

THE IDENTIFICATION AND ANALYSIS OF
THE FACTORS CONTRIBUTING TO THE
DROP-OUT RATE AMONG PARTICIPANTS
IN CLASSES OF THE LANSING ADULT
SCHOOL PROGRAM

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
Robert Leon Ewigleben
1959



This is to certify that the

thesis entitled

THE IDENTIFICATION AND ANALYSIS OF THE FACTORS CONTRIBUTING
TO THE DROP-OUT RATE AMONG PARTICIPANTS IN CLASSES OF
THE LANSING ADULT SCHOOL PROGRAM

presented by

Robert Leon Ewigleben

has been accepted towards fulfillment
of the requirements for

Doctor's degree in Education

Harold R. Dillon
Major professor

Date May 15, 1959

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By

Robert Leon Ewigleben

A THESIS

Submitted to the School for Advanced Graduate Studies
of Michigan State University of Agriculture and
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Department of Teacher Education

1959

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AN ABSTRACT

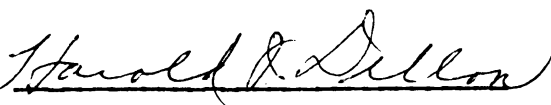
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Year 1959

Approved



ABSTRACT

This study was undertaken to identify and describe certain personal and social characteristics of those who dropped out of adult education classes and to ascertain those factors which contributed to the high drop-out rate among the adult education participants.

Two sources of information were used in this study. Official attendance records of the Lansing Public School Adult Program were used to provide an overview of the problem as well as specific enrollment and drop-out statistics. A second source of information was obtained by a personal interview with a selected sample of those who had dropped out during the 1957-58 school year. One hundred forty-two individuals were interviewed. A structured interview questionnaire which had been refined by extensive pre-testing was used.

Enrollment statistics indicated that of the nearly 10,000 adult participants approximately twenty-nine per cent became drop-outs. The greatest drop-out rate was found in business education classes and the lowest drop-out rate was found in art, craft, and hobby classes.

The greatest enrollments and the most drop-outs were found in Fall term classes but no reasons were found that were unique to any particular term or season.

Although drop-outs did not mention class length as a reason for dropping out, classes which met for a shorter number of sessions were found to have the best holding power.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

The third section details the statistical analysis performed on the collected data. This involves the use of descriptive statistics to summarize the data and inferential statistics to test hypotheses. The results of these analyses are presented in a clear and concise manner, highlighting the key findings of the study.

Finally, the document concludes with a discussion of the implications of the findings. It suggests that the results have significant implications for the field of study and provides recommendations for further research. The author also acknowledges the limitations of the study and offers suggestions for how these can be addressed in future work.

Sixty-nine per cent of the study population were married and, of those who were married, most had children.

The drop-outs were found to be approximately thirty-two years of age and fifty-seven per cent were found to be high school graduates. These findings indicated that the greatest problem of holding power is among relatively younger participants who are, on the average, better educated than the general adult population.

One-fifth of the drop-outs were employed in service occupations. Most of the students who were employed in clerical, service, or operative jobs were taking the class to improve themselves occupationally and usually dropped out because of a "personal" or "job" reason.

Illness and the availability of time were reasons mentioned by over forty per cent of the drop-outs. For the most part, these and many of the other reasons represented situations which the teachers and administrators could do little about. They were complex situations that only the individual could solve.

Very few dropped-out specifically because of the program, although many mentioned that one of several factors had influenced their decision. Of these, "teaching" was mentioned most often. Expense involved to participate was not a factor mentioned by any of those interviewed.

Of three-fourths of those questioned, the class dropped represented their first adult education experience. Twenty-five per cent have since taken a class and forty-four per cent plan to take part in future classes.

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

Adult Education has emerged as a phenomenon of our times. An analysis of current literature cites the continued growth of adult education in American culture. The American Institute of Public Opinion reported in March of 1950 that, "More than 45 million are taking, have taken, or would like to take adult education classes . . . This is approximately one-half of the total number of adults in the country."¹

In American public education, adult education has rapidly become a formidable aspect of the nation's total education picture. The rationale for this movement has a sound logical basis--the education of adults is fundamental to the continuation of a free, democratic society. Democracy can not survive without an enlightened, informed citizenry. This ideal can best be achieved through a well-organized program of continuing education for all age levels of people in all segments of society.

The phenomenal growth in adult education has been in the direction of increased numbers and in an increase in existing programs as well

¹Homer Kempfer, Adult Education, New York: McGraw Hill Book Company, Inc., 1955, p. 4.

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as an increase in the number of communities initiating adult education programs.

The staggering statistics, which indicate great growth in adult enrollments are of little significance, when nearly one-third of the enrollees fail to finish the class in which they enrolled.² These enrollment statistics have still less significance, when nearly one-half of the enrollees fail to attend one-half of the class sessions.³

In the Lansing Public School Adult Program, during the 1957-58 school year, the drop out rate was approximately thirty per cent. Nine thousand nine hundred people enrolled while two thousand eight hundred dropped out. Statistics on the Lansing program indicate that this problem has existed in similar proportions in previous years.

Studies on a national scale indicate that this is a fundamental problem in adult education. One phase of a 1952 National Education Association study was an inquiry into the adult education drop-out problem. In this study, it was found that in cities over 100,000, 35.4% of the enrollees dropped out; in cities of 30,000 to 100,000, 22.8% and in cities of 2,500 to 30,000, 15.7% dropped out.⁴

The justification for this study is based on the impending significance of adult education as a function of the American public

²National Education Association, A Study of Urban Public School Adult Education Programs, (National Education Association: 1952), p. 28.

³Ibid., p. 28.

⁴Ibid., p. 28.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

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Finally, the document concludes with a discussion of the implications of the findings. It suggests that the results have significant implications for the field of study and provides recommendations for further research. The author also acknowledges the limitations of the study and offers suggestions for how these can be addressed in future work.

The following table provides a summary of the key data points from the study.

Category	Value
Item A	12.5
Item B	8.7
Item C	15.3
Item D	9.1
Item E	11.8

school. It is because so little is known of the nature of the drop-out problem in public school adult education that such a study took place.

