent of the pupils are absent daily, it is apparent that the resulting financial waste is colossal. The greatest loss, however, is the educational loss to the pupil.\footnote{Ward G. Reeder, \textit{The Fundamentals of Public School Administration} (New York: The Macmillan Company, 1958), p. 379.}

Evolution of the problem.--Most of the students who left school before graduation have not been able to find work in the community. Many of them have come back to the school for help and assistance in finding work, but only a few have reentered.

As a counselor at the William James High School, Statesboro, Georgia, the writer has been greatly concerned about the dropout problems in this area.

While Bulloch County has a low percentage of dropouts as compared with other counties in Georgia, the writer feels that there is a need for improvement in this area.

The students who drop out of school before graduation find little or no work to do and eventually become a misfit in society.

Contribution to educational knowledge.--From this study it is hoped that certain factors or reasons will be identified with potential drop-outs and actual drop-outs.

Since the success of the school depends greatly upon the type of program it offers, the writer feels that by ascertaining certain factors or causes of its school (drop-outs) would help in modifying
its curriculum, instructional services and guidance practices which in
term would help to enhance the holding power of the school.

Statement of the problem.--The problem involved in this study was
to determine or identify the factors which might be associated with
drop-outs and potential drop-outs of a selected group of high school
students at the William James High School during the school term 1964-
1965.

Purpose of the study.--The major purpose of this study was to
develop a comprehensive picture of the factors associated with the
potential drop-out and the actual drop-out of the William James High
School.

More specifically, the purposes of this study were to determine
whether or not the potential drop-outs and actual drop-outs:

1. Rated below average on emotional stability.
2. Participated in extra-curricular activities offered to his
group.
3. Rated below average in accepting responsibilities.
4. Were one or more years older than his class group.
5. Were absent more than the average without good cause.
6. Had a strong desire for or felt the need to earn money.
7. Expressed a strong desire to go into military service.
8. If sibling placement was an important factor.
9. If accident of youth-hood caused actual drop-outs or
potential drop-outs to withdraw before graduation.
10. To formulate whatever implications and suggested procedures
as may be derived from the interpretation of data.

Definition of terms.--For the purpose of this study, the following
terms connotethe respective meaning indicated:

1. "Drop-outs" as used in this study refer to pupils who left school permanently before graduation and did not reenter school elsewhere.

2. "Potential drop-outs" as used in this study refer to pupils who show characteristics peculiar to previous drop-outs, such as: failures in one or more subjects, excessive absenteeism, non-participation in extra-curricular activities and economic reasons.

Locale and research-design of study.--The significant aspects of the locale and research-design of this research are indicated below.

1. Locale and Period - This study was directed from the William James High School, Statesboro, Georgia, and conducted throughout Bulloch County, Georgia during the 1964-1965 term.

2. Subjects - The subjects involved in this study were twelve potential drop-outs, twelve actual drop-outs and the parents and teachers of the potential drop-outs and actual drop-outs of the William James High School during the school term 1964-1965.

3. Method of Research - The Case Study Method of research, utilizing the specific techniques of the check-list, official records, biographical notations, questionnaire, visitations and conferences, was used to collect the data requisite to the fulfillment of the purposes of the study.

4. Procedure - The procedural steps used in the conduction of this study are outlined below.

(a) The related literature pertinent to this study was surveyed, abstracted and incorporated in this study.

(b) Permission to conduct this study was secured from the proper school officials.

(c) Selection of the prospective subjects was made and the following instruments were used to collect the data: check-list, official records, questionnaire and personal interviews. These instruments were formulated after a examination of the committee and a preliminary trial-run with a small sample of classroom teachers and a group of students.

(d) Conferences with teachers and parents involved in this
study were held.

(e) The data collected were assembled in appropriate tables, analyzed and interpreted as dictated by the purposes of the research.

5. The findings, conclusions, implications and recommendations were formulated and incorporated in this study.

Summary of related literature.--A general summation evolving from the related literature in this study is summarized in the following statements.

1. School attendance and drop-outs are considered major problems confronting the school and society today.

2. The unpreparedness of high school drop-outs to take on jobs demanding certain educational and technical training not only limits the growth of the national economy but severely burdens it.

3. Early school leavers often feel that their schooling was impractical, because it does not prepare them for a vocation.

4. Most students who drop out of school before graduation are immature in their general personality formation and are dependent children who are unwilling to assume any self responsibility.

