

A DESCRIPTIVE AND EVALUATIVE
STUDY OF A SECONDARY SCHOOL
DROPOUT PROGRAM

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
W. ROBERT DOCKING
1969



This is to certify that the

thesis entitled

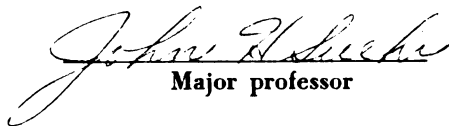
A DESCRIPTIVE AND EVALUATIVE STUDY OF A
SECONDARY SCHOOL DROPOUT PROGRAM

presented by

W. Robert Docking

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education


Major professor

Date July 30, 1969



RETURNING MATERIALS:
Place in book drop to
remove this checkout from
your record. FINES will
be charged if book is
returned after the date
stamped below.

NOV 3 1 1989

300 A 228

ABSTRACT

A DESCRIPTIVE AND EVALUATIVE STUDY OF A SECONDARY SCHOOL DROPOUT PROGRAM

By

W. Robert Docking

American high schools today lose between thirty and forty percent of their students as dropouts. These dropouts generally find it difficult to find employment and to obtain a standard of living which will allow them to be happy, productive adults.

Many billions of dollars have been spent in the last six years to decrease the dropout rate and to train dropouts with necessary skills. Most of the money spent and programs developed have had minimal success.

The Pontiac Public Schools, faced with a large dropout problem, established the Individualized Instructional Program (IIP). The program was designed to take dropouts off the streets and to help them attain a high school diploma.

The IIP consists of 45 students who were dropouts or potential dropouts. The program is staffed by three experienced teachers and a director-counselor. Curricular offerings are based on a continuous progress,

work-study, and core concept. Student-staff ratios are limited to 15-1, while the student-counselor ratio is 90-1.

The original goals of the IIP were to (1) improve school attendance, (2) improve achievement, (3) increase achievement motivation, (4) improve citizenship behavior, and (5) reduce problems related to social, psychological and educational adjustment.

This study was conducted to determine whether these goals and objectives were being reached. The study further describes the unique aspects of IIP and lists recommendations for improvement.

The instruments used included the SRA Reading for Understanding (to measure reading improvement of the IIP students), the Michigan State M-Scales (to measure achievement motivation improvement) and the Mooney Problem Check List (to measure improvement in social, psychological and educational adjustment).

In addition, attendance patterns of the students were tabulated. The study further includes profiles of the staff, student body, and graduates. Questionnaires, which gathered data from parents, teachers in the Pontiac Public Schools, and student-staff perceptions of the IIP are also reported.

The major findings of the study were:

1. IIP students attend school 7% more now than they did in their previous school.

2. Reading scores of IIP students increased almost one full year in one semester.
3. Perceived social, academic, and psychological problems of IIP students decreased after one year in the program.
4. Student achievement motivation neither increased nor decreased after one year in IIP.
5. The IIP staff has a wide range of experiences in teaching prior to entering IIP. They express much satisfaction in teaching in the program.
6. The student body highly recommended IIP and feel it is an excellent program.
7. The graduates of IIP recommend the IIP very strongly. Over a third of them are presently enrolled in college.
8. Parents of IIP students hold very positive attitudes toward the IIP.
9. The staffs at Central and Northern High Schools do not feel well informed about IIP and desire to learn more about the program.
10. The students and staff of IIP hold common perceptions on the unique characteristics of IIP.

Recommendations were proposed, by the author, that could strengthen the IIP in the future. These included:

1. Establishing a study committee to evaluate the K-12 program in Pontiac to determine what can be done to decrease the high percentage of dropouts.
2. Establishing a student-staff committee to develop priorities of needed equipment for the present IIP.
3. Providing monies and personnel for consultant help to the IIP staff.
4. Providing the IIP staff with time and tuition to attend a two week sensitivity training laboratory.
5. Building lines of communication to other Pontiac schools to merchandize the IIP.
6. Establishing a second IIP in the Northern half of the school district.
7. Contacting service clubs for financial assistance.
8. Organizing systematic testing programs for incoming IIP students.
9. Limiting visitors to specific times.
10. Providing inservice training and discussion time for the IIP staff.

A DESCRIPTIVE AND EVALUATIVE STUDY OF A
SECONDARY SCHOOL DROPOUT PROGRAM

By

W. Robert Docking

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration
and Higher Education

1969

661148

3-18-70

ACKNOWLEDGMENTS

First, I want to thank my wife Millie and our children Pam, Jeff and Tim for the support, understanding and acceptance they have given me while completing my degree. I will be indebted to the four of them for the rest of my life. I only wish every graduate student could have the love and empathy from their family that I have received during the completion of their degrees.

Second, I would like to thank my committee. Dr. Blackman, Dr. Heald, Dr. Thornton and Dr. Suehr were tops. They form a great model for a doctoral committee in our college.

In conclusion, I wish to thank Dick Ayling and Harry Pike for the assistance they gave me in the collection of the data and the reading of the manuscript. These two men will always be remembered as "special people" in the heart of this author.

God Bless all of you.

TABLE OF CONTENTS

Chapter		
I.	THE PROBLEM.	1
	Statement of the Problem	5
	Justification for the Study.	6
	General Description of the I.I.P..	7
	Introduction	7
	Staff.	8
	Physical Facility.	8
	Student Body	9
	Instructional Program.	10
	Grading.	11
	Graduation Requirements.	11
	Extra Curricular Activities.	12
	Rules Governing Behavior	12
	Admittance Procedures.	13
	Student-Teacher Ratio.	14
	Student-Counselor Ratio.	14
	School Climate	15
	Program Costs.	15
	Assumptions on Which Study is Based.	16
	Limitations of the Study	18
	Summary.	19
II.	REVIEW OF RELATED LITERATURE	21
	Historical Background.	21
	Who Are The Dropouts?.	23
	Why Do Students Leave School	26
	Model Characteristics of Dropout Programs.	29
	Early Identification	29
	Success Experiences.	30
	Work-Study Programs.	31
	Grade Competition.	32
	Self Concept	33
	Teacher Preparation.	34
	Accepting Teachers	35
	Class Size	35
	Type of Curriculum	36
	Guidance Services.	37
	Selected Action Programs	38
	Summary.	41

III. METHOD OF INVESTIGATION.	42
Attendance	43
Achievement.	43
Achievement Motivation	44
Social, Academic, and Psychological Problems.	44
Rank Order Questionnaire	45
Parent Questionnaire	46
Teacher Questionnaires	46
Student Questionnaires	47
Graduate Questionnaire	47
Structured Interview	47
Summary.	48
IV. ANALYSIS OF DATA	49
Introduction	49
Attendance Patterns.	49
Reading Achievement.	52
Social, Academic, and Psychological Problems	54
Achievement Motivation	56
Staff Characteristics.	59
Student Body Profile	61
Graduates.	68
Parent Questionnaire	72
Central and Northern's Staff Perceptions of IIP	73
Student-Staff Rank Order Questionnaire . . .	77
Summary.	80
V. SUMMARY AND RECOMMENDATIONS.	83
Summary.	83
Conclusions.	88
Recommendations.	89
Personal Note.	94
APPENDIX.	96
BIBLIOGRAPHY.	145

LIST OF TABLES

Table	Page
1. Attendance Comparison-Regular School vs. IIP. .	51
2. SRA Reading Test Scores of Twenty-four IIP Students.	53
3. Mooney Problem Checklist Scores of Nineteen IIP Students.	55
4. M-Scales of Twenty-three IIP Students	58
5. IIP Staff Characteristics	60
6. Presently Enrolled IIP Student Profile.	62
7. IIP Graduate Characteristics.	69
8. Mean Responses From Parent Questionnaires . . .	74
9. Pontiac Central and Northern's Staff Questionnaire of IIP.	75
10. Student-Staff Rank Order Questionnaire.	79

LIST OF APPENDICES

Suppliment	Page
A. Student Rank Order Questionnaire.	96
B. Parent Questionnaire.	98
C. Teacher Questionnaire	100
D. Teacher Questionnaire	101
E. Student (In School) Questionnaire	103
F. IIP Graduate Questionnaire.	105
G. Mooney Problem Check List	107
H. The Michigan State M-Scales-Female.	113
I. The Michigan State M-Scales-Male.	126
J. SRA Reading For Understanding	140
K. Graduates Attitudes About IIP	141

CHAPTER I

THE PROBLEM

Among the most serious problems facing American secondary education is that of providing programs meaningful enough to retain until graduation those students who are now leaving the educational system prior to commencement. That such students now exist in large numbers is evidenced by Rudman's estimate that, of the 26,000,000 people entering the job market between 1960 and 1970, some 9,800,000 will not have completed high school and will hence face serious unemployment problems for all of their working lives.¹

The problem is compounded by changes in the job market itself:

From 1957 to 1962 the public sector of the economy produced an average of 285,000 jobs per year, and the private sector produced 175,000 jobs per year. However, the labor force increased by 660,000 per year during the same period. This meant that there were 200,000 fewer additional jobs per year than new workers in the labor force. When the widening gap between available new jobs and new workers in the labor force is added to the trend toward more jobs requiring skilled

¹Herbert C. Rudman and Richard L. Featherstone, Urban Schooling. New York: Harcourt, Brace and World, Inc., 1968. p. 28-29.

workers, the need to retain students in schools for longer periods of time becomes obvious.²

Michigan, in common with all states, is affected by the dropout problem. Between 35,000 and 40,000 students annually leave the state's schools prior to graduation. In 1966-67, 35,739 students dropped out of school.³ This figure represents 6.7% of the total student population in grades 9-12 within the state.

The Pontiac Public Schools, a large urban school district twenty miles to the north of Detroit, Michigan, ranked third highest in the state in total percentage of students who dropped out of school during this time period.⁴ During 1966-67, Pontiac lost, as dropouts, some 836 students. Thus, 15.3% of the total student body were lost as dropouts, a percentage more than twice the state average. Pontiac's dropout percentage is also the highest in Oakland County.

During the final semester of the 1967-68 school year, educators in the Pontiac schools decided to attempt a unique and direct attack on the district's dropout

²Ibid, p. 9.

³Public High School Dropouts in Michigan 1966-67. Research Monograph No. 7 Revised, Michigan Department of Education, June, 1968. p. 3.

⁴Ibid, p. 15.

problem.⁵ The district purchased a large old house across from Pontiac Central High School, hired a special staff, and created a new environment and a new educational program for both its potential and its actual dropouts. Salsinger reports on the composition of the new program's first class:

Richard Ayling, charged with selecting 45 students, started with letters to 225 recent dropouts. Twenty-two agreed to return. Another 16 were so poor academically, below a .5 grade average (E+), that they were obviously not going to graduate, and the other seven were discipline and behaviorial problems.⁶

Ayling became principal of the new school and director of the special program.

Pontiac had, obviously, only begun to reach a small percentage of its dropouts. Based upon the apparent success of the IIP, applications have now been made for six additional centers patterned after the initial model. If granted, the additional centers would allow the district to serve an additional 300 students per year.

Because of Pontiac's size, age, and sociological and psychological characteristics, the area represents a not atypical urban area faced with the not atypical problems. Indeed, apparent within the area are many of the burdens and challenges which have beset American cities

⁵Harry G. Salsinger, "Dropout High Seems to Click." Michigan Educational Journal, 46:5, (January 1, 1969). p. 42.

⁶Ibid, p. 43.

during the 1960's. A recent report by the Michigan Civil Rights Commission draws a bleak picture of Pontiac's situation:

Pontiac is a city divided by racial and ethnic prejudices and fears. Negro and Spanish-American citizens are excluded from full participation in employment, housing, education and social services. They are often denied equal protection under the law and equal access to jobs in law enforcement agencies. The physical isolation which has resulted between white and non-white citizens has led to a communications gap of staggering proportions. Civil and governmental leaders show little concern for, or understanding of, minority-group problems. Negroes and Spanish-Americans grow more and more distrustful of a community they feel is trying to contain them.⁷

Pontiac is not alone among the nation's cities in facing a rapidly worsening problem, a problem which is reflected in its schools.

The Kerner Report has pointed up the problem on the national level. Shaw writes that:

The number one problem faced by urban teachers today is how to offer culturally deprived youth an education that meets his needs. In 1950, about one child out of ten attending public schools in the nation's fourteen largest cities was culturally disadvantaged. In 1960, the proportion had risen to one in three. Some authorities believe that by 1970 it may be one out of two. These figures underscore the urgency of the problem.⁸

⁷"Report and Recommendations from a Public Inquiry into the Status of Race Relations in the City of Pontiac, Michigan." State of Michigan Civil Rights Commission, June, 1968. p. 1.

⁸Frederick Shaw, "Educating Culturally Deprived Youth in Urban Centers", Phi Delta Kappan, Vol. XLV, No. 2, p. 91.

In light of the nation's urban problems, and their impact on the more specific dropout problem, Pontiac's program becomes highly significant. If successful means of coping with the dropout problem are found here, then similar programs should have a good chance of success in other communities.

Statement of the Problem

During the past forty years, American educators have attempted, with ever increasing emphasis, to find or create programs that would make the high school experience meaningful. The federal government alone has spent, during the past six years, millions of dollars on attempts to curb the growing dropout problem.

Yet, in spite of the millions spent, close to 40% of America's youth today leave school before graduation.

In contrast to this drive toward better school programs is the fact that 40% of all children in the United States fail to complete high school; they are dropouts. This is particularly alarming when one considers that in no other country is high school education so readily available and has so much emphasis been placed on high school graduation as a minimum educational goal...ample evidence has been compiled to show that students who drop out harm themselves both culturally and economically.⁹

Are there ways in which our schools can retain high school-aged youths while giving them the skills

⁹Solomon O. Lichter, Elsie B. Rapien, Francis M. Seibert, and Morris A. Sklansky, The Drop-Outs. New York: The MacMillan Company, 1968. p. 2.

necessary for an effective adulthood? That is the central question posed by this study. The answer is sought through examination of the dropout retention program currently in operation in the city of Pontiac, Michigan.

Justification for the Study

The objectives of the Pontiac IIP, as listed by the Pontiac Board of Education, have been to:

1. improve school attendance.
2. improve achievement.
3. increase achievement motivation.
4. improve citizenship behavior.
5. reduce problems related to social, psychological and educational adjustment.¹⁰

The one piece of research done to date on the program, research done by Dr. William Robertson, a psychologist employed by the Pontiac district, indicates that the IIP has in fact been meeting its objectives.¹¹

Pontiac, because of financial and personnel limitations, is not currently in a position to conduct further research on the program, in spite of the fact that staff at all levels of the district have indicated that such research is necessary and most desirable at this ~~point in~~ time.

¹⁰Individualized Instruction Program, Activity 2
ESEA Experiments 1967-68. Pontiac Public Schools, June, 1968, p. 15.

¹¹Ibid, p. 22.

A number of questions thus remain unanswered. What, for example, are the factors within the program which need to be investigated and reported? What ~~are~~ is the relative impact of these factors upon the student body? What are the strengths and weaknesses of the program?

Answers to these questions and others would help not only to modify and improve the Pontiac program, but will have implications for planned future programs within that district and in communities across the nation.

General Description of the IIP Program

Introduction

The student who attempts to resume his education after having once dropped out of school often finds the same conditions awaiting him in school which prompted his original departure from academic life. Confronted by these forces a second time, many students drop from school once again, never to graduate.

Pontiac's plan of attack has been to remove or to modify these forces, thus creating for the student a new educational environment. Within the Pontiac program, changes have been made in such aspects of educational life as student-teacher ratios, graduation requirements, the instructional program itself, the school climate, the system for grading and granting credits, rules governing behavior, admittance procedures, and the counselor-

student ratio. While other school districts have, within the scope of their regular programs, made changes in some of these items, few, if any, have made the sweeping changes reflected in the IIP. The current status of each of these items will be briefly described in the following pages.

Staff

The staff, funded under a Title 1 grant, consists of three teachers, a director, a secretary, and a custodian. All but one were chosen from applicants from within the system. The professional staff, described in detail in Chapter IV, numbers a combined total of some 61 years of secondary school teaching experience.

One of the three teachers is responsible for language arts, one for math and science, and one for social studies. A core arrangement allows a broad, yet flexible, instructional base. The director, in addition to serving as a counselor, carries responsibility for administering and evaluating the entire program.

Physical Facility

The IIP is housed in a 50-year-old colonial mansion in downtown Pontiac. The converted mansion is located on a site directly across from Pontiac Central High School.

Three classrooms have been created in rooms that were once the mansion's dining, sitting, and living rooms. A converted sun porch houses the school materials center,

while the kitchen, minus its sinks and appliances, serves as the director's office.

The basement is used as a base for special projects, housing a darkroom, an art area, and space for such activities as engine repair and rock cutting. The second floor contains space for teacher offices.

Students sit at conventional school desks within rooms that are well-lighted, windowed, and carpeted. White walls contribute to an air of brightness to the home-like atmosphere which the house retains.

Student Body

All of the forty-three students currently in the IIP once attended either Pontiac Central or Pontiac Northern High Schools. Twenty of the forty-three are boys, three of whom are married. Five of the twenty-three girls are wed.

Nineteen of the students are black, twenty are white, and four are Spanish-American. Twenty-one of the students work, either full or part-time, and all are residents of Pontiac.

The students are distributed throughout three grade levels: twenty-one are at the 12th grade level, nineteen are at the 11th, and three are at the 10th grade level.

Instructional Program

The school day is scheduled as follows:

First Hour	9:00 - 10:35
Break	10:35 - 10:45
Second Hour	10:45 - 12:15
Lunch	12:15 - 1:15
Third Hour	1:15 - 2:00
Break	2:00 - 2:10
Fourth Hour	2:10 - 3:00

The curriculum rests on the concept of continuous progress, with students progressing through any given subject as fast as their motivation and achievement level will permit. Thus, two students working side-by-side in a math class may be doing 5th grade math and algebra, respectively. Because of the wide range of student capabilities, few formal texts are used. Most of the written material used is teacher-made, and tailored to the individual student.

Courses desired by a student but not available within the IIP core may be taken at Pontiac Central. Two IIP students, having obtained permission from the Pontiac Central teacher involved, are currently taking such courses. Students may also, upon agreement with the IIP director, receive credit for outside employment. The amount of credit given is assigned on an individual basis,

and the IIP director maintains contact with the student's employer to check on progress in this area.

Independent study courses are available in a variety of academic and non-academic areas. Many of these courses rest on programmed materials, with credit determined jointly by the student and teacher responsible for the project.

Grading

Grading, like the curriculum, is individualized. A unique feature of the grading system is the fact that no grades below "C" are given. If, on a given assignment, a student does not attain the "C" level, he or she is asked to redo the assignment. Evaluation rests on interpersonal discussion, with few negative marks or comments made on returned papers and examinations. However, students who attend classes at Pontiac Central are expected to conform to the grading norms of those classes.

Graduation Requirements

Students in the IIP have the same graduation requirements, with the exception of physical education, as do all students within the Pontiac district. Each student must complete 12 units of academic work, including 3 units in English, 1 in science, and 1 and $\frac{1}{2}$ in social studies.

Once these requirements are met by the IIP student, he or she may graduate with a regular diploma,

participating in all of the district's regular graduation exercises.

Extra Curricular Activities

The IIP, with the exception of normal field trips, a spring picnic, and a dance, sponsors few extra curricular activities of its own. Its students are, however, encouraged to join the clubs, organizations, and athletic teams which are available to all Pontiac Central students.

Rules Governing Behavior

By comparison, students in the IIP are governed by few rules. There are no rules covering dress, nor rules concerning haircuts. Afro hair styles are acceptable for both boys and girls, as are beards, mustaches, and goatees.

Profanity is not encouraged, but acceptable as an honest mode of expression. Smoking is permitted in specified areas of the school, both before and after school and during breaks and lunch time.

Attendance and tardiness rules are minimal. A student may miss three days of school per month without being required to offer either excuses or written explanation. After three absences per month have been exceeded by a given student, the problem becomes a topic of discussion for the IIP director and the student.

Students move from class to class without school bells. Should a student habitually be late to class,

the problem is discussed with the director, in the manner of attendance problems.

Suspension would be possible under IIP rules, but would come only as the result of a major infraction. Such an infraction, represented perhaps by a serious fight or by the striking of a teacher, has not occurred, and no student has been suspended from the IIP for misbehavior.

Admittance Procedures

When the IIP began, students were obtained from two sources. Letters were sent to students who had already left school inviting them to participate, while students still in school were screened on their potential as dropouts by a special committee. This committee, composed of the district director of pupil personnel services, a counselor, the district attendance officer, one of the two high school principals, and the IIP director, sought to select students who yet might be dissuaded from leaving school.

Some changes have been made as the project has matured. The committee, having proven unwieldy, has been dissolved, and the IIP director now makes admittance decisions. Any student currently "on the street" may apply for admission to the program. In making his decision, the director attempts to evaluate the strength of the potential student's desire to obtain a high school diploma.

A waiting list currently exists of potential students who desire admittance to the IIP but who cannot now be served because of a lack of facilities. Since the program is structured to operate with a maximum of forty-five students, vacancies must occur in the existing student body before new students are admitted. The program is closed to students who have dropped out of school at the midpoint of the Spring semester, even if vacancies should occur.

Student-Teacher Ratio

The total enrollment of the IIP, as noted above, is held rigidly at forty-five students. The student-teacher ratio, with three full time teachers, is thus 15-1. Student absences, employment, and independent study all tend to limit the number of students actually in any given classroom at any one time and tend to bring the "true" student-teacher ratio closer to 10-1 than to 15-1.

Student-Counselor Ratio

The director of the IIP has a background of training in guidance and counseling, and devotes at least half of his day to these activities. By serving in this capacity, in addition to his administrative duties, he provides the program with a maximum weighted student-counselor ratio of 90-1.

School Climate

The climate of the school has been designed to be as positive, as accepting, and as warm as possible. Minimal rules, non-punitive grading policies, and an individualized curriculum all help contribute to this type of climate.

The staff attempts to know each student as well as possible, to realistically diagnose learning styles, strengths, and weaknesses. Circular seating arrangements are used in classrooms, with teachers attempting to become more a part of the learning group and less figures of authority than is normal. A lack of attached blackboards and other educational appliances further contributes to an atmosphere that is more home-like than institutional.

Although past achievement and behavior patterns are treated as a matter of record, they appear to be also regarded as past history by the IIP staff. Trust, while not blind, is clearly a part of the school climate. Students move freely about, leaving to go to the bathroom, a resource center, or an independent study project without hall passes or questions from their teachers.

Program Costs

Exact costs are available for IIP, funded under Title 1 of 1964's ESEA. For the 1968-69 school year, IIP was budgeted at \$62,311.00, divided thusly:

<u>Item</u>	<u>Amount</u>
Director	\$14,500
Staff	\$36,237
Secretary	\$ 4,000
Blue Cross	\$ 1,080
Instructional Materials	\$ 500
Traveling and Meeting Allowance	\$ 200
Office Supplies	\$ 100
Equipment	\$ 275
Retirement and Social Security	\$ <u>5,414</u>
Total	\$62,311 ¹²

The average yearly cost for each student in the IIP is \$1,384.00. This compares with an average yearly cost for other Pontiac students of \$740.30. One factor contributing heavily to the difference is the salary schedule for the IIP teachers, all of whom hold M.A. degrees and have achieved the maximum possible level on the Pontiac salary schedule. IIP teacher's salaries average \$12,079, while the average for the entire district rests at \$9,466.