Statement of the Problem

It was the primary purpose of this study to ascertain, through personal interview, those factors which have contributed to the high drop-out rate in the Lansing Public School Adult Program.

Major consideration was given to the following areas:

1. The reasons for dropping from adult classes, as expressed by the drop-outs themselves.
2. The identification of certain personal and social characteristics of those who dropped out.
3. The factors within the adult education program which effected the drop-out problem.

It is hoped that the results of this research will assist adult education directors in better understanding the problem. Such an understanding might result in a reduction in the number of students dropping courses.

Background and Need for the Study

Among the most widespread problems that beset adult education administrators are those resulting from the marginality of the operation. The reality of too little money, too few facilities, and too tenuous a hold on its clientele to gain support for its aims or

recognition for its professional personnel must be constantly faced by the administrator. Decisions are made and programs are developed in this atmosphere. The purpose of this portion of the study is to review the characteristics of a modern adult education enterprise and the movement of which it is a part and to provide the background which points to the relevance of this study.

{ At all levels, adult education has been relegated a position of dependence upon a larger institution of which it is a part. This is especially true of public school adult education, where the program director is responsible to the Superintendent of Schools and the Board of Education. This dependence causes several serious problems. The aims and objectives of the adult program and the parent organization may not be related; little opportunity may exist under such organization for the adult program to develop on its own merits and terms; and the adult program has difficulty in gaining institutional identity.

Another aspect of the organizational structure which creates a problem in public school adult education, is in the area of finance. The public's image of appropriate tax supported education includes elementary and secondary education and in some cities and states higher education. The objectives of adult education are looked upon as additions to the purposes of public education, consequently, those involved in these activities must bear the burden of expense. Adult education is viewed as an adjunct--as a appendage to secondary and elementary education. For this reason the adult educator must constantly sell the program if it is to survive.

Until the program achieves equality with the programs with which it must compete, (within the same organizational structure) it will never gain security, and, unless this happens, adult education must continue to compete for a share of the resources of the total organization, a situation where relative rank counts and adult education receives a small share.

Another aspect of the problem of the marginal nature of adult education lies in the complex purposes of the adult education movement. Today these purposes are so diffuse that they can hardly be specified. A curriculum dominated by square dancing, cake decorating, and dog obedience, despite their relative value, creates a public image of adult education which doesn't enhance its position. Today, more than ever before, an ambiguity in the purpose of adult education exists to a degree which has untold consequences. This ambiguity of purpose has consequences for decision making and program development. As purpose becomes more indefinite, goals and ends intervene less in administrative decisions. The administrator has reached a point where there is no educational reason to favor one course offering over another, since the overall purpose of adult education is viewed as providing courses and services at the public's demand. Administrative decision with respect to course selection is based on enrollment, since this is the determining factor with respect to financing the program. In Michigan, state aid for adult education is figured on basis of hours of attendance. In addition, the enrollment determines the amount of tuition

received--the major source of the programs support. In general, economy and efficiency are functions of attendance and cost.

Because of the pressures for high enrollment, the adult education administrator is likely to adjust the program to the clientele in two directions. First, to develop those courses that recruit a large number of people in the unorganized general public--vocational pursuits and leisure activities and second, to provide for specific classes for other organizations in which these organizations co-sponsor or aid in recruiting clientele.

In order to survive then, adult education must depend on a continuing enrollment. The adult administrator must constantly push for program expansion. The consequences of this situation are many. The purpose of this study will be to deal with one of the resulting problems namely, why do so many of those seeking adult education drop from courses in which they have enrolled?

It is hoped that this study will give the adult educator a greater realization of factors effecting the drop-out decision. With this insight into the perceptual field of the drop-out, the adult educator can: (a) adjust the program with the hope of reducing the drop-out rate, (b) gain a greater degree of predictability as to whom the drop-out will be and (c) what type of course he will probably drop from.

Once the factors effecting the drop-out rate have been determined, prediction and accompanying program changes may reduce the number of those leaving the program.

The need for this study is supported by the literature. Most standard texts point to the need to see the program as the clients see it. The literature is dominated by reports of educators looking at adult education and its clientele, attempting to diagnose and interpret their point of view. This study represents a view of adult education by potentially dissatisfied consumers. It seemed logical to the writer to make a concerted study in this area.

Basic Assumptions

The following constitute the assumptions which underlie this study.

1. The drop-outs are cognizant of their reasons for dropping classes in which they were enrolled.
2. The most effective way to reveal these reasons is through a structured personal interview of the drop-outs.
3. The reasons solicited from a stratified random sample of the total population are indicative of the reasons held by the total population studied.

Scope and Limitations of the Study

Scope of the study. This study was directed at analyzing the reasons for dropping from adult education courses. These reasons were solicited from a random sample of the total 1957-58 drop-out population of the Lansing Public School Adult Program. The sample consisted of one hundred forty-two respondents. This constituted a five per cent random sample of the total drop-out population.

The scope of this investigation was largely limited to the study of the manifest opinions and reasons expressed by the respondents. The structured personal interview was the primary technique employed.

Limitations of the study. Since this study involved the use of the personal interview, it is recognized that some degree of subjectivity was inevitable. The accompanying conclusions and implications reached were necessarily based upon the statements given by the individual respondents.

The findings and conclusions in this study are limited to the Lansing Public School Adult Program. While they may have further application, specifically, they are only applicable to the program studied.

Since the findings and conclusions are based on the data secured from a random sample, error resulting from sampling becomes a distinct limitation. By using sound statistical sampling techniques, this limitation was kept to a minimum.

Definition of Terms

In order that the account of this study may be given with a minimum of explanation, this section gives the definitions of certain terms used. It is hoped that the important ones have been defined and that this may add to the clarity of further presentations.

Adult: an individual beyond the compulsory school age who is not registered in the regular daytime school program.