5. The evidence would appear that less than half of the students of unskilled laborers who succeeded in entering high school remained until graduation; whereas, four or five of the students of professional and technical men remained until graduation.

6. The lack of parent's experience in consulting with school administrators and teachers is a contributing factor in students leaving school before graduation.

7. If orientation to high school for eighth and ninth graders, marriage counseling for girls, a better explanation of extra-curricular activities, more complete records on student and a closer watch for potential drop-outs were included in the curriculum, the holding power of the school would probably increase.

8. There is evidence that the environment and cultural
atmosphere of the community and the home are directly related to poor school attendance and drop-outs.

9. It has been estimated that by 1970, 26,000,000 young people will enter the labor market, and 7,000,000 of these will be drop-outs from school with no saleable skills.

10. Students who leave school before graduation and have no saleable skills and no vocational preparation constitute "social dynamite."

11. Seemingly only by highly objective measuring, schools will eventually get to the bottom of the frequent failure to hold all pupils until graduation. The nature of each potential drop-out's problem brings us back to the responsibility of his school. The problem can best be attacked only in his school where he can be observed and helped by those who know him best.

12. Every drop-out and potential drop-out is an individual with unique characteristics, problems and personal history. There is no simple solution to his problem, but it is felt that treatment from the local level in administrative and instructional procedures may be a positive approach in enhancing the holding power of the school.

Summary of basic findings.--The significant findings derived from this research based totally from the data obtained are summarized below.

1. The ages of potential drop-outs ranged from a low of 14 years to a high of 17 years of age. Twenty-five per cent fell in the age range of 14-15 years of age; whereas, seventy-five per cent fell in the age range of 16-17 years of age.

2. The ages of the actual drop-outs ranged from a low of 15 years of age to a high of 18 years of age. Forty-one and six tenth per cent fell in the age range of 15-16 years; whereas, 58.4 per cent fell in the age range of 17-18 years of age.

3. Sixty-six and seven tenth per cent of the potential drop-outs are at or below the legal drop-out age; whereas, 41.6 per cent of the actual drop-outs withdrew at or below the legal drop-out age.

4. All of the potential drop-outs were males; whereas, eight or 66.8 per cent of the actual drop-outs were males.

5. Of the twenty-four potential and actual drop-outs, twenty
or 82.2 per cent were males and four or 16.8 per cent were females.

6. Of the twenty-four potential and actual drop-outs, eleven or 45.7 per cent of the males were at or below the legal drop-out age, nine or 37.5 per cent of the males were above the legal dropout age, two or 8.4 per cent of the females were below the legal dropout age and two or 8.4 per cent of the females were above the legal dropout age.

7. Of the twenty-four potential and actual drop-outs, eleven or 37.5 per cent were in the ninth grade, ten or 41.7 per cent were in the tenth grade, four or 16.6 per cent were in the eleventh grade and one or 4.2 per cent in the twelfth grade.

8. Of the twenty-four potential and actual drop-outs, nineteen or 79.2 per cent were in grades nine and ten; whereas, five or 20.8 per cent were in grades eleven and twelve.

The intelligence quotients of the potential drop-outs ranged from a low of 80 to a high of 99.

10. The intelligence quotients of the actual drop-outs ranged from a low of 70 to a high of 98.

11. Of the twenty-four potential and actual drop-outs, eight or 33.3 per cent had an I.Q. of 90 or above. The other I.Q.'s were as follows: one or 4.2 per cent 89, two or 8.3 per cent 87, three or 12.5 per cent 85, one or 4.2 per cent 81, six or 25.0 per cent 80, two or 8.3 per cent 75 and one or 4.2 per cent 70.

12. Of the twenty-four potential and actual drop-outs, three or 12.5 per cent were in the second sibling placement, four or 16.6 per cent were in the middle child placement, six or 25.0 per cent were the last child sibling placement and two or 8.4 per cent were the only child sibling placement.

13. Nine or 25.0 per cent of the potential drop-outs were first or second sibling placement and three or 25.0 per cent were middle, last or only child sibling placement; whereas, three or 25.0 per cent of the actual drop-outs were first or second sibling placement and nine or 75.0 per cent of the actual drop-outs were middle, last or only child sibling placement.

14. The reasons for school withdrawals of potential drop-outs ranged from a low of two or 4.0 per cent to join the army to a high of eight or 17.0 per cent to work to help support the family.
15. Other reasons for school withdrawal of potential drop-outs are as follows: four or 8.0 per cent non-support of father, five or 10.0 per cent teacher-pupil indifferences and excessive absenteeism respectively, six or 13.0 per cent older than members of the class group, seven or 15.0 per cent parent-child indifferences and non-participation in extracurricular activities respectively and four or 8.0 per cent poor scholarship.