Assumptions on which the Study is Based

The study rests on a number of assumptions. Some are personal, stemming from the author's experience with little-motivated students. The remainder are founded on

¹²Dana P. Whitmer, The Book of the Budget 1968-69. School District of the City of Pontiac, October, 1968, p. 17.

learning theory, on discussions with educators experienced in this field, and upon the histories of other successful programs for the high school dropout.

These are the assumptions underlying the study:

1. To retain students who have already dropped from school at least once, any new program must be both highly individualized and differentiated from previous programs in the students experience.
2. A staff capable of creating a warm and accepting psychological climate is better able to motivate students to stay in school than a staff which is not.
3. Both the size of a school and its student-teacher ratio must be small if students are to receive the help they need to stay in school.
4. Students can function well and responsibly without a rigid rules structure. Such a structure, in fact, can in itself cause dropout problems.
5. A teaching staff self-selected in nature will do a better teaching job with the dropout student than will a teacher forced to deal with the problem as part of a heterogeneous classroom situation.
6. A low student-counselor ratio, and the resultant ease of access to the counselor will enable students to explore alternate solutions to their learning difficulties and personal problems.

7. Grading policies which are punitive and based on competitive effort can cause serious difficulties for some students. For these students, grading policies which are both non-competitive and reinforcing in their nature are more effective as achievement motivators.
8. A separate physical facility, away from the academic mainstream with its reminders of past failures, will enhance the chances for success of a program aimed at recapturing secondary school dropouts.
9. A curriculum based on the concept of continuous progress, with students entering an area of study at their own readiness level, will be effective for a group of students with wide academic backgrounds and abilities.
10. Students who finish the IIP will have better self-images than when they began the program. This self-image will, in fact, be grounded in reality, as their saleable skills will also increase.

Limitations of the Study

1. The study will examine only one dropout program: the IIP in Pontiac, Michigan. There may well be unrecognized local variables which will limit the degree of generalization possible to other groups of students in other geographical areas.

2. Some of the research tools used in the study are self-reporting instruments. With these instruments especially, the "Hawthorne Effect" may become a factor. The IIP, with its newness, its high visibility, and the esprit de corps of its staff and students, may be highly prone to this effect. For this reason alone, replication of the study within the next twelve to twenty-four months would seem highly desirable.
3. Much of the philosophy governing the IIP's operation fits the author's preconceptions of a sound educational program. The fact that this personal bias does exist would further argue for replication, replication ideally by a researcher of differing orientation.

Summary

Ours is a society wracked by social conflict and haunted by the spectre of rising technological unemployment. The dropout problem in large urban areas of our nation represents both a cause and a symptom of these larger problems.

While the dropout problem has received growing attention in recent years, attention reflected in both increased research and enlarged funding, few conclusive answers have yet been found. One program which appears

to show special promise is the Individualized Instructional Program now underway in Pontiac, Michigan. Research done to date indicates that the Pontiac program has achieved a high degree of initial success in both inducing students to return to school and in assisting them to persist in obtaining their high school diploma.

The study will examine the IIP in greater depth than has yet been done in an attempt to ascertain its strengths and weaknesses and to formulate recommendations for future expansions of the program, expansions now in the planning stage within the Pontiac system.

CHAPTER II

REVIEW OF RELATED RESEARCH

Introduction

The problem of retaining students in school, in common with most problems in education, is extremely complex. In an attempt to delineate the boundaries of the dropout problem, this review begins by examining the historical background involved, continues to an examination of the students who prematurely leave the educational system and a look at their reasons for leaving, and concludes by surveying those programs which have exhibited some success in working with the dropout and the potential dropout.

Historical Background

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever 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 even finish high school - and that is a waste we cannot afford. In addition, there is no reason why one million young Americans, out of school and out of work, should all remain unwanted and often untrained in our city streets when their energies can be put to good use.¹³

¹³as quoted in NEA Newsletter, "Project School Dropouts." Washington, D.C.: 1:2, February, 1963. p. 2.

With this portion of his 1963 State of the Union message, President John F. Kennedy served notice of a growing national concern over the ability of the nation's education system to retain its clients. President Kennedy's remark was to precede the first major national allocation of resources to this critical area.

In the years which followed 1963, the Kennedy and Johnson administrations allocated billions of dollars to public education, dollars funneled into a multitude of programs. These funds were triggered, in part at least, by the growing realization that the nation's urban problems had reached the flash point. In this sense, the 1965 Elementary and Secondary Education Act was crisis legislation, much in the manner that the earlier 1957 National Defense Education Act, triggered by Sputnik, had been crisis legislation.

This type of reaction was not atypical. Angus,¹⁴ in looking at the dropout problem over the span of the last sixty years, notes:

Three characteristics of the current literature on the dropout problem, the predominance of "crisis" rhetoric," fundamental disagreement among professionals, and the existence of a broad consensus interpretation among laymen, suggest that there is an ideological component to be found in the various interpretations that have been offered. In the

¹⁴David Lee Angus, "The Dropout Problem: An Interpretive History," Unpublished Doctoral Dissertation, Ohio State University, 1965. Reported in Dissertation Abstracts XXLI, p. 6445.

reform controversies of the early decades of the present century, differing conceptions of the dropout problem were at issue. They were:

1. The federal government, with its "Back-To-School" drive of 1918, shifted the focus of attention from the causes of school leaving to its consequences, pointing out the economic advantages that accrue to schooling.

2. During the twenties, educators were occupied with creating an educational system that was to be the handmaiden of the industrial system.

3. The manpower crisis of the war years caused a decrease in school enrollment and an increase in youth employment.

4. In 1945 a coalition of those favoring federal aid but opposing any program styled after the depression-inspired National Youth Administration initiated the Life Adjustment Movement.

5. Reinforced by the launching of Sputnik in 1957, this school of criticism altered the course of educational development, focusing attention on the academically talented and the gifted and turning attention away from the dropout problem. The relaxing of Cold War tensions in the sixties again made the dropout problem the center of ideological controversy.

Thus has the attention paid to the dropout problem shifted over the decades, sometimes rising in response to perceived crisis, sometimes falling in response to seemingly unrelated events.

Who Are The Dropouts?

Prior to the early 1950's, dropouts were commonly characterized as a homogeneous group, a group characterized by the inability to cope with academic studies and procedures. Some still regard dropouts as a group plagued by reading difficulties, poor grades, and retarded progression through the grade levels of our school systems, a group drawn from the bottom of the intelligence distribution. Such a view is at least partially supported by

studies that have found limited intellectual capacity to be a definitive characteristic of dropouts. Studies by Cook¹⁵ and Delaney¹⁶ provide excellent examples of this line of research.

On the other hand, a differing conclusion may be drawn from studies conducted in the states of California and New York. These conclude that dropouts do not differ significantly in intelligence from those students who remain in school.

One such study compared seventy-two continuation school students with seventy-two regular high school students in Stockton and Fresno, California. The two groups, matched on age, sex, grade, scholastic aptitude, and paternal occupations, showed no significant differences in IQ.¹⁷ Some question exists, however, as to the representative quality of the regular student sample, since they were not chosen at random but were selected to match the continuation school sample.

¹⁵Edward S. Cook, Jr., "How IQ Figures in the Dropout Problem," School Executive. LXXIV, September, 1954. p. 56.

¹⁶John F. Delaney, "That Vacant High School Seat," American School Board Journal. CXXI, November, 1950. p. 22-23.

¹⁷William Evraiff, "How Different Are Our Drop-Outs?" Bulletin of the National Association of Secondary School Principals, XLI, February, 1957. p. 212-218.

McCreary and Kitch report a study conducted by Sando in California's Contra Costa County.¹⁸ Sando selected one hundred sophomore dropouts from eight high schools, matched them with one hundred sophomores who remained in school, and found no significant differences in the IQs of the two groups. Again in this study, matching was done on the basis of sex, socio-economic status, and high schools attended.

A study in New York City conducted by the New York Board of Education found little difference in the IQs of graduates and dropouts.¹⁹ Further, all of the IQs in both groups fell within the normal distribution range.

That dropouts are no less, or little less, intelligent than successful students appears to be borne out by studies by Layton²⁰ and the U.S. Department of Labor.²¹

¹⁸William H. McCreary and Donald E. Kitch, "Now Hear Youth," Bulletin of the California State Department of Education, XXII, October, 1953. p. 27-44.

¹⁹Glenn L. Burgess, "Is I.Q. A Factor in School Dropouts?" New York State Department of Education, 1965, p. 14.

²⁰Warren K. Layton, Special Services for the Dropout and the Potential Dropout. Publication No. 408, National Child Labor Committee, October, 1952. p. 70-75.

²¹U.S. Department of Labor, School and Early Employment Experience of Youth: A Report on Seven Communities, 1952-57. Bureau of Labor Statistics, Bulletin No. 1277. Washington, D.C.: U.S. Government Printing Office, 1960. p. 27.

Both indicate that half, and perhaps as many as three-fourths, of all dropouts, have the necessary mental capabilities to successfully complete high school.

Why Do Students Leave School?

The question remains, then, as to why students capable of completing high school choose not to do so. A number of studies in this area may be summarized by an examination of five of the most comprehensive, done over a twenty-year time span.

These studies appear to indicate that three major variables are involved, and that the reasons given by students for leaving school cluster around one of these three. The major variables are student self-image, family background, and the degree to which the student identifies with, and feels accepted by, the school.

Johnson and Legg, in interviews with 440 dropouts, found that students most often spoke of their dissatisfaction with school, mentioning most often unhappiness with their courses, their teachers, the attitudes of their fellow students, discipline, and their own failures.²²

In a study of early school leavers, Dillon noted that:

²²Elizabeth S. Johnson and Caroline E. Legg, "Why Young People Leave School." National Association of Secondary School Principals, Washington D.C., 1948.

In combining the three reasons that occurred most frequently as primary reasons for leaving school, it was found that 62 per cent of youth said they left either because (1) they preferred work to school; (2) they needed money to buy clothes and help at home, or (3) they were not interested in school work.²³

A more recent study by McCreary and Kitch concentrated on the student's feelings toward the school:

Rather than withdrawing from school, the dropouts see themselves as having been rejected by school. A sizeable number report they could not get along with their teachers and fellow students. Typical complaints are that they miss the teacher's encouragement and support, resent his classroom mannerisms, and doubt his ability to instruct. He is described as distant, pedantic, boring, unfair in meting out punishment and reward, and simply not "one of the boys."²⁴

Schrieber lists nine reasons for prematurely leaving school. They include reading retardation, grade retention, subject failure, low intelligence, family attitudes, the organization and size of the school, low self-image, general dislike of school, and lack of interest in school.²⁵

In an extensive study of Michigan school dropouts, the Michigan School Holding Power Committee found no fewer than twenty specific reasons for early departure from school:

²³Harold J. Dillon, Early School Leavers, National Child Labor Committee, 1949. p. 63-64.

²⁴W. H. McCreary and D. E. Kitch, Now Hear Youth. Sacramento: California State Department of Education, 1953. p. 39.

²⁵Daniel Schrieber, "The School Dropout, Fugitive From Failure." NASSP Bulletin, 46:274, May, 1962. p. 4.

1. Consistent failure to achieve.
2. Grade level placement two or more years below average for age.
3. Irregular attendance and frequent tardiness.
4. Active antagonism to teachers and principals.
5. Marked disinterest in school, with feelings of "not belonging."
6. Low scholastic aptitude.
7. Low reading ability.
8. Frequent changes in school.
9. Non-acceptance of school staff.
10. Non-acceptance of school mates.
11. Friends either much younger or much older.
12. Unhappy family situation.
13. Marked differences from school mates, differences in size, interests, physique, social class, nationality, dress or personality development.
14. Inability to match normal financial expenditures of classmates.
15. Non-participation in extra-curricular activities.
16. Inability to compete with brothers or sisters, or ashamed of them.
17. Performance consistently below potential.
18. Serious physical or emotional handicaps.
19. Being a discipline case.
20. Record of delinquency.²⁶

Tannenbaum feels that another factor is involved in the dropout problem, a factor operating in addition to the student's self-image, his family background, and his feelings towards school. That factor involves the value of the high school diploma itself:

High school completion is therefore becoming less and less a mark of achievement as more and more students are allowed to graduate each year. A kind of Gresham's Law is beginning to operate, with easy-to-obtain diplomas driving down the credential value of those that are more dearly earned.²⁷

²⁶Publication #507, Michigan Department of Public Instruction, 1960. p. 17.

²⁷Abraham J. Tannenbaum, Dropout or Diploma. New York: Teacher College Press, 1966. Preface.

Whatever motivates a student to leave school, education still must deal with the problem of either retaining or retrieving him in terms of concrete educational programs. The following section deals with the operational characteristics of such programs.

Model Characteristics of Dropout Programs

Ten factors are found to be significant in the creation of successful programs for the high school dropout. They include early identification, success experiences, work-study programs, non-competitive grading, self-concept, the preparation of teachers in special programs, the degree to which the teacher can accept the student, class size, the type of curriculum used, and the quality of the guidance services available.

Early Identification

The earlier that a potential dropout can be identified, the greater is the chance of retaining him in school.²⁸ Streem suggests that early identification can best be accomplished by looking for "danger signals" like poor attendance, poor achievement, grade retardation,

²⁸Bruce R. Amble, "Dropouts." The Journal of Educational Research, 60:9, May-June, 1967. p. 322.

tardiness, and the acting-out of aggressive behaviors within the school setting.²⁹

Success Experiences

Success experiences must come early to the student in a productive dropout program. Both Besant³⁰ and Doolittle,³¹ in surveying relatively successful dropout programs, stress this point as a major factor in assisting the student to differentiate between the new program and the regular school program which he has rejected.

Success, or the impression of success, may be imparted to the student by a stressing and reinforcement of any positive behavior on his part. Since the gratification needs of the dropout are liable to be short, rather than long, range, any goals set for him should be short range in nature.³² Teacher approval must be immediate and

²⁹Bruce E. Streem, "An Attitude Survey of High School Dropouts by Means of the Semantic Differential Process," Unpublished Doctoral Dissertation, University of Southern California, 1966. Reported in Dissertation Abstracts XXVII, 1273-A.

³⁰Lloyd Besant, "Lessons from the Rodman Experience with Dropouts." N.E.A. Journal, 58:2, February, 1969. p. 52-54.

³¹Lawrence W. Doolittle, "A Pupil Holding Power Study in Four Detroit High Schools," Unpublished Doctoral Dissertation, University of Michigan, 1964. Reported in Dissertation Abstracts, XXIV, 4396.

³²Besant, Op. Cit., p. 56.

strongly positive, and a variety of opportunities for achieving small successes must exist.³³

Work-Study Programs

Work-Study programs, which enable a student to work at least part time while attending school, have been seen as a useful tool in retaining students in school programs. In separate studies, Birkmaier,³⁴ Kohler,³⁵ and Handy³⁶ have given strong endorsements to such programs, primarily on their strength in reducing the poverty level which often faces potential dropouts. The variety offered by work-study programs also seems to cut into the drudgery of a long school day, and the chance to learn while earning can convince doubting students that there is a payoff in education.

The authors cited above are convinced that work-study programs designed specifically for the dropout are necessary and valuable additions to the school curriculum.

³³Ibid, p. 59.

³⁴Emma Marie Birkmaier, "What's To Be Done With The Dropout When He Drops Back In?" North Central Association Quarterly, 38:4, Spring, 1964. p. 306-307.

³⁵Mary C. Kohler, "The Dropout Problem," The Bulletin of the National Association of Secondary School Principals, Vol LI, December, 1967. p. 31-39.

³⁶Henry Welsey Handy, "Evaluations of Curricular Offerings As Causative Factors For Students Dropping Out of High School Before Graduation," Unpublished Doctoral Dissertation, University of Washington, 1964. Reported in Dissertation Abstracts XXIV, 4396.

Such programs are, however, unfortunately usually designed for students with higher grade point averages than those carried by students who tend to fall into the dropout category.³⁷

Grade Competition

The normal classroom is a competitive arena. According to Elam,³⁸ Moore³⁹ and Mindel⁴⁰ the student who has a low interest in the academic aspect of school will tend early to withdraw from the competition and to cease doing the required work. As a result, their grades tend to drop lower and lower and they try to compete less and less. The authors noted above decry the competitive aspect of most grading systems and propose flexible grading systems as a replacement. Under this type of system, the student does not compete with others. The competition, if any, is only with himself.

³⁷M. Stebbins, "Flint Offers the Potential Dropout a Personalized Curriculum," Clearing House, Vol. 38, December, 1963, p. 205-209.

³⁸Stanley Elam, "Laying Out New Routes to Adulthood," Phi Delta Kappan, XLV:2, November, 1963. p. 69.

³⁹J. W. Moore, "Reducing the Dropout Rate," Report On The Holding Power Project. Albany: New York State Education Department, Bureau of Guidance, 1963. p. 9.

⁴⁰Mathilde Toby Mindel, "A Study of In-School Learning Experiences as Contributing Factors in School Dropouts," Unpublished Doctoral Dissertation, Wayne State University, 1964. Reported in Dissertation Abstracts, XXV, 5025.

All three authors feel that the poorer student will increase in motivation when he is not forced to compete with students whom he sees as brighter, more motivated, or both.

Self Concept

Successful dropout programs have stressed the need for improving the self concept of the dropout report Davis,⁴¹ Kaplan⁴² and Warner.⁴³

While all human beings need approval and a feeling of their own worth, such needs are especially strong in students who feel themselves unworthy of praise, warmth, or concern from their teachers.⁴⁴ "The basic need for these students is the feeling that instructors in the program think that they are worthy individuals and really care about them."⁴⁵

When, for the individual student, this need is not satisfied, gratification is sought elsewhere and more

⁴¹Donald A. Davis, "An Experimental Study of Potential Dropouts," Personnel and Guidance Journal, XL:9, May, 1962. p. 799.

⁴²Bernard A. Kaplan, "Educating The Culturally Disadvantaged." Phi Delta Kappan, XLV:2, November, 1963. p. 74.

⁴³O. R. Warner, "The Scholastic Ability of School Dropouts." Selected Reports and Statistics of School Dropouts. U.S. Office of Education, 1964. p. 42.

⁴⁴R. D. Strom, "Realistic Curriculum for the Prospective Dropout," Clearing House, October 1964, p. 101-106.

⁴⁵Ibid, p. 107.

and more time is spent away from school. When the school begins to focus on the acceptance needs of the student, he responds by feeling wanted and by spending time in the school setting.⁴⁶

Teacher Preparation

McGeoch⁴⁷ and Newberry⁴⁸ note that most teachers enter the profession from middle class homes or are persons who have strong middle class aspirations. They tend to be academically orientated, people who have enjoyed their own school experiences. Consequently, they need assistance in dealing with the dropout and with the potential dropout. Most teacher education programs do not provide this type of assistance.

Special inservice training, special institutes, and further graduate study has seemed to help teachers who work with poorly motivated students.⁴⁹ The most effective training seems to be the actual experience of teaching in a dropout program. Here, the teacher's ideas,

⁴⁶Ibid, p. 108.

⁴⁷Dorothy McGeoch, Harry Passow, and Vernon Haubrick, Programs for the Disadvantaged. Washington, D.C.: Association for Supervision and Curriculum Development, March, 1966. p. 12.

⁴⁸David N. Newberry, "An Evaluation of a Dropout Prevention Project in Hazel Park, Michigan," Unpublished Doctoral Dissertation, Wayne State University, 1967. Reported in Dissertation Abstracts, XXVII, 2035-A.

⁴⁹Carl Laisson, "Feast Attracts Job Hungry Students," NEA Journal, December, 1966. p. 20-22.

concepts, and attitudes can be tested against the reality of the dropout's world.⁵⁰

Accepting Teachers

Robbins,⁵¹ Kirby⁵² and Newberry⁵³ all found one of the most important factors which contributed to the success of the programs they studied to be the degree to which students felt accepted by their teachers. Where this acceptance factor was high, all three authors noted that teaching staffs tended to work harder than they had in regular programs, and seemed to be more willing to give individual help to students. Teachers felt more gratification in teaching and, although they worked hard, showed more expressed satisfaction from working with dropouts than they had in working with regular students.

Class Size

The class size ideal for maximum learning has been a subject of debate in education for decades. While the debate itself continues to the present, most special

⁵⁰Ibid, p. 24.

⁵¹Arnold H. Robbins, "Factors Which Influenced Potential Dropouts in High School to Stay in School," Unpublished Doctoral Dissertation, University of Connecticut, 1966. Reported in Dissertation Abstracts XXVII, 1139-A - 1140-A.

⁵²Carson O. Kirby, "An Experimental Study of an Organized Program of Teacher's and Counselor's Friendly Interest in Potential Dropouts," Unpublished Doctoral Dissertation, University of Colorado, 1966. Reported in Dissertation Abstracts, XXVII, 1248-A - 1249-A.

⁵³Newberry, Op. Cit. p. 2035.

education classes are typically small in size, usually containing no more than fifteen students.⁵⁴

These classes, some researchers feel, should serve as the model for programs created for the dropout. Kerner,⁵⁵ Newberry,⁵⁶ and Schwebel⁵⁷ all feel that small classes are necessary if the dropout is to receive the individual attention he requires. This factor appears especially important in light of the fact that many dropouts have reading difficulties.⁵⁸

A low student-teacher ratio, all three researchers feel, will enhance the chances of a dropout programs achieving all of its stated objectives.

Type of Curriculum

Since dropouts enter special programs from a wide background in terms of age and ability, the usual

⁵⁴Strom, Op. Cit., p. 104.

⁵⁵"Educational Implications of the Kerner Report on Civil Disorders." NEA Journal, 57:6, September, 1968. p. 34-37.

⁵⁶Newberry, Op. Cit., p. 2035.

⁵⁷Melton Schwebel, "Learning and the Socially Deprived." Personnel and Guidance Journal, XLII:7, March, 1965. p. 650.

⁵⁸Harry H. Scales, "Another Look at the Dropout Problem," The Journal of Educational Research, Vol. 62, December 8, April, 1969, p. 339.

curricular structure normal in school programs seems inappropriate for use in dropout programs.⁵⁹

Brunfield⁶⁰ and Handy⁶¹ both found a "continuous progress" type of curriculum to be effective in dropout programs. This form of curriculum, sequential in nature, allows a student to enter a program at his or her level of ability in each subject area. Once the entering level is determined, the student can progress through the balance of the subject matter at his own rate. He is thus freed from a learning pace set either by his teacher or by his classmates, and from the competitive pressure that such paces can generate.

Guidance services

Studies by Dillon,⁶² Wolfbein,⁶³ and Young⁶⁴ reveal that easy access to counseling services is a factor in

⁵⁹Ibid, p. 341.

⁶⁰Stanley H. Brunfield, "An Approach to the Student Withdrawal Through the Use of the Structured Open-Ended Questionnaire and the Focused Depth Interview," Unpublished Doctoral Dissertation, University of Southern Mississippi, 1967. Reported in Dissertation Abstracts, XXVII, 1030-B.

⁶¹Handy, Op. Cit., p. 114.

⁶²Dillon, Op. Cit., p. 71.

⁶³Seymour L. Wolfbein, "The Transition from School to Work: A Study of the School Leaver." American Personnel and Guidance Association, Washington, D.C., 1959, p. 66-67.

⁶⁴Joe M. Young, "Can Counseling Reduce Dropouts?" Clearing House, September, 1955, p. 47.

dropout programs given high priority by students and teachers alike. Young found that dropouts, with their multitude of problems, can be helped by a low student-counselor ratio in the following ways:

1. Individual students can be helped with specific problems, both personal and academic.
2. When counseling is readily available, the percentage of students planning training beyond the high school level increases.
3. A greater percentage of the student body makes plans for their vocational future.
4. The dropout rate decreases.
5. There is an improvement in the school's relationship with parents and with the community.
6. The students have fuller knowledge on which to base educational and vocational decisions.⁶⁵

Selected Action Programs

A wide variety of approaches to the dropout problem exists regionally across the nation. Several of these approaches are surveyed below.