REPORT ON THE PROGRESS OF THE WORK

The work done during the year has been directed towards the completion of the project on the structure of the nucleus. The main results are the determination of the charge radius of the nucleus and the measurement of the magnetic dipole moment. The charge radius has been found to be 2.5 ± 0.2 fm, and the magnetic dipole moment is 1.85 ± 0.05 nuclear magnetons. These results are in good agreement with the predictions of the shell model.

The experimental data have been analyzed using the method of least squares. The results show that the nucleus has a diffuse surface and a non-uniform charge distribution. The magnetic dipole moment is consistent with the presence of a spin of $1/2$ in the ground state. The overall structure of the nucleus is well described by the shell model, which predicts a charge radius of 2.4 fm and a magnetic dipole moment of 1.8 nuclear magnetons.

The work was supported by the National Science Foundation and the Department of Energy. The author wishes to thank the staff of the laboratory for their assistance during the course of the experiment. The results presented here are preliminary and are subject to change as more data are collected.

Adult education: the educational experiences, in the form of courses, sponsored by the public school.

Lansing Public School Adult Program: that adult education program, consisting of courses, sponsored by the Lansing Public Schools.

Curriculum: the total course offerings of any particular adult education program.

Drop-out: any student once enrolled in the adult evening school program, who permanently ceased attending class before the term of the course was completed by formally withdrawing or who failed to attend one-half of the scheduled class sessions.

Importance of This Study

Adult education has developed as a formidable part of American education. If this trend is to continue, programs must be geared to the motives, interests, and needs of those participating, those who have participated, and to those who would like to participate.

This study is an attempt to delineate the reasons why a portion of those interested in adult education did not complete the course in which they had enrolled. This study represents the reactions of people towards an unsatisfactory adult education experience.

The writer has found evidence of limited research in this area. The writer sees this study as of immediate value to adult education administrators as well as of value in stimulating further research in an area that needs study and attention. This study explores an area

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The first of the year
was a very cold one
and the snow lay
on the ground for
many days. The
frost was very
severe and the
ground was frozen
solid. The
trees were bare
and the leaves
had fallen. The
birds were scarce
and the animals
were huddled
together for
warmth. The
people were
dressed in heavy
clothing and
wore hats and
scarves. The
houses were
well insulated
and the fire
places were
burning brightly.
The children
were playing
in the snow
and the dogs
were curled
up in front
of the houses.
The day was
very quiet and
the air was
clear and cold.
The sun was
out for a few
hours but it
did not warm
the ground.
The night was
very dark and
the stars were
bright. The
moon was full
and the sky
was a deep
blue. The
wind was
light and
the air was
still. The
people were
asleep and
the houses
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The day was
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of great relevance; it is hoped that it will be of practical value as well as motivational in stimulating related research.

Plan of Organization

This chapter has presented the basis for the study, a statement of the problem, a brief background and need for the study, the scope and limitations, a definition of terms, and the importance of the study.

In Chapter II the review of the literature relevant to this study is presented.

Chapter III consists of a discussion of the methodology and procedures utilized in carrying out this research. This includes the processes of formulating the interview instrument, establishing the sample, carrying on the interviews, and analyzing the data.

Chapters IV, V, and VI represent the content and findings of the study. Each chapter is devoted to a presentation and discussion of a portion of the findings.

Chapter VII is concerned with the summary, conclusions and implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of the pertinent literature and a review of related investigations in order to provide an additional point of reference for the orderly consideration of the procedures and findings of this study.

This review of the literature was concerned primarily with drop-outs on various levels as they may relate to the problem in adult education. Literature and research concerned with this problem at the adult level is limited. Most studies conducted have been concerned with the drop-out problem at the secondary school or college. The literature on all levels, however, is sufficiently plentiful to attest to the importance of the drop-out problem.

The earlier studies of school drop-outs were concerned with the magnitude of the problem at the level studied. Research was directed at determining how many were dropping rather than reasons for termination of attendance. Later studies, however, have been concerned with the reasons for early school leaving. Many of the drop-out studies have made use of data available in cumulative records of students. Scarcity of personal information concerning the adult students may, to some extent, explain the limited amount of knowledge

known of the adult drop-out problem, as well as the characteristics of the adult drop-out.

Secondary Level

The importance of drop-outs in the public schools of Michigan is attested to by the fact that the State Department of Public Instruction organized a State wide Holding Power Study. The inauguration of this study was based upon the growing concern over the circumstances that available enrollment statistics indicated "that at least forty per cent of the young people of this state leave school before completing the twelfth grade." The Department of Public Instruction made available several bulletins on the drop-out problem as well as forms and procedures that could be followed in conducting a drop-out study.

It was found that the holding power rate in Michigan since 1930 using the ratio of high school graduates to elementary enrollment of twelve years previous was as follows:¹

1931	30.2 per cent	1943	43.8 per cent
1932	33.6 " "	1944	43.4 " "
1933	38.4 " "	1945	45.4 " "
1934	39.6 " "	1946	48.0 " "
1935	38.7 " "	1947	52.7 " "
1936	39.6 " "	1948	53.8 " "
1937	40.6 " "	1949	54.6 " "
1938	43.9 " "	1950	57.0 " "
1939	46.2 " "	1951	57.5 " "
1940	43.8 " "	1952	57.0 " "
1941	43.3 " "	1953	58.0 " "
1942	43.2 " "		

¹Department of Public Instruction. Michigan High School Holding Power Study. Department of Public Instruction. Lansing, Michigan: 1953. n.p. (excerpt from mimeographed table)

Data from the 1950 census shows that in Michigan approximately 36.6 per cent of all the adults over twenty-four years of age had finished high school; in the urban population, 39 per cent; in the rural nonfarm population, 33 per cent finished; and in the rural population, only 33 per cent finished.²

The literature witnesses to the universality of the drop-out problem at all levels of tax supported education and decries the weakness of the holding power of the school.³

In a study of 1,300 "early school leavers," in five communities, Dillon found that 881 had repeated subjects at some time in the junior or senior high school, fifty-four per cent of them terminated their formal education at the age of sixteen. An additional twenty-six per cent dropped out at seventeen and the great majority of these did not complete the tenth grade. Only forty per cent of the drop-outs had attendance records of ninety per cent or better. Seventy per cent of the group studied had repeated at least one elementary grade, and three-fourths failed subjects in junior or senior high school, and nearly one-half of these failed in three or more subjects.⁴

²United States Department of Commerce. United States Census of Population, General Characteristics, Michigan, 1950. Washington: 1952, p. 54.

