A DESCRIPTIVE AND EVALUATIVE STUDY OF DAYBREAK, A SELECTIVE SCHOOL DROPOUT PROGRAM

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ABSTRACT

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By

John T. DeGutis

Purpose of the Study

The focus of this study was the East Detroit High School Daybreak Program which is a program for dropouts and potential dropouts. The investigation was concerned with (1) a description of the Daybreak Program, (2) evaluation of various specific aspects of the Program, and (3) formulation of recommendations for the improvement of the Program.

The East Detroit Public School, where the dropout rate is the second highest in Macomb County, has started a dropout program concerned with helping students stay in school, learn salable skills and finally be graduated from high school. The Program, called "Daybreak," has been in operation since the summer of 1970.

Special features of the Daybreak Program included:

1. A unique student-oriented program.

2. An experienced teaching staff.
3. A favorable student-teacher ratio.
4. A favorable student-counselor ratio.
5. An individualized vocational curriculum.
6. Anecdotal student evaluation.
7. Minimual student regulations.
8. Open-minded admission procedures.
9. An overall supportive school climate.
10. Practical work experience toward maturity.

Procedures

The student population was drawn from four secondary schools in the East Detroit School District. Three were junior high schools and one was a high school.

The suggested criteria to identify participants were:

1. Low income family, family receiving A.D.C., welfare, or assistance from charitable organizations.
2. Excessive unemployment or underemployment of the parents.
3. Family heads semiskilled or unskilled.
4. Isolation from cultural, educational and/or employment opportunities.
5. Dependency on social services to provide basic needs.

Counselors screened lists of such students, conferred with the interested ones, and secured the consent of parents.

The total number of students involved in this study was 125. The experimental group contained 31 of the 85 students who enrolled and completed the six-week Summer Daybreak Program which took place during June and July of 1971. The experimental group also met the following criteria: (1) completed all instruments used in the study; and (2) had their sixteenth birthday prior to January 31, 1972.

The comparison group was the 62 students who were eligible to participate in the six-week Summer Daybreak Program but chose not to attend.

The control group of 31 students was randomly selected from tenth grade students whose sixteenth birthday fell before January 31, 1972, and who were not enrolled in the Program.

The instruments that were used in the study were Diagnostic Reading Tests, Career Interest Questionnaires, the Michigan M-Scale, Student Inventory, Student Questionnaire, student records, and Teacher Inventory.

Statistical treatment, done largely by computer, included analysis of T-tests and simple computation of means and percentages.

Findings

From the data collected in this study, it was found that:

1. Summer Daybreak Program Students:

   (a) Had a return rate of 100 percent in the fall of 1971.

   (b) Had a dropout rate of nine percent as compared with a dropout rate of 57 percent for the comparison group.

   (c) Showed no significant improvement in regular school attendance.

   (d) Did not improve their reading scores significantly.

   (e) Showed no significant improvement of achievement motivation.

   (f) Usually selected occupations that required little or no training after high school.

   (g) Were measurably different from the control group in career selections.

   (h) Were not measurably different in the number of credits earned.

2. The major similarities of the Daybreak and control group students were in the areas of sex, grade, number of siblings, siblings who dropped out of school, and siblings who were graduated from either high school or college.

3. The major differences between the two groups were in the areas of parental education, number who had part-time jobs, future plans, yearly family income, and type of family organization.

4. In terms of teaching and work experience, the Daybreak faculty's average was 9.86 years. In terms of educational training, six of the teachers had B.A. degrees, and five had M.Ed. degrees.

5. In general, as indicated by the Student and Teacher Inventories, the majority of the Daybreak students and teachers had positive feelings concerning the Summer Program.

Conclusions

The Summer Daybreak Program has been able to assist dropouts in maintaining their formal education and developing, to a limited extent, a salable vocational skill.

The original goals and objectives of the Daybreak Program were being met in most areas. This goal achievement was evidenced by the number of students who returned to school in the fall after having this summer school experience and the number of students who continued their high school education during the 1971-72 school year.

Some questionable areas were in reading improvement and achievement motivation. It appears that the students have not as yet increased their ability to make significant progress in reading that is necessary for completion of high school. In the areas of achievement motivation, it seems that for the most part the majority of the students have not increased their ability to be self-motivated individuals.

Additional issues and questions generated by the study included:

1. Is a short attention span characteristic of dropouts?

2. To what extent are minor physical impairments contributing factors in dropping out?
3. In what ways do differences in value orientations between students and teachers affect dropouts?
4. What role does a strong student activity program have in contributing to dropout prevention?

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John T. DeGutis

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

NATURE OF THE INVESTIGATION

The Problem

One of the most important problems in American education today is that of providing secondary school programs which meet the needs of the students who are leaving high school prior to graduation. The problem is nationwide and is reflected on both the state and the local level.

The dropout problem on the national level has reached such magnitude that two Presidents of the United States found it necessary to focus public attention on it.

President John F. Kennedy, in his State of the Union Message to Congress on January 14, 1963, said:

> 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 children is not educated to the fullest extent of his capacity. . . Today an estimated four out of ten students in the fifth grade will not even finish high school and that is a waste we cannot afford.

President Lyndon B. Johnson, in his message about education to Congress on January 12, 1965, stated:

> There is a darker side to education in America. Almost a million young people will continue to

> quit high school each year--if our schools fail to stimulate their desire to learn. In our 15 largest cities, 60 percent of the tenth grade students from poverty neighborhoods drop out before finishing high school. The cost of this neglect runs high--both for the youth and the nation.

Congress reacted positively to these presidential messages by enacting new programs and enlarging others, such as Vocational Education, the Job Corps, and other dropout-related programs. Despite such efforts, the school dropout problem persists.

The problem is not only political but also economic. It is very difficult for the school dropout to obtain a job, and unemployment rates are higher for the dropout than for a person who has a high school diploma. For example, in October 1968, the unemployment rates were 6.1 percent for graduates, but 13.1 percent for dropouts.[1]

The State of Michigan, as well as other states, is very much affected by the dropout problem. Annually, the number of students recorded as dropouts was 35,730 in 1966-67.[2] In 1967-68, the number of dropouts mounted to 36,544 (6.73 percent).[3]

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[1]Vera C. Penella, "Employment of High School Graduates and Dropouts," Monthly Labor Review, XCII (June 19, 1969), p. 36.

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

[3]Public High School Dropouts in Michigan 1967-68, Statistical Bulletin No. 4007 Revised, Michigan Department of Education, December, 1969, p. 13.

East Detroit Public Schools, a large suburban school district located on the northern border of Detroit, Michigan, had a dropout rate ranked above the state-wide average of 8.08 percent (301 students in 1967-68). Compared with other districts in Macomb County, East Detroit had the second highest dropout rate and the largest number of dropouts.[4]

These figures are based on the total student population in grades 9-12 within the East Detroit school district. Such a high dropout rate might not be expected in a suburban district with high family income ($12,943 median in 1970)[5] and great family stability. The seriousness of the problem and the school district's attempt to resolve it has important implications.

In 1970, the school district received a Vocational Education Grant for a six-week summer school program called "Daybreak." A further application was made to continue the program during the regular school year. In February, 1971, the Daybreak Program was resumed and was offered during the summer of 1971. The program, however, had not yet been systematically studied and evaluated.

In looking at the totality of the dropout problem, it is evident that it is not confined to the inner city or

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[4] Ibid.

[5] U.S., Department of Commerce, Bureau of the Census, United States Census of Population: 1970, Characteristics of the Population, Michigan.

to the ghetto, but extends also to the suburbs; therefore, East Detroit's Daybreak Program for dropouts could have significance to students of varying backgrounds.

The Purpose of the Study

The purpose of the study was (1) to describe the program, and (2) to evaluate the effectiveness of the East Detroit's Daybreak Summer Program.

Significance of the Study

The study will have significance in two ways: First, the main part of the study deals with a description of an on-going operational dropout program, called Daybreak. Therefore, when compared with a regular school program, the difference in the program and curriculum could suggest changes in current practice, method, materials, and evaluation. Second, the study is longitudinal in nature. It studies the long term effect of the Daybreak Program on retaining potential dropout students in school. Therefore, these results could have significance in the setting up of special programs for dropouts and also could give some indication of what the regular school program is doing to aid the potential dropout students.

Questions To Be Considered

Several questions formed the framework for the evaluation and description of the Daybreak Program.

1. Will students' attitudes toward school and education be changed?
2. Will students develop a more positive self-concept during the program?
3. Will students be more likely to stay in school after the program is completed?
4. Will students develop vocational skills which are salable?
5. Will the program have any effect on the regular school program?

Experimental Hypotheses To Be Tested

Hypothesis I H_0 There will be no difference between the experimental (Daybreak) group and the comparison group in terms of the number of students who return to school for the first semester of the 1971-72 school year.

Hypothesis II H_0 There will be no difference among the experimental, control, and comparison groups as to the number of students who drop out of school during the first semester of the 1971-72 school year.

Hypothesis III H_0 There will be no difference in the attendance of students who participated

in the Summer Daybreak Program, the control group and the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.

Hypothesis IV H_0 There will be no significant improvement in the Daybreak students' reading achievement as measured by the Diagnostic Reading Tests.

Hypothesis V H_0 There will be no significant improvement in the Daybreak students' academic motivation as measured by the Michigan State M-Scales.

Hypothesis VI H_0 There will be no difference in the Daybreak students' career choices on a pre- and post-test as measured by the Career Interest Questionnaire.

Hypothesis VII H_0 There will be no significant difference between the Daybreak students (the experimental group) as compared with the control group students in terms of career choice as measured by the Career Interest Questionnaire.

Hypothesis VIII H_0 There will be no difference in the number of credits earned by the students

who attended the Summer Daybreak Program, the students in the control group, and the students in the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.

Design of the Study

This descriptive and evaluative study was designed to analyze the effectiveness of the Daybreak Program. The total number of students involved in the study is 125. The experimental group consisted of the 31 students who successfully completed the six-week Summer Daybreak Program which was held during June and July of 1971, and who met the following criteria: (1) completed pre- and post-reading tests, Michigan M-Scales and Career Selections; and (2) had sixteenth birthdays falling on a date prior to January 31, 1972.

The comparison group included the 62 students who were eligible to participate in the six-week Summer Daybreak Program but chose not to attend, and who were sixteen years of age by January 31, 1972.

The control group of 31 students was a randomly selected group of tenth grade students whose sixteenth birthday fell before January 31, 1972.

The enrollment in the Daybreak Program was approximately 85 students, but only 31 students met all of the criteria; therefore, those 31 students for the base for the study.

The instruments that were used in the study were Diagnostic Reading Tests, Career Interest Questionnaires, the Michigan State M-Scales, Student Inventory, Student Questionnaire, student records, and Teacher Inventory.

The time schedule for the study was (1) the experimental group was given the Diagnostic Reading Test, Career Interest Questionnaire, and the Michigan State M-Scale in June, 1971; (2) the post-tests of the above instruments were given in July, 1971; and (3) all student records were checked on January 31, 1972.

Definition of Terms

Dropout: For the purpose of this study, a student of the Michigan Public Schools is considered a dropout if he or she is dropped from the school membership roll for any reason, except death, prior to graduation or completion of a program of studies and fails to make provisions to transfer to another school which would provide courses leading to the completion of a high school education.

Potential Dropout: A student who, according to his school records, behavior, and family background, would probably withdraw from school as soon as he reaches the age of sixteen.

Basic Assumptions

It was assumed that students can be compared using as a basic age, sex, grade, size of family, family income, and family organization.

It was assumed that paper and pencil instruments would give a valid assessment of the students' true feelings and beliefs.

It was assumed that to retain students who were actual dropouts, or potential dropouts, any new program would have to be relevant to the individual students.

It was assumed that a student's school record would contain valid data.

General Description of the Daybreak Program

The dropout student who seeks to resume his formal education often finds that the school still has some of the same conditions which prompted his original departure from school life. Faced with this situation, he is more likely to rejoin the ranks of the dropouts and never again to attempt completing the school's graduation requirements.

East Detroit's Daybreak Program is neither an exclusive one, nor is it totally original in its effort to solve, at least in part, the persistent and increasing dropout problem. It does, however, project several aspects that indicate a major effort to mitigate some of the

conditions of formal education which did and continue to prompt students to leave before graduation. It does project more than a small adjustment or change in the regular curriculum.

The student population was drawn from three junior high schools and one high school located in the City of East Detroit. The suggested criteria to identify participants were: (1) low-income family, family receiving A.D.C., welfare, or assistance from charitable organizations; (2) excessive unemployment or underemployment; (3) family heads are semiskilled or unskilled; (4) isolation from cultural, educational, and/or employment opportunities; and (5) dependency on social services to provide basic needs. Counselors screened lists of such students, conferred with the interested ones, and secured parents' approval of enrollment of their children. With the director, a list of actual participants was then drawn up.

The curriculum was designed to offer effective remediation in basic skills, to present job-oriented experiences, and to make possible, through interpersonal interaction, opportunities to gain more insight into oneself as an individual. Everything possible was exercised by involved teachers, counselors, and director to insure personal success, self-respect, and skills to motivate respective participants to take the opportunities presented as a help to pursue studies through graduation.

Reasonable privileges and freedoms were allowed in a climate that encouraged a more adult attitude of behavior. Progress reports replaced the letter grade system. The system of granting credits and graduation requirements was adjusted to meet the needs of students already weighed down with handicaps of past failures, apathy, and a general dislike for continued schooling.

Limitations of the Study

1. This study examined only one dropout program: The Daybreak Program in East Detroit, Michigan. Therefore, it is very difficult to generalize results to any great degree.

2. The Program was of short duration: six weeks during the summer of 1971.

3. Since some of the instruments used in the study are basically of the self-reporting type, the results may be affected by the enthusiasm of the students for the Program.

Summary

In an age of changing institutions, public schools have been slow to change. Yet, educational reform cannot wait. The mass of idle and frustrated youth grows daily. The need for schools that will help them become self-supporting citizens is as urgent as the police department's next call to a riot.

Not everything that is faced can be changed;
But nothing can be changed until it is faced.

--James Baldwin.[6]

The East Detroit School District's program for dropouts is called Daybreak. The purpose of this study is to describe and evaluate the effectiveness of the Daybreak Program. Two attributes of the Program are remediation and interpersonal interaction. The design of the study was concerned with the three groups, experimental, control, and comparison, and also was concerned with the various instruments which include a reading test, motivation test, self-reporting inventories, and school records.

Organization of the Study

Chapter I is introductory, outlining the nature and importance of the problem to be studied. Chapter II provides a review of literature concerning dropouts. In Chapter III the research design is described and a detailed description of the Daybreak Program is provided. Chapter IV includes a presentation, discussion, and analysis of the findings. Chapter V includes a summary and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The school dropout problem has been and is presently of interest to educators and the public. Early school leavers are not new to the American education scene. It was not until recently that high school graduates outnumbered students who dropped out. Statistics indicate, however, that today smaller percentages of students are leaving school prior to graduation than ever before. The dropout phenomenon is not new. What is new is the problem of fitting the job applicant without a high school diploma into existing jobs. There is a great amount of literature dealing with the dropout problem and reflecting public concern.

In an attempt to delineate the scope of the matter in question, this review will examine the extent of the dropout problem, the characteristics of dropouts, and the prevention and rehabilitation of dropouts.

Extent of the Dropout Problem

The extent of the dropout problem has been investigated by large and small school districts, countries, states, the federal government, and by colleges and universities.

Determining Dropout Numbers

Two methods are commonly used to determine the number of dropouts on a nation-wide scale. The United States Office of Education started with 1,000 pupils in the fifth grade and counted the number in each grade in successive years.

The second method of determining the number of dropouts, used by the United States Bureau of the Census, is to subtract the number of pupils in school from the number of children of school age and thus, provide the percentage of any given age group that is or is not in school.

Michigan Dropout Study

Many studies of the dropout have been conducted in the State of Michigan. A very comprehensive study of 441 Michigan secondary schools was done by Myers. Major findings include the following:

(1) Concern for improvement of school holding power is related to the acceptance of universal secondary

education for all American youth.

(2) Michigan high schools graduate only 70 percent of all pupils who enter the ninth grade.

(3) More boys than girls are among early school leavers at each grade level.

(4) A significantly higher percentage of minority boys and girls leave school early.

(5) The causes of early school leaving are many, and they are interrelated.[1]

Summary

The extent of the dropout problem is nationwide. With much concern and to find some solution, many governmental and educational agencies have investigated the problem. On the national level, both the office of Education and the Census Bureau have methods for computing the number of dropouts. Although the number is decreasing, concern is justifiable because economic and social pressures are increasing. In the State of Michigan the problem of the dropout is vast and has been studied by many, and efforts are being made to increase the number of high school graduates.

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[1]George R. Myers, "A Study of Factors and Practices Related to Holding Power in Certain Michigan Secondary Schools," (unpublished doctoral dissertation, Michigan State University, 1956), Dissertation Abstracts, XVI, 1414.

President Kennedy's Committee on Youth Employment made the following appeal:

> More children than ever before are attending high school and the number being graduated is larger than ever before, yet one out of three leaves high school before graduation. This drop-out rate is totally unacceptable in a nation whose future depends upon greatly increased competence and skill.[2]

The Characteristics of Dropouts

Some authors claim that the early identification of the potential dropout is the key to keeping more students in school longer, but according to some of the dropouts, they would not have continued longer regardless of what the school or the community had done. From one point of view, to lose even a few is a tragic waste of human resources that must be reckoned with by all institutions within a community.

Overview

Thorndike, in 1908, reported that retardation was the key factor in school dropouts. He claimed that compulsory laws had little effect upon pupil retention.[3]

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[2]U. S., Department of Labor, President Kennedy's Committee on Youth Employment, The Challenge of Jobless Youth (Washington, D.C.: 1963), p. 9.

[3]Edward L. Thorndike, The Elimination of Pupils from School (Washington, D.C.: U. S. Government Printing Office, 1908), p. 6.

O'Brien did an extensive study of dropouts in 1919. He arrived at the following conclusions: (1) the percentages of graduates and nongraduates who had received failing marks in school were almost identical; (2) the number of dropouts did not tend to increase as the number of failing marks per pupil increased; and (3) failing marks should not be considered as a primary cause of dropping out.[4]

Counts maintained that a number of psychological factors were causal.[5] Gragg concluded that the most important forces for leaving school were the following: (1) retention of one or two grades in school; (2) aptitude or achievement scores in the lowest decile; (3) absenteeism; and (4) school failure. Lesser forces included (1) being male, (2) reading below grade level, (3) a broken home, (4) no participation in extracurricular activities, (5) a poorly educated family, (6) low socioeconomic status, and (7) the occupation of the parent being that of an unskilled laborer.[6]

Tesseneer and Tesseneer made an extensive review of the literature concerning school dropouts. Table 1 was

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[4]Francis O'Brien, The High School Failure (New York: Columbia University Press, 1911), p. 182.

[5]George S. Counts, Selective Character of American Schools (Chicago: University of Chicago Press, 1922), p. 14.

[6]W. L. Gragg, "A Dropout or a High School Graduate?" Education Digest, XV (September, 1949), pp. 30-31.

Table 1. Characteristics of dropouts which most studies have found to be common.

	Allen	Brewer	Contoni	Dresher	Gragg	Hand	Kuhlen	Lanier	Lapardo	McGee	Sando-1952	Sando-1956	Schieber	Snedd	Thomas	Warren	Young
Low Income Families	x	x		x	x	x	x	x		x	x	x		x	x	x	x
Low Scholastic Achievement	x	x	x	x	x		x	x	x				x	x		x	
Discouraged or Failing	x	x		x				x	x	x							
Non-Participant in Activities	x				x						x	x	x	x	x		
Dissatisfaction with Teachers	x						x				x	x	x		x	x	
Feeling of Not Belonging		x					x	x			x			x			
Lure of a Job							x	x	x			x			x		
Weak or Broken Homes					x									x			x

[a]Refer to bibliographic reference by author's name.

[b]R. A. Tesseneer and L. M. Tesseneer, "Review of the Literature on School Dropouts," National Association of Secondary School Principals' Bulletin, XLII (May, 1958), 144.

adapted from their work and shows the commonality of causes for dropping out of school.

Table 2 represents a summary of the New York City Holding Power Project. It was found that about 75 percent of those individual pupils, for which five or more of the ranked factors applied, actually became school dropouts. These criteria predicted male dropouts more than female dropouts.

Table 2. Characteristics of dropouts.

Rank	Characteristic	Qualifying Condition
1.	Age	Old for age group--over 2 years
2.	Grade retardation	One year or more retarded
3.	Learning rate	Below 90 IQ
4.	Pupil's interest in school work	Little or none
5.	School marks	Predominantly below average
6.	Ability to read	2 years or more below grade level
7.	Parental attitude	Negative
8.	General adjustment	Fair or poor
9.	Participation in out-of-school activities	None
10.	Attendance	20 days or more absenteeism per school year
11.	Acceptance by pupils	Not liked
12.	Number of children in family	5 or more
13.	Reaction to school controls	Resents control
14.	Educational level achieved by mother	Grade 7 or below
15.	Parental attitude	Vacillating
16.	Participation in school activities	None
17.	Educational level achieved by father	Grade 7 or below
18.	Father's occupation	Unskilled or semi-skilled
19.	Health	Frequently ill, easily fatigued
20.	School-to-school transfers	Pattern of "jumping from school to school"
21.	Physical size	Small or large for age group

[a]The characteristics are listed in decreasing order of their discriminating power.

[b]Reducing the School Dropout Rate, New York State Department of Education and University of the State of New York, Albany, 1963.

Cook studied ninety-five dropouts from a large city high school and found that the reasons given by dropouts for leaving school differed considerably from the counselors' assessments of their reasons for leaving.[7] Note that students sometimes give a "socially acceptable" reason if they can. Table 3 summarizes the data.

Table 3. Dropouts' reasons and counselors' findings for leaving school.

Percentage of Dropouts Giving the Reasons	The Reason	Percentage of Counselors Giving the Findings
39.6	Going to work	--
20.9	Dislike of school	7.2
20.9	Marriage	20.2
9.4	Failing courses	34.9
4.6	Needed at home	--
2.3	Left home	28.1
2.3	Administrative request	--
--	Feeling of rejection	9.6
100.0		100.0

Source: Edward Cook, "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research, L (November, 1956), 191-196.

School Related Factors

Many research studies have dealt with school related

[7] Edward Cook, "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research, L (November, 1956), 191-196.

factors such as reading ability, grade retention, and subject failure, as well as school attitudes and attendance. Each of these factors is discussed in detail.