In Detroit, Michigan, the Detroit Council for Youth Service, in cooperation with several public and private agencies, has conducted a job upgrading program since 1949. Designed to aid unemployed, out-of-school youth who are referred to the program by social agencies, schools, or individuals, the program attracts primarily

⁶⁵Ibid, p. 55-56.

youths in the 16 to 17 year old age range who have dropped from the ninth and tenth grades of school.

Lasting at least forty weeks, the program consists of both counseling and specific job training. Participants met in a group for three hours each morning for discussion of behavior and personal problems, job-hunting procedures and proper work habits. Typewriters and other office machines are available for practice in clerical skills, and field trips are taken to employment and social agencies. Each participant is given tests in reading, aptitude, and intelligence, and special assistance in reading is available. Regular high school courses are open to the program's participants.

During the year reported, 41 per cent of the program's participants were placed in jobs, 26 per cent left the program, and 4 per cent returned to school on a full-time basis. Twenty-nine percent were still in the upgrading process.⁶⁶

In Wisconsin, a state law requires all Milwaukee youth who have dropped out of school before their eighteenth birthday, and who are not married, to attend school at least one day a week if they are employed or to attend school full time if they are not employed.

⁶⁶S. N. Horton, "The Job Upgrading Program." The American Child, SLIII, March, 1961. p. 29-31.

In the part-time program, testing, training, counseling, placement, and follow-up services are available. In the full-time program, job skills and good work habits are taught. A placement service helps in finding employment and those who are placed in jobs are followed up once every six months for at least a year. Fourteen full-time counselors are available to both groups, and both programs teach youths some skills, show them how to assess their abilities, and help them to become steady workers.⁶⁷

A Roanoke, Virginia, program requires each school to periodically send a list of its dropouts to the director of the city's adult education program. The director then sends each dropout a letter asking that the dropout come in for a conference with the director. When the dropout appears he is given aptitude and interest tests and encouraged to continue in school, either in day or evening classes. Should the dropout insist on seeking a job, he is referred to the state employment service.⁶⁸

Potential dropouts in Lincoln, Nebraska, are assigned a special counselor who instructs them in

⁶⁷After Teen-Agers Quit School. Washington, D.C.: United States Department of Labor, Bureau of Labor Standards, Bulletin No. 150, 1965, p. 50-57.

⁶⁸Ibid., p. 47-48.

cleanliness, the filling out of job applications, and other skills necessary for securing a job. If the youth is employed, periodic checks on their job progress are made.⁶⁹

Summary

The dropout or potential dropout is not necessarily unintelligent. It is likely, however, that he is a person affected by problems with his self-concept, his family, or his relationship with school. He may also be affected by a general decrease in the importance assigned the high school diploma by our society.

Programs to reclaim the dropout need, if they are to be successful, to pay close attention to early identification, success experiences, work-study programs, the reduction of competition for grades, student self-concept, teacher preparation, teacher acceptance, class size, curriculum, and counselor-student ratios.

A check on programs across the nation reveals a stress on job skill training and a heavy emphasis upon counseling for job preparation.

⁶⁹Anita Vogel, "How to Check Drop-outs," School Management, V, November, 1961, p. 74-84.

CHAPTER III

METHOD OF INVESTIGATION

The following instruments and procedures were used in examining and evaluating the Pontiac Individualized Instructional Program:

1. The attendance patterns, reading achievement, achievement motivation, and social, academic, and psychological problems of the student body were measured over a period of time. Changes in these areas will be reported.
2. Questionnaires were used to sample the attitudes and opinions held toward the program by four of the groups affected by it. Included were the student body (see Appendix E), the program's instructional staff (see Appendix C), the parents of the program's student body (see Appendix B), and the staff of the district's two high schools (see Appendix D).
3. A number of factors which differentiate the Individualized Instructional Program from Pontiac's regular school program have been isolated. These factors (see Appendix A) were rank-ordered by

students within the program in an attempt to determine their relative importance to both groups.

4. Structured group interviews were conducted with the student body. These interviews attempted to uncover data and feelings toward the program not covered by the instruments listed above.
5. Contact was made with 15 of the program's graduates to date. A questionnaire was used (see Appendix F) to determine their characteristics and feelings about the program from the vantage point of a graduate.

Attendance

Attendance records for the first semester of the current school year were tabulated for 37 student's in the IIP. These tabulations will be compared with the student's attendance pattern during his last semester in Pontiac's regular school programs. Increases or decreases in frequency of attendance will be noted.

Achievement

Achievement was measured in the area of reading skills, an area, as indicated earlier, often particularly troublesome to the dropout. The SRA Reading For Understanding instrument, administered at the start and at the finish of the Fall semester of the current academic year,

was the principle measuring instrument. Administered to twenty-four students, the instruments pre and post testing scores will be examined to determine the degree of improvement, if any, recorded by each student.

The central question to be examined here is: have the IIP students improved significantly in reading, as measured by the SRA Reading For Understanding, during the first half of the current academic year?

Achievement Motivation

Twenty-three students, slightly over one-half of the total IIP student body, were given the Michigan State M-Scale in September of 1968 and were examined again shortly before the close of the academic year.

The M-Scale provides measurements in four areas:

1. Need for academic achievement
2. Academic self-concept
3. Occupational aspirations
4. Academic personality factors

Results from the M-Scale testing will be examined to determine changes, if any, in their total achievement motivation scores.

Social, Academic, and Psychological Problems

The Mooney Problem Check List was used to determine the social, academic, and psychological problems affecting members of the IIP student body. Nineteen

students, selected at random, were administered the Mooney Problem Check List at the beginning and at the end of the current academic year.

Data from the eleven subsections of the Mooney will be tabulated from both testings for the number of problems reported.

Increases or decreases, if any, or changes in the perceived problems of the nineteen students will be reported.

Rank Order Questionnaire

The Rank Order Questionnaire is an author-made instrument, developed by listing those aspects in which the IIP differs significantly from the two regular Pontiac high schools. The factors chosen for the questionnaire were those reflected by the IIP student body in a series of structured interviews held in January of 1969. In these interviews, students were asked to list all of the factors they saw as different in the IIP from the school they last attended.

Each student and teacher in the program was administered the questionnaire and asked to rank order the items listed in order of importance to them. Composite rankings for both groups will be compiled and the two composite rankings compared. Data from the compared rankings will be used to determine which aspects of the program are deemed of relative importance by both staff and students.

Parent Questionnaire

The questionnaire for parents was developed to gather data concerning their perceptions of their child's academic and social progress since joining the IIP, plus their feelings about IIP in general. The questionnaire consists of a number of statements in these areas accompanied by a scale containing factor values ranging from 1-STRONGLY DISAGREE to 5-STRONGLY AGREE. Composite averages for each item on the questionnaire will be compiled and analysis done to determine patterns in parental thinking about the IIP.

The questionnaire was administered by mail to each IIP parent, with each questionnaire accompanied by the researcher's name and address, phone number, and a return envelope. Personal follow-up was done where necessary to insure as large a response as possible.

Teacher Questionnaires

Two teacher questionnaires were administered. The first was given those teachers actually working within the IIP program, and is designed to determine their backgrounds and their opinions concerning the strengths and weaknesses of the program in which they work.

The second teacher questionnaire was administered to the teaching staffs of Pontiac Northern and Pontiac Central High Schools. Administered to 110 staff members at general staff meetings in May, 1969, this questionnaire

was designed to determine the amount of information about, and the attitudes towards, the IIP held by those teachers who will be recommending students for the program.

Student Questionnaire

This questionnaire was designed to determine the personal backgrounds of students in the IIP program. It will be used to generate a composite picture of the IIP student body in terms of their family background, their current situation in the home, and their feelings about school itself.

Graduate Questionnaire

The graduate questionnaire also attempts to determine the background of students, students in this case who have already completed the IIP. In addition, it seeks information on the graduate's life to date, including data on employment, further education, and family life, plus their evaluation of the strengths and weaknesses of IIP.

Structured Interview

Group interviews were held with the student body near the close of the current school year. Meeting in groups of eight to ten, students were asked what changes, if any, they would make in the program should they be given that responsibility.

A composite of the suggestions was compiled at the close of the interviews and used, along with the data

gathered by the means listed above, to formulate recommendations concerning the future course of the program. This information will be included in Chapter V.

Summary

The students, graduates, and staff of the IIP were examined by means of a variety of instruments to determine both their backgrounds and their feelings towards the program. The impact of the program upon students was measured by means of the SRA Reading For Understanding, the Michigan State M-Scale, and the Mooney Problem Check List, as well as through a follow-up on students who have completed the program.

Groups outside the program, parents, and teachers in other schools, were examined to determine the depth of their knowledge about, and their feelings towards the IIP.

From the above information and a structured interview with IIP students, a series of recommendations will be formulated concerning the future course of the IIP.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter deals with data concerning the Individualized Instructional Program (IIP). It includes information of attendance, reading achievement, social, academic and psychological characteristics, and achievement motivation patterns of the present IIP students. It further includes profiles of the staff, student body, and graduates. Questionnaires which gathered data from parents, teachers in the Pontiac Public Schools, and student-staff perceptions of the IIP are also reported.

Attendance Patterns

Attendance patterns of the IIP students were examined. This was done by tabulating the student's percentage of absences in the last semester of attendance at Central or Northern High Schools. Then, a similar tabulation was compiled for the same students attendance during the Fall semester of 1968, while these students were in the IIP.

Seven of the forty-four students were not included in this analysis. This was because of incomplete attendance records in the last school they attended, or because they had to attend the IIP only one day per week for assignments and/or evaluation.

Table 1 summarizes the 37 students pre-IIP and post-IIP attendance. The average absence rate at Central or Northern, in the students last full semester, was 19%. After one full semester in IIP these same students were absent 12% of the time, for a net decrease in absences of 7%.

Of the 37 students whose attendance was tabulated, 26 had decreased their daily absenteeism while in IIP. Eight students had gone up in their absence rate in IIP while three remained exactly the same in both programs.

It should be noted that students who are now absent more in IIP than they were previously is minimal.

The attendance policy of IIP allows all the students to be absent a maximum of three days a month with no questions asked nor excuses needed. The attendance policy is not as lenient at either of the other two high schools.

Nineteen of the students held outside jobs while attending IIP with their work hours ranging from twenty to fifty hours per week. In addition, eight students are married and twelve have children at home who must be cared

Table 1.--Attendance comparison--regular school versus IIP.
N=37.

Student Number	Percentage of Semester Absence in Reg. School	Percentage of Semester Absence in IIP School	Student Number	Percentage of Semester Absence in Reg. School	Percentage of Semester Absence in IIP School
1	.29	.22	23	.21	.04
2	.21	.23	24	.26	.00
4	.09	.04	25	.12	.11
5	.12	.11	26	.03	.03
6	.12	.21	27	.30	.24
7	.35	.23	28	.13	.04
8	.22	.40	29	.38	.01
9	.34	.11	30	.10	.01
10	.13	.22	31	.24	.14
11	.26	.26	33	.08	.05
12	.28	.22	34	.24	.07
13	.22	.20	35	.11	.02
14	.16	.08	36	.04	.11
16	.01	.00	38	.17	.17
17	.25	.12	40	.13	.06
18	.45	.03	41	.21	.24
21	.11	.16	42	.19	.29
22	.05	.03	43	.07	.04
			44	.23	.07

	Pre IIP	Post IIP
Average Absence All Students	.19	.12

37 IIP students had an IIP absenteeism rate of 12%, after maintaining a 19% absentee rate in their earlier schools. This is a net decrease of 7%.

for. This places an additional attendance burden on many of the IIP students.

There has been a positive shift in attendance rates for the students enrolled in IIP. The 7% increase in daily attendance is a measurable improvement.

Reading Achievement

As was noted earlier, one of the problems common to dropouts is in being below grade level in reading achievement. The 24 students tested on the SRA Reading For Understanding Inventory in the Fall of 1968 were no exception. In 17 of the 24 subjects tested (nearly 71%), the students were reading below grade level. When they were tested again in January, 1969, 17 students had increased their reading grade level while six decreased and one remained constant (Table 2).

On a one tailed t test of significance, the change in the total test scores from 9.45 to 10.39 grade level was significant at the .05 level.

When the subjects tested were questioned about their general interest in reading, 80% stated that they read more in the IIP than they did in the previous school they attended. Given as reasons for this increase were: (1) more assistance in learning to read from their English teacher, and (2) a more interesting selection of paperback books in the IIP library.

Table 2.--SRA Reading Test scores of twenty-four IIP students.

Student Number	Grade Placement Pre Test-Sept. 68	Grade Placement Post Test-Jan. 69
1	8.5	9.0
2	9.3	9.0
4	10.7	10.9
5	8.5	9.6
6	8.8	11.0
7	8.5	12.8
8	12.8	11.3
9	8.5	13.6
12	14.0	14.0
13	8.3	11.6
21	8.8	11.6
25	8.3	9.3
26	7.8	9.3
27	13.1	11.3
29	9.6	8.1
30	13.6	12.8
31	6.0	8.3
33	7.0	9.3
34	10.4	11.0
35	8.8	9.0
37	9.6	10.4
41	9.3	9.3
43	6.0	6.0
44	10.7	11.3
Average Grade Placement of 24 IIP Students Tested	9.45	10.39

The average grade placement for the 24 students tested went from 9.45 on the pre test to a grade equivalent of 10.39 on the post test. The change of .84 years was significant on a one tailed t-test at the .05 level.

The English teacher the students made reference to is skilled in the teaching of reading and has a high interest in helping the students improve their reading skills.

The English teacher stated that he is confident that the students are indeed reading more. He lists as major reasons: (1) the interest level of the paperback books is more in tune with the interests of the student body, and (2) the individualized approach that is taken to reading instruction is more helpful to each student.

While many of the students tested continue to read below grade level, the gap is closing. In a four and one-half month period the gap has decreased, on the average, by eleven months.

Social, Academic and Psychological Problems

To determine the concerns and/or fears that the students in the IIP were experiencing, the Mooney Problem Check List (High School) was administered.

Pre-testing was administered in the Fall with the post-testing done in May of the current school year. The results are tabulated in Table 3.

In eleven subsections of the Mooney, the students, after nearly one full year in the IIP, decreased their concerns in nine areas. Only in Health and Physical Development was there an increased concern.

Table 3.--Money Problem Checklist scores of nineteen IIP students--September, 1968-May, 1969. N=19.

Subsections of Mooney by Area of Concern	Average Number of Problems Checked by Students		Net Change
	Sept., 1968	May, 1969	
Health and Physical Development	6.47	7.05	+ .58
Finances-Living Conditions, Employment	6.00	5.45	-.05
Social and Recreation Activities	5.95	4.95	-1.00
Social-Psychological Relations	8.05	5.95	-2.10
Personal-Psychological Relations	9.89	9.05	-.74
Courtship-Sex-Marriage	5.95	4.68	-1.27
Home and Family	9.21	6.84	-2.37
Morals and Religion	7.31	7.31	0
Adjustment to School Work	9.47	6.00	-3.47
The Future-Vocational and Educational	8.05	5.16	-2.89
Curriculum and Teaching Procedures	4.74	2.72	-2.02
Total Average Number of Problems Checked by All 19 Subjects	81.16	64.84	16.32

In all areas of the Mooney Problem Check List the IIP students, on the average, decreased in their number of expressed concerns except Health and Physical Development (+.58) and Morals and Religion (no change).

22

W

al

(

S

t

(

i

o

i

i

s

v

o

i

o

z

o

o

The highest positive changes clustered around five sub-sections. These included Adjustment to School Work (-3.47 problems checked), The Future (-2.85), Home and Family (-2.37), Social and Psychological Relations (-2.10), and Curriculum and Teaching Procedures (-2.02).

Less dramatic changes were found in Courtship-Sex and Marriage (-1.27), Social and Recreational Activities (-1.00), and Personal and Psychological Relations (-.74).

Finances and Living Conditions (-.05) was the lowest positive area of change.

Overall, there has been a decrease in the areas of expressed problems by the 19 IIP subjects tested during the course of almost one full year in the IIP. This decrease amounted to 16.32 fewer problems checked in the spring than were checked in the Fall of the same school year.

Perhaps the increase in the number of problems checked in the area of Health and Physical Development is actually a good sign. The students appear to be becoming more concerned about health habits, bad teeth, etc.

Achievement Motivation

The purpose of administering the M-Scales was to measure the degree to which the students in the IIP changed their achievement motivation after nine months or more in the program.

2

S

C

S

L

t

(

W

S

ti

W

21

P

The scales were administered early in September, 1968 and again in late May, 1969 to 23 randomly selected students of the program. One tailed t-tests were done on the four subsections of the test and on the total scores of all the 23 students.

Not only did these students, on the average, not improve significantly on any subsection, but in 10 of the 23 cases they decreased slightly in their total score (see Table 4).

The change in the scores, positive or negative, were not significant. Therefore, as measured by the M-Scales, the 23 students tested were no different in May than they were in the Fall in terms of achievement motivation, even though 13 went up slightly and 10 went down.

Several factors may bear on this evidence, which appears to conflict with other data gathered from the program:

1. Students seem to be less academically motivated in the warm spring than they are when they first return to school in the Fall.
2. The IIP stresses personal growth and human interaction more than it does academic achievement. Therefore, there is less stress in the day to day program on academic achievement per se.
3. With less competition for grades, perhaps the students are less able to be motivated along achievement lines.

Date

Source

Number

1

1

2

2

2

2

2

2

3

3

3

3

3

3

3

3

3

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

Table 4.--M-Scales scores of twenty-three IIP students.

Student Number	Pre Test Raw Score Sept., 1968	Post Test Raw Score May, 1969	Increased Motivation	Decreased Motivation
1	81	88	✓	
2	93	101	✓	
3	54	48		✓
4	114	94		✓
8	96	103	✓	
13	110	103		✓
16	88	65		✓
21	87	93	✓	
22	107	76		✓
26	86	93	✓	
27	101	99		✓
29	65	70	✓	
30	124	120		✓
31	65	55		✓
32	73	57		✓
33	89	39		✓
35	65	79	✓	
36	64	78	✓	
37	64	72	✓	
38	77	89	✓	
40	44	45	✓	
41	86	95	✓	
44	109	110	✓	
		Total	13	10

t-test of significance .96. There was no significant change in motivation.

Of the 23 students tested on the M-Scales, 13 increased their motivation and 10 decreased. However, the changes on the pre and post testing was not significant on a one tailed t-test at the .05 level.

Staff Characteristics

Three of the four staff members listed in Table 5 have taught in the IIP since it began. One, a woman, has taught in the IIP since March, 1969. She was the fifth woman teacher in the program. The previous four lasted from three days to one full semester. All four asked to leave because of expressed dissatisfaction with teaching the kinds of students who were enrolled in the IIP.

The age range of the teachers is from 31 to 49 years. While one has taught for 22 years, all of the staff has taught at least 11 years. Their total teaching experience collectively numbers 61 years, an average of more than 15 years per teacher.

Each teacher's training background varies to some degree. At one time or another they have collectively taught most of the subject areas found in most high schools.

All of the staff members expressed a high degree of satisfaction at teaching in the IIP. None wished to return to a regular high school teaching assignment next semester. They agreed that teaching in the IIP was more strenuous, demanded more creativity on their part, but was much more rewarding.

While all four desire to return to IIP next Fall, they agreed that some improvements were needed in terms

Table 5.--IIP staff characteristics.

Teacher	Age	Sex	Married	Yrs. Taught	Undergraduate College	Under- graduate Major	Graduate College
A	42	M	Yes	17	W. Va. State	English	N.Y.U.
B	31	F	No	11	Alma	Home Ec.	U. of M.
C	49	M	Yes	22	Central Mich.	Phys. Ed.	U. of M.
D	33	M	Yes	11	Alma	Phys. Ed.	U. of M.

Teacher	Graduate Major	Subjects Taught Prior to IIP	Subjects Taught in IIP	Plan to Continue in IIP?
A	French	10 and 11th Grade English	Language Arts and Reading	Yes
B	Sociology	Home Ec.-Art English-Counselor	Art Social Studies	Yes
C	Science	History-Phys. Ed. Math-Chemistry Gen. Science	Math-Science	Yes
D	Guidance	Social Studies Counselor	Director- Counselor	Yes

furniture, hardware and software, and auxiliary help from community agencies. These improvements will be dealt with more completely in Chapter V.

Student Body Profile

Several of the characteristics of the present IIP student body were discussed in Chapter I. This section will go into more depth about the characteristics of the present pupils (Table 6).

Only five of the twenty-three girls are married. Six others are pregnant and five additional students have had children out of wedlock.

Principals and counselors have been seen by the students as being the individuals most helpful in interesting them in entering IIP. However, in eight cases, friends have been the major motivators. In other words, friends have been as significant as counselors or principals in interesting dropouts in the program.

The student's parents have had a wide range of formal education. Fifty-eight percent of their mothers dropped out of school, while 39% completed high school. One mother received her B.A. degree. Seventy-five percent of the fathers failed to complete high school. Seven, or 17% of the fathers, completed high school and three received a college degree. In fact, one father has his Ph.D. in physics and teaches in a university.

Table 6.--Presently enrolled IIP student profiles.

Student Number	Sex	Age	Grade	Married	How Long?	Number of Children	Race	Person Who Interested You in IIP	Parents Level of Education	
									Mo.	Fa.
1	M	18	12	No	-	-	Negro	Friend	8	7
2	F	18	12	No	-	-	White	Counselor	8	10
3	F	18	12	No	-	-	Span. Amer.	Counselor	12	9
4	M	18	11	No	-	-	Negro	Principal	11	12
5	F	18	12	No	-	-	Negro	Other	6	7
6	F	21	12	No	-	-	Negro	Counselor	10	3
7	M	18	11	No	-	-	White	Principal	B.A.	B.A.
8	M	19	12	Yes	1 Yr.	1	White	Other	12	12
9	M	17	12	No	-	-	Negro	Principal	7	6
10	M	16	10	No	-	-	White	Principal	10	6
11	M	18	11	Yes	1/2 Yr.	1	White	Counselor	10	6
12	M	17	12	No	-	-	White	Probation Officer	9	7
13	F	18	12	No	-	1	Negro	Other	9	8
14	F	17	11	No	-	-	Negro	Principal	10	12
15	F	17	12	Yes	2 Mo.	-	White	Friend	12	12

Do You Work?	Hrs. Per Week	Do You Receive Credit for Working?	Weekly Earnings	Number of Brothers and Sisters?		How Many Sib- lings Dropped Out of School?	Would You be in School if There Were No IIP?	Plans After Graduation
				B	S			
Yes	30	Yes	\$ 45.00	3	2	0	No	Work
Yes	25	No	40.00	4	3	4	Yes	College
Yes	49	No	50.00	1	1	1	No	Don't Know
Yes	27	No	38.00	2	1	0	No	College
No	-	-	-	2	2	2	No	Terminal Program
No	-	-	-	0	5	1	Yes	Work
Yes	20	Yes	35.00	1	2	0	No	Don't Know
Yes	50	Yes	130.00	2	1	0	No	Don't Know
No	-	-	-	4	0	0	Yes	College
Yes	32	Yes	50.00	2	3	1	No	Work
Yes	50	Yes	135.00	0	2	1	No	Work and School
No	-	-	-	2	1	1	No	Work
Yes	40	Yes	50.00	1	2	0	Yes	College
No	-	-	-	3	5	0	Yes	Work
No	-	-	-	2	3	0	Yes	Stay Home

Table 6.--Continued.