³E. S. Phillips, "Adults Like to Graduate," Journal of Business Education, June, 1950, pp. 19-20.

⁴H. J. Dillon, Early School Leavers. New York: National Child Labor Committee, 1949, pp. 9-47.

Paul H. Good wrote about this problem in 1950, as follows:

The drop-out study to which I referred was one made in Ohio. It showed that out of 2,000 children who entered the first grade, 643 dropped out before completing high school. The first startling fact was that 638, all but five, of these drop-outs failed the first grade. Second, 643 failed a total of more than 1,800 grades in the first six years of their schooling. This means that on the average, each of these drop-outs failed every other year of six years. These youngsters learned to fail.⁵

Norton and Lawler, in their book, Unfinished Business in American Education,⁶ gives an insight into the outcome of this problem with respect to the educational level of adults. They state that:

Ten million adult Americans have had so little schooling that they are virtually illiterates . . . they can not read and write well enough to meet the demands of modern life. Two million children, ages six to fifteen were not in any kind of school in 1940 . . . three million adults in the United States have never attended any kind of school.

The schooling provided millions of American children, who are in school, is so inferior and brief that it leaves them unprepared to meet the demands made upon them as citizens and as individuals. And half of the brightest and most talented youth leave school prematurely; before they have had the kind and amount of schooling which would be justified by both their ability and the demands of our way of life.

Wilson showed that data secured by applying the Thematic Apperception Test and the Bell Adjustment Inventory did not indicate a significant difference between failing and non-failing high school students. Therefore, the conclusion that failure in high school does

⁵Paul H. Good, Monthly Bulletin, County Superintendent of Schools. Los Angeles: County Superintendent's Office, Nov., 1950, p. 1.

⁶John K. Norton and Eugene S. Lawler. Unfinished Business in American Education. Washington, D.C.: American Council on Education, 1946, p. 59.

The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements. It also highlights the need for regular audits and the importance of transparency in financial reporting.

The second part of the document focuses on the implementation of internal controls and the establishment of a strong corporate governance framework. It emphasizes the need for clear policies and procedures, as well as the importance of training and education for all employees.

The third part of the document addresses the challenges faced by companies in the current economic environment and offers strategies for overcoming these challenges. It discusses the importance of innovation, flexibility, and a strong customer focus.

The fourth part of the document provides a detailed overview of the company's financial performance over the past year, including key metrics and trends. It also includes a discussion of the company's future outlook and the strategies being implemented to drive growth and profitability.

The fifth part of the document discusses the company's commitment to social responsibility and environmental sustainability. It highlights the various initiatives and programs in place to reduce the company's carbon footprint and promote social justice.

In conclusion, the document emphasizes the importance of a strong financial foundation and a commitment to ethical and sustainable practices. It calls for continued collaboration and communication between all stakeholders to ensure the long-term success and growth of the company.

not necessarily indicate a maladjusted personality seemed justified. There is little likelihood that any great difference in personality exists between drop-outs and non-drop-outs.⁷

Sando made a study of early school leavers and non-leavers and attempted to distinguish the drop-out and the non-leavers with respect to certain characteristics. He found that drop-outs expressed greater dissatisfaction with the social relationships than the non-leavers as well as a greater dissatisfaction with the curricular practices.⁸

In 1953, the California State Department of Education reported on its study of school drop-outs and graduates. The purpose of this study was stated as follows:

One way to find out whether a product is good or not is to ask the consumer. He need not be an expert to tell what he likes or doesn't like about a certain kind of automobile, television set, or canned soup. Big business makes such consumer surveys to improve a product, a package, or a service.

Educators make consumer surveys too, only they're known as follow-up studies. The consumers are former students, the product is the education they received, and the purpose is to obtain information; which will aid in improving the quality of the educational program.⁹

⁷Claude E. Wilson, "Differences Between Personal Characteristics of Students Who Have Failed in High School and Those Who Have Not Failed," (Unpublished Ed. D. dissertation, University of Southern California, 1949), pp. 160-161.

⁸Rudolph F. Sando, "A Comparative Study of Early School Leavers," (Unpublished doctoral dissertation, University of California, September, 1952), pp. 170-176.

⁹Donald Kitch and William McCreary, Now Hear Youth. Bulletin of the California State Department of Education. Sacramento: State Printing Office, December, 1950, p. 7.

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The findings from this study indicated that the reasons why students quit school fell into the following categories: Dissatisfaction caused fifty-seven per cent of the withdrawals; marriage caused twenty-five per cent, though this seemed to be primarily the result rather than the cause; financial reasons accounted for thirteen per cent; and five per cent left school to join the Armed Services. This study also indicated that crop-outs came from the ranks of both the bright and dull students.

McCreary and Kitch concluded with the following recommendations:

1. Follow up studies should be carried to their logical conclusion which has three phases; (a) the systematic gathering of information from former students, (b) the presentation and interpretation of that information to all persons concerned, and (c) the planned development of modifications in the educational program which the findings justify.
2. Follow-up studies should be made at regular intervals, rather than being left to chance.
3. Follow-up studies should be school projects, not one man projects.
4. Follow-up study results must be handled effectively. Better techniques of presenting data to professional and lay groups need to be developed to gain their understanding and support.
5. Technical aspects of conducting follow-up studies deserve greater attention.
6. Follow-up studies have been put to little use, but because of their potential value should not be abandoned.¹⁰

A study of the Michigan secondary drop-out problem was completed by Heisler in 1956.¹¹ The findings of this study seemed to indicate

¹⁰Ibid., p. 67.