Reading Ability

Reading is required in all school subjects, but the average dropout is at least two years retarded in reading by the time he quits school, according to authors Bledsoe[8] and Schreiber.[9]

Findley, in The School Dropout, claims that in any total program to meet the dropout problem, a systematic reading improvement program requires prime concern.[10] He goes on to say:

> The mechanism of reading disability operates variously to produce loss of self-confidence, if not indeed of self respect. It may result as a secondary effect of emotional disturbances, but it is also a primary factor in itself in generating and spreading personal distress . . . . The etiology of every case has its own characteristics, but reading disability can be and is in many cases the primary source of the difficulty.[11]

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[8]J. Bledsoe, "An Investigation Six Correlates of Student Withdrawal from High School," Journal of Educational Research, LIII (September, 1959), 6.

[9]Daniel Schreiber, "School Dropouts," National Education Association Journal, LI (May, 1962), 51.

[10]D. Schreiber, The School Dropout (Washington, D.C.: National Education Association, 1964), p. 169.

[11]Ibid., p. 170.

Grade Retention and Subject Failure

Grade retention and subject failure seem closely related to withdrawal before graduation. Silverstone found that 70.9 percent of the dropouts from Bridgeport, Connecticut, schools were failing two or more subjects.[12] Twenty-five percent were failing four or five subjects. Grade retention and subject failure were given by Schreiber as reasons for students dropping out.[13]

According to Bianchi, pupils who left from the eighth, ninth, and tenth grades most often did so for reasons closely related to their school experiences, such as grade retention, academic difficulties, and failure to participate in activities.[14]

School Attitude and Attendance

According to Wirtanen, the most frequently mentioned reason for leaving school is one which refers to some aspect of school environment and/or school personnel. Many dropouts reported they received no encouragement

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[12] Lester Silverstone, Annual Report on Dropouts, Grades 9-12, 1961-62 and a Comparative Study with the Cumulative Record, 1956-61, (Connecticut: Board of Education, March, 1963), p. 21.

[13] D. Schreiber, "School Dropout: Fugitive from Failure," National Association of Secondary School Principals' Bulletin, XLVI (May, 1962), p. 235.

[14] E. S. Bianchi, High School Dropouts (Washington, D.C.: National Education Association, 1959), p. 13.

from school officials to stay in school.[15]

Attendance is a factor in causing students to drop out. Urdal found that dropouts have attended more schools and have poor attendance records.[16] In a study done by the State of Hawaii, it was established that when attendance was improved there was some effect on eventual graduation.[17]

Summary

According to the research, many dropouts have exhibited the following school related characteristics: (1) usually retarded in reading achievement; (2) have failed two or more subjects; and (3) have had poor attendance records.

Socioeconomic and Personality Factors

In addition to school factors causing students to drop out of school, socioeconomic and personality factors play an important role. These factors, home and family,

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[15]Ilona D. Wirtanen, Why and How Young Men Drop Out of High School, (Ann Arbor: University of Michigan, Institute for Social Research, February, 1969), p. 27.

[16]Lloyd B. Urdal, Dropouts--An Analysis of Personal Variables within the School Situation, (Olympia: Washington Office of State Supt., 1963), p. 11.

[17]Hawaii, State Department of Education, Secondary Student Status Survey 1967-68. Part II, (Honolulu: Hawaii State Department of Education, August, 1968), p. 7.

urban and rural, employment and marriage, delinquency and self-concept, are discussed.

Home and Family

In research done during the 1950's and 1960's many authors, including Bledsoe,[18] Popper,[19] and Allen,[20] concluded that leaving school before graduation was related to socioeconomic status, and that those in lower socioeconomic classes left school in greater numbers than those in other groups. In studies done more recently, four other authors, Crawford,[21] Curley,[22] Nafziger,[23] and Tseng,[24] also concluded that family and home situations contribute

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[18]Bledsoe, op. cit., p. 4.

[19]S. H. Popper, "High School in the War on Poverty," National Association of Secondary School Principals' Bulletin, XLVI (April, 1962), p. 91.

[20]Charles M. Allen, Combatting the Dropout Problem (Chicago: Science Research Associates, 1956), p. 6.

[21]Douglas G. Crawford, Family Interaction, Achievement-Values and Motivation as Related to School Dropouts, (Ontario, Canada: University of Ontario Press, March, 1970), p. 8.

[22]Theodore J. Curley, The Social System: Contributor or Inhibitor to the School Dropout, (Quincy: Massachusetts, March, 1971), p. 14.

[23]Alyce J. Nafziger, Analysis of Attitudes Relative to Education in the Appalachian Region, (University Park: New Mexico State University, January, 1971), p. 68.

[24]Meng-shu Tseng, Comparisons of High School Students and Dropouts on Selected Familial Personality and Vocational Variables, (Washington, D.C.: American Educational Research Association, March, 1970), p. 92.

greatly to students dropping out of school.

Urban and Rural Dropouts

According to Shapiro, nearly 50 percent of all urban children leave school before they are graduated; in slum areas the incidence is more like 75 percent.[25] In New York State it was found that schools with an average daily attendance of fewer than 100 or more than 200 did not have as great holding power as schools with an average daily attendance between 100 and 200. It was established that the small communities and large cities did not have the holding power of medium-sized communities. Apart from the size of the school or the size of the community, it was found that the holding power was greatest in those schools where the administration and faculty "tried the hardest."[26]

Schreiber conducted a survey in 150 cities in the United States. He found that the larger the city the lower the holding power. In a comprehensive high school, the average chance to be graduated was 70 in 100; in vocational high schools, only 50 in 100 were graduated.[27]

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[25]S. Shapiro, "Operation Return: A New Program for High School Dropouts," High Points, XLV (April, 1963), p. 44.

[26]Reducing the School Dropout Rate, op. cit., p. 12.

[27]D. Schreiber, The Holding Power of Large City School Systems (Washington, D.C.: National Education Association, 1964), p. 24.

While most studies support these conclusions, some research indicates contradicting evidence. For example, two studies done in Louisiana in 1960[28] and 1968[29] found that rural youth had lower attendance rates and lower educational attainment than urban youth. A study of Puerto Rican dropouts in Chicago found knowledge of English was greater among dropouts than among seniors staying in school; this apparent contradiction is explained by the fact that Puerto Rican youth who spoke English well were able to acquire jobs and stay out of school successfully.[30]

Employment and Marriage

Although many students from low income families finish high school if other circumstances are favorable, in some cases financial need is an important reason for dropping out. Cook found that, in particular, older age level dropouts in the eleventh and twelfth grades left school to go to work in larger numbers than younger

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[28]Alvin L. Betrand and Marion B. Smith, Environmental Factors and School Attendance, A Study in Rural Louisiana (Baton Rouge: Louisiana State University and A & M College System, May, 1960), p. 71.

[29]Gilbert Dale Welch, The Relationship of School Dropout Rates and Selected Socio-Economic Factors for Louisiana Parishes, 1960 (Baton Rouge: Louisiana State University, January, 1968), p. 5.

[30]Isidro Lucas, Puerto Rican Dropouts in Chicago: Numbers and Motivation (Chicago: Council on Urban Education, March, 1971), p. 9.

dropouts.[31] Ellingston found the most consistent factor influencing students to leave school was the need to have a job of their own.[32]

W. Craig Davidson interviewed a random sample of 166 dropouts. Pregnancy, over-age, and poverty accounted for the largest number of female dropouts interviewed.[33] In Vermont, Faith Prior found that 50 percent of the female dropouts were unmarried and pregnant.[34]

The United States Department of Labor confirmed the results of many investigations which showed the importance of marriage as a cause for girls leaving school; marriage was given as the reason for leaving by 27 percent of the girls.[35]

Self Concept

Kohler and Fontaine found dropouts to be bitter,

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[31]Cook, op. cit., p. 57.

[32]R. Ellingston, "Unemployment and Unfilled Jobs--A Dropout Paradox," Minnesota Journal of Education, XLIV (September, 1963, 10.

[33]W. Craig Davidson, The Trauma of the Dropout (Laredo, Texas: Independent School District, 1970), p. 19.

[34]Faith Prior, The Female School Dropout, Some Aspects of Her Marriage and Family Management (Burlington: Vermont University and State Agricultural College, July, 1964), p. 3.

[35]U. S., Department of Labor, Bureau of Labor Statistics, School . . . or What Else? (Washington, D.C.: U. S. Government Printing Office, 1962), p. 10.

defeated and lost:

> Some are bitter; they're angry at anyone who has, or is, more than they. Most are apathetic, convinced there's no sense to try to do anything.
>
> They're defeated. They drop on the steps of tenements, prop up the walls of candy stores and hang around junkyards and jalopy lots.
>
> Their parents or society pushed them out of the mainstreams of American young life....Some became juvenile delinquents, some simply survive.[36]

According to Brookover and LePere, dropouts have self-concepts derived primarily from others, usually parents. Some self-concepts limit their achievement in school because they are usually concepts of low ability.[37]

A dropout told Bowman and Matthews:

> You know, I was over sixteen when I quit. I had a feeling they were going to kick me out anyway. It was quit or get kicked out because of my bad behavior. I couldn't mind my teachers or they couldn't mind me, I don't know which. I thought I could finish the ninth grade, when one day I was laying in bed and I just decided I was tired and might as well sleep.[38]

A study by McCreary and Kitch shows how a student's self-concept affects his feelings toward the school:

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[36]M. Kohler and A. Fontaine, "We Waste a Million Kids a Year," The Saturday Evening Post, March 10, 1962, pp. 16, 18, 20.

[37]W. B. Brookover, et al., Self Concept and Academic Achievement: Experimental and Longitudinal Studies (Moravia, N.Y.: Chronical Guidance Publication, 1965), p. 2.

[38]P. Bowman and C. Matthews, Motivation of Youth for Leaving School, Cooperative Research Project #200 (Washington, D.C.: U. S. Office of Health, Education and Welfare, Office of Education, 1960), p. 4.

> Rather than withdrawing from school, the dropouts see themselves as having been rejected by school. A sizeable number reported they could not get along with their teachers and fellow students. Typical complaints are that they miss the teachers' 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."[39]

In more recent studies, Hawthorne[40] and French and Cardon[41] also found that the dropout is usually plagued by personal and social problems.

Summary

Socioeconomic and personality factors play an important role in determining whether an individual student will stay in school or whether he will drop out. Any one factor can be overcome, but the probability of a student dropping out increases dramatically as the factors increase. The following are the factors: (1) low economic status of the parents; (2) low educational status of parents; (3) low social class of parents; (4) residence

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[39] W. H. McCreary and D. E. Kitch, Now Hear Youth (Sacramento: California State Department of Education, 1960), p. 39.

[40] Shelby Hawthorne, Dropouts: A Challenge to Society (Knoxville, Tennessee: Occupational Research and Development Coordinating Unit, 1967), p. 75.

[41] Joseph L. French and Bartell W. Cardon, Employment Status and Characteristics of High School Dropouts of High Ability (University Park: Pennsylvania State University, September, 1966), p. 17.

in an urban area; (5) having to work to help support the family; (6) being married or pregnant; (7) having a poor self-concept; and (8) being rejected in school.

Prevention and Rehabilitation of Dropouts

Overview

The problem of prevention and rehabilitation of dropouts is multi-faceted. Slotkin emphasized the point that dropouts are not of one breed; they are heterogeneous. He contended that one program is not the answer, but many varied programs are needed to deal with the various types of dropouts.[42]

According to Savitsky, once students have withdrawn from school, the task of effective rehabilitation and upgrading becomes doubly difficult.[43] McDaniel maintained that guidance has not yet found a way to make young people like to learn what they ought to know.[44]

There are several major ways to prevent dropouts and rehabilitate those who have left school. These will

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[42] H. Slotkin, "New Programs for Dropouts: A Progress Report," High Points, XLIV (June, 1962), 40.

[43] C. Savitsky, "Work Experience Programs for Potential Dropouts," National Association of Secondary School Principals' Bulletin, XLVI (November, 1962), 50.

[44] H. B. McDaniel, "Expertness in Preparing Youth for Employment," Journal of Secondary Education, XXXVIII (February, 1963), 65.

be discussed in the following sections: (1) the curriculum; (2) school organization; (3) teacher education; (4) early identification; (5) positive experience and self-concept; (6) guidance and counseling services; and (7) work-study programs.

Adaptation of the Curriculum

A good curriculum, as defined by Bristow, focuses on classroom learning and teaching; it is the best hope for holding potential dropouts in school.[45] Brunfield[46] and Handy[47] 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

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[45] W. Bristow, The School Dropout (Washington, D.C.: National Education Association, 1964), p. 150.

[46] Stanley 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), Dissertation Abstracts, XXVII, 1030-B.

[47] Henry 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), Dissertation Abstracts, XXIV, 4396.

either by his teacher or by his classmates and from the competitive pressure that this can generate.

Stebbins reported on a personalized curriculum program in Flint, Michigan, which proved successful. For potential dropouts it provided longer uninterrupted periods of study time, a unit approach to teaching, the elimination of strict subject matter divisions, multi-sensory learning materials, and individual and small group learning experiences with a "participating" teacher rather than a "directive" teacher.[48]

In recent studies of curriculum changes, the changes most often made were those in (1) reading, as shown by authors Scott,[49] Hakkarainen,[50] Matthews and Rosan,[51] and Frost and Pilgrim;[52] (2) vocational programs

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[48]M. Stebbins, "Flint Offers the Potential Dropout a Personalized Curriculum," Clearing House, XXVIII (December, 1963), 208.

[49]Louise T. Scott, Teenage Success: A Language Arts Program for the Nonacademic Student (Avacheim: International Reading Association, May, 1970), p. 12.

[50]Edward A. Hakkarainen, Evaluation of the EOA Remedial Instruction Project for High School Dropouts--1966-67 Research Report (Oakland, California: Oakland Public Schools, June, 1967), p. 5.

[51]Charles V. Matthews and John E. Rosan, A Curriculum Demonstration Program for Dropout-Prone Students--Delinquency Study and Youth Development Project (Edwardsville: Southern Illinois University, August, 1966), p. 29.

[52]Joe L. Frost and Geneva Hanna Pilgrim, Reading Achievement of Gary Job Corps Enrolled in a Diagnostically Based Program 1967-68 (San Marcos, Texas: Gary Job Corps Center, 1969), p. 11.

as stated by Hornbostel[53] and Karnes;[54] and (3) individualized instruction programs as reported by Thurston and Weber,[55] Estes,[56] and McClelland.[57]

School Organization

White maintained that local school districts in California almost completely ignored or evaded the obligation to provide continuation education. He urged the enforcement of school attendance laws and compulsory continuation education. He would establish separate continuation high schools and provide daily classes, Saturday and evening classes, and cooperative programs with regular

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[53]Victor O. Hornbostel, The Rehabilitation of School Dropouts in Oklahoma City: An Experimental Appraisal (Stillwater: Oklahoma State University, Research Foundation, 1969), p. 14.

[54]Merle B. Karnes, The Efficiency of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report (Campaign, Illinois: Community Unit #4 School District, August, 1966), p. 6.

[55]Ronald L. Thurston and Lester C. Weber, Development of a Plan to Improve the Personalized Instruction Program at Vocational Village. Final Report (Portland, Oregon: Portland School District, April, 1971), p. 4.

[56]Nolan Estes, Education Performances Contracting: The Dollars Project (Atlantic City, New Jersey: American Association of School Administratives, February, 1971) p. 157.

[57]David McClelland, Achievement Motivation Training for Potential High School Dropouts. Achievement Motivation Development (Massachusetts: Graduate School of Education, August, 1968), p. 36.

high schools.[58]

Wolfson and Jurtz claimed that present school organization merely tolerated potential dropouts, convincing them to become dropouts by repeated failures in competition with more able companions. They would drastically reorganize school programs by combining vocational and academic curriculums, condensing shop training, increasing the variety of vocational offerings, increasing automation to make vocational classes more realistic, utilizing all schools both day and night, and providing "crash programs" in vocations and guidance.[59]

Kolish argued that no real effort has been made to establish the kind of school that dropouts would like to return to and in which they would like to remain.[60] But according to Dauw[61] and Docking,[62] the Pontiac, Michigan

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[58]L. B. White, "Continuation Education for Disadvantaged Youth in California," Journal of Secondary Education, XXVII (November, 1962), 84.

[59]H. E. Wolfson and A. S. Kurtz, "Blueprint for Reorganization with reply by H. E. Wolfson," High Points, XLIV (May, 1962), 14.

[60]A. Kolish, "Re-Entry?" High Points, XLV (April, 1963), 14.

[61]Edward G. Dauw, "Separate Schools for Potential Dropouts," Educational Leadership, ASCD, January, 1972, 333-340.

[62]W. Robert Docking, "A Descriptive and Evaluative Study of a Secondary School Dropout Program," (unpublished doctoral dissertaion, Michigan State University, 1969), pp. 86-86.

School System has had good results from an individualized instruction program which has taken place in a separate building apart from the regular high school. Not only is the program housed in a separate facility, but the total school organization is different. These are the results of the program: (1) the dropout rate has been reduced; (2) academic achievement has improved; and (3) student attendance has improved.

Teacher Education

Programs which probably have a significant impact on the dropout are those dealing with teachers' attitudes, preparation, and training. Kaufman noted that the success or failure of a teacher in his relationship with students depends on his ability to relate to them personally, his attempt to understand the reasons behind their problems, his willingness to listen and admit his own shortcomings, and his concern first for the students and secondly for subject matter.[63] McGeogh[64] and Newberry[65] found that

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[63]Jacob J. Kaufman, The School Environment and Programs for Dropouts (University Park: Pennsylvania State University, Institute for Research on Human Resources, August, 1968), p. 3.

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

[65]David N. Newberry, "An Evaluation of a Dropout Prevention Project in Hazel Park, Michigan," (unpublished doctoral dissertation, Wayne State University, 1967), Dissertation Abstracts, XXVII, 2035-A.

most teachers enter the profession from middle class homes or are persons 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 in-service training, special institutes, and further graduate study have seemed to help teachers who work with poorly motivated students.[66] The most effective training seems to be the actual experience of teaching in a dropout program. Here, the teacher's ideas, concepts, and attitudes can be tested against the reality of the dropout's world.[67]

Robbins,[68] Kirby,[69] and Newberry[70] noted that teaching staffs in dropout programs tend to work harder than in regular programs and seem to be more willing to give individual help to students. The result was an

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[66]Carl Laisson, "Feast Attract Job Hungry Students," NEA Journal (December, 1966), 20-22.

[67]Ibid., p. 24.

[68]Arnold H. Robbins, "Factors Which Influenced Potential Dropouts in High School to Stay in School," (unpublished doctoral dissertation, University of Connecticut, 1966), Dissertation Abstracts, XXVII 1139A-1140A.

[69]Carson O. Kirby, "An Experimental Study of an Organized Program of Teachers' and Counselors' Friendly Interest in Potential Dropouts," (unpublished doctoral dissertation, University of Colorado, 1966), Dissertation Abstracts, XXVII, 1248A-1249A.

[70]Newberry, op. cit., p. 2035.

increase in acceptance by the students and corresponding success of the program.

Positive Experience

Successful dropout programs have stressed the importance of positive experiences and the need for improving the self-concept of the dropout. Both Besant[71] and Doolittle,[72] reporting on successful dropout programs, stress that positive experience must come early to the students in a productive program.

Positive experiences or success may be imparted to the student by stressing and reinforcing any positive behavior on his part. Since the gratification needs of the dropout are liable to be short range, rather than long range, any goals set for him should be short range in nature. Therefore, teacher approval must be immediate and strongly positive, and a variety of opportunities for achieving small successes must exist.[73]

Not only must successful dropout programs stress positive experiences, but they must improve the student's

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[71]Lloyd Besant, "Lessons from the Rodman Experience with Dropouts," N.E.A. Journal, LVIII:2 (February, 1969), 52-54.

[72]Lawrence W. Doolittle, "A Pupil Holding Power Study in Four Detroit High Schools," (unpublished doctoral dissertation, University of Michigan, 1964), Dissertation Abstracts, XXIV, 4396.

[73]Ibid., pp. 56-59.

self-concept as shown by Davis,[74] Kaplan,[75] and Warner.[76] Strom believes that 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 teacher.[77] Therefore, 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.

Guidance and Counseling Services

Guidance and counseling services seem to have great impact on potential dropouts when the following factors are part of the program: (1) a competent guidance staff; (2) utilization of a team approach; (3) counselors being process-oriented rather than problem-oriented; and (4) a concentrated program of occupational guidance beginning early in the elementary grades and continuing through high school.

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[74]Donald A. Davis, "An Experimental Study of Potential Dropouts," Personnel and Guidance Journal, XL:9 (May, 1962), 799.

[75]Bernard A. Kaplan, "Educating the Culturally Disadvantaged," Phi Delta Kappan, XLV:2 (November, 1963), 74.

[76]O. R. Warner, "The Scholastic Ability of School Dropouts," Selected Reports and Statistics of School Dropouts (Washington, D.C.: U. S. Department of Health, Education and Welfare, U. S. Office of Education, 1964), p. 42.

[77]R. D. Strom, "Realistic Curriculum for the Prospective Dropout," Clearing House,(October, 1964), 101-107.

Arbuckle summarized the role of the counselor in Guidance and the School Dropout:

> The counselor as a human being is more important than the counseling, just as the individual who is a dropout is more important as a human being than the fact that he is a school dropout. Wherever he is, he still has strength, he still has the potential for freedom, and while many things on many fronts must be done to help him, the counselor is the one who, now, should be able to offer him what he needs most. This is a close sharing of a human relationship with one who has for him a high regard, one who can offer him unconditional acceptance, but one who has no guaratee, no answers; one who can help him to see freedom, but freedom with risks; one who can help him come to see that freedom and self integrity are the same thing, that they are within the grasp of each of us, and that we are the ones to determine whether we wish to hold tight or let fall this freedom and this self-integrity.[78]

Work Study Program

Work-study programs which enable a student to work at least part time while still attending school have been a useful factor in increasing a school's holding power. Such programs have been tried successfully in Concord,

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[78] D. D. Arbuckle, "Counseling and Dropouts," Guidance and the School Dropout (Washington, D.C.: National Education Association and the American Personnel and Guidance Association, 1964), 190.

Massachusetts;[79] Quincy, Illinois;[80] Kansas City, Missouri,[81] and Minneapolis, Minnesota.[82]

In separate studies, Birkmaier,[83] Kohler,[84] and Handy[85] 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 also convinced

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[79]Thomas G. Curtain, Cooperative Education Program. Concord-Carlisle Regional High School, Concord, Massachusetts (Concord, Massachusetts: Concord-Carlisle Regional School District, 1970), p. 37.

[80]Marvin H. Rull and Richard O. Moore, A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students (Edwardsville, Illinois: Quincy Public School District No. 172, Illinois, Southern Illinois University, August, 1968), p. 18.

[81]Joseph A. Herdler, Youth Adjustments Programs in the Kansas City Schools. (Kansas City, Missouri: Kansas City School District, June, 1968), p. 41.