Student Number	Sex	Age	Grade	Married	How Long ?	Number of Children	Race	Person Who Interested You in IIP	Parents Level of Education	
									Mo.	Fa.
16	F	17	10	No	-	-	Negro	Principal	9	7
17	M	19	11	No	-	-	White	Principal	9	2
18	F	17	12	No	-	-	White	Principal	7	12
19	F	17	12	Yes	6 Mo.	1	White	Friend	12	12
20	F	18	12	Yes	5 Mo.	-	White	Principal	12	-
21	F	16	11	Yes	1-1/2 Yrs.	1	Negro	Friend	5	6
22	M	17	11	No	-	-	Negro	Other	8	10
23	F	18	12	No	-	1	Negro	Friend	8	8
24	F	16	11	No	-	1	Negro	Principal	11	9
25	M	19	12	No	-	-	Span. Amer.	Counselor	10	3
26	M	18	12	No	-	-	Span. Amer.	-	12	3
27	F	18	12	No	-	-	White	Principal	12	8
28	M	18	12	No	-	-	Negro	Principal	12	12
29	F	17	11	No	-	-	White	Principal	12	8

Do You Work ?	Hrs. Per Week	Do You Receive Credit for Working?	Weekly Earnings	Number of Brothers and Sisters?		How Many Sib- lings Dropped Out of School?	Would You be in School if There Were No IIP?	Plans After Graduation
				B	S			
No	-	-	-	0	1	0	No	Work
No	-	-	-	1	1	0	No	College
No	-	-	-	1	3	4	No	Terminal Program
No	-	-	-	1	1	0	Yes	Terminal Program
No	-	-	-	-	3	0	No	College
Yes	40	Yes	\$ 50.00	3	0	1	No	Stay Home
Yes	38	Yes	40.00	2	2	0	No	College
Yes	40	No	65.00	3	3	1	Yes	Terminal Program
No	-	-	-	3	4	1	Yes	Terminal Program
Yes	40	Yes	150.00	-	-	-	No	College
No	-	-	-	1	3	0	No	Don't Know
No	-	-	-	2	1	0	No	Terminal Program
Yes	30	Yes	60.00	1	0	1	Yes	College
No	-	-	-	3	3	5	No	Work

Table 6.--Continued

Student Number	Sex	Age	Grade	Married	How Long?	Number of Children	Race	Person Who Interested You in IIP	Parents Level of Education	
									Mo.	Fa.
30	M	17	11	No	-	-	White	Parent	8	Ph.D.
31	F	17	12	No	-	1	Negro	Principal	12	11
32	NO DATA									
33	M	17	11	No	-	-	White	Principal	12	B.A.
34	M	16	11	No	-	-	White	Counselor	12	9
35	F	16	11	No	-	-	White	Principal	12	6
36	F	16	11	No	-	1	Negro	Friend	12	9
37	M	19	12	No	-	-	White	Counselor	12	8
38	M	18	12	Yes	9 Mo.	1	White	Brother or Sister	10	10
39	M	19	11	No	-	-	Span. Amer.	Counselor	8	-
40	F	17	11	No	-	-	Negro	Friend	12	8
41	F	17	11	No	-	1	Negro	Friend	8	3
42	M	16	11	No	-	-	Negro	Other	12	12
43	F	16	10	No	-	-	Negro	Principal	11	-
44	F	17	12	Yes	2 Yrs.	1	White	Principal	8	10

Do You Work ?	Hrs. Per Week	Do You Receive Credit for Working?	Weekly Earnings	Number of Brothers and Sisters?		How Many Siblings Dropped Out of School?	Would You be in School if There Were No IIP?	Plans After Graduation
				B	S			
No	-	-	-	1	1	0	No	College
No	-	-	-	1	3	0	No	Work and School
Yes	20	Yes	\$ 40.00	1	1	0	No	Don't Know
No	-	-	-	1	1	0	No	Work
Yes	20	No	20.00	1	2	2	No	Terminal Program
Yes	7	Yes	12.00	2	1	0	Yes	College
Yes	40	Yes	160.00	1	3	0	No	Work and School
Yes	50	Yes	135.00	5	1	3	No	College
Yes	50	Yes	77.00	5	5	7	No	College
No	-	-	-	2	5	0	Yes	Work
Yes	40	Yes	50.00	1	0	0	No	Don't Know
No	-	-	-	4	3	0	Yes	Don't Know
No	-	-	-	3	4	1	Yes	Work
No	-	-	-	3	0	0	No	Work and School

Sixteen of the twenty-one students who work full or part-time while attending IIP receive high school credit. This credit varies depending on the nature of the job and the number of hours worked per week. The students range in earnings from a low of \$12.00 to a high of \$160.00 per week. Their average take home salary is close to \$70.00 per week.

Most of the students come from large families. The average size of their family units is 6.7. In seventeen, or 39% of the homes, there was at least one older brother or sister who had dropped out of school.

Sixty-seven percent of the IIP students felt that they would have remained permanent dropouts if the IIP school had not been established for them to attend. This is almost 7 out of every 10 students.

Plans after graduation are not final for all of the students. However, 55% feel they will continue their education in some formal way after receiving their diploma. Of these, 63% expect to enter a regular college program and earn a Bachelors Degree.

Graduates

To date, there have been nineteen graduates of the IIP. Questionnaires were mailed to all nineteen. Fifteen returned them. Two students could not be found and two students were sent three separate copies and returned none (Table 7).

Table 7.--IIP Graduate Characteristics. N=15.

Student Number	Age	Sex	Race	Married	How Long?	Number of Children	Sem. Spent in IIP	Person Who Interested You in IPP	Presently Working	Hrs./Wk.
1	20	M	White	No			2	Counselor	No	
2	18	F	Negro	No		1	1	Friend	No	
3	19	M	White	Yes	6 mos.	1	1	Counselor	Yes	40
4	19	F	Negro	Yes	13 mos.	2	1	Counselor	Yes	40
5	19	M	White	No			2	Other	Yes	58
6	19	F	White	No			1	Other	Yes	39
7	19	F	White	No			2	Counselor	Yes	45
8	19	M	White	No			1	Counselor	Yes	48
9	19	F	Negro	Yes	7 mos.	1	1	Friend	Yes	40
10	19	F	Negro	No			1	Friend	Yes	20
11	23	M	White	Yes	2 mos.		2	Friend	Yes	40
12	18	M	Negro	No			1	Principal	Yes	40
13	27	F	Negro	Yes	6 Yrs. Divorced	2	1	Friend	No	
14	18	F	Negro	Yes	15 mos.	1	2	Counselor	No	
15	19	M	Negro	No			1	Principal	Yes	40

*OCC--Oakland Community College, Rochester, Michigan.

Type of Work	Attending College	Where?	Major	Would you Have Graduated?**	Would you Recommend IIP?	Wished I Remained in Reg. School	More IIP's Needed	Parents Education	Mo.	Fa.
	No			No	Yes	No	Yes	11	11	
	No			No	Yes	No	Yes	11	10	
Laborer Fisher Body	No			No	Yes	No	Yes	10	9	
Desk Clerk Hospital	No			No	Yes	No	Yes	12	9	
Skilled Laborer Plymouth Gear	Yes	OCC*	History	Yes	Yes	No	Yes	9	10	
Instructor Holiday Health Spa	Yes	OCC	Psych.	Yes	Yes	Yes	Yes	12	12	
Operator Michigan Bell	Yes	OCC	Law Enforcement	No	Yes	No	Yes	11	8	
Laborer GMC Truck	No			No	Yes	No	Yes	8	8	
Clerk AAA Insurance	No			Yes	Yes	Yes	Yes	10	8	
Secretary Pontiac Bd. Ed.	No			Yes	Yes	No	Yes	12	8	
Laborer Pontiac Mtr.	Yes	OCC	No Preference	Yes	Yes	No	Yes	12	-	
Laborer GMC Truck	No			Yes	Yes	No	Yes	B.A.	-	
	Yes	OCC	Nursing	Yes	Yes	No	Yes	9	6	
	Yes	Wayne Uni.	Sociology	Yes	Yes	No	Yes	12	14	
Cook Mr. Steak	Yes	OCC	Food Technology	Yes	Yes	Yes	Yes	9	11	

**Would you have graduated from regular high school if the IIP had not been available?

Eleven of the graduates are employed full or part-time. Five both work and go to college. Two are not employed, but go to college. Two neither go to college nor work.

Of the seven attending college, six attend Oakland Community College and one goes to Wayne University. All but one of the seven feel they will attain a B.A. Degree.

In response to questions pertaining to the IIP, nine felt they would have graduated without its help. Three of the fifteen wish they would have remained in the regular school program. All fifteen would recommend the IIP for appropriate students and would like to see more IIP schools established in Pontiac so that more students could be serviced from this kind of program.

The parents of the IIP graduates, in large measure, were school dropouts themselves. Twenty of the mothers and fathers did not attain a diploma, while five of them did. In addition, two parents--one mother and one father--continued their education beyond the high school level. Seventy-one percent of the parents of the graduates had dropped out of school before attaining a high school diploma. The graduates are divided evenly in terms of race, sex, and marriage. Seven of the graduates are male, eight of the fifteen are black, and six are married. There is only one student who has had a child but is not wed.

Counselors and friends account for the "contact" these students had on interesting them in the IIP. These sources recruited eleven of the fifteen students.

The final portion of the graduate questionnaire dealt with the student's perceptions of the strengths and weaknesses of the IIP. These comments are transcribed intact in the appendix. The overall comments of the students are heavily oriented toward the strengths of the program. The close contact these students had with the staff, director, and with other students, a lack of pressure and competition for grades, and the relaxed warm atmosphere of the IIP were the most often mentioned strengths of the program. The weaknesses (although they were few) seemed to cluster around a lack of variety in course offerings, poor attendance, and a too lenient and permissive attitude towards some students by the staff.

It seems clear that the graduates are very positive about IIP and feel grateful for having the opportunity of completing their education in this kind of program.

Parent Questionnaire

In April of this year 38 questionnaires were mailed to parents. These questionnaires (Appendix B) were mailed back to the IIP in self-addressed stamped envelopes. Twenty-five parents returned the questionnaires.

The 25 anonymous returns were tabulated to determine the overall attitudes of the parents towards various aspects of the IIP and their child's growth as a result of the program.

The responses on the questionnaire were extremely positive on the ten statements (Table 8). With five (Strongly Agree) being the most positive possible response, it is clear that the parents hold very positive attitudes towards the IIP.

In order to spot check the validity of the responses, five parents who had mailed back the questionnaires were contacted by telephone. The conversation underlined the parents positive feelings about the IIP. All of the parents felt that the IIP had been a tremendous aid to their child's development. None would have chosen to send their child back to Central or Northern. Four hoped that their younger children, now in elementary school, would have an opportunity to become involved in an IIP in the future.

Central and Northern High School
Staff's Perceptions of IIP

The questionnaire in Table 9 was sent to all full time teachers at Pontiac Central and Northern High Schools in April, 1969. The total percentage of return was 62%. Several non-respondents indicated, in private conversation, that they were not well enough informed about IIP to

Table 8.--Mean responses from parent questionnaire. (N=25)

Statements	Mean Score for 25 Parent Responses
1. I feel the IIP has really been good for my child.	4.88
2. I feel the school rules in IIP about dress and behavior are fair and appropriate for my child.	4.64
3. I feel I can call the school and find out how my child is doing.	4.76
4. I feel my child's attitude about school has improved since he has been in the IIP program.	4.80
5. I feel my child's attitude at home has improved since he has been in the IIP program.	4.56
6. I feel my child has learned more in the IIP program than he did in the previous school he attended.	4.68
7. I feel my child really likes his teachers in the IIP program.	4.72
8. I feel the teachers in the IIP program are the best my child has ever had in school.	4.40
9. I feel my child gets in less trouble in the community since he has been in the IIP program than he did before he entered it.	4.56
10. I believe more schools like the IIP program should be operated in Pontiac.	4.92

Scale: 5 = Strongly Agree
 4 = Agree
 3 = Undecided
 2 = Disagree
 1 = Strongly Disagree

From a possible 1-5 response range, the parents' responses ranged from 4.40 to 4.92, indicating highly positive attitudes.

Table 9.--Pontiac Central and Northern's staff questionnaire of IIP. (N=110)

Statements	Mean Responses From Central and Northern Teachers
1. The IIP is an excellent program for dropouts or potential dropouts in Pontiac	3.71
2. The rules of behavior in the IIP such as dress, length of hair, and attendance policies are appropriate for the students enrolled in the program.	3.41
3. The curricular offerings in the IIP are really designed to meet the needs of these students.	3.23
4. I would have no reservations about recommending a dropout or potential dropout to the IIP program.	3.53
5. The teachers in the IIP are clearly outstanding for this kind of program.	3.18
6. I would be very interested in teaching in the IIP in the future.	2.40
7. The vast majority of the students in the IIP are learning more relevant material than they did in their "regular school."	3.08
8. The IIP should be enlarged to additional centers to accommodate more students in Pontiac who would benefit from this type of program.	3.37
9. I would like to learn more about the IIP so that I can clear up some questions that I have about it.	4.11
10. The students who graduate from the IIP should receive a special rather than a regular diploma.	3.52

Scale: 5 = Strongly Agree
 4 = Agree
 3 = Uncertain
 2 = Disagree
 1 = Strongly Disagree

"respond with anything but three's," (Uncertain on the scale), and so chose not to complete the questionnaires.

Tabulation of the results indicated that many of the 110 respondents checked three (Uncertain) on the majority of the questionnaires.

Clearly, the staff does not feel well informed about the various characteristics of IIP. They do seem to be open to more information about the program. This is indicated on No. 9 (Table 9) where "I would like to learn more about IIP" received a 4.11 (Agree to Strongly Agree) response.

Statement No. 6, "I would be very interested in teaching in the IIP in the future," received the lowest mean score -2.40. However, there were sixteen respondents who circled Agree to Strongly Agree. There are, then, a core of teachers in Pontiac who do presently desire to teach in a IIP type school. This group could form the nucleus for staffing additional IIP schools if and when the Board of Education acts to establish these.

It appears that the staff's over-all feelings about IIP, "The IIP is an excellent program for dropouts and potential dropouts in Pontiac," (Question 1) are more positive than individual characteristics of the program. This statement received a mean score of 3.71, the second highest mean response.

There seems to be some concern as to whether the IIP students should receive a regular school diploma. On statement No. 10, "The students who graduate from IIP should receive a special rather than a regular diploma," the mean score of 3.52 indicates the majority of the teachers feel the IIP students do not deserve a regular diploma. There is, at the present time, no indication from the administration that the IIP students will receive anything but a regular school diploma from the Pontiac Board of Education in the foreseeable future.

Student-Staff Rank Order Questionnaire

In January, 1969, the author met with the student body in small groups to determine the unique aspects of the IIP. The twenty items selected were decided upon by listening to the tapes of those sessions, and used as the basis of a rank-order questionnaire (Appendix A).

Forty students and four staff members, plus the schools secretary ranked the items on the same day. The secretary was added to the staff's results because of her positive relationships with both groups and her awareness of the program.

There was a great deal of consistency in the rankings of the first seven items on the list and on the last five. The spread occurred in the middle rankings--items eight through fourteen.

The items ranked one through four were almost identical for both groups (Table 10). "Freedom to express yourself to your teachers" was ranked No. 1 by both groups. "Attitude of the teachers toward students" was ranked No. 2 by both students and staff. "Attitude of director (My. Ayling) toward students" was ranked third by students and fourth by staff, while "Attitude of students toward teachers" was ranked third by the staff and fourth by the students.

The lenient dress and smoking policies were ranked toward the lower end. The dress policy, "You can wear whatever you feel comfortable in," was ranked seventeenth by the students and sixteenth by the staff. The smoking policy, "You can smoke in school," was ranked nineteenth by the students and seventeenth by the staff.

The hours that school is in session was ranked eighteenth by the students and nineteenth by the staff. The open lunch hour policy was seen by both groups as having the least importance of all twenty items.

The greatest spread in the rankings of the two groups occurred in the "Skill or teaching ability of the teachers." The students ranked this item sixth from the top while the staff ranked it fifteenth.

The other question which had a high spread was in the students "Freedom to work on projects independently." While the staff saw this as thirteenth, the students

Table 10.--Student-staff rank order questionnaire. Students, N=40; staff, N=5.

Questions to be Ranked 1-20*	Student Rank	Teacher Rank	D
1. Absence of failing marks on tests and assignments	13.0	10.0	3.0
2. Attitude of teachers toward students.	1.0	1.0	.0
3. Attitude of director (Mr. Ayling) toward students.	3.0	4.0	-1.0
4. Attendance policy not as strict.	11.0	13.5	-2.5
5. Dress policy not as strict.	17.0	16.0	1.0
6. Smoking policy not as strict.	19.0	17.5	-1.5
7. Ability of work outside of school (job) for money and credit.	8.0	7.0	1.0
8. Size of school population (45 students).	12.0	8.0	4.0
9. Kinds of students in school.	9.0	11.0	-2.0
10. Small classes.	10.0	5.5	4.5
11. School building itself separate from larger high school.	14.0	10.0	4.0
12. Method of instruction by teachers.	5.0	5.5	-.5
13. Kinds of materials used in your classes.	15.0	12.0	3.0
14. Tardiness policy not as strict.	16.0	17.5	-1.5
15. Open lunch hour policy.	20.0	19.5	.5
16. Freedom to express yourself to your teachers.	2.0	2.0	.0
17. Freedom to work on projects independently.	6.5	13.5	-7.0
18. Skill or teaching ability of the teachers.	6.5	15.0	-8.5
19. Attitude of the students towards the teachers.	4.0	3.0	1.0
20. Hours of the day when school is in session.	18.5	19.5	-1.5
	N=40	N=5	

*Scale: 1 = Highest Rank; 20 = Lowest Rank.

The Spearman Rank Order Correlation was calculated on these rankings. The value being achieved was .81 indicating a high degree of correlation.

The correlation coefficient was tested for statistical significance. The hypothesis of no association was rejected at $\alpha = .01$.

listed it as sixth in importance. The two groups do not have a shared perception on the importance of independent work.

It appears clear that both the staff and student body look upon the unique aspects of the IIP in about the same way, giving their collective priorities to similar areas of interest and concerns.

Summary

From the data collected in this study, it is apparent that:

1. The students who attend IIP have increased their daily attendance by 7% over their attendance at Central or Northern High Schools.
2. The 24 students tested on the SRA Reading For Understanding instrument increased their grade placement scores from an average of 9.45 years to 10.39 years in less than five months in IIP.
3. The personal problems of 19 students tested, as measured by the Mooney Problem Check List, have decreased after almost one full year in the program.
4. The achievement motivation of 23 IIP students, as measured by the Michigan State M-Scales, did not show a significant gain or loss in an eight-month exposure to the IIP.

5. The staff of the IIP have had a considerable amount of teaching experience in regular school programs. They all expressed much personal satisfaction in teaching in IIP and would like to remain teaching in the IIP in the future.
6. The IIP students, on the average, come from large families. Most of their parents did not graduate from high school. Friends of IIP students were as influential in interesting them in enrolling in the IIP as principals and counselors were.
7. Almost half of the IIP graduates are attending college either full or part-time. Only two of the fifteen graduates reporting were presently unemployed. Most of the parents of the IIP graduates were dropouts themselves. The attitudes of the graduates toward the IIP were highly positive.
8. The parents of the students in IIP were highly positive about the program and its impact on their children.
9. Most of the Central and Northern High School teachers felt they would like to have more information about the IIP. There are a core of teachers at both schools who expressed a desire to teach in an IIP type school.

10. The staff and student body of the IIP share significant common perceptions of the program's critical aspects. The rank order questionnaire had a Spearman rank order correlation of .81 between the two groups.

CHAPTER V

SUMMARY

The dropout is one of the major problems facing our educational system today. Between thirty and forty percent of all secondary school students leave school without obtaining a diploma. The vast majority of these youth face serious unemployment problems for the remainder of their adult lives.

The Pontiac Public Schools, where the dropout rate ranks third highest in Michigan, has initiated a dropout program geared to help students stay in school, obtain skills, and earn a diploma. This program, called the IIP, has been in operation in Pontiac for two years. Little research has been done on the IIP to date. Therefore, the purpose of this study was to 1) describe the IIP, 2) research certain aspects of the IIP, and 3) to make recommendations for the future improvement of the IIP.

Fourteen aspects of the IIP were described. They included:

1. The establishment of a new school which was significantly different from the school the dropout previously attended.

2. An experienced, trained staff to assist the dropouts in obtaining necessary skills.
3. A separate physical facility to house the IIP.
4. A student body comprised of 45 dropouts or potential dropouts.
5. A continuous progress, individualized, work-study curriculum.
6. A unique, positively oriented grading structure to assess and report pupil progress.
7. Flexible credit standards through which a student could earn his or her diploma.
8. An extra curricular concept featuring unique activities for the IIP students, plus student involvement in regular school activities.
9. Minimal rules governing behavior.
10. Flexible admittance procedures.
11. Reduced student-teacher ratio.
12. Reduced student-counselor ratio.
13. Warm-accepting school climate.
14. Program costs of \$1,384.00 per student per year under a E.S.E.A. Title 1 grant.

Chapter II contains the review of literature relevant to the dropout problem across the United States.

Although there is conflicting research on the intellectual capacities of dropouts, recent studies have found that many capable and trainable students leave school early.

Among the reasons students give for being early school leavers are home, school and personal problems. However, school problems of low achievement, rejecting teachers, and a lack of counseling are by far the largest reported reasons for early withdrawal.

Characteristics of dropout programs were explored. The following ten points have been successful in lowering dropout rates in various school districts. They are:

1. Early identification of dropouts. The sooner a potential dropout can be identified, the earlier an action plan can be formulated to assist him with his problems.
2. Short range success experiences for dropouts seem to keep them motivated to learn.
3. Work study programs, where students can "earn and learn," help give students work experience and money.
4. Less grade competition allows students to be free of pressure and allows them to compete with themselves rather than with peers.
5. Focus by a staff on increasing students self-concept has had positive results.
6. Strong inservice training for the staff teaching the dropouts has been highly productive.
7. Student's acceptance by the staff of the students as worthy human beings is a cornerstone of dropout programs that succeed.

8. Lower student-teacher ratios is critical to achieving program goals.
9. Continuous progress curriculums, which are highly individualized, help to maximize successful programs.
10. Low student-counselor ratios, where the student has easy access to a counselor, has been found to be important to dropout programs.

Chapter III dealt with the procedures used to gather the data for assessing the IIP.

Pre- and post-testing was done on the subjects in the areas of attendance, reading achievement, and social, academic, and psychological concerns.

Questionnaires were administered to the IIP staff, parents of IIP students, graduates of IIP, and the faculty of Central and Northern High Schools. A common instrument was given to the IIP staff and students to determine the relative importance of the unique aspects of the IIP.

The conclusions reached from the instruments are that:

1. IIP students attend school seven percent more now than they did in their previous school.
2. Reading scores of IIP students increased significantly in one semester.
3. Social, academic and psychological problems of IIP students decreased after one year in the program.

4. Student's achievement motivation neither increased nor decreased after one year in IIP.
5. The IIP staff has a wide range of teaching experiences in curricular areas both in terms of years and subjects taught.
6. Parents of IIP students hold very positive attitudes toward the IIP.
7. Central and Northern's teachers do not feel well informed about IIP. There ^{is} ~~are~~ a core of teachers in both schools who desire to teach in a IIP type program in the future.
8. The student and staff hold common perceptions of the unique characteristics of IIP.