¹¹Walter C. Heisler, "A Comparative Study of Opinions Concerning Education of High School Non Graduates and Parents of High School Non Graduates in Six Michigan Communities." Unpublished doctoral dissertation, Michigan State University, East Lansing, 1956, pp. 285-292.

that school personnel need to recognize that they are responsible for the fact that so many students fail to complete high school: first, because they have not developed adequate interpersonal relationships with the student and the student's parents; and second, because they have not developed the kind of school program which will adequately serve all youth.

Hollingshead dealt with the drop-out problem in his study Elmtown's Youth.¹² In this sociological study the major findings were as follows:

- (1) There is no relationship between the place of residence and persistence in attending or dropping out of school.
- (2) Class position is associated with whether an adolescent is in or out of school.
- (3) The withdrawal process is complex and begins well down in the elementary grades.
- (4) Boys are more likely to leave school than girls, especially those from a lower socio-economic group.
- (5) Nearly one-half of all withdrawees cease attending between school terms (summer vacation).
- (6) The drop-outs had received a disproportionate share of poor grades and had repeated a greater percentage of grades or classes than those students still in school.

¹²August Hollingshead, Elmtown's Youth. New York: John Wiley & Sons, 1949, pp. 329-359.

- (7) A family's formal educational experience was the most significant factor in an adolescent's continuation or withdrawal from school.
- (8) The adolescent's own reasons fall into three main headings:
- (a) economic need
 - (b) peer isolation and discrimination; and
 - (c) mistreatment by teachers.

Hollingshead felt that the effects of Board of Education policy are reflected in (1) the administration of the schools; (2) the sensitivity of the school officials to the wishes of the upper classes; and in (3) the invidious way discipline is carried out in the case of low-ranking families. These factors all influence the drop-out problem. He, however, feels that the family culture is the most powerful factor which conditions a child's continuation in or withdrawal from school.

In terms of social role definitions, Hollingshead states that for the members of the lower classes "growing up means quitting school, getting a job, escaping adult control, doing as one pleases." Upper to middle class homes, on the other hand, are reported as stressing the things that formal education has to offer--book learning, manners, associates, preparation for a career, etc. In other words, while upper and middle class backgrounds reinforce or stress the ideals and practices leading to a college career, at the lower class levels the situation is the opposite.¹³

¹³Ibid., pp. 329-359.

Writing in the area of the sociology of education, Cook speaks of

. . . the major differences between students who go to college and those who drop-out of school . . . are income of parents, parental attitudes, and interest in school work.¹⁴

Snyder also concludes that home background or the parent's interest in education is the potential force in keeping a student in school.¹⁵

Other studies, which verify the realities of class difference with respect to the drop-out picture, include Bell's account in Youth Tell Their Story¹⁶ and Warner, Havinghurst, and Loeb's work Who Shall Be Educated.¹⁷

The facts borne out by these studies, at the secondary level, lead to the question relevant to the adult education drop-out problem. Is it possible that these unsatisfactory experiences of failure and withdrawal tend to weaken the required will-power to continue in the adult school in later life? Does an earlier drop-out experience jeopardize the interest and attendance of the adult student?

Thorndike made exhaustive studies of the learning abilities and habits of adults. He stated that experience and the literature

¹⁴Lloyd Allen Cook, A Sociological Approach to Education. New York: McGraw-Hill Book Company, 1950, p. 42.

¹⁵Louise Snyder, "Why Do They Leave?" The Journal of Higher Education, Vol. II, 1940, pp. 26-32.

¹⁶Howard Bell, Youth Tell Their Story, Washington, D. C.: American Council on Education, 1938.

¹⁷Lloyd Warner, Robert Havinghurst, and Martin Loeb, Who Shall Be Educated, New York: Harper Bros., 1944.

suggested that interest in and motivations toward learning in adult life depend upon the experience received in childhood and in youth. Thus, he concludes, "Adult learning is oriented in childhood."¹⁸

Another aspect of this problem, which effects the adult education program, is found in the limited use of fundamentals, such as reading and writing, possessed by many of the students who have had difficulty in gaining skill in these areas. These students will experience difficulty in classes requiring the use of these skills. Enrollment of any number of those who may be defined as deficient in these areas of education should cause serious consideration in determining the course of study, the course content, as well as the method of instruction.

Another aspect of this problem might be found in a pattern of continued failure on the part of many drop-outs. Certain people may be considered as "chronic failures," at whatever they try. Perhaps little, if anything, can be done with a certain portion of those who are drop-outs, since they will leave regardless of the program.

College Level

There have been numerous studies of drop-outs in the college or university indicating the importance of the problem to higher education. A number of recent studies have investigated thoroughly the extent of and the reasons for early school termination.

¹⁸Edward L. Thorndike, Adult Interests, New York: The Macmillan Company, 1935, pp. 124-125.

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The Progressive Education Association's Eight Year Study of 30 institutions of higher learning was one of the first significant drop-out studies in higher education. This study revealed that students dropped out for the following reasons: (1) low grades; (2) lack of interest in study; (3) dissatisfaction with courses; (4) lack of desired courses; (5) dissatisfaction with the faculty; (6) social life; (7) organized campus activities; (8) finances; (9) job; (10) degree not essential; (11) desire for independence; (12) parent's wishes; (13) transfer or change of residence; (14) marriage; (15) health; (16) discipline (official action); and (17) other reasons.¹⁹

Evidence presented in a number of studies reviewed indicated that large segments of college students are dissatisfied with what college education has to offer them. Although, an opposite view of this problem has been presented by Blaser in a study of Utah State College drop-outs. He found that only a few were dissatisfied with college life and that the major reasons fell into one of the following categories: (1) financial, (2) going into full-time employment, (3) marriage, and (4) entry into the armed services.²⁰

¹⁹Dean Chamberlain, Enid Chamberlain, Neal E. Drought, and William Scott, Did They Succeed in College? (New York: Harper & Bros., 1942), pp. 198-200.

²⁰LeRoy Blaser, "A Study of Certain Factors Relating to Enrollment and Retention of Freshmen Students at Utah State Agricultural College." (Unpublished doctoral dissertation, University of California, 1955), p. 67.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the process of reconciling the accounts. This involves comparing the internal records with the bank statements to identify any discrepancies. It is crucial to investigate these differences promptly to prevent errors from accumulating.