[82]Michael P. Joseph and Roy E. Almen, A Work Opportunity Center for Minneapolis, Minnesota. Final Report. (Minneapolis: Minneapolis Public Schools, Work Opportunity Center, June, 1970), p. 9.

[83]Emma Marie Birkmaier, "What's To Be Done with the Dropout When He Drops Back In?" North Central Association Quarterly, Vol. 38.4 (Spring, 1964), pp. 306-307.

[84]Mary C. Kohler, "The Dropout Problem," The Bulletin of the National Association of Secondary School Principals, LI (December, 1967), pp. 31-39.

[85]Handy, op. cit., p. 114.

that work-study programs designed specifically for the dropout are necessary and valuable additions to the school curriculum. Unfortunately, however, such programs are not usually designed for students who tend to fall into the dropout category.[86]

In contrast, Keppel cautioned that reliance upon vocational education as the solution to the dropout problem may not be realistic. He stated that merely shoving potential dropouts into job training is not a solution, because the more basic needs are reading fundamentals, mathematics, and logical thinking. He warned that frequently the use of vocational education to keep a youngster in school covered up the fact that the youngster had failed to acquire proficiency in basic subject matter. He claimed, "This is as much a travesty of good vocational training as it is of the true meaning of staying in school. We misuse vocational education when we look at it alone to solve the problem."[87]

Savitsky agreed that vocational education and work experience programs are not the panacea to the problem of rehabilitating dropouts. However, they are a good way to improve the curriculum.[88]

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[86]Stebbins, op. cit., p. 209.

[87]T. F. Keppel, "Keeping the Student in School--the End and the Means," Selected Reports and Statistics on School Dropouts (Washington, D.C.: U. S. Office of Health, Education, and Welfare, 1964), p. 162.

[88]Savitsky, op. cit., p. 53.

Summary

Programs for the prevention and rehabilitation of dropouts which are generally successful usually include the following: (1) a continuous progress curriculum; (2) flexible school organization; (3) a teacher who views school as a place for learning rather than teaching; (4) a variety of opportunities for achieving success; (5) competent counselors; and (6) work-study experience.

Summary

The problem of the dropout is great because of the complexity and complicated nature of human beings, institutions, and societies. It is difficult for even so-called experts to agree as to which method to use in determining the number of dropouts on a nation-wide scale.

The recurrent characteristics common to high school dropouts are easy to catalog. The model dropout is a low achiever, usually below grade level for his age. He is also a member of a low-income family in which the parents have low educational attainment.

Successful programs for prevention and rehabilitation of dropouts are generally concerned with (1) changes in curriculum and school organization, (2) special in-service education of teachers, (3) positive experience, (4) guidance and counseling, and (5) work-study programs.

The challenge is--assist the dropout.

Thomas Wolfe expressed well man's obligation to his fellow man when he said,

> We owe to every man his right to live, to work, to be himself--and to become whatever his manhood and his vision can combine to make him. This is the promise of America.

CHAPTER III

METHODS OF INVESTIGATION AND DETAILED DESCRIPTION OF THE DAYBREAK PROGRAM

Introduction

This study used three groups: an experimental group--students actually enrolled in a six-week summer program for potential dropouts called "Daybreak" which emphasized vocational training and learning skills; a comparison group--students who could have participated in the six-week summer dropout program but chose not to; and a control group--students randomly selected from the tenth grade level. (The tenth grade was selected because these students were comparable in age to the Daybreak group. The tenth grade at East Detroit High numbered approximately 1200 students.

In this chapter, methods by which the three groups were identified and instruments and procedures that were part of the research design will be outlined. Also, the Daybreak Program will be described in detail.

Methods of Investigation

The following procedures were used in establishing the three groups for this study:

The Experimental Group

This group of 31 students included all those students who successfully completed the six-week Summer Daybreak Program which was held during June and July of 1971, and who met the following additional criteria:

1. Completed Pre- and Post-Reading Tests, Michigan M-Scales, and career selections.
2. Sixteenth birthday fell prior to January 31, 1972.

The Comparison Group

This group of 63 students included all who were eligible to participate in the six-week Summer Daybreak Program, and who were sixteen years of age by January 31, 1972, but chose not to attend.

The Control Group

This group of 31 students included a randomly selected group of tenth grade students whose sixteenth birthdays fell before January 31, 1972.

Instruments and Procedures

The following instruments and procedures were used in examining and evaluating the Daybreak Program:

1. Attendance patterns, reading achievement, achievement motivation, and career selection of the student body were measured over a period of time. Changes in these areas will be reported.
2. Questionnaires and inventories were used to sample the attitudes and opinions of both the students and the staff toward the Program. Included were the student body (See Appendix F) and the Program's instructional staff (See Appendix G).

3. Report cards of all three groups (experimental, comparison, and control) were examined over a period of time to compare number of credits earned by each student.

4. Records of students dropping out of school were kept for all three groups (experimental, comparison, and control).

Attendance

Attendance records for the first semester of the 1971-72 school year were tabulated for 31 students in the Daybreak Program and for 31 students of the control group. These tabulations will be compared with the students' attendance pattern during the second semester 1970-71 school year. Increases or decreases in frequency of attendance will be noted.

Reading Achievement

Achievement in the area of reading was measured by the use of the Diagnostic Reading Tests--Survey Section: Lower Level (Grades 4 through 8). The test was given to 31 students during the first and sixth weeks of the Summer Daybreak Program. The instruments' pre- and post-testing scores will be examined to determine the degree of improvement, if any, recorded by each student.

Achievement Motivation

Thirty-one students were given the Michigan M-Scales in the first and sixth weeks of the Summer Daybreak Program.

The M-Scale provides measurements in four areas:

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

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

Career Selection

Thirty-one students in the Daybreak Program and the same number of randomly selected tenth grade students were given a Career Interest Questionnaire. The Daybreak students completed the Questionnaire during the first and sixth weeks of the Program. The results of this Questionnaire will be examined to determine changes in their occupational choices.

The control group was given the same Questionnaire during the first semester of the 1971-72 school year. The results of the control group responses will be used to cite the differences or similarities between the experimental and control groups.

Student Questionnaire

The Student Questionnaire was designed for this study. It was developed to cite aspects in which the Daybreak and control group students could be looked at in

socioeconomic terms. This Questionnaire was given to 31 of the Daybreak students and 31 control group students. Some of the factors considered were the following:

1. Mother's and father's academic achievement.
2. If the student worked and the number of hours per week.
3. Number of brothers and sisters and their academic achievements.
4. The student's future plans.
5. The family yearly income.
6. With whom the student was living.

The results of this Questionnaire will be used to develop a profile of a typical Daybreak student and a typical control group student.

Student Inventory

An instrument titled Student Inventory was given to 31 Daybreak students during the sixth week of the Program. The major purpose of this instrument was to determine the way the individual student felt about class activities and the total Summer Daybreak Program.

The Inventory consisted of a number of statements concerned with class activities and total programs, accompanied by a scale with factor values ranging from 1-Agree to 3-Disagree. Composite averages for each item on the Inventory will be compiled and an analysis will be made to determine patterns in student feeling about the Daybreak Program.

The Student Inventory was used in a 1970 study of Warren High School to determine the congruence of perceptions by teachers and students concerning the teaching-learning process. The Inventory in that study had a 95 percent reliability.[1]

Teacher Inventory

The Teacher Inventory was similar to the Student Inventory and was also designed for this study. The Inventory was given to all of the eleven teachers involved in the Program on the last day of the Program, but only seven returned answers. The major purpose of this instrument was to determine the way the individual teacher felt about the conduct of his class and the total Summer Daybreak Program. The Inventory consisted of a number of statements concerned with the conduct of class activities and total program accompanied by a scale with factor values from 1-Agree to 3-Disagree. Composite averages for each item on the Inventory will be compiled and an analysis will be done to determine patterns in teacher perceptions of the Daybreak Program.

Report Cards

The report cards of all three groups, experimental,

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[1]John T. DeGutis, "Teacher-Student Opinionnaire on the Teaching-Learning Process" (unpublished mimeographed material, Warren Consolidated Schools, Warren, Michigan, 1970).

comparison, and control, were used in various ways. The experimental group's report cards for the second semester of the 1970-71 school year were used in gathering data about the number of credits earned toward high school graduation; this number was compared with the number of high school credits earned during the first semester of the 1971-72 school year. The comparison group and control group report cards were used to determine the number of credits earned toward graduation during the first semester of the 1971-72 school year.

School Records

School records were used to record the number of students in all three groups who dropped out of school during the first semester of the 1971-72 school year. This data will be used to assess the holding power of the Daybreak Program compared with the regular program and with those students who did not have the special Program but were eligible for it.

Summary

The three groups of students (experimental, comparison, and control) were examined by means of a variety of instruments to determine their achievements and the holding power of the school.

The effect of the Daybreak Program on the

experimental group was measured by the Diagnostic Reading Tests, the Michigan M-Scales, and the Career Interest Questionnaire. Feelings about the Program were gathered from the Student Inventory.

Information concerning the socioeconomic status of the respective groups was drawn from the Student Questionnaire.

Other information and data about all three groups were obtained from attendance records, report cards, and permanent school records.

The teaching staff was given the Teacher Inventory, the purpose of which was to explore various aspects of the classroom setting and to get an evaluation of and reaction to the total Program.

Detailed Description of the Daybreak Program

East Detroit's plan for the Program aimed to eliminate those conditions which were unfavorable and uninviting to the dropout or potential dropout, to create for such students a more flexible school environment, and to enhance individual self-esteem. Specific aspects of the Program were changes in such areas as student-teacher and student-counselor ratios, course-offerings, graduation requirements, the school climate, the system of grading and granting credits, and rules governing behavior.

Staff

The staff, funded under the Vocational Education Act Amendments of 1968 Grant, consisted of nine teachers, one counselor, a director, and a co-op secretary. Eight of the staff were selected from applicants within the system.

Each of the nine teachers was responsible for one area: business education, commercial foods, carpentry, machine metals, auto mechanics, power mechanics, communications, mathematics and social adjustment. The counselor and the director formed a team in respect to scheduling of students, but the director had prime responsibility for the administration and evaluation of the program.

Staff Profile

Characteristics of the teaching faculty of the Daybreak Program were gathered from an employment application of the East Detroit Public Schools Personnel Department and completed by all teachers prior to employment.

The majority (8) of the teachers consisted of men; only three women were employed, one each in the following areas: communication, business education, and social adjustment.

The total work experience of the faculty averaged 9.86 years. Only three teachers had work experience other than teaching.

Eight teachers were regular faculty members from the East Detroit Public Schools, while for three teachers, it was their first employment in the District.

In terms of educational background, six of the teachers had B.A. degrees, and five had Master's degrees. One of the five with a Master's degree also had 30 hours beyond a Master's.

Seven teachers had previously worked with the Daybreak Program either during the summer of 1969 or spring of 1970. Four teachers had no experience in previous programs or related areas. (Table 4)

Table 4. Profile of the typical teacher of the Daybreak Program.

Characteristics	Results
1. Sex	Male (8), Female (3)
2. Total years of work experience	Mean 9.86 years
3. Total years of teaching experience	Mean 7.36 years
4. Total years of other experience	Mean 2.5 years
5. Total years of teaching experience in East Detroit	Mean 5.1 years
6. Total years of teaching experience other than East Detroit	Mean 2.26 years
7. Type of degree	B.A. or Equiv. (6) M.Ed. or Equiv. (5)
8. Previous experience working with Daybreak Program	Majority (7)

Physical Facility

The Daybreak Program was housed in the East Detroit High School building. Daybreak students were the only ones using the building during the summer of 1971, except for driver education students who were accommodated in a different wing of the school.

Since most of the course offerings pertained to vocational education, the entire wing of vocational education classrooms was used by the Daybreak Program. The kitchen and cooking facilities and student commons were also utilized by the Program.

Student Body

All of the 85 students enrolled in the Summer Daybreak Program had attended either East Detroit High School or one of the three junior high schools, Oakwood, Grant, or Kelly, in the East Detroit System. Of the 85 students, 57 were boys and 28 were girls. None of them was married. All of the students were white. Forty of them worked, either full or part-time. All were residents of the East Detroit School District.

The students were distributed on six grade levels:

One was at the 12th grade level.

Six were at the 11th grade level.

Twenty-six were at the 10th grade level.

Thirty-six were at the 9th grade level.

Fourteen were at the 8th grade level.

Two were at the 7th grade level.

Originally, the students attended one of four secondary schools as follows:

Thirty-three from East Detroit High School

Sixteen from Grant Junior High School

Three from Kelly Junior High School

Thirty-three from Oakwood Junior High School

Only thirty-one of the total 85 students were used in the study because of the need for each student to meet the following criteria: (1) complete pre- and post-Reading Tests, Michigan M-Scales, and career selections; and (2) their sixteenth birthday fell prior to January 31, 1972.

Instructional Program

The school day schedule was as follows:

1st hour -- 8:00 A.M. - 9:00 A.M.

2nd hour -- 9:00 A.M. - 9:50 A.M.

Break -- 9:50 A.M. - 10:10 A.M.

3rd hour -- 10:10 A.M. - 11:00 A.M.

4th hour -- 11:00 A.M. - 11:50 A.M.

The curriculum was based on the theory of taking a student as he is and assisting him to achieve as much as his capacity and interest will permit. Thus, there may be two students working side-by-side in math class, one doing simple arithmetic and the other doing algebra.

Students were able to choose one of the following vocational areas: auto mechanics, power mechanics, machine shop, carpentry, commercial foods, or business education. Each of these vocational classes met for two hours daily. All students took one hour of social adjustment per day and one hour of either communications or mathematics.

Grading

The grading system was unique. Instead of letter grades, progress reports were used. A conference was scheduled with the student, parents, director, and counselor for one of the reports.

Under the Daybreak rules and regulations, suspension was possible, but only for a major infraction. Such an infraction might be habitual absenteeism or fighting. During the summer session, only seven students were suspended, and all suspensions were for habitual absenteeism.

Admittance Procedures

For the Summer Daybreak Program, students' names were obtained from all counselors of the three junior high schools and the High School. The suggested criteria to identify participants were (1) low-income family, family receiving A.D.C., welfare, or assistance from charitable organizations; (2) excessive unemployment or underemployment; (3) family heads semiskilled or unskilled;

(4) isolation from cultural, educational, and/or employment opportunities; and (5) dependency on social services to provide basic needs. These lists were compiled and screened. The director, counselors, and many of the staff contacted potential enrollees by telephone. All interested students reported to the High School on Wednesday, June 16, 1971.

Many other students who were not on the screened list came into the director's office during the next few days. Some of these were friends or relatives of students who were already enrolled in the Program. The director and counselor evaluated each student's request and accepted some students who expressed a great desire to continue their high school education.

A waiting list was established, and if any student dropped out during the first two weeks, another was selected from the waiting list. Over 150 students were contacted or came to school because of either a need for and/or an interest in the Summer Daybreak Program. About 80 students actually participated in the total six-week Program.

Student-Teacher Ratio

The total enrollment of the Program did not exceed 90 students, the maximum number that could be accommodated. There were nine teachers, six in vocational education, and three in general education. Based on these figures, the student-teacher ratio was 10 to 1. The vocational classes

generally had a ratio of either 7 or 8 students to 1 teacher. In the general education classes, the ratio was about 15 to 1. If one takes into account student absences, the real ratio in vocation classes was about 5 to 1 and in general education classes, about 12 to 1.

Student-Counselor Ratio

The director and the counselor had extensive training and background in guidance and counseling. Since both devoted a large part of their day to these activities, the student-counselor ratio was closer to 75 to 1 than the maximum set by the program of 90 to 1.

School Climate

The overall climate of the Summer Daybreak Program was to provide an atmosphere of support, a sense of worth, and a stimulus to students who had great difficulty staying in school. The use of the vocational classes set the tone of the individualized, student-oriented curriculum.

Important tasks of the staff members were to get to know each one of their students as soon as possible and to be able to diagnose students' behavior in a realistic manner. After a student's behavior was diagnosed, individual program plans were developed. In most classes, the teachers tried to be facilitators for learning, rather than authority figures.

Since most of the students had demonstrated anti-social behavior at one time or another, it could not be assumed that this Program would change their total behavior pattern. Despite this belief, students were granted many privileges or freedoms generally not allowed in a regular school program. They were permitted to move about, leave the classroom to go to the lavatory, or visit the counselor without formalized procedures.

Program Costs

Since the Summer Daybreak Program was funded under the Vocational Act, a detailed listing of expenses was possible. For the six weeks summer session, Daybreak was budgeted $15,168. This was divided as follows:

Item	Amount
Director - 1	$ 1,487
Secretary - 1	650
Instructors - 9 at $1,164	10,476
Counselor - 1	1,162
Instructional Equipment	762
Maintenance	630
TOTAL	$15,168

From this experience, it was possible to calculate the yearly cost of the Program. The approximate cost per student for the six-week Program was $166.50. Using this as a base, a forty-week Program would cost about $1,110 per student, which is $373.00 above the average cost per student in the East Detroit School District. The average per pupil cost was $731.00 in the 1970-71 school year.

Other Unique Features

The commercial foods class was operated like a professional restaurant. Each day, the class was responsible for preparing snacks which were sold during the breaks between classes. They also prepared complete lunches twice a week. The snacks included fruit juices, milk, coffee, doughnuts, salads, and sandwiches. The lunches consisted of salad, soup, vegetables, main course, and dessert. One of the aims of the class was to encourage good eating habits among all Daybreak students; therefore, all lunches and most of the snacks were well-balanced and nutritious.

The students were also responsible for the complete process of food preparation which included purchasing, preparing, cooking, serving, cleaning up, and accounting for all costs. A monetary incentive was built into the system so that the students who worked with the lunches were paid an hourly wage. The positive response to the snacks and lunches was great. Most Daybreak students bought items each day. The lunches were all very well attended by the professional, clerical, and custodial staff. Many representatives of the community also attended the lunches. Surprisingly enough, almost all students who were enrolled in the commercial foods class invited their parents and/or other close relatives to the lunches.

The woodshop class also operated on a monetary

incentive. The woodshop was so organized that specific items, such as cabinets and bookcases, could be ordered from the woodshop. Each student or group of students was responsible for the complete process from buying materials to finishing the item. A cost accounting was kept for all areas such as raw materials, paint, nails, and labor. In this way, a student readily saw the relative cost of materials to labor. The response to this phase of the program was good. More than ten large storage cabinets and about five bookcases were constructed in addition to the regular woodshop assignments.

The concept of freedom was an important part of the total Daybreak Program. Many of the students were surprised when they asked the teacher if they could go to the "john" and the teacher said, "O.K." The student usually waited for a pass, but the teacher just repeated, "O.K." Finally, the student moved toward the door, looking over his shoulder to see if the teacher would call him back. When the teacher didn't, the student went to the "john" and returned in a very short time to resume his learning. This was an example of the humane treatment that was typical in the Daybreak Program. Most students responded in a positive manner; only a few took advantage of their new found freedom. These few students were not reprimanded in front of the entire class but were dealt with on an individual basis.

Summary

East Detroit's Summer Daybreak Program was an effort to solve, at least in part, the persistent and increasing dropout problem. The Program was somewhat unique in several areas: (1) a curriculum designed to offer effective remediation in basic skills, to present job-oriented experience, and to make possible opportunities to gain insight of oneself as an individual through interpersonal interaction; (2) counseling in which the counselor and director were both actively engaged in day to day guidance to insure the participants gained personal success, self-respect, and skills necessary to pursue studies through graduation; (3) a climate that included reasonable privileges and freedoms that encouraged a more adult attitude of behavior; and (4) a grading system and graduation requirements which were adjusted to meet the needs of students already weighed down with handicaps of past failures, apathy, and a general dislike for continued schooling.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter deals with presentation and analysis of data concerning the Summer Daybreak Program. The following are the eight hypotheses:

I. There will be no difference between the experimental (Daybreak) group and the comparison group in terms of the number of students who returned to school for the first semester of the 1971-72 school year.

II. There will be no difference among the experimental, control, and comparison groups as to the number of students who drop out of school during the first semester of the 1971-72 school year.

III. There will be no difference in the attendance of students who participated in the Summer Daybreak Program, the control group, and the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.

IV. There will be no significant improvement in the Daybreak students' reading achievement as measured by the Diagnostic Reading Tests.

V. There will be no significant improvement in the Daybreak students' academic motivation as measured by the Michigan State M-Scales.

VI. There will be no difference in the Daybreak students' career choices on a pre- and post-test as measured by the Career Interest Questionnaire.

VII. There will be no significant difference between the Daybreak students (the experimental group) as compared with the control group students in terms of career choice as measured by the Career Interest Questionnaire.

VIII. There will be no difference in the number of credits earned by the students who attended the Summer Daybreak Program, the students in the control group, and the students in the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.

Additional data include profiles of the faculty and student body and material from student and teacher inventories.

Hypothesis I

There will be no difference between the experimental (Daybreak) group and the comparison group in terms of the number of students who returned to school for the first semester of the 1971-72 school year.

Testing Hypothesis I

To test the hypothesis, school records were obtained for the two groups. On the basis of their records, it was possible to determine whether the students were enrolled and attending classes during the first semester of the 1971-72 school year.

It was found that all 31 of the Daybreak students were enrolled and attending classes during the first semester of the 1971-72 school year; only 28 of the comparison

group were in school. Twelve students of the comparison group did not return to school during the first semester of the 1971-72 school year. (Table 5)

Table 5. Number of students in experimental and comparison groups and enrollment in school--September, 1971.

	Experimental N=31	Comparison N=63
1. No Records Available	0	23
2. The Number of Students Who Did Not Return to School in September, 1971	0%	12-19%

The Findings

In terms of significant differences between the experimental and the comparison groups, it was determined that Null Hypothesis I was rejected on a one tailed test at the .05 percent level. Therefore, there was a significant difference in the number of students who returned to school during the first semester. A possible reason for this difference is that treatment received by the experimental group motivated them to return to school in the fall.

Summary--Hypothesis I

The number of Daybreak experimental group students who enrolled and attended classes during the first

semester of 1971-72 was measurably greater than the number of the comparison group students.

Hypothesis II

There will be no difference among the experimental, control, and comparison groups as to the number of students who drop out of school during the first semester of the 1971-72 school year.

Testing Hypothesis II

To test the hypothesis, school records were obtained for the three groups. On the basis of the school records it was possible to determine which students had dropped out of school during the first semester of the 1971-72 school year.

It was found that only three students of the experimental group dropped out of school, while no students of the control group and sixteen students of the comparison group dropped out. (Table 6)

The Findings

In terms of significant differences between the three groups, experimental, control, and comparison, it was determined that Null Hypothesis II was rejected on a one tailed test at the .05 percent level. Therefore, there were differences in the dropout rate for the three

groups. The experimental group had a rate of 9 percent. The control group's rate was 0, and the comparison group had a rate of 57 percent.