Further, the student body:

- a. has parents who themselves dropped out of school at a rate significantly higher than that of the general population,
- b. highly recommend IIP for other students,
- c. intend, at over a fifty percent rate, to continue their education, after graduation.

In addition, the IIP graduates attend college in over a third of the cases, heartily indorse IIP for other students, and had 71 percent of their parents drop out of school.

Conclusions

The IIP has been able to return former dropouts to formal education and to retain potential dropouts in school. It has also given them some necessary skills for continuing their education and obtaining employment once they have graduated from the IIP.

The people involved with the IIP have very positive feelings about the worth of the program. This was reflected by the IIP staff, students, graduates, and parents.

In most areas, the original goals and objectives of the program are being met. One questionable area is that of achievement motivation. It appears that the students have not, as yet, increased their ability to be self-motivated individuals. Because of other data, i.e., reading scores, willingness to continue education beyond high school by graduates, etc., there is conflicting data on this area of concern. Additional research is necessary to assess this area more fully.

There seems to be a need, in terms of the number of students who could be serviced by similar IIP's in Pontiac, to set up similar programs in other areas of the city.

The present IIP, with a maximum student load of 45 pupils per year, can only hope to scratch the surface of the district's dropout problem. There are hundreds of youngsters in Pontiac who are "on the streets" or

vegetating in classrooms that could benefit from additional IIP centers.

Recommendations

There is seldom one answer or approach to any single problem. Such is the case in Pontiac. If Pontiac hopes to decrease its dropout rate, many strategies currently being employed in its entire K-12 program must be critically evaluated. Some specific recommendations covering Pontiac's educational programs, both special and regular, are offered below:

Recommendation 1

A committee should be established as soon as possible to study the Pontiac Public Schools' instructional program. The investigators should include pre-school through community college personnel.

The purpose of the committee would be to determine what practices or policies now in operation are responsible for the high rate of dropouts from the city's schools.

Recommendation 2

There ^{is}are a serious lack of materials, both hardware and software, in the present IIP. This was expressed by both staff and students. Many independent study projects are not able to be done by the students because of a lack of materials.

Establish a student-staff committee to develop priorities of needed equipment for the present IIP. Determine the cost of the needed equipment and plan for its purchase over the next three years.

Recommendation 3

The pressure on the present IIP staff to constantly come up with new and creative ideas of individualizing instruction for the IIP students is staggering.

Consultant help in reading, crafts, job placement and followup ^{is} are needed. New ideas, from outside, could be the periodic transfusion needed by the staff to stay abreast of new methods and materials.

Provide monies and personnel for consultant help to the IIP staff in areas where they feel weak. Make this a part of each year's budget.

Recommendation 4

The nature of the IIP is very conducive to working in small groups in each class. However, only the director has been trained in small group counseling and group work.

Each of the teachers in the IIP should have the opportunity to attend a sensitivity workshop of at least two week's duration. This could help give them some skills to use in their classes in the areas of group counseling, group decision making, and building group cohesiveness.

Provide the IIP staff with time and tuition to attend a two week sensitivity training laboratory.

Recommendation 5

Considerable effort should be made to inform the district's teaching staff of the goals and objectives of the IIP. This could be accomplished during the next school year through a slide tape presentation of IIP, students and staff of IIP meeting in small groups with the faculty,

newsletters, publication of the research done on IIP to date, and visitation by the Pontiac staff to the IIP.

Build lines of communication to the other Pontiac schools to merchandize and explain IIP.

Recommendation 6

Extending the scope of the IIP is critical. At the present time the IIP is located in the south end of the school district. This location poses the hardship of travel (there are no busses) to those students who live in the northern half of the district. Many students who live in the north end cannot avail themselves of the IIP because of transportation problems.

If the federal government relinquishes its financial support of the present IIP, and does not underwrite additional centers, it is unrealistic to assume the board can or would fund six new centers immediately. The logical location would be in the northern half of the district's service area.

Establish a second IIP, similar to the first, in the north half of the district's service area.

Recommendation 7

There seems to be little communication with service organizations in the community and the IIP. This was made clear in conversations with the director of IIP.

To date, no financial assistance has been given to an IIP graduate for college tuition, books, etc. If rapport ^{was} ~~was~~ established with the Elks, Masons, Rotary or

other service organizations, there could be scholarships established for IIP graduates.

Contact service clubs for financial assistance for IIP graduates interested in continuing their education beyond IIP.

Recommendation 8

There has been no systematic evaluation done on students new to IIP. Although each new student is supposed to be tested in reading, achievement motivation, and personal problems, less than half of the present student body had been given these instruments.

This makes it very difficult to systematically evaluate all the IIP students in the above areas. If the program's impact is to be researched in the future, a systematized approach should be established to evaluate new students to the program.

Establish pre- and post-testing instruments for new students entering IIP. Assign a staff member of IIP the responsibility of obtaining the testing results desired. Share the test results on each new student with each staff member in a case conference type setting.

Recommendation 9

The IIP has received considerable visibility across the state during the past two years, and particularly in the last six months. Visitors stream into the school at any time to visit classes, talk to students, and to have the director explain in depth the program characteristics and goals.

It appears that the influx of visitors tends to interrupt classes, give the school a "zoo like" appearance, and occupies a disproportionate amount of the director's time. This could, if continued, damage the day to day operation of the IIP and inhibit program and individual growth.

Set aside a specific time each month for outside visitors to observe the IIP in action. Prepare written materials, film strips, etc., for visitors to read or view prior to seeing IIP in action. This should help decrease the questions raised and be less time consuming for the students and personnel.

Recommendation 10

The four teachers in the IIP seem to work well together as a team. There is, however, no time for them to meet during the school day. When school begins at 9:00 a.m., the teachers never have a break of any duration until school dismisses at 3:00 p.m.

Time should be provided for the staff to get together and discuss problems common to all of them. Case conferences on troubled students, new materials, curriculum packages, or interpersonal problems they are having with students or each other could be topics of discussion. The director could provide this leadership for the teaching team. He appears well qualified and has rapport with all three teachers.

Establish time blocks when the IIP staff can meet to discuss problems. This could be scheduled on a semester basis. An example would be to schedule meetings on Wednesday afternoons from 1:00 - 3:00 or as the need arises.

PERSONAL NOTE

I feel the need to express some additional comments, aside from the body of the study, about several perceptions I gathered in doing my research on the IIP during the Spring of 1969.

I found it necessary to spend my first three full weeks at IIP doing nothing more than establishing a rapport with the staff and the students. This was necessary, with the students, because of the difficulty they had in being candid with an "outsider" about the IIP. When I felt they trusted me and would be honest with me, I began my research. As a result, I feel the comments the students put forth were genuine and honest. The support I received from the staff was tremendous.

A program like the IIP needs a special kind of leader; I see Dick Ayling as such a person. His personality, skills, and past experience all lend themselves to providing the honest human model to which students and staff can relate. I'm quite confident that Ayling's personality is the glue which holds IIP together.

The students at IIP made particular niche in the soul of the author. I'll never forget the last day I spent at IIP. I wanted to thank the kids for the assistance they gave me in completing my dissertation. Rather than a "thank you," I bought them lunch from McDonalds

(hamburgers, french fries and cokes). We ate on the lawn. Their response was really warm and generous.

As I left I had tears in my eyes, knowing that I probably would never see many of them again--a group of young human beings who a short time ago were on the streets--and rejected by society--who were now happy, learning, and willing to continue their education.

I left these youngsters more impressed than ever for the need to establish new and different learning environments to service the millions of students who want to learn--given the right conditions.

APPENDIX

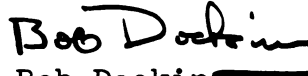
APPENDIX A

STUDENT RANK ORDER QUESTIONNAIRE

The following items are aspects of the IIP program which in one way or another are different from the last "regular" school you attended. Would you please rank the items below from 1 to 20. The sentence you rank number 1 should be the item which you feel is the most important aspect of the school program with number 20 being the least important aspect of the school program.

Please rank every sentence. Don't leave any blank.

Thank You



Bob Docking
Researcher, Michigan State
University

1. _____ Absence of failing marks on tests and assignments.
2. _____ Attitude of teachers toward students.
3. _____ Attitude of director (Mr. Ayling) toward students.
4. _____ Attendance policy not as strict.
5. _____ Dress policy not as strict.
6. _____ Smoking policy not as strict.
7. _____ Ability of work outside of school (job) for money and credit.
8. _____ Size of school population (45 students)
9. _____ Kinds of students in school.
10. _____ Small classes.

11. _____ School building itself separate from larger high school.
12. _____ Method of instruction by teachers.
13. _____ Kinds of materials used in your classes.
14. _____ Tardiness policy not as strict.
15. _____ Open lunch hour policy.
16. _____ Freedom to express yourself to your teachers.
17. _____ Freedom to work on projects independently.
18. _____ Skill or teaching ability of the teachers.
19. _____ Attitude of the students towards the teachers.
20. _____ Hours of the day when school is in session.

APPENDIX B

PARENT QUESTIONNAIRE

Because your son or daughter attends the Individualized Instructional program (IIP or "Yellow Brick School") in Pontiac, we are sending you this questionnaire to determine your attitudes about the program.

In the statements below, we would like you to respond with your true feelings; there are no right or wrong answers.

Please circle the response which most closely reflects how much you agree or disagree with the statement.

Would you, after you have responded to each and every statement, mail us back your responses. Within two weeks we will send you a copy of the totals of all of the responses so that you can see how the other parents responded to the questionnaire. PLEASE DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE

Thanks for your help

W. Robert Docking

W. Robert Docking, Researcher
Michigan State University

SA--STRONGLY AGREE
D--DISAGREE

A--AGREE U--UNDECIDED OR UNCERTAIN
SD--STRONGLY DISAGREE

(CIRCLE ONE)

- | | | | | | | |
|----|---|---|---|----|----|--|
| SA | A | U | D | SD | 1. | I feel the IIP has really been good for my child. |
| SA | A | U | D | SD | 2. | I feel the school rules in IIP about dress and behavior are fair and appropriate for my child. |
| SA | A | U | D | SD | 3. | I feel I can call the school and find out how my child is doing. |
| SA | A | U | D | SD | 4. | I feel my child's attitude about school has improved since he has been in IIP program. |

- SA A U D SD 5. I feel my child's attitude at home has improved since he has been in the IIP program.
- SA A U D SD 6. I feel my child has learned more in the IIP program than he did in the previous school he attended.
- SA A U D SD 7. I feel my child really likes his teachers in the IIP program.
- SA A U D SD 8. I feel the teachers in the IIP program are the best my child has ever had in school.
- SA A U D SD 9. I feel my child gets in less trouble in the community since he has been in the IIP program than he did before he entered it.
- SA A U D SD 10. I believe more schools like the IIP program should be operated in Pontiac.

P.S. If you have any questions please call me at 332-4004.

1. NAME _____
2. COLLEGE ATTENDED _____ undergraduate graduate degree
3. NUMBER OF YEARS TAUGHT _____
4. UNDERGRADUATE MAJOR _____ UNDERGRADUATE MINOR(S) _____
5. GRADUATE MAJOR _____
6. WHAT SUBJECTS DID YOU TEACH PRIOR TO IIP? _____
7. WHAT SUBJECTS DO YOU TEACH IN IIP? _____
8. BIRTHDATE _____
9. MARRIED _____ NUMBER OF CHILDREN _____
10. DID YOU HAVE ANY TRAINING, PRIOR TO IIP, IN TEACHING DROPOUTS? _____
11. IF YES, WHAT WAS THE TRAINING? _____
12. WHY DID YOU DECIDE TO TEACH IN THE IIP?
13. WHAT DO YOU SEE AS THE PROGRAM'S (IIP) STRENGTHS?
14. WHAT DO YOU SEE AS THE PROGRAM'S (IIP) WEAKNESSES?
15. WHAT NON TEACHING WORK EXPERIENCES HAVE YOU HAD?
16. DO YOU PLAN TO TEACH IN IIP NEXT FALL?

APPENDIX D

TEACHER QUESTIONNAIRE

Because the IIP program (Individualized Instructional Program or "Yellow Brick School") in the Pontiac Schools is rather new, this questionnaire has been developed to assess how you, as a high school teacher, feel about various aspects of the program.

In the statements listed below, I would like you to respond with your true feelings. There are no right or wrong answers.

Please circle each and every statement with the response which reflects how much you agree or disagree with the statement.

Would you, after you have responded to each and every item, hand in your sheet unsigned. Within two weeks I will send you a copy of the totals of all of the staff responses so that you can see how you and the other high school teachers responded to the questionnaire.

KEY

SA--STRONGLY AGREE
D--DISAGREE

A--AGREE
SD--STRONGLY DISAGREE

U--UNDECIDED OR UNCERTAIN

CIRCLE ONE

- | | | | | | |
|----|---|---|---|----|--|
| SA | A | U | D | SD | 1. The IIP is an excellent program for dropouts or potential dropouts in Pontiac. |
| SA | A | U | D | SD | 2. The rules of behavior in the IIP such as dress, length of hair, and attendance policies are appropriate for the students enrolled in the program. |
| SA | A | U | D | SD | 3. The curricular offerings in the IIP are really designed to meet the needs of these students. |
| SA | A | U | D | SD | 4. I would have no reservations about recommending a dropout or potential dropout to the IIP program. |

- | | | | | | | |
|----|---|---|---|----|-----|---|
| SA | A | U | D | SD | 5. | The teachers in the IIP are clearly outstanding for this kind of program. |
| SA | A | U | D | SD | 6. | I would be very interested in teaching in the IIP in the future. |
| SA | A | U | D | SD | 7. | The vast majority of the students in the IIP are learning more relevant material than they did in their "regular school." |
| SA | A | U | D | SD | 8. | The IIP should be enlarged to additional centers to accommodate more students in Pontiac who would benefit from this type of program. |
| SA | A | U | D | SD | 9. | I would like to learn more about the IIP so that I can clear up some questions that I have about it. |
| SA | A | U | D | SD | 10. | The students who graduate from the IIP should receive a special rather than a regular diploma. |

APPENDIX E

STUDENT (in school) QUESTIONNAIRE

1. NAME first last
2. ADDRESS _____
3. SEX (circle one) MALE FEMALE
4. BIRTH DATE month day year
5. GRADE IN SCHOOL _____
6. DATE YOU ENTERED IIP month year
7. MARRIED (circle one) YES NO
8. IF SO HOW LONG? years months
9. NUMBER OF CHILDREN NAMES AGE
10. RACE (circle one) NEGRO WHITE SPANISH-AMERICAN OTHER
11. WHICH OF THE PEOPLE BELOW FIRST GOT YOU INTERESTED IN THE IIP? (circle one)
(a) PRINCIPAL (b) COUNSELOR (c) TEACHER (d) BROTHER
(e) PARENT (f) FRIEND (g) PROBATION OFFICER OR SISTER
(h) OTHER
12. LAST GRADE PARENTS WERE IN WHEN THEY LEFT SCHOOL (APPROXIMATELY)
MOTHER FATHER
13. DO YOU WORK? (circle one) YES NO
14. IF YOU WORK, HOW MANY HOURS (APPROXIMATELY) DO YOU WORK A WEEK?
15. DO YOU GET ANY HIGH SCHOOL CREDIT FOR WORKING? (circle one) YES NO

16. IF YOU WORK, ABOUT HOW MUCH DO YOU EARN PER WEEK? _____
17. HOW MANY BROTHERS _____, SISTERS _____
18. HOW MANY OF YOUR BROTHERS AND SISTERS DROPPED OUT OF SCHOOL? _____
19. DO YOU BELIEVE YOU WOULD BE IN SCHOOL NOW IF THIS IIP SCHOOL WASN'T HERE TO GO TO? (circle one) YES NO
20. WHAT DO YOU PLAN TO DO WHEN YOU GRADUATE? (circle one)
- (a) go to work (b) go to college
 - (c) go to some kind of school but not necessarily college
 - (d) stay home (e) go to work and school at night
 - (f) don't know

APPENDIX F
IIP GRADUATE QUESTIONNAIRE

1. NAME _____
 first last
2. ADDRESS _____
 street city
3. SEX (circle one) _____
 MALE FEMALE
4. BIRTH DATE _____
 month day year
5. DATE YOU ENTERED IIP _____
 month year
6. DATE YOU GRADUATED FROM IIP _____
 month year
7. MARRIED (circle one) _____
 YES NO
8. IF SO HOW LONG _____
 years months
9. NUMBER OF CHILDREN _____ NAMES _____ AGE _____

10. RACE (circle one) _____
 NEGRO WHITE SPANISH-AMERICAN OTHER
11. WHICH OF THE PEOPLE BELOW FIRST GOT YOU INTERESTED IN
THE IIP? (circle one) (a) PRINCIPAL (b) COUNSELOR
(c) TEACHER (d) BROTHER OR SISTER (e) PARENT
(f) FRIEND (g) PROBATION OFFICER (h) OTHER
12. LAST GRADE PARENTS WERE IN WHEN THEY LEFT SCHOOL
(APPROXIMATELY) MOTHER _____ FATHER _____
13. DO YOU WORK? (circle one) _____
 YES NO
14. IF YOU WORK, HOW MANY HOURS (APPROXIMATELY) DO YOU
WORK A WEEK? _____
15. WHO ARE YOU EMPLOYED BY? _____

16. TYPE OF WORK? (circle one) (a) SELF EMPLOYED
(b) LABORER (c) SKILLED LABOR (d) SALESMAN
(e) AUTO WORKER (f) OTHER _____
17. DO YOU GO TO SCHOOL? (circle one) YES NO
18. IF SO WHERE? _____
19. WHAT ARE YOU MAJORING IN? _____
20. DO YOU FEEL YOU WOULD HAVE GRADUATED FROM HIGH SCHOOL
IF THE IIP PROGRAM HADN'T COME ALONG? (circle one)
YES NO
21. WHAT DO YOU FEEL WERE THE STRENGTHS OF THE IIP PROGRAM
FOR YOU?
22. WHAT DO YOU FEEL WERE THE WEAKNESSES OF THE IIP PROGRAM
23. WOULD YOU RECOMMEND THE IIP SCHOOL TO SOMEONE WHO HAD
DROPPED OUT OF SCHOOL? (circle one) YES NO
24. DO YOU WISH NOW THAT YOU WOULD HAVE REMAINED IN THE
REGULAR (CENTRAL OR NORTHERN) HIGH SCHOOL PROGRAM AND
NOT ATTENDED THE IIP? (circle one) YES NO
25. DO YOU FEEL MORE SCHOOLS LIKE THE YELLOW BRICK SCHOOL
SHOULD BE OPERATED IN PONTIAC? (circle one) YES NO

**1950
REVISION**

APPENDIX G.
MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Bureau of Educational Research
Ohio State University

**H HIGH
SCHOOL
FORM**

Age.....Date of birth.....Boy.....Girl.....

Your class, or the number
of your grade in school.....

Name of school.....

Name of the person to whom
you are to turn in this paper.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "1. Being underweight."

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.



Copyright 1950 by The Psychological Corporation.

All rights reserved. No part of this check list may be reproduced in any form of printing or by any other means, electronic or mechanical, including, but not limited to, photocopying, audiovisual recording and transmission, and portrayal or duplication in any information storage and retrieval system, without permission in writing from the publisher.

The Psychological Corporation, 304 East 45th Street, New York, N. Y. 10017

Printed in U.S.A.

65-224T

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	
TOTAL	

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

111. Not as strong and healthy as I should be
 112. Not getting enough outdoor air and sunshine
 113. Not getting enough sleep
 114. Frequent colds
 115. Frequent sore throat
116. Wanting to earn some of my own money
 117. Wanting to buy more of my own things
 118. Needing money for education after high school
 119. Needing to find a part-time job now
 120. Needing a job during vacations
121. Nothing interesting to do in my spare time
 122. Too little chance to go to shows
 123. Too little chance to enjoy radio or television
 124. Too little chance to pursue a hobby
 125. Nothing interesting to do in vacation
126. Disappointed in a love affair
 127. Girl friend
 128. Boy friend
 129. Deciding whether to go steady
 130. Wondering if I'll find a suitable mate
131. Slow in making friends
 132. Being timid or shy
 133. Feelings too easily hurt
 134. Getting embarrassed too easily
 135. Feeling inferior
136. Moodiness, "having the blues"
 137. Trouble making up my mind about things
 138. Afraid of making mistakes
 139. Too easily discouraged
 140. Sometimes wishing I'd never been born
141. Wondering how to tell right from wrong
 142. Confused on some moral questions
 143. Parents old-fashioned in their ideas
 144. Wanting to understand more about the Bible
 145. Wondering what becomes of people when they die
146. Being criticized by my parents
 147. Parents favoring a brother or sister
 148. Mother
 149. Father
 150. Death in the family
151. Choosing best subjects to take next term
 152. Choosing best subjects to prepare for college
 153. Choosing best subjects to prepare for a job
 154. Getting needed training for a given occupation
 155. Wanting to learn a trade
156. Not getting studies done on time
 157. Not liking school
 158. Not interested in some subjects
 159. Can't keep my mind on my studies
 160. Don't know how to study effectively
161. Not enough good books in the library
 162. Too much work required in some subjects
 163. Not allowed to take some subjects I want
 164. Not getting along with a teacher
 165. School is too strict

276. Poor teeth
 277. Nose or sinus trouble
 278. Smoking
 279. Trouble with my feet
 280. Bothered by a physical handicap
281. Borrowing money
 282. Working too much outside of school hours
 283. Working for most of my own expenses
 284. Getting low pay for my work
 285. Disliking my present job
286. Too little chance to do what I want to do ✓
 287. Too little chance to get into sports
 288. No good place for sports around home
 289. Lacking skill in sports and games
 290. Not using my leisure time well
291. Thinking too much about sex matters
 292. Concerned over proper sex behavior
 293. Finding it hard to control sex urges
 294. Worried about sex diseases
 295. Needing information about sex matters
296. Being too envious or jealous
 297. Speaking or acting without thinking
 298. Feeling that nobody understands me
 299. Finding it hard to talk about my troubles
 300. No one to tell my troubles to
301. Too many personal problems
 302. Having memories of an unhappy childhood
 303. Bothered by bad dreams
 304. Sometimes bothered by thoughts of insanity
 305. Thoughts of suicide
306. Sometimes not being as honest as I should be
 307. Getting into trouble
 308. Giving in to temptations
 309. Having a troubled or guilty conscience
 310. Being punished for something I didn't do
311. Friends not welcomed at home
 312. Family quarrels
 313. Unable to discuss certain problems at home
 314. Wanting to leave home
 315. Not telling parents everything
316. Not knowing what I really want
 317. Needing to plan ahead for the future
 318. Family opposing some of my plans
 319. Afraid of the future
 320. Concerned about military service
321. Getting low grades
 322. Just can't get some subjects ✓
 323. Not smart enough
 324. Afraid of failing in school work
 325. Wanting to quit school
326. School activities poorly organized
 327. Students not given enough responsibility ✓
 328. Not enough school spirit
 329. Lunch hour too short
 330. Poor assemblies

TOTAL . . .