The third part of the document provides a detailed breakdown of the monthly expenses. It lists various categories such as salaries, utilities, and office supplies, along with their respective amounts. This level of detail is essential for understanding the company's financial health.

Finally, the document concludes with a summary of the overall financial performance. It highlights the company's ability to maintain a positive cash flow and meet its obligations. The author expresses confidence in the future and suggests areas for improvement.

The following table provides a summary of the key financial metrics for the period covered by this report.

Metric	Value
Total Revenue	\$1,250,000
Total Expenses	\$850,000
Net Profit	\$400,000
Cash Flow	\$350,000

These figures demonstrate a strong performance and a healthy financial position. The company has successfully managed its costs while maintaining a steady flow of income.

Blaser found that seventy per cent of the drop-outs were men eighteen years of age. Although the drop-outs did not consider it a reason for having dropped, fifty per cent reported that they felt their teachers were not interested in their welfare.

Johnson found that the major reason for early school leaving at the junior college level was the students lack of interest in the educational program being offered. He recommended that the entire faculty should acquire the student-personnel point of view in order to provide better counseling, greater faculty participation in the investigation of teaching procedures, and recognition of the need for a student activity program broad enough to encourage the participation of more students.²¹

The college drop-out is a person in transition--a person who recently left one social setting to join the social system and culture of the school and who is now returning to the former system. Several attempts have been made to associate objectively the social background of the student with college enrollment as well as adjustment to college life. An editorial in School and Society²² entitled "Education as a Class Privilege" cites figures to show that many students who might profit from college training are unable to attend college at all, or finish if they have started, because of economic reasons. Agate found

²¹John Johnson, "Administrative Implication of the Non-returning Junior College Student," (Ed. D dissertation, University of Southern California, 1955), pp. 194-195.

²²School and Society. "Education as a Class Privilege," Vol. 68, #1765 (Editorial), pp. 276-277.

that the children of the persons in the highest occupation categories remained in school much longer than those in the lower categories.²³

Osborn further verifies this by drawing the following conclusions:

- (a) the proportion of college students coming from homes in the higher socio-economic classes is much greater than from lower classes, and
- (b) those students from the lower classes are a highly selected segment of that group.²⁴

Since grades are a definite factor to consider in the drop-out problem, the relationship between grades and social class was investigated in the literature. O'Dell found no relation between social class and college grades.²⁵ In another study, however, Gough found a slight relationship with grades favoring those students from higher social class.²⁶

Many social factors connected with the college drop-out problem were revealed in a study of drop-outs at Michigan State University by Faunce.²⁷ Faunce's study revealed that the drop-outs failed to

²³Grace B. Agate, "Persistence in College as Related to Intelligence, Economic Background and Present Occupation." Ph. D. Dissertation, University of Louisiana, 1941.

²⁴Fredrick Osborn, Preface to Eugenics, Harper and Brothers, 1940, pp. 60-66.

²⁵Charles W. O'Dell, "Predicting the Scholastic Success of College Freshmen," University of Illinois College of Education, Bureau of Educational Research Bulletin #52, Urbana, 1930.

²⁶H. G. Gough, "Factors Relating to the Academic Achievement of High School Students," Journal of Educational Psychology, Vol. 40, 1949, pp. 65-78.

²⁷L. Dale Faunce, "A Study of Within-Term Male Drop-outs at Michigan State College to the School Years 1947-49." Unpublished doctoral dissertation, Michigan State University, East Lansing, 1952, pp. 92-100.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text notes that without reliable records, it would be difficult to verify the accuracy of financial statements and to identify any irregularities.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the process of gathering information from different sources, such as interviews, surveys, and document reviews. The text also discusses the importance of ensuring that the data collected is reliable and valid, and that it is analyzed in a systematic and unbiased manner. The author notes that the use of statistical techniques can help to identify patterns and trends in the data, and that this information can be used to make informed decisions about the future.

3. The third part of the document focuses on the role of the auditor in the financial reporting process. It explains that the auditor's primary responsibility is to provide an independent and objective assessment of the financial statements. The text notes that the auditor must exercise professional judgment and skepticism throughout the audit process, and that they must communicate the results of their findings to the appropriate parties. The author also discusses the importance of maintaining confidentiality and integrity throughout the audit process, and the need to adhere to the highest standards of professional conduct.

4. The fourth part of the document discusses the challenges faced by auditors in the current business environment. It notes that the increasing complexity of financial transactions and the use of new technologies have made the audit process more difficult. The text also discusses the need for auditors to stay up-to-date on the latest developments in the field, and the importance of continuing education and professional development. The author concludes by noting that despite these challenges, the role of the auditor remains a critical one in ensuring the integrity of the financial system.

participate in campus organizations on a par with other students. He also found that the primary problems of the drop-outs were housing, health, personal matters, and finances. Other conclusions put forth by Faunce were: (1) off-campus housing presents the student with a financial dilemma, real or imaginary, which makes it difficult for him to maintain his student status and carry out his role obligations in the college community, (2) academic work as a factor for withdrawal is only offered when some other reason is lacking, i.e., as a last resort, (3) students who consider illness, finances, or employment as reasons for withdrawal will be functioning academically at the level as students who recognize academic difficulty as their reason for leaving.

Adult Education Level

The drop-out problem in the adult school is serious and can not be dismissed simply. It has bothered adult schools for a long time. Consequently, some studies dealing with various phases of this problem have been reported.

Cope did an extensive study in this area in 1939.²⁸ He reached the conclusion that attendance is the one problem of adult education that causes the greatest concern and that certain weaknesses, notably the type of teaching, are causing the non-attendance.

²⁸C. C. Cope, "How to Conduct Successful Adult Education Classes." Unpublished Master's Thesis, University of Southern California, Los Angeles, 1939, pp. 2-3.