16. The reasons of school leaving of actual drop-outs ranged from a low of two or 4.0 per cent for pregnancy to a high of ten or 20.0 per cent for non-participation in extracurricular activities.

17. The reasons given for school leaving of actual drop-outs are as follows: seven or 14.0 per cent to work to help support family and excessive absenteeism respectively, six or 12.0 per cent non-support of father and older than members of the class group respectively, three or 6.0 per cent teacher-pupil indifferences, four or 8.0 per cent parent-child indifferences and five or 10.0 per cent for poor scholarship.

18. Seventy and eighth tenth per cent of the parents of the twenty-four potential and actual drop-outs did not go beyond elementary school, and 37.6 per cent did not go beyond the secondary school level.

19. The occupations of the parents of the twenty-four potential and the actual drop-outs were limited to skilled and unskilled jobs. None of the mothers were employed in skilled occupations; whereas, three of the fathers were employed in skilled occupations as building contractors.

Conclusions.—The analysis and interpretation of the findings of this research appear to warrant the conclusions characterized below.

1. It appears that the highest per cent of the drop-outs was in the ninth and tenth grades.

2. It appears that the potential drop-outs and the actual drop-outs tend to occur before the end of the legal school withdrawing age.

3. It appears that the last child sibling-placement in the family tends to have the highest per cent of potential drop-outs and actual drop-outs.

4. It appears that the potential drop-outs and the actual
drop-outs are to a large degree fostered by economic conditions, parent-child indifferences, teacher-student indifference, non-participation in extra-curricular activities and poor scholarship.

5. It appears that the intelligence quotients of most of the twenty-four potential and actual drop-outs tend to be considerably low.

6. It appears that the potential drop-outs and the actual drop-outs tend to occur most often in the low economic status group.

7. It appears that the educational status of the parents of the potential drop-outs and the actual drop-outs tends to be very low.

8. It appears that most of the parents of the potential drop-outs and actual drop-outs tend to be employed in unskilled occupations.

9. It appears that of the potential and actual drop-outs, males tend to drop out at an early degree than females.

Implications.--The findings and conclusions of this study warrant the following implications:

1. It appears that if students can be kept in school until the completion of the tenth grade, the chances for their remaining until graduation are greater.

2. It appears that there is a serious need for an extensive job placement program within the school and community in order to enhance the holding power of the school.

3. It appears that many of the parents do not consider an education as an important factor in the life of their children.

4. It appears that parents do not seriously consider the welfare of their children in making grave decisions, such as separating and divorcing.

5. It appears to be a need for curriculum revision and a more extensive extra-curricular program so as to meet the needs and interests of each student.

Recommendations.--The findings, conclusions and implications derived
from this investigation seem to warrant the following recommendations:

1. That the school and community seek all available means in helping the actual drop-outs to continue their education or vocational training in order to become productive citizens in society.

2. That the administration seek to revise the school's curriculum and extra-curricular activities so as to meet the everyday life needs and interests of each student.

3. That the school and community unite their efforts to establish a job placement bureau which will help in enhancing the holding power of the school through the provision of part-time and/or after school employment opportunities.

4. That more guidance and counseling services should be offered at the ninth and tenth grade levels.

5. That the local Board of Education and administration continue to strengthen the schools in facilities, curriculum, counseling and guidance and the quality of teachers, so as to provide the learning and living experiences through which each student can develop to his fullest capacity.
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VITA

Wimberly, James Hudson

Education: Paine College, Augusta, Georgia, B. S. Degree (Social Studies)

Experience: Teacher-counselor, Carver High School, Dawson, Georgia; Counselor, William James High School, Statesboro, Georgia.

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Military Service: Administrative Specialist, United States Army.