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

111. Not as strong and healthy as I should be
 112. Not getting enough outdoor air and sunshine
 113. Not getting enough sleep
 114. Frequent colds
 115. Frequent sore throat
116. Wanting to earn some of my own money
 117. Wanting to buy more of my own things
 118. Needing money for education after high school
 119. Needing to find a part-time job now
 120. Needing a job during vacations
121. Nothing interesting to do in my spare time
 122. Too little chance to go to shows
 123. Too little chance to enjoy radio or television
 124. Too little chance to pursue a hobby
 125. Nothing interesting to do in vacation
126. Disappointed in a love affair
 127. Girl friend
 128. Boy friend
 129. Deciding whether to go steady
 130. Wondering if I'll find a suitable mate
131. Slow in making friends
 132. Being timid or shy
 133. Feelings too easily hurt
 134. Getting embarrassed too easily
 135. Feeling inferior
136. Moodiness, "having the blues"
 137. Trouble making up my mind about things
 138. Afraid of making mistakes
 139. Too easily discouraged
 140. Sometimes wishing I'd never been born
141. Wondering how to tell right from wrong
 142. Confused on some moral questions
 143. Parents old-fashioned in their ideas
 144. Wanting to understand more about the Bible
 145. Wondering what becomes of people when they die
146. Being criticized by my parents
 147. Parents favoring a brother or sister
 148. Mother
 149. Father
 150. Death in the family
151. Choosing best subjects to take next term
 152. Choosing best subjects to prepare for college
 153. Choosing best subjects to prepare for a job
 154. Getting needed training for a given occupation
 155. Wanting to learn a trade
156. Not getting studies done on time
 157. Not liking school
 158. Not interested in some subjects
 159. Can't keep my mind on my studies
 160. Don't know how to study effectively
161. Not enough good books in the library
 162. Too much work required in some subjects
 163. Not allowed to take some subjects I want
 164. Not getting along with a teacher
 165. School is too strict

276. Poor teeth
 277. Nose or sinus trouble
 278. Smoking
 279. Trouble with my feet
 280. Bothered by a physical handicap
281. Borrowing money
 282. Working too much outside of school hours
 283. Working for most of my own expenses
 284. Getting low pay for my work
 285. Disliking my present job
286. Too little chance to do what I want to do ✓
 287. Too little chance to get into sports
 288. No good place for sports around home
 289. Lacking skill in sports and games
 290. Not using my leisure time well
291. Thinking too much about sex matters
 292. Concerned over proper sex behavior
 293. Finding it hard to control sex urges
 294. Worried about sex diseases
 295. Needing information about sex matters
296. Being too envious or jealous
 297. Speaking or acting without thinking
 298. Feeling that nobody understands me
 299. Finding it hard to talk about my troubles
 300. No one to tell my troubles to
301. Too many personal problems
 302. Having memories of an unhappy childhood
 303. Bothered by bad dreams
 304. Sometimes bothered by thoughts of insanity
 305. Thoughts of suicide
306. Sometimes not being as honest as I should be
 307. Getting into trouble
 308. Giving in to temptations
 309. Having a troubled or guilty conscience
 310. Being punished for something I didn't do
311. Friends not welcomed at home
 312. Family quarrels
 313. Unable to discuss certain problems at home
 314. Wanting to leave home
 315. Not telling parents everything
316. Not knowing what I really want
 317. Needing to plan ahead for the future
 318. Family opposing some of my plans
 319. Afraid of the future
 320. Concerned about military service
321. Getting low grades ✓
 322. Just can't get some subjects ✓
 323. Not smart enough
 324. Afraid of failing in school work
 325. Wanting to quit school
326. School activities poorly organized
 327. Students not given enough responsibility ✓
 328. Not enough school spirit
 329. Lunch hour too short
 330. Poor assemblies

TOTAL . . .

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	

3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?Yes.No. Please explain how you feel on this question.

4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?Yes.No. If so, do you have any particular person(s) in mind with whom you would like to talk?Yes.No.

APPENDIX H.

NameTHE MICHIGAN STATE M-SCALES
(Form C - Female)

I.

THE GENERALIZED SITUATIONAL CHOICE INVENTORY

This is a survey of your choices. There are no right or wrong answers.
The results will in no way affect your grades in school.

The inventory is made up of pairs of statements. Read each pair carefully. Choose the one from each pair that you would most prefer to do and circle the number.

Answer all questions as honestly and frankly as you can. Only in this way will the results be meaningful. Remember this inventory is about you and you alone. This is not a survey of what you can do, but of what you would like to do.

EXAMPLE:

Which would you prefer to do?

1. (1) Go to a party, or
2) Read a book
-

This person circled the number "1" which means that he would prefer to go to a party to reading a book.

If you have any questions, raise your hand. If not, turn to the next page and answer all the questions. Do Not Skip Any Questions! Work as rapidly as you can and do not spend too much time on any one item.

This is not a survey of what you can do but of what you would prefer to do.

I would prefer to:

1. 1) Work hard for what I get, or
2) Just get what I want
2. 1) Work hard to be smart, or
2) Take it easy and become rich
3. 1) Be thought of as being a studious person, or
2) Be thought of as being a carefree person
4. 1) Have the best teachers in the state in my school, or
2) Have a large recreation center in my school
5. 1) Buy a car, or
2) Continue my education

I would prefer to:

6. 1) Be well prepared for a job after graduation from high school, or
2) Be well prepared to continue learning
7. 1) Pass a usual classroom examination, or
2) Pass a college entrance examination
8. 1) Have the teacher give everyone the same grade at the beginning of the term and know I had passed, or
2) Take chances on getting a higher or lower grade at the end of the course
9. 1) Develop a new product which may or may not be good, or
2) Make a product as good as the best one available
10. 1) Get excellent grades because I have a great deal of ability, or
2) Get excellent grades because I have average ability

I would prefer to:

11. 1) Be known to my parents as an intelligent person, or
2) Be known to my parents as a practical person
12. 1) Be a person of leisure, or
2) Be a person of action
13. 1) Receive money for good grades, or
2) Have my picture in the paper for good grades
14. 1) Have someone show me the solution to a problem, or
2) Take a long time to figure out a problem for myself
15. 1) Be known as a person with much ability, or
2) Be known as a person with adequate ability

-3-

I would prefer to:

16.
 - 1) Be an able person, or
 - 2) Be wealthy
17.
 - 1) Work hard in everything I do, or
 - 2) Work at things as they come along
18.
 - 1) Study my assignments during study hall, or
 - 2) Wait to study until the mood strikes me
19.
 - 1) Perform well in class, or
 - 2) Watch television
20.
 - 1) Save enough money to buy something with cash, or
 - 2) Buy something on credit and pay for it as I use it

I would prefer to:

21.
 - 1) Inherit a great deal of money, or
 - 2) Earn a great deal of money
22.
 - 1) Wait ten years and receive fame throughout the nation, or
 - 2) Receive fame in my community overnight
23.
 - 1) Wait until I had finished college and make a better salary, or
 - 2) Get a job right after high school and make a good salary
24.
 - 1) Study to go to college, or
 - 2) Study to get out of high school
25.
 - 1) Enjoy myself at a museum, or
 - 2) Enjoy myself at a night-club

I would prefer to:

26.
 - 1) Be known as being a "good guy" or a "good gal", or
 - 2) Be known as a person who "does things well"
27.
 - 1) Do something like everyone else, or
 - 2) Do something outstanding
28.
 - 1) Study for an exam one night and know that I would receive an "A", or
 - 2) Go to a party on this night and take a chance on a lower grade
29.
 - 1) Work hard enough to be outstanding, or
 - 2) Work hard enough to pass my courses
30.
 - 1) Learn by defeating an experienced player, or
 - 2) Learn by losing to a expert

II.

PREFERRED JOB CHARACTERISTICS SCALE

Directions: What kind of a job do you prefer? In the following items you will find two job characteristics paired. From each pair choose the one characteristic you value most for your future job, after your education, and circle the number. Be sure to circle only one choice for each pair. Do not omit any items. In some cases, it will be hard to make a choice between the items because you may want to choose both items or neither. But remember, you must make a choice.

EXAMPLE:

I prefer:

1. (1) A job which is exciting
2) A job where there are
no lay-offs
-

This person circled the number "1" which means that he prefers a job which is exciting to a job where there are no lay-offs.

This is a survey to find out your job preferences. There are no right or wrong answers.

If you have any questions, raise your hand and ask the examiner.

If there are no questions, turn the page and begin!

-5-

I prefer:

- 31. 1) A job where my opinion is valued
2) A job with short working hours
- 32. 1) A job which does not require a college education
2) A job where I could decide how the work is to be done.
- 33. 1) A job which pays well and requires little effort
2) A job where I could express my ideas, talents, and skills
- 34. 1) A job where I could become known for outstanding accomplishments
2) A job where I could not be fired
- 35. 1) A job which has high work standards
2) A job which permits me to take days off when I want

I prefer:

- 36. 1) A job where I solve problems no one else can
2) A job which does not require a college education
- 37. 1) A job which pays well and requires little effort
2) A job where I could decide how the work is to be done
- 38. 1) A job where I could continue to learn the rest of my life
2) A job where I make few if any decisions
- 39. 1) A job with short working hours
2) A job which absorbs my interests
- 40. 1) A job which does not require a college education
2) A job which has high work standards

I prefer

- 41. 1) A job which requires little thinking
2) A job where I could decide how the work is to be done
- 42. 1) A job with short working hours
2) A job where I could continue to learn the rest of my life
- 43. 1) A job where I could become known for outstanding accomplishments
2) A job which does not require a college education
- 44. 1) A job which pays well and requires little effort
2) A job which has high work standards
- 45. 1) A job with short working hours
2) A job where I could express my ideas, talents, and skills

-6-

I prefer:

- 46. 1) A job which does not tie me down
2) A job where I could continue to learn the rest of my life
- 47. 1) A job where I could not be fired
2) A job which absorbs my interests
- 48. 1) A job which does not require a college education
2) A job where my opinion is valued
- 49. 1) A job where I could not be fired
2) A job where I could continue to learn the rest of my life
- 50. 1) A job which permits me to take days off when I want
2) A job which absorbs my interests

I prefer

- 51. 1) A job with short working hours
2) A job where I solve problems no one else can
- 52. 1) A job where I could not be fired
2) A job where I could express my ideas, talents, and skills
- 53. 1) A job which does not require a college education
2) A job which absorbs my interests
- 54. 1) A job which requires little thinking
2) A job where my opinion is valued
- 55. 1) A job with short working hours
2) A job which has high work standards

I prefer

- 56. 1) A job which does not tie me down
2) A job where I solve problems no one else can
- 57. 1) A job where I could not be fired
2) A job where I could decide how the work is to be done
- 58. 1) A job where I could express my ideas, talents, and skills
2) A job which permits me to take days off when I want
- 59. 1) A job which does not require a college education
2) A job where I could continue to learn the rest of my life
- 60. 1) A job with short working hours
2) A job where I could become known for outstanding accomplishments

-7-

I prefer:

- 61. 1) A job which does not tie me down
2) A job which has high work standards
- 62. 1) A job which does not require a college education
2) A job where I could express my ideas, talents, and skills
- 63. 1) A job where I could continue to learn the rest of my life
2) A job which pays well and requires little effort

III.

WORD RATING LIST

Following is a list of words teachers may use to describe students. You are to rate yourself on each word as you think your teachers would rate you.

Be sure to describe yourself as your teachers would, not as you would describe yourself.

Read each work carefully, then decide which of the following ratings would be chosen by your teachers to describe you.

<u>Rating Number</u>	<u>Meaning of Number</u>
1	This word would <u>never</u> describe me
2	This word <u>sometimes</u> describes me
3	This word <u>usually</u> describes me
4	This word <u>always</u> describes me

After you decide how your teacher might rate you, circle that rating number.

EXAMPLE:

	<u>N S U A</u>
1. Happy	1 <u>2</u> 3 4

This individual has circled the rating number "2" for the word "happy". This means that he feels that his teachers think that the word "happy" sometimes describes him.

If you have any questions, raise your hand. If not, turn to the next page and begin rating all of the words. Do Not Skip Any Words. Work as rapidly as you can and do not spend too much time on any one word.

-9-

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am: N S U A

64. talented 1 2 3 4

65. practical 1 2 3 4

66. average 1 2 3 4

67. logical 1 2 3 4

68. smart 1 2 3 4

Teachers feel that I am: N S U A

69. successful 1 2 3 4

70. thorough 1 2 3 4

71. orderly 1 2 3 4

72. purposeful 1 2 3 4

73. a procrastinator 1 2 3 4

Teachers feel that I am: N S U A

74. studious 1 2 3 4

75. different 1 2 3 4

76. discontented 1 2 3 4

77. flighty 1 2 3 4

78. responsible 1 2 3 4

Teachers feel that I am: N S U A

79. consistent 1 2 3 4

80. intelligent 1 2 3 4

81. distractable 1 2 3 4

82. nervous 1 2 3 4

83. systematic 1 2 3 4

Teachers feel that I am: N S U A

84. daring 1 2 3 4

Teachers feel that I am: N S U A

85. A person who postpones 1 2 3 4

86. exacting 1 2 3 4

87. stubborn 1 2 3 4

88. perfectionistic 1 2 3 4

89. accepting 1 2 3 4

Teachers feel that I am: N S U A

90. carefree 1 2 3 4

91. competitive 1 2 3 4

92. intellectual 1 2 3 4

93. alert 1 2 3 4

94. above average 1 2 3 4

Teachers feel that I am: N S U A

95. productive 1 2 3 4

96. persuadable 1 2 3 4

97. a thinker 1 2 3 4

98. ambitious 1 2 3 4

99. contented 1 2 3 4

Teachers feel that I am: N S U A

100. concerned 1 2 3 4

101. An achiever 1 2 3 4

102. A planner 1 2 3 4

103. competent 1 2 3 4

104. teachable 1 2 3 4

-10-

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am: N S U A

105. reasonable 1 2 3 4

106. impatient 1 2 3 4

107. friendly 1 2 3 4

108. efficient 1 2 3 4

109. easily dis-
 tracted 1 2 3 4

Teachers feel that I am: N S U A

110. reliable 1 2 3 4

111. serious 1 2 3 4

IV.

HUMAN TRAIT INVENTORY

GENERAL DIRECTIONS: PLEASE READ CAREFULLY!

Following is a list of statements about YOU. Read each statement carefully! Then decide whether this statement is how you always feel, usually feel, sometimes feel or never feel.

NUMBER

- | | |
|---|---|
| 1 | This statement would <u>never</u> describe the way I feel |
| 2 | This statement <u>sometimes</u> describes the way I feel |
| 3 | This statement <u>usually</u> describes the way I feel |
| 4 | This statement <u>always</u> describes the way I feel |

Answer each statement—Do not leave any blank.

There are no right or wrong answers. The answers apply only to you. The way you answer these statements will not affect your school marks in any way. After you decide how you feel about the statement, circle that number.

EXAMPLE:

	N S U A
1. I feel it is always a good thing to be honest.	1 (2) 3 4

This individual has chosen number "2" for the statement "I feel it is always a good thing to be honest." This means he feels that this statement sometimes describes him.

It is best to mark your first impression, try not to change your answer. If you change an answer, erase completely your first choice.

Remember to answer the statements as they apply to you!

-12-

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

	N	S	U	A
112. Many times I become so excited I find it hard to go to sleep	1	2	3	4
113. I day dream frequently	1	2	3	4
114. I work things out for myself rather than have a friend show me how	1	2	3	4
115. It is difficult for me to keep interested in most of my school subjects	1	2	3	4
116. I flirt	1	2	3	4
117. Most of my school subjects are useful	1	2	3	4
118. I like just about everything about school	1	2	3	4
119. I have a hard time concentrating on the subject during class periods	1	2	3	4
120. Even when I do sit down to study, I find that my mind tends to wander	1	2	3	4
121. I like to make the best grades possible	1	2	3	4
122. I like to study	1	2	3	4
123. I like to plan very carefully what courses I will take in school	1	2	3	4
124. I am said to be quick tempered	1	2	3	4
125. I learn slowly	1	2	3	4
126. It would be worthwhile to belong to several clubs or lodges	1	2	3	4
127. I plan my activities in advance	1	2	3	4
128. I think I would like the work of a teacher	1	2	3	4
129. I want very much to be a success	1	2	3	4
130. I would be uneasy if some of my family were in trouble with the police	1	2	3	4
131. I get disgusted with myself if I don't do as well as I should	1	2	3	4

-13-

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

	N	S	U	A
132. I like to plan my activities in advance	1	2	3	4
133. I like being with people in social gatherings	1	2	3	4
134. Some subjects are so unpleasant to me that I can't talk about them	1	2	3	4
135. I like to be consistent in the things I do	1	2	3	4
136. I would like to belong to a motorcycle club	1	2	3	4

APPENDIX I.

NameTHE MICHIGAN STATE M-SCALES
(Form C - Male)

I.

THE GENERALIZED SITUATIONAL CHOICE INVENTORY

This is a survey of your choices. There are no right or wrong answers. The results will in no way affect your grades in school.

The inventory is made up of pairs of statements. Read each pair carefully. Circle the number of the one you would most prefer or like to do.

Answer all questions as honestly and frankly as you can. Only in this way will the results be meaningful. Remember this inventory is about you and you alone. This is not a survey of what you can do, but of what you would like to do.

EXAMPLE:

Which would you prefer to do?

1. (1) Go to a party, or
2) Read a book
-

This person circled the number "1" which means that he would prefer to go to a party to reading a book.

If you have any questions, raise your hand. If not, turn to the next page and answer all the questions. Do Not Skip Any Questions! Work as rapidly as you can and do not spend too much time on any one item.

This is not a survey of what you can do but of what
you would prefer to do.

I would prefer to:

1. 1) Avoid failing in school, or
2) Do well in school
2. 1) Receive a grade on the basis of how well I did on the teacher's test, or
2) Get a grade on the basis of how hard I tried
3. 1) Have the best teachers in the state in my school, or
2) Have a large recreation center in my school
4. 1) Buy a car, or
2) Continue my education
5. 1) Be well prepared for a job after graduation from high school, or
2) Be well prepared to continue learning
6. 1) Have the teacher give everyone the same grade at the beginning of the term and know I had passed, or
2) Take chances on getting a higher or lower grade at the end of the course
7. 1) Develop a new product which may or may not be good, or
2) Make a product as good as the best one available
8. 1) Receive money for my good grades, or
2) Be allowed to take any course I wanted because of good grades
9. 1) Be successful in finishing a job, or
2) Finish a job
10. 1) Get excellent grades because I have a great deal of ability, or
2) Get average grades because I have average ability

I would prefer to:

11. 1) Be graded at the end of a course with the possibility of making an "A", or
2) Get a "C" at the beginning of a course along with everyone else
12. 1) Make quick decisions and sometimes be right and sometimes be wrong, or
2) Deliberate over decisions and usually be right
13. 1) Be allowed to take extra courses before or after school, or
2) Just take courses offered during the school day

- 3 -

I would prefer to:

14. 1) Complete a job which I recognize as difficult, or
2) Complete a job which other's recognize as difficult
15. 1) Do as well as most of my classmates, or
2) Do better than most of my classmates
16. 1) Be considered as being strong but not very smart, or
2) Be considered as being weak but smart
17. 1) Be known as a person with much ability, or
2) Be known as a person with adequate ability
18. 1) Work at many less important jobs which I know I could finish, or
2) Work at one very important job which may never be entirely finished in my life-time
19. 1) Be paid for how well I did a job, or
2) Be paid the same amount no matter how I did the job
20. 1) Work rapidly just "skimming" along, or
2) Work slowly with great thoroughness

I would prefer to:

21. 1) Have a better job than my father has, or
2) Have a job like my father has
22. 1) Have a great deal of money, or
2) Be an expert in my favorite school subject
23. 1) Have average ability and be liked by many people, or
2) Have superior ability but not be liked by as many people
24. 1) Have everybody in the class get a "C" at the beginning of the course, or
2) Be graded at the end of the course with the possibility of getting a higher or lower mark
25. 1) Receive a grade on the basis of how much my teacher thinks I have learned, or
2) Take a course from an instructor who gives "C"'s
26. 1) Be paid for the amount of work I did, or
2) Be paid by the hour
27. 1) Study my assignments during study hall, or
2) Wait to study until the mood strikes me
28. 1) Think of an idea that nobody has ever thought of, or
2) Set a world's speed record

- 4 -

I would prefer to:

- 29. 1) Do what I think is right, or
2) Do what others think is right
- 30. 1) Work overtime to make more money, or
2) Get more schooling to make more money

I would prefer to:

- 31. 1) Inherit a great deal of money, or
2) Earn a great deal of money
- 32. 1) Wait until I had finished college and make a better salary, or
2) Get a job right after high school and make a good salary
- 33. 1) Plan my life in advance, or
2) Live my life from day to day
- 34. 1) Study to go to college, or
2) Study to get out of high school
- 35. 1) Have a great deal of influence over people, or
2) Have a great deal of ambition
- 36. 1) Carry out the plans of others, or
2) Create something of my own
- 37. 1) Be known as being a "good guy" or a "good gal", or
2) Be known as a person who "does things well"
- 38. 1) Be very happy, or
2) Have lots of money
- 39. 1) Be known as a person who knows his own mind, or
2) Be known as a person who gets help in making decisions
- 40. 1) Do something like everyone else, or
2) Do something outstanding

I would prefer to:

- 41. 1) Put together a new object, or
2) Develop new ideas
- 42. 1) Be depending on myself to do good work, or
2) Be depending on my friends so that they will do good work
- 43. 1) Do something that I have done before, or
2) Do something that I never have done before

- 5 -

I would prefer to:

- 44. 1) Discover a gold mine, or
2) Discover a new medicine
- 45. 1) Have one of my children win a beauty contest, or
2) Have one of my children win a college scholarship

II.

REVERSED JOB CHARACTERISTICS SCALE

Directions: What kind of a job do you prefer? In the following items you will find two job characteristics paired. From each pair choose the one characteristic you value most for your future job, after your education. If you prefer characteristic "1", circle that number. If you prefer "2", circle it. Be sure to mark only one choice for each pair. Do not omit any items. In some cases, it will be hard to make a choice between the items because you may want to choose both items or neither. But remember, you must make a choice.

EXAMPLE:

I prefer:

1. (1) A job which is exciting
 - 2) A job where there are no lay-offs
-

This person circled the number "1" which means that he prefers that job characteristic.

This is a survey to find out your job preferences. There are no right or wrong answers.

If you have any questions, raise your hand and ask the examiner.

If there are no questions, turn the page and begin!

- 7 -

I prefer:

- 46. 1) A job where I solve problems no one else can
2) A job which permits me to take days off when I want
- 47. 1) A job which does not require a college education
2) A job where I could decide how the work is to be done
- 48. 1) A job where I solve problems no one else can
2) A job which does not require a college education
- 49. 1) A job where my opinion is valued
2) A job where I could not be fired
- 50. 1) A job which does not tie me down
2) A job which absorbs my interests
- 51. 1) A job where I could be known for outstanding accomplishments
2) A job which does not require a college education
- 52. 1) A job where I could decide how the work is to be done
2) A job where I make few if any decisions
- 53. 1) A job which does not tie me down
2) A job where I could continue to learn the rest of my life
- 54. 1) A job where I could not be fired
2) A job which absorbs my interests
- 55. 1) A job where I make few if any decisions
2) A job where I solve problems no one else can
- 56. 1) A job where I could become known for outstanding accomplishments
2) A job which requires little thinking
- 57. 1) A job which has high work standards
2) A job where I make few if any decisions
- 58. 1) A job with short working hours
2) A job where I solve problems no one else can
- 59. 1) A job which requires little thinking
2) A job where my opinion is valued
- 60. 1) A job where I make few if any decisions
2) A job where I could become known for outstanding accomplishments

I prefer:

- 61. 1) A job where I could not be fired
2) A job where I could decide how the work is to be done

- 8 -

I prefer:

- 62. 1) A job which does not require a college education
2) A job where I could continue to learn the rest of my life
- 63. 1) A job where my opinion is valued
2) A job where I make few if any decisions
- 64. 1) A job which does not require a college education
2) A job where I could express my ideas, talents, and skills
- 65. 1) A job which requires little thinking
2) A job where I solve problems no one else can

III.