As a result of a study in California, Warne recommends that:

(1) more short courses be organized where possible; (2) there be more and better trained leadership to direct the program, and (3) there be better selection and training of teachers. These factors, Warne concludes, will increase the rates of attendance and reduce the number of those dropping.²⁹

In a 1955 study of the Los Angeles City High School District's Adult Program drop-out problem, Dirks reached the following conclusions:

(1) in comparing those which continually attend classes with those that drop-out, it was found that little difference exists between the two groups. In other words the drop-outs do not constitute a unique group; (2) the drop-outs tended to down grade the instruction; (3) over one-half (fifty-eight per cent) dropped for reasons "outside of the school"; (4) of the forty-two per cent in-school reasons, thirty-three per cent criticized either the instruction or course content.³⁰

To reduce the number of those dropping, Dirks recommended that the adult schools provide more counseling for the individual adult.

Through this service the needs and desires of the students could be more accurately determined. This knowledge could then be used to make

²⁹Joseph E. Warne, "The Organization and Administration of Adult Education in Public Schools of California." Unpublished Master's Thesis, University of Southern California, Los Angeles, 1931, pp. 55-89.

³⁰Henry B. Dirks, "Drop-outs In the Evening School." Unpublished doctoral dissertation, University of Southern California, Los Angeles, 1951, pp. 248-258.

the offerings, course content, and methodology more desirable and acceptable to the adult students.

In 1952, a study by the United States Office of Education, under the direction of Grace S. Wright, attempted to determine the persistence of attendance in more or less standardized subject classes in public school adult education. The study included 331 programs in thirty-nine states. Some of the major findings were as follows:

- (1) There is a moderate amount of variation in the holding power of commonly found subjects in public school adult education programs. There is a lesser degree of variation among subject areas.
- (2) Programs supported largely by student fees have higher persistence of attendance than programs free to the public, or requiring only a nominal registration fee.
- (3) There is a fairly wide range in holding power of programs among States. Programs in States providing financial aid have smaller percentages of attendance, but enroll a significantly larger proportion of the population than programs in States not providing financial support.³¹

It was also found that persistence varied among subjects within an area more than among subject areas.

³¹Grace S. Wright, Persistence of Attendance in Adult Education Classes. U. S. Office of Education Circular no. 353 (Washington: Government Printing Office, October, 1952).

One of the most recent studies of the adult education drop-out problem was that by Carey. In this study of evening college drop-outs, Carey developed categories of vocationally-minded and culturally-oriented students and determined that no significant differences existed between them in expression of dissatisfactions. He found that the personal interview elicited much more reliable information than the telephone interview or mailed questionnaire.

In concluding, Carey made the following comments:

Considering the dissatisfactions expressed, some type of in-service training for teachers of adults seems to be necessary. Throughout all of the criticisms ran the feeling that evening students are different because most of them work during the day and are older than day students. That this fact should be recognized by most of the faculty and administration is implied in most of the criticism: about sequences, the kinds of courses, the kinds of instruction, scheduling and degrees.

To handle adequately the dissatisfactions that emerged in the research, some form of systematic communication must be built up between the administration and the students.³²

Carey's study dealt with evening college credit students. However, his findings concerning dissatisfactions were similar to those expressed by non-credit evening school adults in other studies.

In a study of continuing and non-continuing adult education students, Preston reached the following conclusion: (1) Age, was an important factor in determining the persistence of attendance by adult students; (2) A combination of several factors, rather than a single one, culminated in the decision to drop; (3) Nearly eighty per cent of

³²James T. Carey, "Why Students Drop Out." (A Study of Evening College Student Motivations.) A Report from The Center for the Study of Liberal Education for Adults (Chicago, 1953), pp. 38-44.

those dropping failed to meet the objective for which they enrolled;

(4) Most objectives, for adult students, were life long rather than short term; (5) Predisposition to find fault affected attendance;

(6) Lack of individual teacher attention to pupil needs seriously affected attendance in adult classes; (7) The influence of friends appeared to have an extremely important influence upon the recruitment and retention of students for the adult program; (8) Employed students were more persistent in attendance than those students unemployed;

(9) In spite of dissatisfactions on the part of eighty per cent of the non-continuing students over three-fourths of them planned to eventually return to take classes.³³

The review of literature yielded a number of important facts concerning the nature of the drop-out and the problem of early school leaving. Some of the more important facts seem to be:

1. Drop-outs at all levels of education are dissatisfied with one or more phases of the school program. Sometimes the methods of investigation have not permitted the drop-out to select adequately the area of dissatisfaction, consequently, these dissatisfactions are not always clearly expressed by the drop-outs.
2. The decision to cease attending is usually the result of a combination of factors.

³³James Preston. "A Study of Continuing and Non-continuing Adult Students." Unpublished doctoral dissertation, University of California, Los Angeles, 1958, pp. 174-192.

3. Drop-outs differ less with respect to ability than is usually expected.
4. At all levels poor attendance appears to be a symptom related both to failure and to the leaving of school before completion.
5. There appears to be a high percentage of drop-outs among those who have previously experienced failure at a lower level of schooling.
6. The need for more adequately counseling seems to be based upon two factors: (a) the expressed dissatisfactions of the drop-out with the advisor and the seemingly poor relationship between the drop-out and teacher; (b) an assumption, by those doing research in the drop-out problem, that better counseling will lead to a better understanding of pupil needs and reduce the dissatisfactions held by the drop-outs.

CHAPTER III

THE METHOD OF INVESTIGATION

In determining the reasons why students ceased attending adult classes, the first major problem considered was the identification of the broad areas of the problem which needed to be investigated.

The problem was presented to graduate classes in Adult Education at Michigan State University during the Summer Term of 1958. One class was composed of teachers and school administrators, while the other class was mostly composed of adult educators. The significance of the drop-out problem to Adult Education was explained by the author. In addition statistics on the State and National level were presented to demonstrate the magnitude of this problem to this group of educators. The following question was then proposed to this group: "As an educator interested in gaining an insight into this problem, what questions would you seek answers to?" All questions and comments coming from this group were recorded. From these reactions areas of investigation were established. A review of the literature pertaining to the secondary education and college drop-out problem further aided in the development of the areas of investigation, as well as the development of questions within each category.