Table 6. Number of students in the experimental, control, and comparison groups who dropped out of school during the first semester of the 1971-72 school year.

Group	Number	Percent
1. Experimental, N = 31	3	9%
2. Control, N = 31	0	0%
3. Comparison, N = 40	16	57%

It is difficult to account for the fact that the control group had no dropouts, except that the sample was not a perfectly random group. (Table 7)

Summary--Hypothesis II

The number of students who dropped out during the first semester of 1971-72 school year was measurably different for all three groups.

Hypothesis III

There will be no difference in the attendance of students who participated in the Summer Daybreak Program, the control group, and the comparison group during the

Table 7. The number of dropouts of the experimental, control, and comparison groups. Critical T-Test results.

Hypothesis	Critical Ratios	Null Hypothesis
a. There will be no difference between the experimental and control groups as to the number of students who drop out during the first semester of the 1971-72 school year.	0.03	Reject
b. There will be no difference between the experimental and comparison groups as to the number of students who drop out during the first semester of the 1971-72 school year.	0.0	Reject
c. There will be no difference between the control and comparison groups as to the number of students who drop out during the first semester of the 1971-72 school year.	0.0	Reject

first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.

Testing Hypothesis III

To test the hypothesis, transcripts were obtained for the students in all three groups. On the transcripts, the number of days absent were recorded per semester.

It was found that the Daybreak students were absent 1.40 fewer days after having the treatment. Sixteen

students had poorer attendance, but fourteen students had improved attendance, and one had no changes. (Table 8)

Table 8. Attendance--Daybreak experimental group, N = 31.

Student Number	Number of Days Absent Semester Ending June, 1971	Number of Days Absent Semester Ending January, 1971	+ or - Difference
1	39.5	65	+25.5
2	54	47.5	- 6.5
3	58	56	- 2
4	29	30	+ 1
5	17	20	+ 3
6	25.5	27	+ 1.5
7	25	11	-14
8	32	32	0
9	52	41.5	-10.5
10	41	48	+ 7
11	28.5	5	-23.5
12	43.5	42	- 1.5
13	45	10	-35
14	26.4	56	+29.5
15	14	2	-12
16	32	45.5	+13.5
17	22.5	52	+29.5
18	49.5	2	-12
19	55	45	-10
20	7.5	15	+ 7.5
21	57.5	38	-19.5
22	70.5	50.5	-20
23	42.5	50	+ 7.5
24	29.5	56.5	+27
25	31.5	38	+ 6.5
26	14.5	6	- 8.5
27	1.5	6	+ 4.5
28	14	22	+ 8
29	17	26	+ 9
30	48.5	52	+ 3.5
31	44	27	-17

Average decrease in number of days absent is 1.40

Number of students who had a change
Increase in days - 16
Decrease in days - 14
No change in days - 1

The control group students were absent two more days during the first semester 1971-72 than during the second semester 1970-71. Twenty students had poorer attendance; nine had improved attendance; two had no change. (Table 9)

The comparison group students were absent 8.35 fewer days during the first semester 1971-72 than during the second semester 1970-71. Five students had poorer attendance, and twelve had improved attendance. (Table 10)

The Findings

In testing the significant difference between the experimental, the control, and the comparison groups in regard to their attendance, it was determined that Null Hypothesis III was accepted. There was no significant difference in the number of days absent for the experimental, control, and comparison groups when comparing their attendance for the first semester 1971-72 with the second semester 1970-71. (Table 11)

The comparison group did have a significant difference in attendance when compared with the control group.

Summary--Hypothesis III

The students who had the summer school experience did not do measurably better than the control and comparison groups in terms of improved attendance. It was

Table 9. Attendance--control group, N = 31.

Student Number	Number of Days Absent Semester Ending June, 1971	Number of Days Absent Semester Ending January, 1972	+ or - Difference
1	13	15	+ 2
2	12	5	- 7
3	20	3.5	-16.5
4	2	5	+ 3
5	12.5	3.5	- 9
6	11.5	17.5	+ 6
7	1.5	7	+ 5.5
8	0	1.5	+ 1.5
9	5.5	6.0	+ .5
10	2.5	2.5	0
11	0	13	+13
12	0	9	+ 9
13	0	2	+ 2
14	2.5	15	+12.5
15	9.5	10.5	+ 1
16	2	1	- 1
17	0	14	+14
18	7.5	9.5	+ 2
19	22.5	13	- 9.5
20	8	2.5	- 5.5
21	3	6.5	+ 3.5
22	0	31.5	+31.5
23	14.5	16.5	+ 2
24	10.5	.5	-10
25	2.5	4.5	+ 2
26	1	3.5	+ 2.5
27	7.5	15	+ 7.5
28	1	0	- 1
29	4.5	15.5	+11
30	5	5	0
31	22	11.5	-10.5

Average increase in number of days absent is 2.0.

Number of students who had a change
Increased days - 20
Decreased days - 9
No change - 2

found that the comparison group had more improvement in semester attendance than the experimental group.

Table 10. Attendance--comparison group, N - 17.

Student Number	Number of Days Absent Semester Ending June, 1971	Number of Days Absent Semester Ending January, 1972	+ or - Difference
1	31.5	34.5	+ 3
2	44	31	-13
3	31	31.5	+ .5
4	30	28	- 2
5	42	25	-17
6	37.5	34.5	- 3
7	31.5	29	- 2.5
8	46	29.5	-16.5
9	84	48	-36
10	84.5	56.5	-28
11	6	10.5	+ 4.5
12	33.5	8.5	-25
13	26	15	-11
14	31.5	49.5	+18
15	73.5	46.5	-27
16	13	11	- 2
17	7	22	+15

Average decrease in number of days absent is 8.35.

Number of students who had a change
Increased days - 5
Decreased days - 12

Hypothesis IV

There will be no significant improvement in the Daybreak students' reading achievement as measured by the Diagnostic Reading Tests.

Table 11. The number of days absent when comparing the experimental, the control, and the comparison group. The critical T-Test results.

Hypothesis	Critical Ratings	Null Hypothesis
a. There will be no difference in the attendance of students who attend the Summer Daybreak Program and the control group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.	0.175	Accept
b. There will be no difference in the attendance of students who attend the Summer Daybreak Program and the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.	0.089	Accept
c. There will be no difference in the attendance of students who were in the control group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.	0.002	Reject

Testing Hypothesis IV

The purpose of giving the Diagnostic Reading Test was to measure the amount of change in reading ability after five weeks in the summer school Program.

The Diagnostic Reading Tests were given during the first and sixth weeks of the summer school session. The tests are concerned with four major areas: vocabulary, work recognition, story comprehension, and number of words read per minute. Using composite scores, the one tailed T-Test was done on thirty-one students. The mean score on the Pre-Test was 241.161. It was also found that ten students increased their score, twenty-one decreased their score, and one had no change. (Table 12)

The Findings

The T-Test for the scores was .20; therefore, Null Hypothesis IV was accepted. There was some decrease in mean scores, but it was not significant.

Summary--Hypothesis IV

There was no significant improvement in the scores of the Daybreak students on the Diagnostic Reading Tests after having the treatment.

Hypothesis V

There will be no significant improvement in the Daybreak students' academic motivation as measured by the Michigan State M-Scales.

Table 12. Comparison of composite scores of Diagnostic Reading Tests for Daybreak students, N = 31.

Student Number	Pre-Test	Post-Test	Differences
1	177	167	-
2	133	144	+
3	176	221	+
4	280	257	-
5	226	221	-
6	266	279	+
7	177	150	-
8	163	152	-
9	243	282	+
10	291	291	0
11	231	161	-
12	314	352	+
13	257	223	-
14	197	236	+
15	248	246	-
16	278	276	-
17	208	222	+
18	238	206	-
19	147	139	-
20	363	367	+
21	237	213	-
22	225	214	-
23	338	296	-
24	226	250	+
25	423	218	-
26	199	184	-
27	205	121	-
28	125	135	+
29	272	230	-
30	285	259	-
31	331	328	-
Mean Score	241.258	227.097	-14.161

Mean decrease in composite score is 14.161.

Number of students who had a change

Increased score	10
Decreased score	20
No change	1
	N = 31

The changes on the pre- and post-test were not significant in a T-Test at the .05 level.

Testing Hypothesis V

The purpose of administering the M-Scales was to measure the degree to which the students in the Daybreak Program changed their achievement motivation after five weeks in the summer school Program.

The scales were administered during the first and sixth weeks of the summer school session. A tailed T-Test was done on 31 of the summer school session. The mean score on the Pre-Test was 74.03 and on the Post-Test was 72.32, or a net loss of 1.71. It was also found that 16 students increased their motivation, 14 students had decreased their motivation, and 1 had no change. (Table 13)

The Findings

The T-Test for the scores was .412; therefore, Null Hypothesis V was accepted. There was some decrease in mean scores, but it was not significant.

Summary--Hypothesis V

There was no significant improvement in the scores of the Daybreak students on the Michigan State M-Scales after having the treatment.

Table 13. M-Scales of 31 Daybreak students.

Student Number	Pre-Test Raw Score June, 1971	Post-Test Raw Score July, 1971	Increased Motivation	Decreased Motivation
1	46	49	v+3	
2	59	77	v+18	
3	51	51		
4	84	96	v+12	
5	51	67	v+16	
6	65	50		v-15
7	70	91	v+21	
8	58	57		v-1
9	63	75	v+12	
10	87	70		v-17
11	74	66		v-8
12	83	92	v+9	
13	75	69		v-6
14	97	61		v-36
15	43	68	v+25	
16	80	75		v-5
17	95	103	v+8	
18	74	95	v+21	
19	66	77	v+11	
20	66	58		v-8
21	66	72	v+6	
22	29	75	v+46	
23	68	77	v+9	
24	73	70		v-3
25	61	96	v+35	
26	78	72		v-6
27	79	96	v+17	
28	75	74		v-1
29	74	63		v-11
30	59	57		v-2
31	91	90		v-1
		TOTAL	16	14

Of the 31 students tested on the M-Scales, 16 increased their motivation, 14 decreased, and 1 had no change. However, the changes on the pre- and post-test were <u>not</u> significant on a T-Test at the .05 level.

Hypothesis VI

There will be no difference in the Daybreak students' career choices on a pre- and post-test as measured by the Career Interest Questionnaire.

Testing Hypothesis VI

To test the hypothesis, the Daybreak students completed the Career Interest Questionnaire during the first week and sixth week of the summer school session. The results were recorded for both the pre- and post-tests. The various occupations were given a number value based on the amount of training necessary: college training, 3; more than two years of training, but less than college, 2; less than two years of training, 1.

It was found that the Daybreak students' career selection after the treatment increased only .03. Most of the students (20) had no change in the level of training. Five students had a plus change, and six students had a negative change. (Table 14)

The Findings

In testing the significant difference between the pre- and post-test of career selections, it was determined that Null Hypothesis VI was accepted. There was no significant difference in career selection on the pre- and

Table 14. Career Interest Questionnaire weighted score. Occupations that need college training - 3. Those that need two years or more of training, but not college - 2. Those that need fewer than two years of training - 1. N = 31.

Student Number	Pre-Test	Post-Test	Difference
1	Secretary 1	Nurse 3	+2
3	Dental Office Asst. 1	Secretary 1	0
4	Auto Body Repairman 1	Auto Body Repairman 1	0
5	Tool & Die Maker 2	Baker 1	-1
6	Waiter 1	Waiter 1	0
7	Counselor 3	Camping 2	-1
8	Musician 3	Electrician 2	-1
9	Seamstress/Tailor 2	Seamstress/Tailor 2	0
11	Auto Mechanic 1	Auto Body Repairman 1	0
12	Electrical Engineer 3	Medical Doctor 3	0
13	Air Cond. & Refrig. 2	Forester-Conservation 3	+1
14	Child Care (Nursery) 2	Child Care (Nursery) 2	0
16	Secretary 1	Secretary 1	0
18	Typist 1	Art Painting 2	+1
21	Machinist 2	Carpenter 2	0
23	Brick Layer 2	Brick Layer 2	0
25	Child Care (Nursery) 2	Child Care (Nursery) 2	0

26	Building Trades 2	Auto Design 2	0
28	Secretary 1	Secretary 1	0
31	Air Cond. & Refrig. 2	Auto Mechanics 1	-1
33	Auto Body Repairman 1	Small Engine Repair 1	0
35	Secretary 1	Secretary 1	0
36	Outdoor Activities 2	Auto Mechanics 1	-1
38	Landscape-Nursery 2	Landscape-Nursery 2	0
39	Carpenter 2	Carpenter 2	0
40	Store Manager 1	Store Manager 1	0
41	Tool & Die Maker 2	Brick Layer 2	0
44	Advertising & Display 2	Lawyer 3	+1
45	Painter 2	Auto Mechanics 1	-1
47	Auto Mechanic 1	Auto Body Repairman 1	0
48	Secretary 1	Veterinarian 3	+2

The mean change was +.03

Number of students who had a change:

Plus change - 5
Negative change - 6
No change - 20

However, the changes on the pre- and post-test were <u>not</u> significant on a T-Test at the .05 level.

post-test. Most occupations selected on both the pre-test and the post-test required less than two years of training beyond high school. On the pre- and post-tests only three and five students selected college training occupations, respectively.

Summary--Hypothesis VI

The relationship between career choices was not measurably different when pre- and post-Career Interest Questionnaires were given. It was found that Daybreak students usually selected occupations that required the least amount of training after high school.

Hypothesis VII

There will be no significant difference between the Daybreak students (the experimental group) as compared with the control group students in terms of career choice as measured by the Career Interest Questionnaire.

Testing Hypothesis VII

To test the hypothesis, the Daybreak students completed the Career Interest Questionnaire during the first and sixth weeks of the summer school sessions. The result used for the Daybreak students was the Questionnaire taken during the sixth week. The control group took the Questionnaire during September of 1971. The various occupations

were given a number value based on the amount of training necessary: college training, 3; more than two years of training, but less than college, 2; less than two years of training, 1.

It was found that the Daybreak student's career selection had a mean score of 1.7, while the control group student's had a mean score of 2.5. (Table 15)

The Findings

In testing the significant difference between the Daybreak students and the control group students in terms of career selection, it was determined that Null Hypothesis VII was rejected. There was a significant difference between the two groups based on a T-Test at the .05 level. While eighteen control group students selected careers which needed college training, only five Daybreak students did so. Twelve Daybreak students and ten control group students selected careers that needed two or more years of training. While only three control group students indicated career choices which needed fewer than two years of advanced training, fourteen Daybreak students selected the same category.

Summary--Hypothesis VII

It was found that Daybreak students generally selected occupations that required the least amount of

Table 15. Comparison of career interest choices by experimental and control groups, weighted score. Occupations that need college training - 3. Those that need two years or more of training, but not college - 2. Those that need fewer than two years of training - 1. N = 31 for each group.

Student Number	Experimental Group	Student Number	Control Group
1	Nurse (3)	1	Auto Mechanic (1)
3	Secretary (1)	2	Radio TV Broadcasting (2)
4	Auto Body Repairman (1)	3	Carpenter (2)
5	Baker (1)	4	Brick Layer (2)
6	Waiter (1)	5	Teacher (3)
7	Camping (2)	6	Seamstress/Tailor (2)
8	Electrician (2)	7	Tool & Die Maker (2)
9	Seamstress/Tailor (2)	8	Coach (3)
11	Auto Body Repairman (1)	9	Draftsman (3)
12	Medical Doctor (3)	10	Lawyer (3)
13	Forester (3)	11	Forester (3)
14	Child Care (2)	12	Nurse (3)
16	Secretary (1)	13	Nurse (3)
18	Art Painting (2)	14	Coach (3)
21	Carpenter (2)	15	Draftsman (3)
23	Brick Layer (2)	16	Auto Body Repairman (1)

25	Child Care (2)	17	Foreign Service (3)
26	Auto Design (2)	18	Medical Technician (2)
28	Secretary (1)	19	Interior Decorator (3)
31	Auto Mechanics (1)	20	Stewardess (2)
33	Small Engine Repair (1)	21	Store Manager (1)
35	Secretary (1)	22	Medical Doctor (3)
36	Auto Mechanics (1)	23	Forester (3)
38	Landscaper (2)	24	Mathematician (3)
39	Carpenter (2)	25	Seamstress/Tailor (2)
40	Store Manager (1)	26	Draftsman (3)
41	Brick Layer (2)	27	Child Care (2)
44	Lawyer (3)	28	Musician (2)
45	Auto Mechanics (1)	29	Journalist (3)
47	Auto Body Repairman (1)	30	Banker (3)
48	Veterinarian (3)	31	Forester (3)
	MEAN SCORE 1.7		MEAN SCORE 2.5

The experimental group selected occupations that needed college - 5, two years or more - 12, less than two years - 14.

The control group selected occupations that needed college - 18, two years or more - 10, less than two years - 3.

The results were significantly different based on a T-Test at the .05 level.

training, and the control group generally selected occupations that required more than two years of advanced training. Therefore, it may be admitted that, in terms of career choices, the Daybreak group students and the control group students were measurably different.

Hypothesis VIII

There will be no difference in the number of credits earned by the students who attended the Summer Daybreak Program, the students in the control group, and the students in the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.

Testing Hypothesis VIII

To test the hypothesis, report cards were obtained for the students in all three groups. On the report cards the number of credits earned was recorded.

It was found that the Daybreak students had earned 0.74 fewer credits after having the treatment. Nineteen students earned fewer credits, and only eight earned more credits, while four students had no change in the number of credits earned. (Table 16)

The control group students had earned 0.29 fewer credits during the first semester 1971-72 than during the second semester 1970-71. Only three students had earned

Table 16. Credits--Daybreak experimental group, N = 31.

Student Number	Number of Credits Earned Semester Ending June, 1971	Number of Credits Earned Semester Ending January, 1972	+ or - Difference
1	2	2	0
2	1	0	-1
3	2	0	-2
4	0	2	+2
5	4	3	-1
6	5	0	-5
7	4	0	-4
8	0	2	+2
9	3	1	-2
10	0	2	+2
11	2	4	+2
12	3	0	-3
13	3	0	-3
14	4	3	-1
15	0	3	+3
16	2	0	-2
17	0	4	+4
18	2	0	-2
19	2	0	-2
20	5	4	-1
21	2	0	-2
22	2	0	-2
23	0	1	+1
24	2	3	+1
25	4	2	-2
26	4	4	0
27	4	4	0
28	3	2	-1
29	4	3	-1
30	0	3	+3
31	0	0	0

Average decrease in number of credits is .74.

Number of students who had a change
Increase in credits - 8
Decrease in credits - 19
No change in credits - 4

fewer credits, while three students had no change in the number of credits earned. (Table 17)

The Findings

In testing the significant difference between the experimental, the control, and comparison groups in reference to the number of credits earned, it was determined that Null Hypothesis VIII was accepted. There was no significant difference in the number of credits earned by the experimental, control, and comparison groups when comparing the first semester of 1971-72 with the second semester 1970-71. (Table 18)

The comparison group did have a significant decrease in the number of credits earned when compared with the control group. A possible cause for this difference is that the control group continued to earn credits in the first semester of the 1971-72 school year as they did in the second semester of 1970-71. (Table 19)

Summary--Hypothesis VIII

The number of credits earned by students who had the summer school treatment was not measurably greater than the control and comparison groups. It was found that all three groups earned fewer credits in the first semester of the 1971-72 school year than in the second semester of the 1970-71 school year.

Table 17. Credits--control group, N = 31.

Student Number	Number of Credits Earned Semester Ending June, 1971	Number of Credits Earned Semester Ending January, 1972	+ or - Difference
1	5	4	-1
2	5	4	-1
3	4	5	+1
4	5	4	-1
5	5	5	0
6	5	5	0
7	5	5	0
8	5	3	-2
9	5	5	0
10	5	5	0
11	5	5	0
12	5	5	0
13	5	5	0
14	5	5	0
15	5	5	0
16	5	4	-1
17	5	6	+1
18	5	3	-2
19	5	5	0
20	5	5	0
21	5	2	-3
22	5	5	0
23	5	5	0
24	5	5	0
25	5	5	0
26	5	5	0
27	5	5	0
28	5	5	0
29	5	5	0
30	5	5	0
31	5	5	0

Average decrease in number of credits is .29.

Number of students who had a change
Increase in credits - 2
Decrease in credits - 7
No change in credits - 22

Table 18. Credits--comparison group, N = 17.

Student Number	Number of Credits Earned Semester Ending June, 1971	Number of Credits Earned Semester Ending January, 1972	+ or - Difference
1	5	1	-4
2	2	3	+1
3	5	4	-1
4	4	0	-4
5	4	4	0
6	1	3	+2
7	4	4	0
8	5	1	-4
9	1	0	-1
10	2	0	-2
11	5	4	-1
12	5	4	-1
13	3	0	-3
14	0	0	0
15	1	0	-1
16	2	4	+2
17	5	4	-1

Average decrease in number of credits is 1.06

Number of students who had a change
Increase in credits - 3
Decrease in credits - 11
No change in credits - 3

Table 19. The number of credits earned when comparing the experimental, the control, and the comparison groups. The critical T-Test results.

Hypothesis	Critical Ratios	Null Hypothesis
a. There will be no difference in credits earned by the students who attended the Summer Daybreak Program and the control group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.	0.13	Accept
b. There will be no difference in the number of credits earned by the students who attended the Summer Daybreak Program and the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.	0.30	Accept
c. There will be no difference in the number of credits earned by the students of the control group and the comparison group during the first semester of the 1971-72 school year as compared with the second semester of the 1970-71 school year.	0.028	Reject

Student Body Profile

This section discusses the characteristics of the experimental group, the Daybreak students, and the control group (the randomly selected tenth grade students). The information was obtained from a student questionnaire given to the Daybreak students during the sixth week of the summer school session and to the control group in September, 1971. (Table 20)

The Findings

The male students made up 64 percent of both groups The age for the groups was almost sixteen, but the Daybreak student had generally been retained for at least one half year.

The major difference between the Daybreak group and the control group was that the control group's parents, in over 50 percent of the cases, were high school graduates, while only 30 percent of Daybreak parents were graduated from high school. In fact, four parents of control students were college graduates.

An unusual finding was that only 35 percent of the Daybreak students held part-time jobs, and 67 percent of the control group had part-time jobs. The number of hours of work per week for the Daybreak students was 14, for the control group, 17. Even though the Daybreak students worked fewer hours per week, they earned about

Table 20. Profile of the typical Daybreak and control students as shown by results of Student Questionnaire.