WORD RATING LIST

Following is a list of words teachers may use to describe students. You are to rate yourself on each word as you think your teachers would rate you.

Be sure to describe yourself as your teachers would, not as you would describe yourself.

Read each word carefully, then decide which of the following ratings would be chosen by your teachers to describe you.

<u>Rating Number</u>	<u>Meaning of Number</u>
1	This word would <u>never</u> describe me.
2	This word <u>sometimes</u> describes me.
3	This word <u>usually</u> describes me.
4	This word <u>always</u> describes me.

After you decide how your teacher might rate you, circle the correct number.

EXAMPLE:

	N	S	U	A
1. Happy	1	(2)	3	4

This individual has circled the rating number "2" for the word "happy." This means that he feels that his teachers think that the word "happy" sometimes describes him.

If you have any questions, raise your hand. If not, turn to the next page and begin rating all of the words. Do Not Skip Any Words. Work as rapidly as you can and do not spend too much time on any one word.

- 9 -

Rating: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am:	N	S	U	A	Teachers feel that I am:	N	S	U	A
66. patient	1	2	3	4	86. rebellious	1	2	3	4
67. talented	1	2	3	4	87. nervous	1	2	3	4
68. inefficient	1	2	3	4	88. systematic	1	2	3	4
69. practical	1	2	3	4	89. reckless	1	2	3	4
70. confident	1	2	3	4	90. dependable	1	2	3	4
Teachers feel that I am:	N	S	U	A	Teachers feel that I am:	N	S	U	A
71. logical	1	2	3	4	91. a person who postpones	1	2	3	4
72. smart	1	2	3	4	92. exacting	1	2	3	4
73. successful	1	2	3	4	93. lazy	1	2	3	4
74. careful	1	2	3	4	94. stubborn	1	2	3	4
75. thorough	1	2	3	4	95. carefree	1	2	3	4
Teachers feel that I am:	N	S	U	A	Teachers feel that I am:	N	S	U	A
76. orderly	1	2	3	4	96. intellectual	1	2	3	4
77. purposeful	1	2	3	4	97. alert	1	2	3	4
78. uninterested	1	2	3	4	98. above average	1	2	3	4
79. studious	1	2	3	4	99. productive	1	2	3	4
80. different	1	2	3	4	100. a thinker	1	2	3	4
Teachers feel that I am:	N	S	U	A	Teachers feel that I am:	N	S	U	A
81. responsible	1	2	3	4	101. ambitious	1	2	3	4
82. original	1	2	3	4	102. contented	1	2	3	4
83. consistent	1	2	3	4	103. an achiever	1	2	3	4
84. intelligent	1	2	3	4	104. a planner	1	2	3	4
85. in-the-know	1	2	3	4	105. competent	1	2	3	4

- 10 -

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am: N S U A

106. inconsistent 1 2 3 4

107. teachable 1 2 3 4

108. impatient 1 2 3 4

109. passive 1 2 3 4

110. efficient 1 2 3 4

Teachers feel that I am: N S U A

111. easily dis-
 tracted 1 2 3 4

112. reliable 1 2 3 4

113. serious 1 2 3 4

IV.

HUMAN TRAIT INVENTORY

GENERAL DIRECTIONS: PLEASE READ CAREFULLY!

Following is a list of statements about YOU. Read each statement carefully! Then decide whether this statement is how you always feel, usually feel, sometimes feel or never feel.

Number

- | | |
|---|---|
| 1 | This statement would <u>never</u> describe the way I feel |
| 2 | This statement <u>sometimes</u> describes the way I feel |
| 3 | This statement <u>usually</u> describes the way I feel |
| 4 | This statement <u>always</u> describes the way I feel |

Answer each statement--Do not leave any blank.

There are no right or wrong answers. The answers apply only to you. The way you answer these statements will not affect your school marks in any way. Circle the number that best describes how you feel.

EXAMPLE:

N S U A

1. I feel it is always a good thing to be honest

1 (2) 3 4

This individual has circled number "2" for the statement "I feel it is always a good thing to be honest." This means he feels that this statement sometimes describes him.

It is best to mark your first impression, try not to change your answer.
Remember to answer the statements as they apply to you!

- 12 -

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

	N	S	U	A
114. I worry about my grades	1	2	3	4
115. I have been quite independent and free from family rule	1	2	3	4
116. When I have an opinion, I stand up for it	1	2	3	4
117. It is difficult for me to keep interested in most of my school subjects	1	2	3	4
118. I have difficulty working under strict rules and regulations	1	2	3	4
119. I flirt	1	2	3	4
120. Most of my school subjects are a complete waste of time	1	2	3	4
121. Most of my school subjects are useful	1	2	3	4
122. I find it difficult to find the time to study my assignment for the next day	1	2	3	4
123. I have done something that is considered dangerous just for the thrill of it	1	2	3	4
124. When I was a youngster, I stole things	1	2	3	4
125. Even when I do sit down to study, I find that my mind tends to wander	1	2	3	4
126. I have to be in the mood before I can study	1	2	3	4
127. I like to make the best grades possible	1	2	3	4
128. I like to study	1	2	3	4
129. I like to plan very carefully what courses I will take in school	1	2	3	4
130. I have played hooky from school	1	2	3	4
131. I plan my activities in advance	1	2	3	4
132. I want very much to be a success	1	2	3	4
133. I work under a great deal of tension	1	2	3	4
134. I have trouble waiting for a class to be over	1	2	3	4

- 13 -

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always					N	S	U	A
135.	I get disgusted with myself if I don't do as well as I should				1	2	3	4
136.	I feel that I haven't any goals or purpose in life				1	2	3	4
137.	I like to be consistent in the things I do				1	2	3	4
138.	I like to go to the movies more than once a week				1	2	3	4
139.	I would like to belong to a motorcycle club				1	2	3	4

SENIOR RFU

APPENDIX J.

Reading for Understanding Placement Test

by Thelma Gwinn Thurstone

Name _____ Grade _____ Age _____

School _____ Teacher _____

DIRECTIONS:

The following sentence is incomplete. One of the four words below it will complete it. Read the sentence and find the right word.

You don't know whether you can play the game until you have

A—run

B—won

C—tried

D—lost

Tried is the best word to complete the meaning of the sentence. Notice that a ring has been drawn around the letter C to show that the C-word *tried* is the best word to complete the sentence.

Below are three practice exercises. Read each carefully and choose the best answer to complete it. Draw a ring around the proper letter to show your answer.

- 1 There are several million people in the United States who do not know the exact date of their birth. Their births were never recorded, or the records were lost or accidentally

A—registered

B—destroyed

C—found

D—mentioned

- 2 Formerly, people often criticized Indian men for riding on the trail carrying only a bow and arrow while the Indian women walked behind carrying heavy loads. It should be remembered, however, that there was constant danger of attack and that the warriors had to be ready to

A—arm

B—run

C—fight

D—flee

- 3 An elephant's legs are very strong, enabling the elephant to stand for hours without tiring. Indian elephants lie down frequently, but African elephants seldom lie down unless they are sick or wounded. It is said that they seldom lie down even to

A—eat

B—get well

C—sleep

D—play

The teacher will tell you the answers to the problems on this page. The following pages contain similar reading exercises. Read carefully and try not to make mistakes. If you cannot understand a sentence, skip it and go on to the next one.

STOP HERE. WAIT FOR FURTHER INSTRUCTIONS.



Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
A Subsidiary of IBM



- 1 Many millions of dollars worth of gold, silver, and jewels have gone down with ships in numerous ship disasters. These treasures lie at the bottom of almost every major body of water in the world. It is not surprising that divers spend a great deal of time and money looking for
- A – scientific data B – sunken treasure C – new oceans D – treasure islands
-
- 2 The pilot of an airplane is dependent upon the plane's radio for communication from the ground concerning takeoff, landing, the movements of other planes, and the weather. The safety of the passengers in the plane is dependent upon this communication. In case the radio is out of order, a pilot may use other signals, such as lights, but the radio is very important. Even small planes are usually equipped with
- A – radios B – pilots C – horns D – landing gear
-
- 3 The small Boston terrier has a dark coat with white chest, neck, and feet. Many people are drawn to this dog because of its neat appearance and large brown eyes. The Boston terrier is a popular pet because it likes people and
- A – is hard to train B – bites postmen C – grows so large D – makes friends easily
-
- 4 Dinosaurs were the largest land animals ever known. They were sixty to ninety feet long. These figures are not guesses; they are based on measurements of bones that have been
- A – found B – molded C – painted D – reproduced
-
- 5 The National Audubon Society reported that their 1962 census of bald eagles in the United States, excluding Alaska, was 3807, as compared to 3642 in 1961. Of 118 dead eagles reported to the society in 1962, 91 had been shot. There is great concern that the bald eagle, which is the national bird, may completely disappear. The Audubon Society urges a nationwide campaign to educate the public not to
- A – feed eagles B – protect eagles C – harm eagles D – count eagles
-
- 6 A lion, finding a hare asleep, was about to devour it when he saw a deer passing. He left the hare and chased the deer, which was so swift that it escaped him. When the lion returned to eat the hare, he found that it had been awakened by the noise and had escaped. This story was told to make the point that men often lose moderate gains by trying for
- A – easier ones B – larger ones C – great losses D – sure profit
-
- 7 A library may be very large, but if it is in disorder it is not as useful as one that is small but
- A – nearby B – closed to the public C – disordered D – well arranged

- 8 Before newspapers were common a man called a town crier was appointed to make public announcements. The town crier was an important person in England and in the British North American colonies, but he disappeared when newspapers became more widely distributed. Nowadays we often hear news before we read it in the paper. We hear it from an electronic town crier —

A — a phonograph

C — a town meeting

B — a radio or a television set

D — the theater

- 9 The oak tree has long been a symbol of strength and bravery. Mindful of this symbolism, the Romans, who were a hardy people, decorated their war heroes with crowns of

A — olive leaves

B — laurel leaves

C — maple leaves

D — oak leaves

- 10 The men of the Coast Guard rescue many people from disasters at sea. Their work is often dangerous because they sometimes have to go out on a rescue mission under very bad conditions. The men have excellent equipment and they are well trained, but their duties involve great

A — thrills

B — speed

C — risks

D — preparation

- 11 The opal is a gem that reflects a number of beautiful colors. For a long time opals were unpopular because of a superstition that it was bad luck to wear them unless they were one's birthstone. Few people believe this superstition anymore, and opals have become more

A — beautiful

B — transparent

C — popular

D — colorful

- 12 The German shepherd is intelligent, alert, loyal, highly trainable, and has a good disposition. It is frequently used as a guide dog for the blind. It is sometimes called "German police dog" because so many of this breed have been trained for

A — rescue work

B — police work

C — Seeing Eye dogs

D — army scouts

- 13 Optical glass is used in cameras, telescopes, eyeglasses, and many kinds of scientific equipment. The glass is almost flawless; it must be made with great care and only from the finest materials. For these reasons, optical glass is

A — expensive

B — brittle

C — unavailable

D — scientific

- 14 In Norse mythology no god was better loved than Balder, the god of light and peace. He was slain by the trickery of Loki, a jealous god. When the dark winter comes to the Norseland the people say, "All nature grieves for Balder," and when spring comes again they say,

A — "Balder has never lived."

B — "Loki will never return to earth."

C — "Summer is here again."

D — "The spirit of Balder has returned."

- 15 A recent U.S. study showed that of 100 high school seniors who received national academic scholarships, nine out of ten read at least one book a month, while of 100 high school seniors accepted by various colleges but not awarded scholarships, only six out of ten read at least one book a month. This shows that those who read more are most likely to

A—become librarians B—achieve more C—waste time D—spend less money

- 16 When the Mormons who settled in the Valley of the Great Salt Lake applied for statehood in 1849, they wanted the name of the state to be Deseret. Deseret is the Mormon word for honeybee, which the Mormons had taken as a symbol of the work they all had to do to make the desert productive. They were refused statehood, and remained the Territory of Utah until 1896, when Utah became the forty-fifth state. The state seal has a beehive on it, and the official motto of the state is "Industry." These are tributes to Utah's

A—principal occupation
B—Ute Indians

C—acceptance as a state
D—early Mormon settlers

- 17 The ermine, a native of northern countries, is a weasel with valuable fur. In the summer the fur is brown, but as the weather gets cooler the fur gets lighter, until it is pure white during the coldest part of the year. Since most people prefer the white ermine pelts, most ermine trapping is done

A—with specialized traps
B—in early fall

C—after the snow disappears
D—during the winter

- 18 There are many primitive countries in the world that have never taken a census, an official count of the population. Population figures from these countries are

A—too high

B—lost

C—estimates

D—accurate

- 19 Very few states have done anything to ensure that untrained people are not allowed to carry guns. Safe gun loading can be taught, and if people had to pass a test before they could obtain a hunting license, the number of shooting accidents would probably

A—fail

B—increase

C—pass laws

D—decrease

- 20 The seed gatherers were a group of Indians who lived in the arid region between the Rocky Mountains and the Sierra Nevada. They were called seed gatherers because of the way in which they got most of their food. Seeds and berries suitable to eat grew in different regions at different times of the year. For this reason the seed gatherers

A—fished in the sea
B—changed homes often

C—made fancy baskets
D—were skilled archers

- 21 In aviation the ceiling is the distance from the ground to the bottom of the clouds when the sky is more than half covered. When there is heavy fog on the ground, the ceiling is said to be zero. When the sky is clear or there are only scattered clouds, the ceiling is unlimited. An airplane pilot must know what the ceiling is before takeoff, so that he can determine the proper flight

A – altitude

B – speed

C – direction

D – instruments

- 22 In ancient times a country guaranteed its treaty promises by giving hostages to the other party. The hostages were often important people in their own country. They were held as prisoners and could be killed if their country failed to keep its treaty promises. Today most countries rely on the good faith of other countries and on public opinion to ensure that they will keep their treaties, and the hostage system

A – protects treaty makers

C – has grown in effectiveness

B – is no longer used

D – is strictly observed

- 23 Although more men than women play golf, women have played the game for many years. Mary, Queen of Scots, who lived in the sixteenth century, may have been the first woman golfer. She used the term *cadet* (pupil) for the boy who carried her clubs around the course. This term is still used today, but the spelling has been changed to

A – golfer

B – Scotsman

C – caddy

D – cadet

- 24 At one time California had to ship its products around Cape Horn, which is at the southern tip of South America, to get them to the eastern part of the United States. This route was long, but the land routes were worse, because of the mountains, deserts, and plains. It is not surprising that California planned a big celebration in 1914 to emphasize the importance of the opening of

A – the Panama Canal

C – European routes

B – Chinese trade

D – eastern harbors

- 25 Six cities of ancient Palestine were set aside as places of refuge for people who had killed any person unawares. In these cities the accused could receive a fair trial. If he was found guilty of intentional murder, he was returned for punishment to the place from which he had escaped. But if the killing was found to be accidental or not willful, the accused was allowed to remain safely in

A – a country of exile

C – the city of refuge

B – the original prison

D – his boyhood home

- 26 A crocodile can snap a wooden plank in two with its powerful jaws. But a man can hold the jaws of a crocodile together with very little effort. The crocodile exerts the greatest amount of power when

A – opening its mouth

B – lashing its tail

C – snapping at wood

D – closing its jaws

- 27 Living organisms are able to exist at great ocean depths in spite of the tremendous pressure of the water so long as their body spaces are not filled with air or any other gas. This is possible because the pressure is equally applied on all sides of the organism and the same pressure is maintained inside and outside. Similarly, man does not feel the effects of pressure in the atmosphere exerted on him at 14.7 pounds per square inch, but he cannot withstand the great pressure of water below depths of 100 feet because his body contains spaces filled with

A – air at the same pressure
B – water at low pressure

C – water at high pressure
D – air at low pressure

- 28 In a Dutch auction, so called because it originated in the Netherlands, the auctioneer offers an object for sale at a price above its value. He gradually reduces the price until someone accepts it. In a regular auction, the auctioneer asks for an opening bid, which is always low. Then the auctioneer tries to get people to make higher bids and sells when no one will raise the bid. These two methods, though opposite in procedure, may both reach a sale at the highest price

A – anyone is willing to pay
B – the seller can demand

C – that is fair to the buyer
D – that the object is worth

- 29 Millions of people in the world spend as much as one-third of their days hauling water. Their diets are determined by a water shortage that restricts the variety of their agricultural products. If the scientists of the United States can increase the water supply of arid regions by removing the salt from seawater, they will gain

A – new travel opportunities abroad
B – new export articles
C – the gratitude of millions
D – great profits from friends

- 30 Lapland consists of the most northern parts of Norway, Sweden, and Finland, and the Kola Peninsula in Russia. The inhabitants, called Lapps, are very hardy people who farm and fish for a livelihood. Their meat, milk, and furs come from the reindeer, which is their only domestic animal. There is no country named Lapland, so we cannot ask,

A – “Who is president of Lapland?”
B – “Are any of the Lapps wealthy?”
C – “What is the climate in Lapland?”
D – “What kind of education is there in Lapland?”

- 31 Newton’s third law of motion states that for every action there is an equal and opposite reaction. When a gun is fired, the force that pushes the bullet forward is equal to the force with which the gun recoils. Space vehicles, having left the earth’s atmosphere, can maneuver by firing small rockets in the direction

A – of the earth
B – in which they wish to go

C – opposite to their destination
D – at right angles to their destination

- 32 In Greek mythology a chimera was a fire-breathing female monster with the head of a lion, the body of a goat, and the tail of a dragon. Of course there really was no such animal, but the idea was so fantastic that we use the name chimera now for any
- A – strange animal
B – figment of the imagination
C – hybrid animal
D – deliberate falsehood
-
- 33 Emerson said, "Character is adroitness to keep the old and trodden 'round, and power and courage to make new roads to new and better goals." This means that the person of high character is both
- A – conformist and creator
B – student and laborer
C – popular and unpopular
D – friendly and aloof
-
- 34 Turbines in motor vehicles cannot be operated on gasoline containing lead. Diesel fuel, on which turbines can be operated, is available only on major turnpikes and on roads that trucks use. Thus, if regular cars are to utilize turbines,
- A – the turbines must be small
B – filling stations must stop selling regular gasoline
C – diesel fuel distribution must be expanded
D – highways must be rerouted
-
- 35 Painting goes back at least as far as the time of cavemen. Wall paintings have been found inside some of their caves. It is believed that these pictures were not drawn primarily for decoration, because most of them are
- A – unrelated to the cavemen's lives
B – far back in the cave away from all light
C – intricate drawings that have beauty
D – pictures of animals rather than of people
-
- 36 The Louvre in Paris has the restoration of a stone found in 1868 at Dhiban in what was ancient Moab. The stone is believed to have been carved by a scribe about 800 B.C. and is of interest to scholars of ancient languages. When the French tried to buy the stone, the Arabs broke it into many pieces, hoping to get more money for it. The French bought some of the larger pieces and were able to make the restoration of the entire stone because a French embassy official at Constantinople (now Istanbul) had
- A – made a paper cast of the stone
B – handled the financial arrangements
C – had the writing deciphered
D – hidden the original from the Turks

- 37 Many citizens of other nations deposit their money in banks in Switzerland. The Swiss banks carefully protect the identities of their depositors, a matter of some importance to certain depositors. An agent trying to determine if someone has money in a particular Swiss bank sometimes tries to make a deposit in the name of that person. Since the acceptance of such a deposit would imply that the account did exist, Swiss banks will not

A – cash large checks for depositors
B – accept deposits that have been mailed in
C – allow foreigners to open checking accounts
D – accept deposits from unidentified persons

- 38 The average density of a cubic foot of earth is about 5.5 times that of a cubic foot of water. This is determined by dividing the earth mass by its volume. However, rocks on the earth's surface have an average density of approximately 2.7. Therefore, in order to offset the lighter weight of the surface materials, the interior of the earth must have a density

A – of 5.5 B – greater than 5.5 C – less than 5.5 D – less than 2.7

- 39 A surveyor's chain has 100 links, each 792 inches long. The chain is a unit of measurement that for most purposes would be very awkward, but it is particularly useful in surveying land because ten square chains make one acre. The original measuring instrument was actually made of chains. The modern surveyor uses a tape that is exactly the length of the original chain, because this unit of measurement makes his calculations

A – accurate B – awkward C – numerical D – easy

- 40 In *The Rights of Man*, Thomas Paine wrote, "Every age and generation must be as free to act for itself in all cases as the ages and generations which preceded it. The vanity and presumption of governing beyond the grave is the most ridiculous and insolent of all tyrannies. Man has no property in man; neither has any generation a property in the generations which are to follow." According to this, citizens of the United States should respect the Constitution because they believe it is right and not because it is

A – misunderstood B – old C – debatable D – English

- 41 A gun collector of my acquaintance owns an old rifle that sold for about \$35 twenty years ago and would now bring a price of \$400 to \$450. But it isn't always easy to make money on antiques. Experts warn that people who have never dabbled in antiques should study the market carefully, choose a few specialties, read every available book in those fields, and consult reliable dealers before buying. They say that few pieces will be acquired cheaply by the

A – gun collector C – novice collector
B – country tourist D – inexperienced seller

- 42 According to Emerson, "A man is a center for nature, running out threads of relation through everything, fluid and solid, material and elemental. . . . How few materials are yet used by our arts! It would seem as if each waited like the enchanted princes in fairy tales, for a destined human deliverer. All that is yet inanimate will one day speak and reason. Unpublished nature will have its whole secret told." If Emerson were to come to life in the twentieth century, he would
- A — be frightened by this industrial age
 - B — not be surprised by man's advancement in outer space
 - C — feel compelled to use more materials in his arts
 - D — lose his faith in fairy tales
-
- 43 Gordius, mythical king of Phrygia, tied an intricate knot in the thong that held the pole of his chariot to the yoke. An oracle had declared that he who untied the knot should be master of Asia. Many tried and failed. Alexander the Great looked at the knot and quickly cut it with his sword. We use the expression "to cut the Gordian knot" to mean to
- A — use your head instead of your hands
 - B — become an oracle
 - C — solve a difficult problem by bold action
 - D — do the impossible
-
- 44 It is no great wonder if in the long process of time, while fortune takes her course hither and thither, numerous coincidences should spontaneously occur. If the number of subjects to be wrought upon be infinite, it is all the more easy for fortune, with such an abundance of material, to
- A — effect this similarity of results
 - B — effect a man's success
 - C — prevent spontaneous coincidences
 - D — fill all men with wonder
-
- 45 It was quite understandable that it was the policy of the old priest-nobles of Egypt and India to divert their peoples from becoming familiar with the seas and to represent the occupation of a seaman as incompatible with the purity of the highest caste. The sea deserved to be hated by those who wished to maintain the old aristocracies, inasmuch as
- A — the sea has been the mightiest instrument in the leveling of mankind
 - B — many of the sailors lost their lives while on voyages
 - C — the priest-nobles were trying to further the spread of education
 - D — the life of a sailor was quite dangerous

- 46 The gradations of the moral faculties in the higher animals and man are so imperceptible that to deny to the first a certain sense of responsibility and consciousness would certainly be an exaggeration of the difference between animals and man. When animals fight with one another, when they associate for a common purpose, when they warn one another of danger, when they come to the rescue of one another, when they display pain and joy, they manifest impulses of the same kind as are considered among the

A – divine provisions for man
B – animal instincts of man
C – most general in the animal kingdom
D – moral attributes of man