Religion: Member of New Hope Baptist Church, Macon, Georgia.
APPENDIX
CHECK LIST FOR TEACHER'S INTERVIEW

1. Student's name ____________________________________________

2. Student's grade __________________________

3. Student's attitude toward friends - Favorable ___ Unfavorable ___

4. Student's conduct - Excellent ___ Good ___ Poor ___

5. Student's attitude toward school - Excellent ___ Good ___ Poor ___

6. Student's ability to do school work - Above average ___ Average ___ Below average ___

7. Student's health status - Excellent ___ Good ___ Poor ___

8. Does student create disciplinary problems? Yes ___ No ___

9. Does student come to school regularly? Yes ___ No ___

10. Does student participate in extracurricular activities? Yes ___ No ___

11. Does student show an interest for school? Yes ___ No ___

12. Does student show evidences of being handicapped in any respect? Yes ___ No ___. If yes, please indicate __________________________

13. Does student respect authoritative remarks or suggestions? Yes ___ No ___

14. Does student seem to have a pet subject wherein he devotes most of his interest? Yes ___ No ___

15. List the student's pet subject or subjects below:
   a.
   b.
   c.

16. In what subject or subjects does the student show the least interest?
   a.
   b.
   c.
17. Do the parents show any signs of being interested in the student's work? Yes ___ No ___

18. Does the student show any desire to remain in school? Yes ___ No ___
Parent Questionnaire

1. Name of parent or guardian __________________________________________

2. Occupation of parent or guardian __________________________________

3. Are you a home owner, renter, or sharecropper? (Underline one of the three)

4. Number of children of school age ______________

5. Number of children in family ______________

6. Did your children attend school last year? Yes ____ No ____

7. If not, in the statements below, check the one that seems the most important in causing them to leave school

   a. Dislike for a certain teacher
   b. Ill health
   c. Friends have left school
   d. Could not learn in school and was discouraged
   e. Wanted spending money
   f. Needed money for clothing and to help at home
   g. Was not interested in school and wanted to work
   h. Was failing and did not want to repeat the same grade
   i. Other reasons (List below)

8. Does your child like school? Yes ____ No ____

9. Did you do your best to keep your children in school? Yes ____ No ____

10. Did you talk over your child's leaving school with the teacher and counselor? Yes ____ No ____

11. What advice did the teacher or counselor give you concerning your child's leaving school?

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Questionnaire for Students

Part I

The following is a list of questions which tries to determine why you did or did not remain in school. Please indicate your answer by checking "Yes" or "No" to the questions below.

1. Were or are you interested in school? Yes ___ No ___
2. Did or do you attend school regularly? Yes ___ No ___
3. Did or do you participate in extra-curricular activities? Yes ___ No ___
4. Did or do you have a part-time job? Yes ___ No ___
5. Did or do you live with your parents? Yes ___ No ___
6. Did or do you want to graduate from high school? Yes ___ No ___
7. Did or have you planned what you will do when you graduate? Yes ___ No ___
8. Did or do your parents want you to finish high school? Yes ___ No ___
9. Were or are your marks in school average? Yes ___ No ___
10. Were or are your marks in school above average? Yes ___ No ___
11. Did or do you enjoy working with your classmates? Yes ___ No ___
12. Did or do you enjoy working with your teachers? Yes ___ No ___
13. Did or do your parents own their own home? Yes ___ No ___
14. Did or do you have any special problems with your parents? Yes ___ No ___
15. Did or do your parents help you with your special problems? Yes ___ No ___
16. Did or do you attend school because you want to? Yes ___ No ___
17. Did or do you like the school's program? Yes ___ No ___
18. Did or do you study the kinds of subjects you like? Yes ___ No ___

19. Did or do your teachers encourage you to remain until you graduate? Yes ___ No ___

20. Did or does the school offer all the subjects you would like to study? Yes ___ No ___

21. Are or were you unhappy or worried? Yes ___ No ___

Part II

1. Please check the statements listed below that would or did seem most important in causing you to leave school.

   a. You were failing and did not want to repeat, and not graduate with your class.
   b. You had poor health.
   c. You disliked a certain teacher or teachers.
   d. Your friends left school.
   e. You could not learn in school and were discouraged.
   f. You needed money to buy clothes and help out at home.
   g. You were older than the other members of your class.

If the reason for your remaining in school or leaving school is not listed above, please write in your reason in the space provided.

2. What subjects would or could you have liked to study in school?

   a. 
   b. 
   c. 
   d. 

3. In what kinds of activities do you or would you have liked to participate in school?

   a. 
   b. 
   c. 
   d. 

4. What kinds of teachers do you like or would have liked to teach you in school? Check the one or ones that seem to be what you have in mind.
a. Pleasant, but allowed you to do what you wanted to do.

b. Stern, but pleasant, insisted that you do your school work.

c. Indifferent, get your work if you wanted to or if you did not want to, you did not.

d. Inspiring, helpful, allows you to help decide what you study, help you with your work, causes you to want to study.

5. What suggestions do you have to remain in school?

a.

b.

c.

d.