Characteristics		Daybreak	Control
1.	Sex	Male	Male
2.	Age	15.8 years	15.9 years
3.	Grade	9.5	10
4.	School	East Detroit	East Detroit
5.	Highest Grade for Mother When She Left School	11th	Graduated High School
6.	Highest Grade for Father When He Left School	11th	Graduated High School
7.	Part-Time Job	No	Yes
8.	Those Who Have a Job Work the Following Number of Hours per Week	14 hours	17 hours
9.	Those Who Have a Job Earn the Following Amount of Money per Week	$27.00	$23.00

10.	Number of Brothers	1.9	1.9
11.	Number of Sisters	1.8	1.5
12.	Number of Brothers or Sisters Who Dropped Out of School	0.7	0.4
13.	Number of Brothers or Sisters Still in School	1.9	1.6
14.	Number of Brothers or Sisters Who Were Graduated from High School	1.1	1.0
15.	Number of Brothers or Sisters Who Were Graduated from College	0.3	0.1
16.	What He Plans To Do after Graduation	Work or Undecided	Go to College
17.	Yearly Family Income	$11,500	$15,000 and over
18.	Type of Family Organization	A Broken Home	Both Natural Parents

$4.00 more per week than the control group students.

Both groups had almost four siblings each, besides the student himself, which would mean a typical family group of seven: two parents and five children.

In terms of education, both groups had only a few siblings who had previously dropped out of school, but over 60 percent had a sibling who was a high school graduate. Sixteen percent of the Daybreak students had a sibling who was a college graduate, but only 12 percent of the control group had a sibling who was a college graduate.

Fifty-four percent of the control students planned to attend college after graduation. However, only 6 percent of the Daybreak students had the same plan. Forty-one percent of the Daybreak students planned to go to work after graduation, but only 3 percent of the control group planned to do so.

A major difference between the Daybreak student and the control student was in the area of family income. Forty-seven percent of the Daybreak students' family income was less than $10,000 per year; on the other hand, 100 percent of the control students' family income was $10,000 per year or more.

Eighty-seven percent of the control students lived with the natural parents; however, only 35 percent of the Daybreak students lived with their natural parents.

Summary

The major similarities of the Daybreak and control students are in the areas of sex, age, grade, number of siblings, siblings who dropped out of school, and siblings who were graduated from either high school or college.

The major differences between the two groups are in the areas of parental education, number who have part-time jobs, future plans, yearly family income, and type of family organization.

Student and Teacher Inventories

The results of the Student and Teacher Inventories will be discussed in this section. The author-constructed Inventories were given to thirty-one students and seven teachers during the sixth week of the Summer Daybreak Program. The major purpose of these instruments was to determine the way both students and teachers felt about class activities and the total program.

The Inventories consisted of a number of statements concerning class activities and the total Program, accompanied by a scale containing factor values ranging from 1-Agree to 3-Disagree. Composite averages for each item were compiled.

The Inventories were used in a 1970 study of Warren High School to determine the congruence of perception by teachers and students concerning the teacher-learning process.

The Findings

Statement #1--Teacher Planning: In My Classes I Would Prefer to Have the Teacher Do All the Planning of Assignments and Activities. There was wide disagreement between students and teachers. Seventy-one percent of the teachers felt they should do all of the planning, while only 3 percent of the students agreed with them.

Statement #2--Student-Teacher Planning: In My Classes I Would Prefer To Work with the Teacher in Planning My Own Individual Assignments and Class Activities. There was almost total agreement. Eighty-six percent of the teachers and 80 percent of the students thought that planning of individual assignments and class activities ought to be a cooperative venture. Statements one and two were very similar; students' answers were consistent, but teachers' answers were contradictory.

Statement #3--In My Classes I Work the Way I Do in Class because I Feel I Am Helping Myself. Both students and teachers agreed with this statement, with 61 percent of the students and 57 percent of the teachers agreeing.

Statement #4--In My Classes the Work Is too Difficult for Me and the Students of My Age and Grade. Both groups disagreed with this statement. Seventy-one percent of the teachers and 58 percent of the students disagreed with the statement. Forty-one percent of the students either agreed with or were undecided concerning the statement.

Statements #5--Teacher and #6--Student--Teachers Are Interested in Getting Started and Working on Class Activities. Both groups agreed with this statement. One hundred percent of the teachers and 67 percent of the students agreed with this statement.

Statements #6--Student and #5--Teacher--Students

Are Interested in Getting Started and Working on Class Activities. Both groups agreed to this statement in varying percentages. Seventy-one percent of the teachers but only 54 percent of the students agreed with this statement.

Statements #7--Student and #8--Teacher--Students Dislike Starting the Class and Look Forward to Its End. Teachers' and students' responses were in congruence with this statement but somewhat in contradiction in their answers to statements #5 and #6. Forty-three percent of the teachers and 48 percent of the students disagreed with this statement.

Statements #8--Teacher and #7--Student--Teachers Dislike Starting the Class and Look Forward to Its End. Teachers and students both disagreed with this statement. One hundred percent of the teachers and 51 percent of the students disagreed with the statement.

Statement #9--Individual Differences Are Taken into Account in Assignments and Activities. Teachers' and students' responses were not in congruence on this statement. Seventy-one percent of the teachers and only 45 percent of the students agreed with the statement.

Statement #10--Students Feel Assignments Are of Practical Value. Both groups agreed with this statement. One hundred percent of the teachers and 58 percent of the students agreed with this statement.

Statement #11--Students Are Satisfied with the

Class Activities and Assignments. Both groups agreed with this statement. One hundred percent of the teachers and 74 percent of the students agreed with the statement.

Statement #12--Students Are Permitted to Explore and Talk Freely about Feelings. Both groups agreed with this statement. One hundred percent of the teachers and 74 percent of the students agreed with the statement.

Statement #13--Teachers Lecture without a Chance To Discuss or Ask Questions. Teachers and students disagreed about this statement. Teachers lecture and demonstrate without allowing the students to discuss or ask questions.

Statement #14--Students Are Required to Memorize Facts or Other Material. One hundred percent of the teachers and 61 percent of the students disagreed with the statement.

Statement #15--The Teacher Gives Help When Desired. Both groups agreed to the statement. One hundred percent of the teachers and 74 percent of the students agreed with the statement.

Statement #16--The Teacher Helps the Student Work Out Difficult Problems. Both groups agreed with this statement. One hundred percent of the teachers and 64 percent of the students agreed with the statement.

Statement #17--Students Are Relaxed and Happy Doing Class Work. Both groups agreed with this statement.

Fifty-seven percent of the teachers and 58 percent of the students agreed with the statement.

Statement #18--Students Talk about How They Feel about What They Are Learning. Both groups agreed with the statement. Seventy-one percent of the teachers and 67 percent of the students agreed with the statement.

Statement #19--Students Talk about How Their Ideas Are Changing. Both groups agreed with the statement. Eighty-six percent of the teachers and 54 percent of the students agreed with the statement.

Statement #20--Teachers Help Students Understand What They Did Wrong on Tests. Both groups agreed with the statement. Seventy-one percent of the teachers and 64 percent of the students agreed with the statement.

Student Statements #21 through #28

Statement #21--I Feel the Daybreak (summer) Program Has Been Good for Me. Eighty-seven percent of the students agreed with this statement, while only 12 percent was undecided or disagreed.

Statement #22--I Feel I Have Been Successful in Most of My Classes During the Daybreak (summer) Program. Seventy-seven percent of the students agreed with the statement.

Statement #23--The Item I Like Best about the Daybreak (summer) Program Concerning Structure. Thirty-two

percent chose "the flexible rules and regulations," and twenty-nine percent chose "the receiving of high school credit."

Statement #24--The Item I Like Best about the Daybreak (summer) Program Concerning Attitude. Forty-one percent selected "freedom to express yourself," while 29 percent selected "attitude of teachers toward students."

Statement #25--The Item I Like Best about the Daybreak (summer) Program Concerning Curriculum. Forty-five percent selected the "vocational classes."

Statement #26--Of All My Classes, I Like the Following One Best. Fifty-one percent of all the students selected "vocational," while "social adjustments" were chosen by twenty-nine percent.

Statement #27--Of All My Classes, I Like the Following One Least. "Mathematics" was selected by 38 percent of the students, while 16 percent selected "vocational."

Statement #28--What I Like Least about the Program. The following statements were student responses:

> "When I want a cigarette, I can go have it when I want. Nobody yells at you for anything; either you want to show up or you don't."
>
> "The way the program is set up in regular summer school you would have this big of a chance for credits, and in this program you got that chance."
>
> "There is really nothing I don't like about the program."
>
> "The hours."

"The hours 8:00 to 12:00. It's too early for me. I would like either 9:00 to 1:00 or 10:00 to 2:00."

"Just being in school."

"I don't necessarily like our breaks, they are too short."

"There were only two things I didn't like--getting up so early and doing math every day. Mr. Harrison was a great guy, but I never did have a special interest towards math."

"I do not like the tests."

"Doing this test."

"Power mechanics. It is too long."

"There is nothing I don't like. I think this program is very good and I hope to stay in it."

"Is the typewriters and all the papers like this one?"

"I don't like the hours. It should start at 10:00 instead of 8:00, and if there are any activities going on, and you don't want to go you wouldn't go, you could stay home."

"What I don't like about the program is it is not together like it was last summer."

"The hours and when you don't want to go on those activities you can stay home."

"There isn't enough group projects."

"I like it because it helps you learn more and you get a better understanding."

"I like the breaks, and the hours. The teachers are not the greatest but they know what they are doing."

"There isn't anything I dislike about the program. I wish it could last the whole summer and had longer hours. But I really love the program and I would come even if I didn't have to."

"Attendance responsibility."

"Too much freedom."

"Power Mechanics."

"Social Adjustment."

"I like it all."

"That I can't have it during the regular school year."

"I like the whole program, and I think it helps a lot, but the only thing I dislike is the lack of materials mostly in the vocational classes (Power Mechanics); otherwise, this whole program is great."

"There's nothing I don't like about the program. It's really cool."

"Nothing, I hate it. It's rotten. It smells. I can't stand it. The food is so rotten it could gag a magot on a gut wagon. The teachers are weird, but one. Mr. Harrison, Mr. Thomas, Mr. DeGutis, Mr. Felus are punks."

"I like the program a lot."

"I don't like coming, but I have to, and I don't like getting up at 8:00 in the morning."

Teacher Statements #21 through #30

Statement #21--I Feel That Daybreak Students Should Get Credit for Daybreak and this Credit Should Count toward High School Graduation. Seventy-one percent of the teachers agreed with the statement.

Statement #22--I Feel That Daybreak Ought To Operate as an Independent School with Its Own Full Time Staff, Facilities, Supplies, etc. Fifty-seven percent of the teachers agreed with the statement.

Statement #23--I Feel the Majority of the Students Are Learning in the Daybreak Program. Seventy-one percent of the teachers agreed with the statement.

Statement #24--The Daybreak (summer) Program Is an Excellent Program for Dropouts or Potential Dropouts in East Detroit. Seventy-one percent of the teachers agreed with this statement.

Statement #25--I Feel That the Rules of Behavior Accepted for Daybreak Students Are Appropriate. Fifty-seven percent of the teachers agreed; 43 percent disagreed with the statement.

Statement #26--I Believe the Curriculum Is Meeting the Needs of Most of the Students. Only 43 percent of the teachers agreed with the statement, while 58 percent were either undecided or disagreed with the statement.

Statement #27--I Feel That It Would Be a Good Idea To Have the Program Again During the Regular School Year. Fifty-seven percent of the teachers agreed with this statement.

Statement #28--Of All the Classes, I Feel the Students Will Like Best. One hundred percent of the teachers selected the "vocational."

Statement #29--Of All the Classes, I Feel the Students Will Like Least. Forty-three percent of the teachers selected "Social Adjustment."

Statement #30--How Might the Daybreak Program Be Improved? Following are the teacher responses to that statement:

1. Selection of the staff with a higher criteria placed upon personality and character instead of upon academic qualifications so that you will have a faculty able to emphasize with the student.

2. Discontinue the program.

3. By issuing to the instructors lists of all materials available, more structure and course outlines. By identifying the students who really need the program and not just trying to fill the quota. A very good percentage of my students have no need for this program. When I started here I had to run all over the building to locate materials and no administrator had the faintest idea where they were.

4. The program should be set up and ready to run on the first and not let it go for a week until "things work themselves out." (Such as, moving students from 3 academics to 2--this should have been anticipated and solved before the program began.) Generally, too much of this program is "played by ear." If the philosophy of this program is worth its salt, it should also demand adequate preplanning to insure its smooth running. Field trips, etc. should have been planned weeks ago instead of with only 1-2 days' notice.

5. It is the job of the administrator to plan and administrate; if this were being done effectively, the program, with its present philosophy, would be a success. Now with things the way they are, I question the effectiveness of the Daybreak Program.

6. Staff coordination. This summer each member was allowed to go his (or her) individual way without any thought as to how it affected the total program.

7. More equipment, separate facilities.

8. I feel these students need much more individual attention--when working next to a student I continually converse, and I find these very students

who don't or won't respond to classroom situation, do respond thru this more personable contact. I believe this is the very thing they've missed thru the years.

9. Offer vocational subjects plus recreational activities just in the summer program. During the regular year, social adjustment, remedial Math and English can be offered in addition to the vocational. I feel that a certain set of rules should be set down and that the students be guided by them. It appears that the students are running the program.

Summary

The first twenty statements of the Inventories were very similar for both the students and teachers. There seemed to be agreement of both groups to statements #2, #3, #4, #5, #6, #10, #11, #12, #13, #14, #15, #16, #17, #18, and #20. There was a lack of agreement on statements #1, #7, #8, #9, and #19.

The results might have been affected somewhat had the four additional teachers' inventories been returned.

In general, as indicated by the inventories, the majority of both the students and teachers had positive feelings concerning the Summer Daybreak Program.

Summary

From the data collected in this study, it was found that:

1. The students who attended the Summer Daybreak Program returned to school in September, 1971, in greater numbers than the comparison group.

2. The Daybreak students' dropout rate for the first semester of 1971-72 school year was only 9 percent, while the comparison group's rate was 57 percent.

3. The Daybreak students did not measurably improve their attendance during the first semester of the 1971-72 school year, while the comparison group had the more improved attendance.

4. There was no significant improvement in the scores of the Daybreak students on the Diagnostic Reading Tests after having the treatment.

5. The achievement motivation of the Daybreak students, as measured by the Michigan State M-Scales, did not show a significant improvement after the six week summer program.

6. It was found that the Daybreak students usually selected occupations that required little or no training after high school as measured on the Career Interest Questionnaire.

7. The Daybreak students' and the control group students' comparison in terms of career choices was measurably different. As measured on the Career Interest Questionnaire, Daybreak students generally selected occupations that required little or no training after high school, while the control group generally selected occupations that required some training after high school.

8. The number of credits earned by the Daybreak students was not measurably better than the number of credits earned by students in both the control and comparison groups.

9. The major similarities of the Daybreak and control students were in the areas of sex, grade, number of siblings, siblings who dropped out of school, and siblings who were graduated from either high school or college. The major differences between the two groups were in the areas of parental education, number who had part-time jobs, future plans, yearly family income, and type of family organization.

10. In terms of teaching and work experience, the Daybreak faculty's average was 9.86 years. In terms of educational training, six of the teachers had B.A. degrees, and five had M.Ed. degrees.

11. In general, as indicated by the Student and Teacher Inventories, the majority of the Daybreak students and teachers had positive feelings concerning the summer program.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The focus of this study was the East Detroit High School Daybreak Program which is a program for dropouts and potential dropouts. The investigation was concerned with (1) a description of the Daybreak Program, (2) evaluation of various specific aspects of the Program, and (3) formulation of recommendations for the improvement of the Program.

Summary

The East Detroit Public Schools, where the dropout rate is the second highest in Macomb County, has started a dropout program concerned with helping students stay in school, learn salable skills, and finally be graduated from high school. The Program, called "Daybreak," has been in operation since the summer of 1970.

Special features of the Daybreak Program include:

1. A unique student-oriented program.
2. An experienced teaching staff.
3. A favorable student-teacher ratio.

4. A favorable student-counselor ratio.
5. An individualized vocational curriculum.
6. Anecdotal student evaluation.
7. Minimal student regulations.
8. Open-ended admission procedures.
9. An overall supportive school climate.
10. Practical work experience toward maturity.

These special features represented an effort to deal with significant factors associated with dropouts. Among these factors are the following which have been identified by those who have studied dropouts:

1. Some reasons students give for leaving school are going to work, dislike of school, marriage, failing courses, needed at home, leaving home, feeling of rejection, and administrative request.

   In some cases, the reason is a demanding and legitimate one and should be respected. In most cases, the real reason is hidden, and a personal conference with the individual should be arranged to arrive at the student's values and attitudes. In should be noted that the study of values and the fostering of proper attitudes are strange-sounding terms in a highly structured system that has so many subjects for so many minutes, on so many days.

Is there no way to provide space and time for the discussion of basics (philosophy) except with those (intelligent students) who are eligible for such courses?

2. Some students withdraw from school rather than be rejected in school.

   One painful experience can leave a lifetime scar. Sensitive, alert teachers can spot such incidents and should rise to the moment. Respect for persons is learned more from example than from words. Are all teachers convinced of this?

3. The retention and/or rehabilitation of dropouts is multifaceted. Hence, varied programs are needed to deal with various types.

   a. Adaptation of the curriculum.--Education must deal with subject matter, not as an end in itself, but as a means to achieve whatever one decides by himself, or whatever he decides with advice from another. The concern should be for individual development within the system, not conformity to the system.

   b. A change in school organization.--This must be student-oriented; that is, be so arranged as to meet the needs of the student.

c. More critical development of teacher attitudes.--Teachers must become facilitators of learning rather than mere presenters of information and facts.

d. The need for improving the self-concept of the dropout.--Education can be effective only to the extent that it develops the self-concept through examination, that is, an openness to experience and to identify with others through more effective inter-personal relations.

e. Improved counseling and guidance services.--The potential dropout must especially be heard; his ideas and opinions must be respected and valued; then he will gain confidence to discuss his needs and interests, and he can be guided more profitably.

f. Additional work-study programs.--Encouraged to learn on the job, a student will be more motivated to learn all he needs away from the job. Skills are mastered by practice, and the students seeking manual skills, who are often most adept in this area, should be provided with opportunities.

Conclusions

The Summer Daybreak Program has been able to assist dropouts in maintaining their formal education. It has also given them some salable vocational skills.

From the data collected in this study, it was found that:

1. Summer Daybreak Program students:
   (a) Had a return rate of 100 percent in the fall of 1971.
   (b) Had a dropout rate of 9 percent as compared with a dropout rate of 57 percent for the comparison group.
   (c) Showed no significant improvement in regular school attendance.
   (d) Did not improve their reading scores significantly.
   (e) Showed no significant improvement of achievement motivation.
   (f) Usually selected occupations that required little or no training after high school.
   (g) Were measurably different from the control group in career selections.
   (h) Were not measurably different in the number of credits earned.
2. The major similarities of the Daybreak and control group students were in the areas of sex, grade, number of siblings, siblings who dropped out of school, and siblings who were graduated from either high school or college.

3. The major differences between the two groups were in the areas of parental education, number who had part-time jobs, future plans, yearly family income, and type of family organization.
4. In terms of teaching and work experience, the Daybreak faculty's average was 9.86 years. In terms of educational training, six of the teachers had B.A. degrees, and five had M.Ed. degrees.
5. In general, as indicated by the Student and Teacher Inventories, the majority of the Daybreak students and teachers had positive feelings concerning the summer Program.

Some questionable areas were in reading improvement and in achievement motivation. It appears that the students have not as yet increased their ability to make significant progress in reading that is necessary for completion of high school. In the areas of achievement motivation, it seems that for the most part the majority of the students have not increased their ability to be self-motivated individuals.

The present Daybreak Program, with a maximum student load of ninety students per summer session, can hope to scratch only the surface of the district's dropout problem. There are additional students in East Detroit

who are not in school, or who are potential dropouts, who might benefit from the additional Daybreak Program experience.

Recommendations

If East Detroit hopes to bridge the distance between the educational achievements of dropouts and potential dropouts and the regular student population, the entire educational program and process must be evaluated. In addition, there are several areas for further study which deal with aspects of dropouts or programs for dropouts which are of general interest and concern.

Recommendations for the East Detroit Educational Program

1. All components of society--school, church, YMCA, government, parents, teachers, and students--must come together to study the educational needs of the East Detroit Public Schools. Disadvantaged children are locked into the total environment of home, neighborhood, parental poverty, etc. Education would be more effective if it worked with all services within that environment.

   The above-mentioned groups should be called together for the purpose of studying the educational needs of the community and assessing

the East Detroit Public Schools' instructional program. Some activities should be scheduling meetings, contacting various consultants, preparing reports, and disseminating materials.

2. The entire staff of the school district should be informed of the Daybreak Program's goals and objectives.

   Full knowledge and complete understanding of the entire Program will help achieve total involvement and support. Some ways of informing the staff concerning the Daybreak Program are (1) preparing and distributing a short description of the Program, (2) inviting staff to observe the Daybreak Program in action, (3) having Daybreak students meet with staff during curriculum planning times, and (4) requesting suggestions from staff concerning the Daybreak Program.

3. The philosophy of the Daybreak Program should be incorporated into the entire K-12 school program.

   The Daybreak Program should be a part of the regular school program. Students should be able to move into and out of the Program with as little "red-tape" as possible. As soon as the student's skills improve, he should be able to transfer from Daybreak into the

regular school program. Procedures should be developed within each school whereby potential Daybreak students are identified and are given remediation in various skills and inter-personal relations.

4. The Daybreak Program should have a multi-media resource center.

   This area should be equipped with the latest automated and computerized learning material. A full-time resource person should be available to assist the student in his individualized learning program.

5. Procedures for working with parents and the community should be developed.

   For example, a reasonable expectation would be for a teacher to make at least one visit to each of these students' homes during the school year. These home visits may reveal conditions and circumstances hitherto unknown or unsuspected by the school and which, in certain cases, may enable preventive action.

   A career day, that uses the community as its major resource, could be set up to give students an idea of various types of jobs available in the community.

6. A faculty that has had successful experience working with disadvantaged students should be selected. For the faculty there should be an extensive in-service program which includes small group work, individual counseling of students and their families, utilization of media, and special techniques such as role-playing.
7. An evaluation system, to include pre- and post-testing of all students in the areas of reading, mathematics, achievement motivation, and career choices, should be incorporated.

The major evaluation of the Program has been in terms of holding power instead of the individual students. This means that school officials and parents have been primarily interested in the quantity of the Program rather than the quality.

Recommendations for Further Study

1. Examination of teachers' attitudes and belief structures as these relate to their effects on individual students, especially potential dropouts.--For example, research has indicated that when teachers are given a particular group of students and then informed that this group of

students is either superior or retarded, the teacher will help fulfill the prophecy, and the students will achieve the standards which are expected of them. Therefore, it is possible that certain teachers will have a built-in attitude and belief structure which could affect the achievement of their students.