- 47 Pythagoras, an ancient Greek, discovered the true nature of the harmonic series by observing the vibration of a single taut string stretched over a resonator. When a movable bridge was placed at the string's midpoint, the string vibrated in two segments at twice the speed at which it vibrated without a bridge. When moved to a third of the string's length, the string would vibrate in three segments at three times the speed. This phenomenon was repeated with each successive position of the bridge. Thus Pythagoras was able to express the pitch relationships of the harmonic series in terms of

A – mathematical ratios
B – musical notation
C – chemical formulas
D – string lengths

- 48 When the purchasing power of the dollar steadily declines over a period of time, we speak of "inflation." The reverse situation, in which a dollar buys more than formerly, is called deflation. Inflation and deflation, then, are defined by changes in the relation between

A – decrease and increase
B – money and goods
C – borrowing and lending
D – supply and demand

- 49 All of Alaska is farther west than the westernmost part of the continental United States. Juneau, the capital of Alaska, is in the same time zone as California, although its longitude should place it in the Yukon time zone. Some of the Aleutian Islands, a part of Alaska, are on one side of the 180° meridian and some are on the other, but the date line does not follow the 180° meridian and does not cut the Aleutians. The result is that although there are four time zones in the United States, they are all

A – on the same side of the date line
B – in the Western Hemisphere
C – on standard time
D – really west of Greenwich

- 50 Unless an adequate supply of protein is included in a person's diet, loss of weight and even death may result. The problem of determining the amount of protein needed is important in rationing food in war or in famine. The minimal requirement of protein to maintain the body in health is less when the protein consumed is animal protein than when it is vegetable protein. In some parts of the world protein deficiency is a problem because the diet of the people is almost completely made up of

A – solids
B – fish
C – animal proteins
D – cereals

- 51 Induction is a method of reasoning by which general laws are inferred from the observation of a large number of individual cases. The laws thus derived are based not upon logical necessity but upon consistency among observations. Since any new observation conceivably could fail to follow the inductive law which it would be predicted to follow, an inductive law is never

A — as useful as a deductive law
B — used as a basis for action

C — sought in scientific research
D — more than probably true

- 52 The Pekingese was held in great esteem by Chinese royalty. The dog was bred to accentuate marks that were related in various ways to the upper classes of society. A white spot on the forehead of a Pekingese was admired, for this mark was associated with the Buddha. A mark round the dog's body resembling a sash was quite admirable, for during the time when the Pekingese breed was so much admired,

A — sash marks signified royal blood
B — only high-ranking officials could wear sashes
C — it was difficult to breed a dog with a sash mark
D — sashes were used to hold the outer garments together

- 53 The following quotation is from Thomas Hobbes. "Nature has made men so equal in the faculties of body and mind as that though there be found one man sometimes manifestly stronger in body, or of quicker mind than another, yet when all is reckoned together, the difference between man and man is not so considerable as that one man can thereupon claim to himself any benefit to which another

A — has already attained
B — is capable of attaining

C — may not reach as well as he
D — would deny him

- 54 Clearinghouses are useful in reducing the volume of concrete interbank transactions. Each member bank sends to the clearinghouse a record of the money it has paid out on checks drawn on each other member. When the lists are compared, equal reciprocal debts are

A — collected

B — recorded

C — reduced

D — canceled

- 55 Our opinions and actions are influenced to a great extent by words — the words we read and the words we hear. Yet we do not carefully attend to the subtle implications, good or bad, conveyed by these words through association. Some words are slippery: they gloss over the actual attributes of the thing to which they refer. For example, the supporters of a favored point of view are "progressive" while those who hold an opinion less to our liking are "radical." The words that are chosen imply

A — precisely what they state
B — no subtle connotation

C — only one interpretation
D — more than they state

- 56 Not only were the Romans undemocratic, but at no period of its history did Rome love equality. In the Republic, rank was determined by wealth. The census was the basis of the social system. Every citizen had to declare his fortune before a magistrate, and his grade was then assigned him. Poverty and wealth established the

A – legal differences between men
B – social equality among men
C – democratic system of the Republic
D – need for a strong judicial system

- 57 Our repugnance to death increases in proportion to our consciousness of having lived in vain – to the

A – intensity of our physical suffering
B – keenness of our disappointments
C – greatness of our vanity
D – usefulness of our lives

- 58 A friend stands at the door,
In either tight-closed hand
Hiding rich gifts, three hundred
And three score.

These lines are from a poem titled

A – Easter Morning	C – New Year's Eve
B – Christmas Eve	D – Thanksgiving Day

- 59 Benjamin Franklin said, "We may perhaps learn to deprive large masses of their Gravity, and give them absolute Levity for the sake of easy Transport. Agriculture may diminish its Labour and double its Produce; all Diseases may by sure means be prevented or cured, not excepting even that of Old Age, and our Lives lengthened at pleasure even beyond the antediluvian Standard. O that moral science were in as fair a way of

A – Religion	B – Cure	C – Acceptance	D – Study
--------------	----------	----------------	-----------

- 60 The ripeness or unripeness of the occasion must ever be well weighed; and generally it is good to commit the beginnings of all great actions to Argus with his hundred eyes, and the ends to Briareus with his hundred hands; first to watch, and then to

A – begin	B – decide	C – consider	D – speed
-----------	------------	--------------	-----------

678/9876543

Reorder No. 3-3430

APPENDIX K

Strengths of I.I.P. as seen
by Graduates

Student

No.

- 1 "Freedom, Teachers"
- 2 "I feel like this program has helped me out an awful lot in many ways. Teachers take more time and interest in kids."
- 3 "I was NEVER pushed into doing anything. I guess thats why I made it."
- 4 "Togetherness, everyone was treated the same as the other. The teachers were special, they always had time for a student if there were any problems. They tried to make you feel like a family, everything was just wonderful to me."
- 5 "The close relationship of students and teachers, combined with an atmosphere of understanding the personal problems which influence the character of the individual at home and at school."
- 6 "At the time the flexible attendance schedule was of eminent benefit. Also the (sarcastic) counseling helped all of us."
7. "The I.I.P. strengthened me emotionally. I was taught to take criticism from other people and how not to be afraid of people. Every since 7th grade it was my only one fear - people."
- 8 "They didn't force you to do anything."
- 9 "That the teacher were friend with students. It wasn't I'm the teacher your the student and the teacher rule. They listen to your comment if you think their wrong and vis versa. The Yellow Brick has a very good relationship with their students."

*Comments reported were taken verbatim from the written comments on the graduate questionnaires.

- 10
- "1. The teachers were more interested in the pupils than they appeared to be in high school.
 2. All the students worked together. Not just in the classroom but also trying to make the school look better inside and out.
 3. All of the teachers involved in the I.I.P. were also interested in you even if you were not in one of his classes.
 4. I was given a better chance to work the way I wanted to work. I wasn't pushed or forced into doing the work that was supposed to be done. But the work was explained fully. You were instructed as an individual. Even if there were 15-20 students in your class. No student could feel as if he was being left behind or as if everything the teacher said was meant for everyone in the class except you."
 5. Because the teachers drew the students close to him by trying to help them, he was respected and loved.
 6. They check up on you to see how you are coming along in class and in your private life. They try to help you in anyway possible."
11. "I feel the teachers at I.I.P. are doing a wonderful job, not only as teacher, but also community wise. The strenghts are numerous so I'll just point out a few that I personoly found very helpfull.
1. Class environment. I found this very relaxing.
 2. Course Studies. The student makes out his or her own study outline, this was particularly true in English. I found this very helpful because I could study a chosen phase of English. (Spelling wasn't the course I choose.)
 3. Attitude. The instructors were everpresent and always willing to help. As a matter of fact they went out of their way to help. I believe this one particular factor contributes more to my graditude to the instructor's at I.I.P. and to my hopes of more I.I.P. school systems in Pontiac than any other.
- I believe that at I.I.P. they have found the key to success in education. They treat each student as indivisables, and as such they treat the indivisable problems they encounter. You become a person and because you are recognized as a person you try to exciel in your studies.

In conclusion, I wish more people had the chance to attend a school like I.I.P. Also, please do not let my poor spelling reflect upon the school. Like I said before; spelling wasn't my choice of study, although it should have been."

- 12 "The strengths of the I.I.P. for me was the unity as demonstrated by the students."
- 13 "The strengths of the I.I.P. at the Yellow Brick School were the cohesiveness of the students and facility."
- 14 "The strengths of the program were an adequate staff of teachers who had the capacity to learn rather than teach a person as a student but understand them as individuals. It was the understanding and attitude of the faculty that kept me going."
- 15 "Helped me get my diploma. I learned a lot more about people."

Weaknesses of I.I.P. as seen by Graduates

Student
No.

- 1 No response
- 2 "I don't think there really was any weakness for me. But we had a little too much freedom in doing things. That's the only thing that was wrong."
- 3 "Too much freedom!"
- 4 "Needed more students to keep them from being an dropout. Needed more class of different field for example, typing, machines, filing and others."
- 5 "The students needed to give more cooperation, in order to receive more."
- 6 "The I.I.P. was not challenging enough. The concept of the program is great, though being experimental it feels short of its purpose."
- 7 No response

- 8 "None"
- 9 "I didn't find any weaknesses to mention. I just wish they could have more women teachers. Because when I was there they only had one and I never had a class with her. So I just wish they had more female teachers."
- 10 "There were no weaknesses of the I.I.P. program for me. But because of the limit of students that can be enrolled in this school, many students that I know are not attending school. They can't be enrolled in the tele-tutor system and are not able to attend night school. The only weakness there is, is not in the I.I.P. program but because there is only one."
- 11 "Lack of adequate space."
- 12 "The weaknesses of the Program for me was the leadership, the authority. By this I mean since I am rebellious against "The System" or "Society," the leadership happens to be a part of the establishment and therefore, I rebelled against it."
- 13 "There was not enough emphises on attendance."
- 14 "A weakness may have been found in the faculty being too understanding and becoming too involved in the problems of students, so much so that failure in an approach with a student became a personal loss."
- 15 "Not enough courses offered."

BIBLIOGRAPHY

BIBLIOGRAPHY

A. Books

- Fine, Benjamin. Underachievers, How They Can Be Helped. New York: Dutton and Company, 1967.
- Green, Bert I. Preventing Student Dropouts. Englewood Cliffs, N.J.: Prentice-Hall Incorporated, 1966.
- Kohler, Mary Conway. Youth and Work in New York City. New York: The Taconic Foundation, 1962.
- Lichter, Solomon O., Elsie B. Rapiew, Frances M. Sklansky, and A. Morris. The Dropouts. New York: Mac Millan & Company, 1968.
- Rudman, Herbert C. and Richard I. Featherstone. Urban Schooling. Harcourt Brace and World Incorporated, 1968.
- Tannenbaum, Abraham J. Dropout or Diploma. New York: Teacher College Press, Columbia University, 1960.
- Zeller, Robert H. Lowering the Odds on Student Dropouts. Englewood Cliffs, N.J., Prentice-Hall, Incorporated, 1966.

B. Publications of Learned Societies, The Government and Other Organizations

- Amble, Bruce R. "Teachers Feelings and Judgements About Student Behavior," The Journal of Educational Research, Volume 60, No. 9 (May-June 1967).
- Bell, James W. "Dropouts and the Activity Program," Journal of Educational Research, Volume 60, No. 6 (February 1967).
- _____. "Comparison of Dropouts and Non-Dropouts on Participation In School Activities," Journal of Educational Research, Volume 60, No. 8 (April 1967).

- Besant, Lloyd. "Lessons From the Rodman Experience With Dropouts," National Education Association Journal, Volume 58, No. 2 (February 1969).
- Birkmaier, Emma Marie. "What's to Be Done With the Dropout When He Drops Back In?" North Central Association Quarterly, Volume 38, No. 4 (Spring 1961).
- Bureau of Labor Statistics. "School and Early Employment Experiences of Youth: A Report on Seven Communities, 1952-57," Bulletin No. 1277, Washington, D. C., U. S. Government Printing Office, 1960.
- Civil Rights Commission of Michigan. Report and Recommendations from a Public Inquiry into the Status of Race Relations in the City of Pontiac, Michigan, June 13-19, 1968.
- Cook, Edward S. "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research, 1, (November 1956).
- . "How I. Q. Figures in the Drop-out Problem," School Executive, Volume 74, (September 1954).
- David, Donald A. "An Experimental Study of Potential Dropouts," Personnel and Guidance Journal, Volume 15, No. 9 (May 1962).
- Delaney, John F. "That Vacant High School Seat," American School Board Journal, Volume 121, (November 1950).
- Dentler, Robert. "Dropouts, Automation, and the Cities," Teachers College Record, 1964.
- Dillon, Harold J. "The Early School Leaver, A Major Educational Problem," National Child Labor Committee, 1949.
- Elan, Stanley. "Laying Out New Routes to Adulthood." Phi Delta Kappan, Volume 45, No. 2 (November 1963).
- Elliott, Delbert S. "Capable Dropouts and the Social Mileau of the High School," Journal of Educational Research, Volume 60, No. 4 (December 1966).
- Emery, R. E. "Diverting the Delinquency Bound," Indiana University School Education Bulletin, Volume 43 (Summer 1967).

- Evariff, William. "How Different Are Our Drop-outs?" Bulletin of the National Association of Secondary School Principals, Volume 61 (February 1957).
- Farquhar, William W. "A Comprehensive Study of the Motivational Factors Underlying Achievement of Eleventh Grade High School Students," Office of Research and Publications, College of Education, Michigan State University, East Lansing, Michigan, January 1963.
- Fox, David J. "Expansion of the More Effective School Program," The Center for Urban Education, 1967.
- Horton, S. N. "The Job Upgrading Programs," The American Child, Volume 43 (March 1961).
- Johnson, Elizabeth S. and Caroline E. Legg. "Why Young People Leave School," National Association of Secondary School Principals Journal. V. 32, Nov. 1948.
- Kaplan, Bernard A. "Educating the Culturally Disadvantaged," Phi Delta Kappan, Volume 45, No. 2 (1963).
- Kremboltz, J. D. and William W. Farquhar. "The Effects of Three Teaching Methods on Achievement and Motivational Outcomes in a New Study Course," Psychological Monographs, Volume 71.
- Layton, Warren K. "Special Services for the Dropout and the Potential Dropout," Publication of the National Child Labor Committee, No. 408 (October 1952).
- McCreary, William H. and Donald E. Kitch. "Now Hear Youth," Bulletin of the California State Department of Education, Volume 22 (October, 1953).
- McGeoch, Dorothy M., A. Harry Passow, Vernon Hanbrick and Abraham Tennenbaum. "Programs for the Disadvantaged," Association for Supervision and Curriculum Development, Washington D. C., March 1966.
- Michigan Department of Education, "Public High School Drop-outs in Michigan, 1966-67," Michigan Department of Education, Research Monograph No. 7 (June 1968).
- Michigan Department of Public Instruction, "Quickie Kit," Lansing, Michigan, Publication 507, 1960.
- Moore, J. W. "Reducing the Dropout Rate," Report on the Holding Power Project, the University of the State of New York, The State Education Department, Bureau of Guidance, 1963.

National Education Association Research Bulletin No. 45.
 "School Dropout: What's Being Done For Him?",
 (May, 1967).

Newman, Harold. "Reading Habits, Attitudes and Achievements of High School Dropouts," High Points, 48
 (March 1966).

Pontiac Public Schools, "Individualized Instruction Program," Activity 2, ESEA Experiments, 1967-68,
 June, 1968.

Rosenbloom, Paul C. "Large Scale Experimentation With Mathematics Curriculum," Second Annual Symposium on Education Research, Phi Delta Kappan, Chapter 18, 1961.

Salsinger, Harry G. "Dropout High Seems to Click," Michigan Education Journal, Volume 46, No. 5 (January 1, 1969).

Schreiber, Daniel and Bernard Kaplan. "Guidance and the School Dropout," National Education Association, New York, 1964.

_____. "Promising Practices Gleaned from a Year of Study," Phi Delta Kappan, February, 1963.

_____. "School Dropouts," National Social Studies Yearbook, 1, 1967.

Schwebel, Milton. "Learning and the Socially Deprived," Personnel and Guidance Journal, Volume 13, No. 7 (March 1965).

Shaw, Frederick. "Educating Culturally Deprived Youth in Urban Centers," Phi Delta Kappan, Volume 45, No. 2 (1963).

United States Department of Labor. "After Teen-Agers Quit School," Bureau of Labor Standards, Bulletin No. 150, Washington, D. C., 1951.

United States Department of Labor. "The Challenge of Jobless Youth," U. S. Government Printing Office, No. O-687-084, 1963.

Vogel, Anita. "How to Check Dropouts," School Management, Volume V, (November 1961).

- Voss, Harwin L., Aubrey Wendling and Delbert S. Elliott. "The Sterotype Dropout," Journal of Educational Research, Volume 50, No. 8 (April 1966).
- Warner, O. R. "The Scholastic Ability of School Dropouts," Selected Reports and Statistics on School Dropouts, U. S. Office of Education, 1964.
- Williams, Percy V. "School Dropouts," National Education Journal, February 1963.
- Williams, R. A. "Dropouts Again," Virginia Journal of Education, Volume 59 (April 1966).
- Williams, R. Bradley. "What Do We Really Know About High School Dropouts?" Journal of Secondary Education, Volume 41, (October 1966).
- Willis, Carl Gene. "Dropout Problem-A Reality," The Bulletin of the National Association of Secondary School Principals, Volume 51 (December 1967).
- _____. "Educational Implications of the Kerner Report on Civil Disorders," National Education Association Journal, Volume 57, No. 6 (September, 1968).
- Wolfbein, Seymour L. "The Transition from School to Work; A Study of the School Leaver," American Personnel and Guidance Association, September 1955.
- Zeller, Robert H. "Project School Dropouts," N.E.A. Newsletter, Washington, D. C., Volume 1, No. 4 (February 1963).

C. Periodicals

- Bard, B. "Why Dropout Campaigns Fail," Saturday Review, Volume 49 (Spring 1966).
- Eliasberg, A. P. "How to Stop the Dropout," New York Times Magazine, (November 10, 1968).
- Fallon, B. J. and B. E. Reaves. "Dropout Talks Back," Texas Outlook, 50, (January, 1966).
- Fantini, Mario D. and Gerald Weinstien. "Toward a Contact Curriculum," Bnai Brith, New York, New York, 1967.
- Heilbroner, R. L. "No Room At the Bottom," Saturday Review, Volume 49 (February 1966).

Stuckwisch, H. "Dropout; Early Adloescent Education,"
Clearing House, 43 (December 1968).

D. Unpublished Materials

Angus, David Lee. "The Dropout Problem; An Interpretive History," Unpublished Doctoral Dissertation, Ohio State University, 1965.

Brumfield, Stanley Harver. "An Approach to the Student Through the Use of the Structured Open-Ended Questionnaire and the Focused Depth Interview," Unpublished Doctoral Dissertation, University of Southern Mississippi, 1967.

Cady, Lillian Vernitta. "An Analysis of Relatedness Needs, Imagery, and Sociometric Factors Associated With School Dropouts," Unpublished Doctoral Dissertation, Washington State University, 1964.

Doolittle, Lawrence Walker. "A Pupil Holding Power Study in Four Detroit High Schools," Unpublished Doctoral Dissertation, University of Michigan, 1964.

Draper, Edgar M. "Evaluations of Curricular Offerings As Causative Factors For Students Dropping Out of High School Before Graduation," Unpublished Doctoral Dissertation, University of Washington, 1964.

Frerichs, Allen Henry. "School Related Characteristics of High School Graduates and Early School Leavers in DeCatur," Unpublished Doctoral Dissertation, University of Illinois, 1964.

Giordano, Enrico Alfred. "The Effectiveness of the Fern-dale, Michigan Public School Adult Education Program in Enhancing Job Opportunities for School Dropouts," Unpublished Doctoral Dissertation, Michigan State University, 1964.

Hess, Roy Henry Jr. "A Comparative Study of Successful and Unsuccessful Students at a School For Returned Students," Unpublished Doctoral Dissertation, Colorado State College, 1966.

Hunt, Paul Rudolph. "The Effectiveness of Job Upgrading Methods in Adjusting the Aspirational Levels of Youth as it Concerns Their Preparation to Enter the World of Work," Unpublished Doctoral Dissertation, Wayne State University, 1964.

- Kirby, Carson Osborn. "An Experimental Study of An Organized Program of Teachers' and Counselors' Friendly Interest in Potential Dropouts," Unpublished Doctoral Dissertation, University of Colorado, 1966.
- Knudsen, Dean DeWayne. "An Investigation of the Social and Familial Relationships in the Life of a High School Dropout," Unpublished Doctoral Dissertation, University of Carolina at Chapel Hill, 1964.
- Levan, Frederick Dean. "Oklahoma City's Approach to the Drop-Out Problem," Unpublished Doctoral Dissertation, Oklahoma State University, 1964.
- Mindel, Mathidla Toby. "A Study of In-School Learning Experiences as Contributing Factors in School Dropouts," Unpublished Doctoral Dissertation, Wayne State University, 1964.
- Newberry, David Norman. "Evaluation of a Dropout Prevention Project in Hazel Park, Michigan." Unpublished Doctoral Dissertation, Wayne State University, 1967.
- Powell, Clyde Francis Allen. "The Rehabilitation of School Dropouts Through an Intensive Summer School Program," Unpublished Doctoral Dissertation, University of Southern California, 1966.
- Pierce, Keith Allyn. "Dropouts, Delinquents and Their Student Peers," Unpublished Doctoral Dissertation, University of Oregon, 1965.
- Robbins, Arnold Harrison. "Factors Which Influenced Potential Dropouts in High School to Stay in School," Unpublished Doctoral Dissertation, University of Connecticut, 1966.
- Roberts, Tommy Lee. "A Comparative Analysis of the Achievement and Training Success of High School Dropouts," Unpublished Doctoral Dissertation, University of Oklahoma, 1965.
- Sando, Rudolph F. "A Comparative Study of Early School Leavers," Unpublished Doctoral Dissertation, University of California, Berkely, 1952.
- Strem, Bruce Elwood. "An Attitude Survey of High School Dropouts By Means of the Semantic Differential Process," Unpublished Doctoral Dissertation, University of Southern California, 1966.

- Sullivan, Floyd Walter. "A Study of the Holding Power of Two Selected Negro High Schools in Atlanta, Georgia," Unpublished Doctoral Dissertation, New York University, 1963.
- Turchan, Donald George. "A Comparison of High School Dropouts Matched With High School Persisters in an Urban School System," Unpublished Doctoral Dissertation, Indiana University, 1965.
- Wallace, Gaylen Rayford. "An Analysis of Job Satisfaction of Employed Youth Involved in An Experimental School Rehabilitation Program," Unpublished Doctoral Dissertation, Oklahoma State University, 1966.
- Walton, Donald Floyd. "Selected Mental Health Factors Significant to the Early Identification of Potential School Dropouts," Unpublished Doctoral Dissertation, Baylor University, 1965.
- Willis, Carl Gene. "A Study of the Effects of Programmed Human Relations Training on a Selected Group of High School Dropouts," Unpublished Doctoral Dissertation, Oklahoma State University, 1966.

E. Newspapers

- Malabre, A. L. "More Companies Hire School Dropouts, Give Them Special Training," Wall Street Journal, January 13, 1964.
- _____. "Job Corps Does Smashing Job," Keyhole, Volume 33, No. 9 (March 20, 1967).
- _____. "Skill Center Trains Unskilled Youths," Keyhole, Volume 33, No. 9 (March 20, 1967).

MICHIGAN STATE UNIV. LIBRARIES



31293101660201