2. Career guidance.--Emphasis should be placed on direct experience in every part of the curriculum. Instead of group testing, measuring devices should be selected for each individual student. Research should be done to find out the prevalence and extent of career guidance programs, and existing programs should be examined as to their effectiveness.

3. Concentration on the individual.--Most research dealing with dropouts concentrates on groups of students. It might be fruitful to examine the unique set of circumstances that resulted in an individual student's dropping out of school. It is possible that a unique set of circumstances might be found to rehabilitate this individual student.

Personal Commentary

Within this study is a great deal of objective and statistical information, but carrying out the study has led the author to have some of the following feelings about programs for dropouts:

1. The attention span of the students was very short, especially when they were completing tests, quizzes, and inventories. Is this a general characteristic of dropouts? Might it be a causal factor?
2. Many students had some minor physical conditions which prevented them from taking full advantage of the Program. The most common condition was one dealing with dental and oral problems.
3. The teaching staff wanted to do a "good" job, but they were prevented by their previous experience and training. For example, the teachers had been graduated from a middle class college, had taught in all-white suburban schools, and had values that differed greatly from their students. In what ways did this value difference affect their relationship with students?
4. The students understood and were able to "read" the teacher better than the teacher was able to understand and "read" the students.

5. The Daybreak Program did not include provisions for physical, social, and recreational activities. Since it is known that students who are active in student activities do not generally drop out of high school, these activities should have been encouraged.

It is a tragedy to know so much about school dropouts and to do so little about the problem. We are aware of the informational aspects of the problem. But the other part of the problem is the lack of personal meaning which dropouts have for the goals of society. Therefore, we need action to bridge the gap. Through greater interest, renewed effort, more participation, and greater cooperation of businessmen, educators, parents, and other related agencies, we will be better able to bridge this gap.

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APPENDICES

APPENDIX A

DIAGNOSTIC READING TESTS
SURVEY SECTION: LOWER LEVEL
(GRADES 4 THROUGH 8)

DIAGNOSTIC READING TESTS
SURVEY SECTION: LOWER LEVEL
(Grades 4-8)
FORM A

Booklet I: Part 1, Word Recognition and Comprehension

By *The Committee on Diagnostic Reading Tests, Inc.:*
Frances Oralind Triggs, *Chairman;* Robert M. Bear, Dartmouth College;
George D. Spache, University of Florida; Agatha Townsend, Editor;
Arthur E. Traxler, Educational Records Bureau; Frederick L. Westover, University of Alabama.

In cooperation with Lorraine Bonneville, Sidwell Friends School; Catherine Coleman, St. Anne's School; Dwight M. Collins, Landon School; Eleanor M. Dillworth, Baltimore Friends School; Katharine Follin, Remedial Education Center; Esther Hicks Price, Remedial Education Center.

Do not write in these spaces unless told to do so. Read the general directions below.

Name (Please print clearly)_____
(Last name) (First name) (Middle name)

Grade_____ Sex_____ Age_____ Date of Birth_____
M or F Yrs. Mos.

School_____ Date Today_____

City_____ Teacher_____

GENERAL DIRECTIONS

The purpose of this test is to find out how well you can read. I will tell you when to start and when to stop each part. Be sure to follow instructions exactly.

Read each question carefully, but do not work too long on any **one** question. You can use any extra time you may have at the end by going back and working on the questions in that part about which you were in doubt. You may not return to a part after the time for that part is over. You may answer questions about which you are not entirely sure, but you should not guess wildly.

Before the test you will find directions. These directions explain how you are to record your answers regardless of whether you are recording them on separate sheets or in the booklet. The examiner will go over these directions with you in detail before you start the test.

	RAW SCORES	GRADE	PERCENTILES
Score 1a. Word Recognition			
Score 1b. Comprehension			

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133

IF YOU ARE GOING TO MARK YOUR ANSWERS ON ANSWER SHEETS, READ THESE DIRECTIONS and skip the directions on page 3.

DIRECTIONS FOR MARKING ANSWERS ON ANSWER SHEETS

You are going to read some stories on different topics. Each story is followed by several questions. **You are to read each story and then try to answer the questions which follow it.** If you do not remember the answer to a question, you may read the story again to find it, but you will be able to complete the test more rapidly if you read carefully enough to answer the questions at once.

MARK YOUR ANSWERS ON SEPARATE ANSWER SHEETS. **You are to choose the answer or answers to each question, note the number of each correct answer, and blacken that space which corresponds to it on the answer sheet with the special pencil which your teacher gave you. Notice that there may be more than one correct answer to a question.**

Make HEAVY, BLACK, GLOSSY marks. Study the following sample questions:

Sample: **The main idea of paragraph 1 in** Directions **is that:**

(1) this is a test of vocabulary
(2) you are to read stories and answer questions on their meanings
(3) you are to read each story more than once
(4) this is a test to see how rapidly you can read
(5) you will not be asked to answer any questions

Notice that the space under number 2 has been marked because the correct answer, "you are to read stories and answer questions on their meanings," has that number.

Sample: **Which word or words help you to say the word** sheet**?**

(1) sheep
(2) cat
(3) said
(4) read
(5) feet

Notice that the spaces under numbers 1 and 5 have been marked because the words "sheep" and "feet" help you to say the word "sheet," and are therefore the correct answers.

Make your marks on the answer sheet as long as the pair of lines on it which you are marking and move the point of your special pencil up and down firmly to make a HEAVY, BLACK, GLOSSY line. If you change your mind and want to make a change in your answer, draw a circle around your first mark. Make no stray marks; they may count against you.

If you have any questions about the directions, **ask them now**; if not, wait for the signal to turn to the next page and start. No questions will be answered after the test starts.

Can you imagine a perfect little deer no taller than the average book? Can you picture a deer standing erect with all four feet on the palm of a man's hand? The mouse deer of Malaya is just that size. He measures about eight inches at the shoulder, has pencil-sized legs and tiny cloven hoofs.

The people of Malaya have built up many folk tales and legends about the mouse deer or pelandok, as they call the attractive little animal. He is like "Reynard the Fox" in European fables, and like "Bre'er Rabbit" in American stories. He is, of course, a harmless little animal, and having no means of defense, has a great many enemies including a few natives who sometimes have a dinner of pelandok stew.[2]

8. Which line best describes the size of the mouse deer?
   (1) an attractive, harmless little animal ( )
   (2) taller than the average book ( )
   (3) a perfect little deer ( )
   (4) small enough to stand on the palm of a man's hand ( )
   (5) about the size of a brown bear ( )

9. A pelandok is
   (1) a fox ( )
   (2) a folk tale ( )
   (3) a mouse deer ( )
   (4) a country ( )
   (5) a rabbit ( )

10. The story says that the people of Malaya
   (1) are afraid of the mouse deer ( )
   (2) do not eat the mouse deer ( )
   (3) tell many tales about the mouse deer ( )
   (4) are harmless to little animals ( )
   (5) carry the mouse deer on their hands ( )

11. Which word or words help you to say the word stew?
   (1) saw ( )
   (2) few ( )
   (3) took ( )
   (4) new ( )
   (5) sow ( )

12. The best title for this story is
   (1) The People of Malaya ( )
   (2) Reynard the Fox ( )
   (3) Folk Tales and Legends ( )
   (4) Large and Small Deer ( )
   (5) The Mouse Deer ( )

13. The ending of the word harmless helps to make the word mean
   (1) harmful ( )
   (2) without harm ( )
   (3) very harmful ( )
   (4) more harmful ( )
   (5) less harmful ( )

14. Which word or words have a sound in them like the sound of the letters underlined in mouse? The sound is not always made by the same letters.
   (1) about ( )
   (2) four ( )
   (3) cow ( )
   (4) shoulder ( )
   (5) blow ( )

135

Squirrels are found practically everywhere except in the distant countries of Madagascar and Australia. The common squirrel of Europe and North Asia is dusky red in color. In North America the gray squirrel is seen more often.

But the most beautiful squirrel in all the world is the raffalii squirrel. This little animal lives only in hot jungle countries and is almost as brightly colored as a bird. Its head, back, and tail are as black as coal. Its sides and shoulders are a snowy white, and its under parts are a deep and lovely red.

Of all the squirrels in the world the raffalii has the easiest life. Squirrels in northern countries must store away enough food to provide for the long winters. But the raffalii never has to worry about food, for there is always plenty.

The raffalii does not even have to build a house to live in. Other squirrels must find a hollow in a tree or dig out a hole in some fallen log in the woods. The raffalii's home is already there for him. It consists of the basket ferns that grow in the damp branches of jungle trees. These soft ferns are really shaped like small baskets. So all the little raffalii has to do when he wants to go to bed is jump into one of them and be rocked to sleep in a ready-made treetop cradle![3]

15. Which line best describes the appearance of the raffalii squirrel?

(1) dusky red in color ..... ( )
(2) gray, red, and white in color ..... ( )
(3) head and tail of snowy white ..... ( )
(4) nearly as brightly colored as a bird ..... ( )
(5) tail and shoulders as black as coal ..... ( )

16. The raffalii squirrel lives in

(1) cold, northern countries ..... ( )
(2) the hollow of jungle trees ..... ( )
(3) fern baskets in jungle trees ..... ( )
(4) holes in fallen logs ..... ( )
(5) fern baskets under the trees ..... ( )

17. The story says the raffalii squirrel has an easy life because

(1) he is the most beautiful squirrel ..... ( )
(2) he lives in hot, damp countries ..... ( )
(3) he stores enough food to last the winter ..... ( )
(4) he always has enough food and places to sleep ..... ( )
(5) he is always as happy as a bird ..... ( )

18. Which word or words would help you to say the word cradle?

(1) radish ..... ( )
(2) table ..... ( )
(3) station ..... ( )
(4) rabbit ..... ( )
(5) saddle ..... ( )

19. The beginning of the word provide helps to make the word mean

(1) look down ..... ( )
(2) look above ..... ( )
(3) look ahead ..... ( )
(4) look back ..... ( )
(5) look under ..... ( )

20. Which word or words have a sound in them like the sound of the letters underlined in through? The sound is not always made by the same letters.

(1) enough ..... ( )
(2) thought ..... ( )
(3) bough ..... ( )
(4) tooth ..... ( )
(5) dough ..... ( )

3. Buck, Frank. *Jungle Animals.* New York: Random House, 1945. P. 9.

Did you ever see a bushel of corn walking? Well, that's what you see every time you look at a pig. And Iowa is where the fattest pigs grow.

Iowa is part of the mighty plain which stretches from the middle of Ohio through Iowa to the west, north to Minnesota and south to Kansas. Many years ago the big ice sheets moved down the hills and filled the valleys with rich dirt.

Today this plain is one big checkerboard of farms. The fields lie in gold, green, and brown squares. Trees grow chiefly along streams or in woodlots that farmers have planted. Rivers are slow-moving and full of mud. Nature seems to have taken one look at this region and said, "Corn."

Corn, like tobacco, is a fussy plant. It must have at least 130 days to ripen before frost comes. It requires hot nights, rich soil, and rain. In a steamy hot July corn can grow two inches in twenty-four hours. In such weather we say we can "hear the corn grow."[4]

21. The plain of the Middle West is good for growing corn because
    (1) there are a lot of big farms ( )
    (2) trees grow chiefly along streams ( )
    (3) the fields lie in gold, green, and brown squares ( )
    (4) it has enough heat, rain, and rich soil ( )
    (5) big ice sheets move into the valleys ( )

22. Iowa's pigs are fat because
    (1) they live in the Middle West ( )
    (2) there is plenty of corn in Iowa ( )
    (3) they have plenty of corn to eat ( )
    (4) pigs like corn to eat ( )
    (5) Iowa's corn is good ( )

23. The story says that Iowa corn
    (1) can grow twenty-four inches in a day ( )
    (2) makes pigs fat ( )
    (3) needs cool, rainy nights ( )
    (4) usually grows along streams ( )
    (5) needs thirty days to ripen ( )

24. Which word or words would help you to say the word field?
    (1) eight ( )
    (2) tried ( )
    (3) yield ( )
    (4) friend ( )
    (5) chief ( )

25. In this story the word requires means the same as
    (1) likes ( )
    (2) resists ( )
    (3) allows ( )
    (4) needs ( )
    (5) prefers ( )

26. The ending of the word fattest makes the word mean
    (1) as fat as ( )
    (2) less fat ( )
    (3) not so fat ( )
    (4) fatter than ( )
    (5) most fat ( )

27. Which word or words have a sound in them like the sound of the letters underlined in steamy? The sound is not always made by the same letters.
    (1) freeze ( )
    (2) head ( )
    (3) piece ( )
    (4) stretch ( )
    (5) bear ( )

[4] [illegible] *of Farms.* Little Wonder Book 502. New York: Charles E. Merrill Co., Inc., 1946. P. 6.

There is a kind of reedlike plant with long, black grains called wild rice. It grows in swamps and along the edges of lakes in North America and Canada and is the favorite food of ducks, geese, and other wild fowl. It is not a real rice like the white or brown rice we buy in the stores, but it is very much like it. Some Indian tribes used a great deal of this for food.

Wild rice is hard to harvest. The seeds ripen continuously throughout the fall months and drop into the muddy water as soon as they ripen. The Indians had an interesting way to harvest the plants. While the men paddled the canoes among the tall, yellow stalks, the squaws would beat out the rice kernels into the bottoms of the canoes. Then the kernels which had been collected were spread out on a mat or skin. A warrior danced upon them until the hulls, or outer coverings, were broken. In order to keep his balance while he jumped, he held on to a pole set up in the ground in front of him.

The Indians stored their rice in holes dug in the ground and lined with bark. They were very careful of their rice, for they believed that the gods would be displeased if they wasted it.[5]

28. The wild rice plant is best described as

(1) an American plant ..... ( )
(2) a yellow vine ..... ( )
(3) a swamp tree ..... ( )
(4) a reedlike plant ..... ( )
(5) a poisonous plant ..... ( )

29. The story says that the Indians stored their rice

(1) in the bottom of canoes ..... ( )
(2) on a mat or skin ..... ( )
(3) in clay jars ..... ( )
(4) in hollow tree trunks ..... ( )
(5) in holes in the ground ..... ( )

30. Which word or words would help you to say the word harvest?

(1) stare ..... ( )
(2) star ..... ( )
(3) carry ..... ( )
(4) warrior ..... ( )
(5) marble ..... ( )

31. The beginning of the word displeased helps to make the word mean

(1) much more pleased ..... ( )
(2) not at all pleased ..... ( )
(3) less well pleased ..... ( )
(4) very much pleased ..... ( )
(5) a little pleased ..... ( )

32. Which word or words have a sound in them like the sound of the letter underlined in grows?

(1) coal ..... ( )
(2) thought ..... ( )
(3) brown ..... ( )
(4) canoe ..... ( )
(5) although ..... ( )

5. Petersham, Maud and Miska. *The Story Book of Rice.* Philadelphia, Pa.: John C. Winston Co., 1948. Pp. 22-24.

PART 1: WORD RECOGNITION AND COMPREHENSION

IF YOU ARE GOING TO MARK YOUR ANSWERS IN THE TEST BOOKLET, that is, you are not going to use answer sheets, READ THESE DIRECTIONS and skip the directions on page 2.

DIRECTIONS FOR MARKING ANSWERS IN THE TEST BOOKLET

You are going to read some stories on different topics. Each story is followed by several questions. **You are to read each story and then try to answer the questions which follow it.** If you do not remember the answer to a question, you may read the story again to find it, but you will be able to complete the test more rapidly if you read carefully enough to answer the questions at once.

MARK YOUR ANSWERS IN THIS BOOKLET. You are to choose the answer or answers to each question, and place an x in the parentheses at the right. **Notice that there may be more than one correct answer to a question.**

Study the following sample questions:

Sample: The main idea in paragraph 1 in Directions is that:

(1) this is a test of vocabulary ..... ( )
(2) you are to read stories and answer questions on their meanings ... (x)
(3) you are to read each story more than once ..... ( )
(4) this is a test to see how rapidly you can read ..... ( )
(5) you will not be asked to answer any questions ..... ( )

Notice that x has been placed in the parentheses at the right of the second choice because "you are to read stories and answer questions on their meanings" is the correct answer.

Sample: Which word or words help you to say the word sheet?

(1) sheep ..... (x)
(2) cat ..... ( )
(3) said ..... ( )
(4) read ..... ( )
(5) feet ..... (x)

Notice that x has been placed in the parentheses at the right of the first and fifth choices because "sheep" and "feet" help you to say the word "sheet," and are therefore the correct answers.

If you have any questions about the directions, ask them now; if not, wait for the signal to turn to the next page and start. No questions will be answered after the test starts.

139

Tom could see the sails of the strange ship shining in the moonlight. He was walking up the shore homeward when he saw at some distance ahead of him a ship's boat drawn up on the narrow beach and a group of men clustered about it. He hurried forward with a good deal of interest to see who had landed, but it was not until he had come close to them that he realized that they were pirates. With a shudder, half dread, half thrill, Tom wondered if Captain Kidd, the most famous pirate of all, was among them. He watched with increasing excitement.

They had just landed, and two men were lifting a chest from the boat. One was naked to the waist and wore heavy gold earrings. The other man was in shirt sleeves, wearing petticoat breeches, a black hat upon his head, and a red bandanna handkerchief around his neck. A sheath knife hung at his side.

Another man, perhaps the captain of the party, stood at a distance as they lifted a chest out of the boat. He had a cane in one hand and a lighted lantern in the other, though the moon was shining as bright as day.[1]

1. A good title for this story would be
   (1) The Pirate Chest ( )
   (2) Tom meets Captain Kidd ( )
   (3) Buried Treasure ( )
   (4) A Dream ( )
   (5) Tom's Strange Adventure ( )

2. In this story, clustered means the same as
   (1) scattered ( )
   (2) working ( )
   (3) gathered ( )
   (4) clinging ( )
   (5) huddled ( )

3. One pirate carried a lighted lantern
   (1) because it was too dark to work ( )
   (2) because pirates always carry lanterns ( )
   (3) for lighting the fire ( )
   (4) to signal the ship ( )
   (5) to see where he was going ( )

4. The story says that the captain
   (1) was naked to the waist ( )
   (2) carried a cane and a lighted lantern ( )
   (3) wore gold earrings in his ears ( )
   (4) lifted a chest from the boat ( )
   (5) wore petticoat breeches ( )

5. Which word or words have a sound like the one underlined in wearing?
   (1) earring ( )
   (2) meat ( )
   (3) stairs ( )
   (4) careful ( )
   (5) pear ( )

6. The story says that Tom realized the men were pirates
   (1) when he saw them more closely ( )
   (2) because they frightened him ( )
   (3) because there was treasure in the chest ( )
   (4) because he recognized Captain Kidd ( )
   (5) as soon as he saw the strange ship ( )

7. Which word or words help you to say the word pirate?
   (1) siren ( )
   (2) mirthful ( )
   (3) fir ( )
   (4) final ( )
   (5) giant ( )

1. *People and Progress.* New York: Scott, Foresman & Co., 1944. Pp. 404-405.

A new kind of star is shining over New York City. It is at the top of a tall, steel tower on an office building. It can be seen from a distance of five miles and tells by changing its color what kind of weather New York City is going to have.

Clear weather is coming if the star is green. Orange means the weather will be cloudy. If the star is flashing orange, New York children wear rubbers and rain coats because rain is on the way. When the star is flashing white, snow is on the way and children get out their sleds. This is the most modern way to predict what the weather is going to be. For a long time radio and newspapers were the principal sources of information concerning the weather. Now a new way has been found.

How would you like to have a star tell you when you can go on your picnic? Maybe the star will tell you the weather is unsuitable and you will have to eat your picnic lunch inside.[6]

140

33. Which line best describes the use of the new kind of star?
    (1) changes its color ( )
    (2) is on a tall steel tower ( )
    (3) flashes orange and white ( )
    (4) is a weather signal ( )
    (5) can be seen from a distance ( )

34. In this story to predict means to
    (1) discover ( )
    (2) prevent ( )
    (3) deny ( )
    (4) prepare ( )
    (5) forecast ( )

35. The story says that the star
    (1) can only be seen at night ( )
    (2) flashes two times every day ( )
    (3) changes its color before changes in weather ( )
    (4) can be seen by all children ( )
    (5) flashes white every day ( )

36. Which word or words would help you to say the word weather?
    (1) head ( )
    (2) bead ( )
    (3) instead ( )
    (4) great ( )
    (5) breathe ( )

37. In this story the word principal means the same as
    (1) main ( )
    (2) money ( )
    (3) rule ( )
    (4) interest ( )
    (5) honor ( )

38. The beginning of the word unsuitable helps to make the word mean
    (1) very suitable ( )
    (2) less suitable ( )
    (3) not so suitable ( )
    (4) more suitable ( )
    (5) not suitable ( )

39. Which word or words have a sound in them like the sound of the letter underlined in building? The sound is not always made by the same letter.
    (1) picnic ( )
    (2) suitable ( )
    (3) busy ( )
    (4) white ( )
    (5) child ( )

6. *American Weekly.* Columbus, Ohio: American Education Press, January 27, 1951. (Modified)

Let's visit the weather station on top of Mt. Washington in New Hampshire and see how weather balloons work. The peak of Mt. Washington is high above the timber line and is reached by a steep, rocky automobile road or a little cog railroad. The weather station is one of the highest in the country and is located on the most Arctic spot in the East.

141

At Mt. Washington weathermen send up weather balloons, with radios and weather instruments fastened to them, to explore the upper air high above the clouds. Usually, men do not go up in airplanes during the storms. Their ships would be caught in the whirl and dashed to pieces. So they send up balloons. As the balloons rise higher and higher, their tiny radios click busily, sending back news of temperature, air pressure, and moisture. Sometimes the balloons sail up fifteen miles or more before they are dashed to pieces.

It is of great value to airmen to have weather conditions reported from Mt. Washington. When the weather is overcast or cloudy, Mt. Washington is the only station in the Northeast that sends out news of the weather one mile above sea level. From this station reports are sent out by radio and telephone every six hours all through the day and night. The weathermen at Mt. Washington are also making a study of the sun's rays and of air currents around the mountain.[7]

40. This story says that weather balloons are used to
    (1) take people to Mt. Washington ( )
    (2) fly over the Arctic and the Northeast ( )
    (3) learn about the air high above the clouds ( )
    (4) send regular, daily radio broadcasts ( )
    (5) get information about the sun's rays ( )

41. In this story to explore means to
    (1) experiment ( )
    (2) examine ( )
    (3) forecast ( )
    (4) investigate ( )
    (5) visit ( )

42. The story says that Mt. Washington's weather reports are helpful to airmen because the station
    (1) sends up weather balloons every day ( )
    (2) sends out reports by telegraph every six hours ( )
    (3) is one of the highest in the country ( )
    (4) is one of the most Arctic spots in the Northeast ( )
    (5) always reports on weather one mile above sea level ( )

43. Which word or words would help you to say the word whirl?
    (1) wire ( )
    (2) girl ( )
    (3) iron ( )
    (4) bird ( )
    (5) their ( )

44. The beginning of the word reported helps to make the word mean
    (1) sent again ( )
    (2) sent promptly ( )
    (3) sent daily ( )
    (4) sent back ( )
    (5) sent hourly ( )

45. In this story the word value means the same as
    (1) cost ( )
    (2) price ( )
    (3) necessity ( )
    (4) importance ( )
    (5) valor ( )

46. Which word or words have a sound in them like the sound of the letters underlined in caught? The sound is not always made by the same letters.
    (1) bought ( )
    (2) craft ( )
    (3) cough ( )
    (4) cause ( )
    (5) laugh ( )

7. Thomas, A. Eleanor. *Weather.* Little Wonder Book 510. New York: Charles E. Merrill Co., Inc. 1946. Pp. 7-10.

Probably you have played with small magnets. If you have, you know that a magnet will pick up things made of steel or iron. But did you know that some magnets will pick things up and put them down again? These magnets are called electric magnets. Electromagnets is another name for them.

An electric magnet is made of a piece of iron with many turns of wire wrapped around it. Unless a current of electricity is flowing through its wire, an electric magnet will not pick up anything.

Electric magnets benefit man in many different ways. Junk yards use large ones to lift pieces of scrap iron. Small magnets are used in the telephone, telegraph, and doorbells. Magnets are used in factories. Some of them can lift loads of several tons. Small ones are used in needle factories to reclaim the bits of steel that fall on the floor. In flour mills they take out any pieces of iron that are in the grain.

Electric magnets make man's work easier by lifting heavy things and by picking up small objects which are hard to find. With an electromagnet, it would be quite easy to find a needle in a haystack.[8]

47. The electromagnet is used to
    (1) find directions in the woods ..... ( )
    (2) pick up flour in flour mills ..... ( )
    (3) turn on the electric lights ..... ( )
    (4) put wire around iron ..... ( )
    (5) lift heavy metal objects ..... ( )

48. In this story benefit means the same as
    (1) work ..... ( )
    (2) pay ..... ( )
    (3) hurry ..... ( )
    (4) help ..... ( )
    (5) trouble ..... ( )

49. The story says that an electromagnet will work only if
    (1) it is near steel and iron ..... ( )
    (2) it picks things up and puts them down ..... ( )
    (3) it is near steel but not iron ..... ( )
    (4) it has electricity flowing through it ..... ( )
    (5) it lifts big and heavy objects ..... ( )

50. Which word or words would help you to say the word current?
    (1) fur ..... ( )
    (2) cure ..... ( )
    (3) burn ..... ( )
    (4) flour ..... ( )
    (5) pour ..... ( )

51. In this story the word current means the same as
    (1) present ..... ( )
    (2) recent ..... ( )
    (3) stream ..... ( )
    (4) battery ..... ( )
    (5) tide ..... ( )

52. The beginning of the word reclaim helps to make the word mean
    (1) never claim ..... ( )
    (2) claim all ..... ( )
    (3) claim again ..... ( )
    (4) not claim ..... ( )
    (5) always claim ..... ( )

53. Which word or words have a sound in them like the sound of the letter underlined in magnet?
    (1) magic ..... ( )
    (2) fragment ..... ( )
    (3) large ..... ( )
    (4) target ..... ( )
    (5) gypsy ..... ( )

8. From Bertha Morris Parker, "Electricity," *Basic Science Education Series*. Used by special permission of the publisher and copyright holder, Row, Peterson and Company, Evanston, Illinois, 1948. Pp. 16-17.

143

Among the smallest things in the world are electrons. They are very powerful because they whirl around at a terrific speed. Scientists discovered how to put that speed to work for mankind. They found a way of shutting up the electrons in a "bottle of nothing"—a vacuum tube.

Today, the electronic tube and electronic machines are changing the world for tomorrow. Electronic tubes trap burglars by taking pictures in the dark. They also "see" germs invisible to the human eye. They look at your blood and tell whether you get enough iron in your food.

Electronic machines can do almost unbelievable things. They pick up the sound made by a fly walking on a piece of cake in the next room. They can bring you the sound made by a blade of grass as it grows. The magic tubes can "smell" smoke. They can "taste" the amount of vitamins in your food. They can even "feel" the thickness of a coat of paint.

Electronics can be used to open the garage door when Dad drives the car up the driveway. Or the tubes can be used to turn on the water in the drinking fountain when you bend over to take a drink. They can also be used to give you, on a screen, a picture of the person who is ringing your doorbell downstairs, and they are used to make the picture on your television screen.[9]

54. Electronic tubes are called magic tubes because they

(1) are a bottle of nothing ( )
(2) are tiny and move rapidly ( )
(3) do not cost very much today ( )
(4) can see, smell, and feel ( )
(5) are vacuum tubes ( )

55. In this story invisible means the same as

(1) noticed ( )
(2) hidden ( )
(3) unheard ( )
(4) televised ( )
(5) observed ( )

56. The story says that electronic tubes are very powerful because the electrons

(1) are the smallest things in the world ( )
(2) can see and take pictures in the dark ( )
(3) hear and pick up many tiny things ( )
(4) are changing our world in many ways ( )
(5) move around at a very great speed ( )

57. Which word or words would help you to say the word scientists?

(1) diet ( )
(2) piece ( )
(3) sieve ( )
(4) scheme ( )
(5) client ( )

58. In this story the word discovered means the same as

(1) trapped ( )
(2) invented ( )
(3) concealed ( )
(4) discarded ( )
(5) recovered ( )

59. The beginning of the word unbelievable helps to make the word mean

(1) always believable ( )
(2) sometimes believable ( )
(3) often believable ( )
(4) seldom believable ( )
(5) not believable ( )

60. Which word or words have a sound in them like the sound of the letters underlined in machines? The sound is not always made by the same letters.

(1) Chicago ( )
(2) shuffle ( )
(3) nation ( )
(4) chief ( )
(5) ocean ( )

9. Bradley, Ted. *Our Land of Machines.* Little Wonder Book 504. New York: Charles E. Merrill Co., 1946. Pp. 29-30.

DIAGNOSTIC READING TESTS
SURVEY SECTION: LOWER LEVEL
(Grades 4-8)
FORM A
Booklet II: Part 2: VOCABULARY
Part 3: STORY READING

By *The Committee on Diagnostic Reading Tests, Inc.:*
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Do not write in these spaces unless told to do so. Read the general directions below.

Name (Please print clearly)_____
(Last name) (First name) (Middle name)

Grade_____ Sex_____ Age_____ Date of Birth_____
M or F Yrs. Mos.

School_____ Date Today_____

City_____ Teacher_____

GENERAL DIRECTIONS

The purpose of this test is to find out how well you can read. There are two parts: Vocabulary, and Story Reading. I will tell you when to start and when to stop each part. Be sure to follow instructions exactly. Do not begin any new part until you are told to do so.

Read each question carefully, but do not work too long on any *one* question. You may use any extra time you may have at the end of each part by going back and working on the questions in that part about which you were in doubt. You may not return to a part after the time for that part is over. You may answer questions about which you are not entirely sure, but you should not guess wildly.

Before each part of the test you will find directions. These directions explain how you are to record your answers regardless of whether you are recording them on separate answer sheets or in the booklet. The examiner will go over these directions with you in detail before you start the test.

	RAW SCORES	GRADE	PERCENTILES
Score 2. Vocabulary (Items 1-60)			
Score 3a. Story Reading			
Score 3b. Story Comprehension (Items 61-75)			

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Part 2: VOCABULARY

If you are going to mark your answers on answer sheets, read these Directions and skip the Directions on page 3.

DIRECTIONS FOR MARKING ANSWERS ON ANSWER SHEET

Now you are going to read some meanings for words. One of the five words under each meaning will be the right one. Choose the word which matches the meaning best and look at its number. Blacken that space which corresponds to it on the answer sheet with the special pencil which your teacher gave you.

There are sixty questions. You will not know them all, but do the ones you do know as quickly as you can. However, be sure to read all of the meaning and the five words under it before you answer the question.

Make your marks on the answer sheet as long as the pair of lines on it which you are marking and move the point of your special pencil up and down firmly to make a HEAVY, BLACK, GLOSSY line. If you change your mind and want to make a change in your answer, erase your first mark carefully. Make no stray marks; they may count against you.

Before you start, we will study the sample question below:

Sample: A kind of drinking cup most often used at a picnic

(1) copper (2) gold (3) paper (4) silver (5) pewter

Notice that the space under number 3 has been marked because paper is the correct answer.

Now you may start with question 1 on page 3. Work as quickly as you can, but work carefully!

Part 2: VOCABULARY

If you are going to mark your answers in the test booklet, that is, you are not going to use answer sheets, read these Directions and skip the Directions on page 2.

DIRECTIONS FOR MARKING ANSWERS IN THE TEST BOOKLET

Now you are going to read some meanings for words. One of the five words under each meaning will be the right one. Choose the word which matches the meaning best and look at its number. Copy that number in the parentheses at the end of the line.

There are sixty questions. You will not know them all, but do the ones you do know as quickly as you can. However, be sure to read all of the meaning and the five words under it before you answer the question.

Before you start, we will study the sample question below:

Sample: A kind of drinking cup most often used at a picnic

(1) copper (2) gold (3) paper (4) silver (5) pewter ..... (3)

Notice that there is a 3 in the parentheses at the end of the line because paper cups are most often used at a picnic. The word paper is number 3 in the sample question.

Now you may start. Work as quickly as you can and still be sure you get the ones you know right.

---

1. To give wrong directions
   (1) plot (2) puzzle (3) guide (4) direct (5) mislead ..... ( )
2. One who travels over unknown areas for the sake of discovery
   (1) tourist (2) diplomat (3) explorer (4) courier (5) missionary ..... ( )
3. One of four equal parts
   (1) a half (2) a fifth (3) a third (4) a quarter (5) a tenth ..... ( )
4. A period of 100 years
   (1) decade (2) era (3) century (4) lifetime (5) age ..... ( )
5. As different as can be
   (1) backward (2) former (3) opposite (4) vast (5) other ..... ( )
6. Distance across
   (1) width (2) depth (3) height (4) altitude (5) size ..... ( )
7. Strong and robust
   (1) ailing (2) heavy (3) plump (4) sturdy (5) brittle ..... ( )
8. To sleep during the winter months
   (1) stimulate (2) frolic (3) hibernate (4) dominate (5) nap ..... ( )
9. Astonishingly large
   (1) trivial (2) distorted (3) flimsy (4) tremendous (5) fragile ..... ( )
10. Any letter of the alphabet that is not a vowel
    (1) capital (2) verb (3) syllable (4) consonant (5) hyphen ..... ( )

11. The beginning of anything
(1) end (2) middle (3) result (4) conclusion (5) source ..... ( )

12. A certain amount taken off the price
(1) interest (2) discount (3) credit (4) refund (5) premium ..... ( )

13. Light hair or fair skin
(1) bronze (2) brunette (3) blond (4) sallow (5) ruddy ..... ( )

14. Something that is equal
(1) sequel (2) level (3) scale (4) measure (5) equivalent ..... ( )

15. Something which is usual
(1) elite (2) ordinary (3) poor (4) good (5) formidable ..... ( )

16. A difference of opinion
(1) disturbance (2) disagreement (3) duel (4) distraction (5) decision .... ( )

17. To name as a candidate for office
(1) elect (2) nominate (3) vote (4) seek (5) declare ..... ( )

18. An imaginary circle which divides the earth into two equal halves
(1) hemisphere (2) equinox (3) equator (4) South Pole (5) North Pole .... ( )

19. To send goods to a foreign country
(1) import (2) export (3) deport (4) impart (5) depart ..... ( )

20. An alphabetical list at the end of a book telling what is in the book and on what page to find it
(1) preface (2) title (3) glossary (4) index (5) dictionary ..... ( )

21. The measurement of a surface gives its
(1) space (2) borders (3) volume (4) area (5) height ..... ( )

22. To build or put together
(1) design (2) arrange (3) excavate (4) construct (5) contract ..... ( )

23. To think in a dreamy way
(1) confer (2) study (3) consider (4) reason (5) muse ..... ( )

24. When someone is very angry, we say he is
(1) frantic (2) scornful (3) fussy (4) furious (5) spiteful ..... ( )

25. A system of government where the people elect the men who make their laws
(1) dictatorship (2) tyranny (3) anarchy (4) domination (5) democracy .. ( )

26. Free from germs
(1) sterile (2) fertile (3) diseased (4) strong (5) simple ..... ( )

27. To sparkle
(1) polish (2) reflect (3) burn (4) glow (5) glitter ..... ( )

28. A stupid mistake
(1) blunder (2) trick (3) action (4) stumble (5) fault ..... ( )

29. An oral message is
(1) printed (2) written (3) sketched (4) spoken (5) typed ..... ( )

30. To say or think something is greater than it really is
(1) impress (2) astonish (3) exaggerate (4) emphasize (5) imagine ..... ( )

31. To charge with doing something wrong
(1) agree (2) punish (3) accuse (4) scold (5) imprison ..... ( )

32. Artificial methods are
(1) unplanned (2) real (3) unusual (4) ordinary (5) unnatural ..... ( )

33. Unwilling, without enthusiasm
(1) reluctant (2) hopeless (3) undecided (4) stupid (5) awkward ..... ( )

34. Very hot
(1) torrid (2) humid (3) frigid (4) temperate (5) moderate ..... ( )

35. Placing certain marks among words to help make the meaning clear
(1) proofreading (2) punctuation (3) contraction (4) insertion (5) interjection ( )

36. To work together with others for a common purpose
(1) contest (2) contend (3) cooperate (4) contract (5) combat ..... ( )

37. A helper who is learning
(1) plumber (2) apprentice (3) laborer (4) servant (5) teacher ..... ( )

38. A group of words which tell a single, complete thought
(1) phrase (2) sentence (3) paragraph (4) story (5) essay ..... ( )

39. To take by force
(1) frighten (2) plunder (3) sneak (4) wrong (5) barter ..... ( )

40. At the very end; the farthest possible position
(1) exact (2) extinct (3) exalted (4) extended (5) extreme ..... ( )

41. To exchange one thing for another
(1) sell (2) discount (3) transact (4) retail (5) barter ..... ( )

42. An imaginary line through the earth on which the earth rotates
(1) equator (2) axis (3) orbit (4) eclipse (5) pole ..... ( )

43. To be faithful and true
(1) friendly (2) agreeable (3) obedient (4) truthful (5) loyal ..... ( )

44. Having to do with work done by hand
(1) mental (2) manual (3) unskilled (4) unnatural (5) mannerly ..... ( )

45. Of highest excellence
(1) perfect (2) good (3) chosen (4) favored (5) enchanted ..... ( )

46. To follow after
(1) hurry (2) imitate (3) dash (4) hasten (5) pursue ..... ( )

47. Resistance to disease or poison
(1) community (2) immunity (3) toxin (4) antidote (5) fatigue ..... ( )

48. Straight up and down
(1) linear (2) diagonal (3) horizontal (4) parallel (5) vertical ..... ( )

49. Tools or instruments to use when working
(1) provisions (2) machines (3) trucks (4) implements (5) cranes ..... ( )

50. To look down upon; to scorn
(1) despise (2) despair (3) dislike (4) descend (5) desert ..... ( )

51. To go beyond
(1) exceed (2) overcome (3) surprise (4) bypass (5) exert ..... ( )

52. Having some secret meaning; hard to explain
(1) ignorant (2) logical (3) mysterious (4) reasonable (5) difficult ..... ( )

53. The distance north or south of the equator measured by degrees
(1) longitude (2) diameter (3) circumference (4) tropical (5) latitude .... ( )

54. The smallest amount
(1) minus (2) maxim (3) maximum (4) minor (5) minimum ..... ( )

55. To stay about, trying not to be seen
(1) lurk (2) hide (3) creep (4) crawl (5) spy ..... ( )

56. A part payment or part delivery of goods
(1) installment (2) interest (3) investment (4) insurance (5) invoice .... ( )

57. A verb that expresses a command, as Go!
(1) action (2) exclamatory (3) imperative (4) present (5) interrogative .... ( )

58. Having to do with the country
(1) urban (2) suburban (3) rural (4) metropolitan (5) county ..... ( )

59. A favorable time
(1) opportune (2) now (3) pleasant (4) forever (5) definite ..... ( )

60. The thought, feeling, or wish that makes one act
(1) memory (2) nerve (3) motor (4) notion (5) motive ..... ( )

Part 3: STORY READING

Directions

You are going to read a story. Read it in the same way you usually read any story. Read as fast as you can and know what you are reading. You will be asked questions about the story when you are through.

The story starts at the bottom of this page. Before you turn the page and start reading to yourself, we will read the beginning of it together. I will read it out loud while you read it silently. When we come to the last word on this page, you will all turn the page at the same time and go right on reading.

When you finish reading the whole story you will find some questions with printed directions telling you what to do next. You will answer the questions in the same way you have just answered the vocabulary questions. DO NOT READ ANY PART OF THE STORY MORE THAN ONCE.

If you are marking your answers in this booklet, read this paragraph. If not skip it, and read the next paragraph. After you have been reading for several minutes, I will say "Mark!" You will CIRCLE THE WORD YOU ARE READING AT THAT TIME and go right on reading. Be sure to circle the word you are reading when I say "Mark." Do you have any questions? Ask them now if you do. No questions will be answered after the test starts. WAIT TO TURN THIS PAGE UNTIL I TELL YOU TO DO SO.

If you are marking your answers on answer sheet, read this paragraph.

Notice that each line which you will read is numbered. After you have been reading for several minutes, I will say "Mark!" Now look at your answer sheets. Find the place called "Scores." You are to look at the number of the line you are reading at the time I say "Mark" and copy it on the answer sheet in the space numbered 1 and go right on reading. Find the place where you will write when I say "Mark" and put a small check in it so that I will be sure you have found the right place. Be sure to go right on reading after you put the number of the line you are reading in space 1 on the answer sheet when I say "Mark."

Do you have any questions? Ask them now if you do. No questions will be answered after the test starts. WAIT TO TURN THIS PAGE UNTIL I TELL YOU TO DO SO.

BEYOND THE SOLAR SYSTEM

You may well wonder when you see a star in the sky what it is. For although you are almost sure to know that stars are suns, they are not all single suns. The star you see twinkling may be a double star—two stars traveling around and around each other.

Each of the stars in a double star may be a double star. A single twinkling point of light may be two or four suns instead of one. A star may even be six suns traveling around one another.

There are stars in all directions from the earth. The only reason that we do not see stars in the daytime is that the sunlit air hides them. The air spreads the light of the sun over the whole sky. If we could go up above the air, the sky would be black and we would see stars both day and night.

Of course, there is one star that we can see only in the daytime—our sun. Our sun is a star just as the other stars are suns. The two words "sun" and "star" mean the same thing. When we talk about the stars, however, we usually mean all the stars except the sun. In this story "stars" is used as a short way of saying "stars other than the sun."

Sometimes we call heavenly bodies "stars" which are not really stars. Falling stars, or shooting stars, are not true stars. They are tiny bits of stone or iron, most of them no larger than a pea. They become white-hot when they fall through our air towards the earth. They are not at all like suns. "Meteors" is a better name for them than "falling stars" or "shooting stars."

The heavenly bodies we call the "evening stars" and the "morning stars" are not true stars either. They are planets instead. The earth is a planet. Circling around the sun there are eight other large planets. Two of them cannot be seen with your eyes alone—they are too far away. The others look like stars when we see them in the sky—some of them look like very bright stars. When we see a planet shining brightly in the west soon after sunset, we call it an "evening star." When we see a planet shining in the eastern sky just before sunrise, we call it a "morning star." Planets are really very different from true stars. They do not give off any light of their own. They shine only because they reflect some of the sunlight that falls on them.

Traveling around the sun there are nine large planets. There are also more than a thousand very small planets. There are, too, millions of meteors and hundreds of comets. Besides, most of the large planets have moons traveling around them as they travel around the sun. The sun and all the heavenly bodies that travel around it make up the solar system. The solar system is very large. But when we look at the stars, we are looking far, far beyond the solar system.

Some stars can never be seen from some parts of the earth. Others can never be seen from other parts of the earth. Sometimes the earth itself shuts off the view of a star.

Because of the turning of the earth, the night sky is never the

same for any two minutes in a row. The turning of the earth makes the stars appear to move in the sky. A star which is above our heads at midnight is low in the western sky five hours later. At the same time, stars that could not be seen at midnight have come into view in the eastern sky.

Sky Distances

If you were trying to tell someone how far it is from Chicago to New York, you would not tell them in inches. "One thousand miles" would be much easier to understand than "63,360,000 inches." In the same way, it is foolish to try to measure how far it is to the stars in miles. They are too far away. If the distances were measured in miles, the numbers would be so big that they would not mean much. We have to use a longer measure.

One of the measures used is the light-year. A light-year is how far light travels in one year. When a person tells us that a star is 200 light-years away, he means that it is so far away that its light has to travel for 200 years to reach us.

Proxima Centauri is our nearest star neighbor. This star is about 4¼ light-years away. It is a very faint star which cannot be seen with your eye alone. Even with a telescope, it can never be seen in the northern half of the United States. Sirius, the brightest star in the whole sky, is nearly 9 light-years away. Antares, another very bright star, is 400 light-years distant. Suppose for a moment that Antares has circling around it a planet with people on it. Suppose, too, that the people on the planet have telescopes so powerful that they can see happenings on the earth. Then they are just now seeing what happened here about fifty years after Columbus discovered America. None of the sunlight which fell on Columbus as he stepped ashore in America reached Antares until the year 1892.

Turn to the next page without waiting for further directions.

Read the directions.

Mark the answers according to the directions.

From Bertha M. Parker, "Beyond the Solar System," *Basic Science Education Series.* With special permission of the publisher and copyright holder, Row, Peterson and Company, 1941.

DIRECTIONS

Here are fifteen questions about the story you have just read. Read each question carefully and choose the best answer.

DIRECTIONS FOR MARKING ANSWERS IN THE TEST BOOKLET

Choose the best answer and place an x in the parentheses at the right of it. Study the following question which is answered to show you the way it should be done.

Sample: The main idea of paragraph 1 in DIRECTIONS is that

(1) this is a test of vocabulary ..... ( )
(2) you are to answer questions on the story ..... (x)
(3) you are to read each story more than once ..... ( )
(4) this is a test of how rapidly you read ..... ( )

You will see that x has been placed in the parentheses at the right of the second answer because "you are to answer questions on the story" is the main idea in paragraph 1, and is the right answer.

DIRECTIONS FOR MARKING ANSWERS ON ANSWER SHEETS

Study the following question which has been answered to show you the way it should be done.

Sample: The main idea of paragraph 1 in DIRECTIONS is that
(1) this is a test of vocabulary
(2) you are to answer questions on the story
(3) you are to read each story more than once
(4) this is a test of how rapidly you read

You will see that the space under 2 has been blackened because the second answer "you are to answer questions on the story" is the main idea of paragraph 1 and is the right answer.

QUESTIONS ON "BEYOND THE SOLAR SYSTEM"

61. It is true that
(1) a star may be a number of suns traveling around one another ..... ( )
(2) all stars are double stars ..... ( )
(3) most of our stars are really suns ..... ( )
(4) stars are really double stars ..... ( )

62. Our solar system is made up of
    (1) thousands of suns and planets ..... ( )
    (2) our sun and all the bodies that travel around it ..... ( )
    (3) millions of stars, planets and meteors ..... ( )
    (4) the stars we see in the sky ..... ( )

63. We do not usually see stars in the daytime because
    (1) their light is too weak to be seen ..... ( )
    (2) they are hidden by planets ..... ( )
    (3) we are too far away from them ..... ( )
    (4) they are hidden by our sunlit air ..... ( )

64. The words "sun" and "star"
    (1) mean burning and non-burning bodies ..... ( )
    (2) mean direct light or reflected light from a heavenly body ..... ( )
    (3) really mean the same thing ..... ( )
    (4) mean our stars other than our sun ..... ( )

65. Falling stars or shooting stars
    (1) are stars that are burning out ..... ( )
    (2) are stars with tails of burning dust behind them ..... ( )
    (3) are stars that have fallen from their places in the solar system ..... ( )
    (4) are not stars but bits of stone or iron falling through our air ..... ( )

66. The word "planet" means
    (1) all of the heavenly bodies in our solar system ..... ( )
    (2) a heavenly body that shines by reflected light ..... ( )
    (3) all the heavenly bodies outside our solar system ..... ( )
    (4) all the heavenly bodies ..... ( )

67. The morning and evening stars
    (1) can be seen only after sunrise or before sunset ..... ( )
    (2) are so named because they cannot be seen during the day ..... ( )
    (3) are not stars but planets ..... ( )
    (4) are extra bright stars ..... ( )

68. The nearest star to us is
    (1) less bright than Sirius ..... ( )
    (2) a very bright star ..... ( )
    (3) a planet ..... ( )
    (4) within our own solar system ..... ( )

69. It is true that
    (1) each star or sun moves across the sky at night ..... ( )
    (2) you have to stand in a certain place in order to see all the stars at once . ( )
    (3) we see different stars during the day than at night ..... ( )
    (4) the earth hides some of the stars from our view ..... ( )

70. Distances in the sky are
    (1) measured in millions of miles of space ..... ( )
    (2) too great to be measured ..... ( )
    (3) measured by light years ..... ( )
    (4) measured by miles as we measure on earth ..... ( )

71. The moving of stars in the sky is due to
    (1) the turning of the earth ..... ( )
    (2) the fact that each star has its own path ..... ( )
    (3) the fact that we don't understand how the stars work ..... ( )
    (4) the place on earth where you are standing ..... ( )

72. A light-year is
    (1) the speed of light ..... ( )
    (2) the distance light travels in a year ..... ( )
    (3) the distance of the stars from us ..... ( )
    (4) about six million light-miles ..... ( )

73. Our nearest star neighbor
    (1) is Sirius, a very bright star ..... ( )
    (2) is easily seen in the early morning or evening ..... ( )
    (3) can not be seen by the naked eye ..... ( )
    (4) is many, many million miles away ..... ( )

74. If we could see what was happening on our nearest star
    (1) we could see what was going on there now ..... ( )
    (2) we would be seeing what happened about four years ago ..... ( )
    (3) we could watch the daily events as they happened ..... ( )
    (4) we would really be seeing what happened there many years ago ..... ( )

75. Traveling around our sun are
    (1) just the nine planets and their moons ..... ( )
    (2) some planets, their moons and some stars ..... ( )
    (3) more stars than we can count ..... ( )
    (4) probably more than a million heavenly bodies ..... ( )

APPENDIX B

THE MICHIGAN STATE M-SCALES
(FORM C - MALE)

APPENDIX B

Name

THE 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

I would prefer to:

13. 1) Be allowed to take extra courses before or after school, or
    2) Just take courses offered during the school day

14. 1) Complete a job which I recognize as difficult, or
    Complete a job which others 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 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"

I would prefer to:

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

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

I would prefer to:

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 demanding on myself to do good work, or
    2) Be demanding 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

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.

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. 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 preference. 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!

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 which absorbs my interests

54. 1) A job where I could continue to learn the rest of my life
    2) A job where I could not be fired

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

I prefer:

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

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.

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

Ratings: 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

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 distracted	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 never describe the way I feel

2 This statement sometimes describes the way I feel

3 This statement usually describes the way I feel

4 This statement always 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!

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

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

		N	S	U	A
134.	I have trouble waiting for a class to be over	1	2	3	4
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

APPENDIX C

THE MICHIGAN STATE M-SCALES
(FORM C - FEMALE)

APPENDIX C

_____
Name

THE 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 <u>new</u> 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

I would prefer to:

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

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 an 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 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!

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

I prefer:

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 which has short working hours
    2) A job where I could express my ideas, talents, and skills

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

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

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

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

Ratings: 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
64. talented	1	2	3	4	88. perfectionistic	1	2	3	4
65. practical	1	2	3	4	89. accepting	1	2	3	4
66. average	1	2	3	4	90. carefree	1	2	3	4
67. logical	1	2	3	4	91. competitive	1	2	3	4
68. smart	1	2	3	4	92. intellectual	1	2	3	4
Teachers feel that I am:	**N**	**S**	**U**	**A**	**Teachers feel that I am:**	**N**	**S**	**U**	**A**
69. successful	1	2	3	4	93. alert	1	2	3	4
70. thorough	1	2	3	4	94. above average	1	2	3	4
71. orderly	1	2	3	4	95. productive	1	2	3	4
72. purposeful	1	2	3	4	96. persuadable	1	2	3	4
73. a procrastinator	1	2	3	4	97. a thinker	1	2	3	4
Teachers feel that I am:	**N**	**S**	**U**	**A**	**Teachers feel that I am:**	**N**	**S**	**U**	**A**
74. studious	1	2	3	4	98. ambitious	1	2	3	4
75. different	1	2	3	4	99. contented	1	2	3	4
76. discontented	1	2	3	4	100. concerned	1	2	3	4
77. flighty	1	2	3	4	101. an achiever	1	2	3	4
78. responsible	1	2	3	4	102. a planner	1	2	3	4
Teachers feel that I am:	**N**	**S**	**U**	**A**	**Teachers feel that I am:**	**N**	**S**	**U**	**A**
79. consistent	1	2	3	4	103. competent	1	2	3	4
80. intelligent	1	2	3	4	104. teachable	1	2	3	4
81. distractable	1	2	3	4	105. reasonable	1	2	3	4
82. nervous	1	2	3	4	106. impatient	1	2	3	4
83. systematic	1	2	3	4	107. friendly	1	2	3	4
Teachers feel that I am:	**N**	**S**	**U**	**A**	**Teachers feel that I am:**	**N**	**S**	**U**	**A**
84. daring	1	2	3	4	108. efficient	1	2	3	4
85. a person who postpones	1	2	3	4	109. easily distracted	1	2	3	4
86. exacting	1	2	3	4	110. reliable	1	2	3	4
87. stubborn	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 never describe the way I feel

2 This statement sometimes describes the way I feel

3 This statement usually describes the way I feel

4 This statement always 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 that 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 your answer, erase completely your first choice.

Remember to answer the statements as they apply to you!

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.	I 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

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

		N	S	U	A
131.	I get disgusted with myself if I don't do as well as I should	1	2	3	4
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 D

CAREER INTEREST QUESTIONNAIRE

APPENDIX D

CAREER INTEREST QUESTIONNAIRE

There are many men and women who are experienced in different skilled occupations in the Macomb County area. Many of these people have offered to help young men and women of high school age to decide upon an occupation or job. This questionnaire will tell them which occupations are of interest so they can plan programs to help you learn more about those occupations.

PLEASE PRINT the following information:

Name _____
Last First Initial

Address _____
Street and Number City Zip

_____ _____ M F _____ _____
Phone Grade Sex Age School

CAREER CHOICE: _____ _____
1st 2nd

Look over the job titles below and place a number (1) in the blank by your first choice, number (2) by your second choice.

SKILLED OCCUPATIONS

BUILDING TRADES

___ 011 Brick Layer
___ 012 Carpenter
___ 013 Electrician
___ 014 Painter
___ 015 Plumber
___ 019 Other (write in)_____

CLERICAL-SECRETARIAL

___ 021 Bookkeeper
___ 022 Data Processing Worker
___ 023 Office Machines Operator
___ 024 Secretary
___ 025 Typist
___ 029 Other (write in)_____

FOOD PREPARATION & SERVICE

___ 041 Baker
___ 042 Chef
___ 043 Hotel or Restaurant Cook
___ 044 Meat Cutter
___ 045 Restaurant Manager
___ 046 Waiter
___ 049 Other (write in) _____

GRAPHIC ARTS, DRAFTING & ART

___ 051 Commercial Artist
___ 052 Draftsman (architectural)
___ 053 Draftsman (mechanical)
___ 054 Photographer
___ 055 Printer
___ 059 Other (write in) _____

CONTINUED ON NEXT PAGE

HEALTH SERVICES & RELATED

___ 061 Child Care Aide (nursery)
___ 062 Dental Office Assistant
___ 063 Dietitian Assistant
___ 064 Medical Office Assistant
___ 065 Nurses' Aide
___ 066 Practical Nurse
___ 069 Other (write in)_____

HORTICULTURE, AGRICULTURE & RELATED

___ 071 Farm Manager
___ 072 Florist
___ 073 Golf Course Greenskeeper-Caretaker
___ 074 Landscape-Nursery Worker
___ 079 Other (write in)_____

MECHANICAL REPAIR & SERVICE

___ 081 Air Conditioning & Refrigeration Repairman
___ 082 Auto Body Repairman
___ 083 Auto Mechanic
___ 084 Aviation Mechanic
___ 085 Farm Equipment Repairman
___ 086 Office Machine Repairman
___ 087 Radio, TV, Electrical Appliance Repairman
___ 088 Small Engine Repairman
___ 089 Other (write in)_____

METALWORKING & INDUSTRIAL MACHINE TRADES

___ 091 General Maintenance Repairman (in industry)
___ 092 Machinist
___ 093 Machine Repairman (in industry)
___ 094 Sheet Metal Worker
___ 095 Tool & Die Maker
___ 096 Welder
___ 097 Telephone Communications Worker
___ 099 Other (write in)_____

SALES & MARKETING

___ 111 Advertising & Display Worker
___ 112 Retail Salesperson
___ 113 Store Manager
___ 114 Wholesale Salesperson
___ 119 Other (write in)_____

MISCELLANEOUS SERVICE

___ 121 Interior Decorator
___ 122 Seamstress or Tailor
___ 123 Shoe Repairman
___ 124 Upholsterer
___ 125 Hotel-Motel Manager
___ 126 Seaman
___ 127 Aviation Worker
___ 128 Radio & TV Broadcaster
___ 129 Other (write in)_____

CONTINUED ON NEXT PAGE

PROFESSIONS & RELATED OCCUPATIONS

BUSINESS ADMINISTRATION & RELATED

___ 131 Accountant
___ 132 Personnel Worker
___ 133 Public Relations Worker
___ 134 Banker & Financier
___ 135 Industrial Manager
___ 139 Other (write in)_____

SOCIAL SCIENCES & PUBLIC SERVICES

___ 141 Clergyman, Rabbi or Priest
___ 142 Fireman
___ 143 Lawyer
___ 144 Policeman
___ 145 Foreign Service Officer
___ 146 Public Administrator
___ 147 Journalist
___ 149 Other (write in)_____

ENGINEERING & ARCHITECTURE

___ 151 Architectural Engineer
___ 152 Civil Engineer
___ 153 Mechanical Engineer
___ 154 Electrical Engineer
___ 155 Engineer's Assistant (Technician)
___ 159 Other (write in)_____

HEALTH SERVICE & RELATED

___ 161 Medical Doctor
___ 162 Dentist
___ 163 Pharmacist (druggist)
___ 164 Nurse
___ 165 Medical Technician (such as X-ray or lab technician)
___ 169 Other (write in)_____

MATH & SCIENCE & RELATED

___ 171 Mathematician
___ 172 Physical Scientist (such as Chemist, Physicist)
___ 173 Biological Scientist
___ 174 Forester or Conservation Worker
___ 179 Other (write in)_____

PERFORMING & FINE ARTS

___ 181 Actor
___ 182 Musician
___ 183 Painter
___ 184 Sculptor
___ 189 Other (write in)_____

TEACHING AND/OR YOUTH WORK

___ 191 Teacher
___ 192 Counselor
___ 193 Coach
___ 194 Social Worker
___ 195 Boy Scout, YMCA, Boy's Club Worker
___ 199 Other (write in)_____

APPENDIX E

STUDENT QUESTIONNAIRE

APPENDIX E

STUDENT QUESTIONNAIRE

Date_____

1. Sex
   1) Male
   2) Female
2. Age
   1) 14
   2) 15
   3) 16
   4) 17
   5) 18
3. Grade in School
   1) 8
   2) 9
   3) 10
   4) 11
   5) 12
4. School
   1) E.D.H.S.
   2) Oakwood
   3) Grant
   4) Kelly
   5) Other
5. Last grade your mother was in when she left school?
   1) 0-8
   2) 9-10
   3) 11-12
   4) Graduated H.S.
   5) Graduated College

6. Last grade your father was in when he left school?
   1) 0-8
   2) 9-10
   3) 11-12
   4) Graduated H.S.
   5) Graduated College

7. Do you work?
   1) Yes
   2) No

8. If you work, how many hours per week do you work?
   1) 0-5
   2) 6-10
   3) 11-15
   4) 16-20
   5) 21 and over

9. How much do you earn per week?
   1) $10 or less
   2) $11-20
   3) $21-30
   4) $31-40
   5) $41 and over

10. How many brothers do you have?
   1) 0
   2) 1
   3) 2
   4) 3
   5) 4 or more

11. How many sisters do you have?
   1) 0
   2) 1
   3) 2
   4) 3
   5) 4 or more

12. How many brothers and sisters dropped out of school?
    1) 0
    2) 1
    3) 2
    4) 3
    5) 4 or more

13. How many brothers and sisters are still in school?
    1) 0
    2) 1
    3) 2
    4) 3
    5) 4 or more

14. How many brothers and sisters graduated from high school?
    1) 0
    2) 1
    3) 2
    4) 3
    5) 4 or more

15. How many brothers and sisters graduated from college?
    1) 0
    2) 1
    3) 2
    4) 3
    5) 4 or more

16. What do you plan to do when you graduate?
    1) Go to work
    2) Go to college
    3) Stay home
    4) Get married
    5) Go to some kind of school, but not necessarily college
    6) Work during the day and night school
    7) Don't know or undecided

17. Yearly family income
    1) 0 - $3,999
    2) $4,000 - $6,999
    3) $7,000 - $9,999
    4) $10,000 - $14,999
    5) $15,000 and over

18. Type of family organization--with whom do you live?
    1) Both natural parents
    2) Mother
    3) Father
    4) Mother-Stepfather or Father-Stepmother
    5) Other relative or friend, husband or wife

APPENDIX F

STUDENT INVENTORY

APPENDIX F

STUDENT INVENTORY

DIRECTIONS

This inventory is designed to determine the way you feel about class activites and the total "Daybreak" Summer Program.

To help describe the classes you are taking, you are to mark the way you feel about various activities and statements. In the booklet, following each statement, you will find the following: A U D. Circle one of those letter or letters which best describes the way you feel about the statement.

A - Agree

U - Undecided or uncertain

D - Disagree

There are no right or wrong answers. The data is confidential and you cannot be identified; therefore, please be honest in your answers. Also, please respond to every item.

STUDENT INVENTORY

(Figures expressed in percentage)

		A	U	D
1.	In my classes I would prefer to have the teacher do all the planning of assignments and activities.....	3	29	67
2.	In my classes I would prefer to work with the teacher in planning my own individual assignments and class activities.....	80	3	16
3.	In my classes I work the way I do in class because I feel I am helping myself.....	61	25	12
4.	In my classes the work is too difficult rather than about right for me and the students of my age and grade.....	12	29	58
5.	In my classes I am really interested in getting started and working on class activities.....	54	29	16
6.	In my classes I feel that the teacher is interested in getting started and working on class activities.....	67	22	9
7.	In my classes I dislike starting the class and look forward to its end.....	32	19	48
8.	In my classes I feel that the teacher dislikes starting the class and looks forward to its end.....	12	35	51
9.	In my classes individual assignments and activities are provided for various members of the class to allow for differences in interests, backgrounds, and experience..	45	25	29

10.	In my classes I feel my assignments and class activities are of practical value to me.....	58	29	12
11.	In my classes I am satisfied with the class activities and assignments.....	58	12	29
12.	In my classes other class members and I are permitted to explore and talk freely about our feelings about the class.....	74	12	12
13.	In my classes we listen to the teacher lecture or give demonstrations without a chance to discuss or ask questions.....	12	16	70
14.	In my classes we have to memorize facts or other material.....	25	12	61
15.	In my classes the teacher is available to give me help when I desire help.....	74	9	16
16.	In my classes the teacher helps me think through and work out my own difficulty or problems when I ask the teacher for help.	64	19	16
17.	In my classes my classmates and I feel relaxed and happy as we go about doing our class work...	58	22	19
18.	In my classes we talk about how we feel about what we learn.....	67	22	9
19.	In my classes we talk about how our ideas are changing.....	54	25	19
20.	In my classes the teacher works with us to help us understand what we did wrong and why we made errors during tests.....	64	16	19
21.	I feel the "Daybreak" Summer Program has been good for me....	87	6	6
22.	I feel I have been successful in most of my classes during the "Daybreak" Summer Program.....	77	12	9

23. The item or items I like best about the "Daybreak" Summer Program concerning structure. (Select only two)

    1. The receiving of high school credit. - 29%
    2. The flexible rules and regulations. - 32%
    3. The hours of the day when school is in session. - 16%
    4. The small classes. - 22%

24. Concerning attitude (Select only two)

    1. Attitude of teachers toward students. - 29%
    2. Freedom to express yourself. - 41%
    3. Attitude of students toward teacher positive. - 9%
    4. The feeling that both teachers and students have toward the program. - 19%

25. Concerning curriculum

    1. The vocational classes - 45%
    2. The remedial classes - 9%
    3. The skill and teaching ability of the teachers - 22%
    4. The kinds of material used in class - 22%

26. Of all my classes, I like the following <u>one</u> best:

    1. Communication - 9%
    2. Mathematics - 9%
    3. Social Adjustment - 29%
    4. Vocational - 51%

27. Of all my classes, I like the following <u>one</u> least:

    1. Communication - 22%
    2. Mathematics - 38%
    3. Social Adjustment - 22%
    4. Vocational - 16%

28. What I like least about the Program--write in your answer

APPENDIX G

TEACHER INVENTORY

APPENDIX G

TEACHER INVENTORY

DIRECTIONS

This inventory is designed to determine the way you feel about class activities and the total "Daybreak" Summer Program.

To help describe your classes, you are to mark the way you feel about various activities and statements. In the booklet following each statement, you will find the following: A U D. Circle one of those letters which best describes the way you feel about the statement.

A - Agree

U - Uncertain or undecided

D - Disagree

There are no right or wrong answers. The data is confidential and you cannot be identified; therefore, please be honest in your answers. Also, please respond to every item.

TEACHER INVENTORY

(Figures expressed in percentage)

		A	U	D
1.	In my classes I would prefer to do all of the planning of assignments and class activities.....	71	0	29
2.	In my classes I would prefer having each student work with me in planning his individual assignments and class activities.	86	14	0
3.	In my classes the students work the way they do in class because they feel they are helping themselves.....	57	29	71
4.	In my classes the work is too difficult rather than about right for the students of this age and grade.....	29	0	71
5.	In my classes I am really interested in getting started and working on class activities.....	100	0	0
6.	In my classes I feel that the students are interested in getting started and working on class activities.....	71	14	14
7.	In my classes I dislike starting the class and I look forward to its end.....	0	0	100
8.	In my classes I feel that the students dislike starting the class and look forward to its end.....	14	43	43
9.	In my classes individual assignments and activities are provided for various members of the class to allow for differences in interests, backgrounds, and experiences	71	14	14

10.	In my classes I feel that the assignments and activities are of practical value to my students.....	100	0	0
11.	In my classes my students are satisfied with class activities and assignments.....	57	43	0
12.	In my classes the class members are permitted to explore and to talk freely about their feelings about this class.....	100	0	0
13.	In my classes I lecture or give demonstrations without allowing the students to discuss or ask questions.....	0	0	100
14.	In my classes my students have to memorize facts and other materials.....	0	0	100
15.	In my classes I am available to give help when students desire help.....	100	0	0
16.	In my classes I help students think through and work out their own difficulties or problems when they ask me for help.	100	0	0
17.	In my classes the students feel relaxed and happy as they go about doing their class work...	57	43	0
18.	In my classes we talk about how the students' ideas are changing.....	86	14	0
19.	In my classes we talk about how the students feel about what they learn.....	71	29	0
20.	In my classes I work with my students to help them understand what they did wrong and why they made errors during tests.....	71	29	0
21.	I feel that "Daybreak" students should get credit for "Daybreak" and this credit should count toward high school graduation.....	71	14	14

22. I feel that "Daybreak" ought to operate as an independent school with its own full time staff, facilities, supplies, etc.....	57	14	29
23. I feel the majority of students are learning in the "Daybreak" program.....	71	14	14
24. The "Daybreak" Summer Program is an excellent program for dropouts or potential dropouts in East Detroit.....	71	0	29
25. I feel that the rules of behavior accepted for "Daybreak" students are appropriate; example, dress, attendance.....	57	0	43
26. I believe the curriculum is meeting the needs of most of the students.....	43	29	29
27. I feel that it would be a good idea to have the program again during the regular school year..	57	14	29

28. Of all the classes, I feel the students will like the best:

    1. Communication - 0%
    2. Mathematics - 0%
    3. Social Adjustment - 0%
    4. Vocational - 100%

29. Of all the classes, I feel the students will like least:

    1. Communication - 29%
    2. Mathematics - 29%
    3. Social Adjustment - 43%
    4. Vocational - 0%

30. How might the "Daybreak" Program be improved?