Initially the writer was concerned with the following five areas of investigation:

1. Reason for taking the class
2. Personal and social background of the drop-out
3. Reason for dropping the class
4. Attitude towards the adult education program
5. Future adult education plans.

With the major problem identified and the general areas of investigation determined, the question of treatment of data became fundamental. A quantitative approach was decided upon. In studying research techniques it appeared that the personal interview would elicit the kind of data desired in a normative survey of this type.

This choice of research technique was prompted by several reasons. First of all, as Young points out, the interviewer has the advantage of personal contact with the person being interviewed. This often results in the revelation of attitudes or information not otherwise obtainable, especially through the mail type questionnaire.¹ Second, the nature of this study necessitated the need for factual data in addition to opinions. Third, much of the data needed were of a latent type. Consequently, a structured personal interview could best reveal answers of this nature. Here the interview was used to get at complex, emotionally laden areas and to probe into the more covert private sentiments. Fourth, the contextual effect of other questions upon subsequent answers could be controlled in the personal interview.

¹Pauline V. Young, Scientific Social Surveys and Research. (New York: Prentice-Hall Inc., 1949), p. 245.

Fifth, in using the interview technique, open-ended questions were used to invite discussion of certain topics. With this discussion and continued questioning a more genuine picture of the opinions of the drop-out was secured. The richer, deeper, and lengthier the respondent's remarks, the more likely this is a genuine picture of his covert feelings and sentiments. By using the interview, answers many times gain relevance by continued probing. Many questions, which would not be answered or would be answered "don't know," yield valuable information in the interview.

Construction of the Instrument²

This research project utilized the structured interview questionnaire. This type of questionnaire was designed to translate the research objectives into specific questions, with the utilization of the answers to these questions to provide the data necessary to explore the area set by the research objectives; the questionnaire served as a tool in motivating and assisting the respondent to communicate pertinent information.³

The investigator drafted a tentative instrument containing forty-two questions covering the five previously established areas of investigation. This original draft was revised several times during the early stages of development.

²See Appendix A.

³F. Festinger and D. Katz (eds.), "The Collection of Data by Interviewing," Research Methods in the Behavioral Sciences, (New York: The Dryden Press, 1953), pp. 340-341.

The instrument was refined and submitted to the Bureau of Educational Research at Michigan State University. A member of the staff carefully evaluated each question and recommended several changes. These changes were made and a pilot group was established to further test the instrument's effectiveness. To accomplish this, face-to-face interviews were held with ten drop-outs who were not part of the study population. From these responses, several vocabulary changes were made to improve communication by using words which more of the respondents could understand.

In its final form, the questionnaire was both structured and open-ended. Lazarsfeld contends that good research is a blending of the two techniques.

Good research consists of weaving back and forth between open-ended interviews and the more cut-and-dried procedures.⁴

The Sample

Since the personal interview was to be used as the method for securing the data, it was impractical to seek responses from the entire drop-out population. Therefore, the entire population was sampled, and inferences on the total population made on the basis of this sample. To accomplish this, a random sample of the population was drawn.

Two thousand eight hundred and forty individuals dropped out of the Lansing Adult Program in 1957-58. In order to secure a purely representative sample, it was decided to stratify this population in

⁴Paul F. Lazarsfeld, "The Controversy Over Detailed Interviews-- An Offer for Negotiation," Public Opinion Quarterly, No. 8, 1949, p. 60.

two ways. First, by the term (fall, winter, or spring) and second, by class type (business, academic, recreation, etc.). Once the population was stratified, an unbiased listing of the drop-outs in each strata was made, and a number was assigned to each individual.

It was decided to use a five per cent sample. Consequently, five per cent of the number of drop-outs in each strata were chosen to be interviewed. Each individual was selected by matching the number selected from the table of random numbers and the number assigned the individual drop-out.

The only basis for substitution was unavailability of the individual. Of the group selected, two had deceased and nine moved away and left no forwarding address. The people substituted were chosen by random selection and came from the same strata as the individual which they replaced.

Each interview was conducted on a scheduled basis. The initial contact with the respondent was by a letter of introduction from Dr. Harold Dillon. This letter stressed the importance of this study and asked the person to be interviewed to cooperate with the investigator. Actual interview appointments were made by telephone or by personal contact. The length of the interview varied from twenty minutes to two hours, with most interviews lasting about thirty minutes or longer.

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Analysis of Data

The data gathered through the personal interviews were analyzed systematically by the author. A detailed analysis, by tabulating it according to categories provided in the questionnaire, was made. Comparisons between types of courses were made in order to identify common characteristics, as well as to identify those factors which were unique.

The data were summarized by either percentages of the population responding to particular items or by rank order.

Summary

The method of investigation consisted of personally interviewing a five per cent random sample. This consisted of one hundred forty-two drop-outs of the 1957-58 Lansing Evening Program population. The data were analyzed by quantitative means.

CHAPTER IV

SUBJECT-MATTER AREAS OF THE DROP-OUTS

This chapter demonstrates various relationships between the enrollment and drop-out statistics. Factors such as where the drop-outs found out about the classes offered, their judgment as to the reliability of this information, the length of the class, and the term of the year will be related to the drop-out and enrollment statistics.

Enrollment Statistics

Table I indicates the total number of classes offered, the number of students in each type of class, and the percentage each type of class represents of the total program.

TABLE I

TOTAL ENROLLMENT IN VARIOUS SUBJECT-MATTER AREAS

Type of Class	Number of Classes Offered	Total Enrollment	Percent of Total
Recreation	48	2505	25.3
Arts, crafts and hobbies	63	1268	12.8
Personal improvement	59	740	7.5
Academic	54	878	8.9
Business education	50	1421	14.3
Home and family living	73	1781	17.9
Trade, industrial, and other vocational	63	1318	13.3
Total	410	9911	100.0

Of those who participated in the Lansing Public School Adult Program in 1957-58, approximately twenty-five per cent took part in classes which may be classified as recreation. This is true despite the fact that there were fewer classes offered in recreation than in any other subject-matter area.

This fact was accounted for by examining the enrollments within the various recreation classes. While some classes, such as archery, averaged approximately twenty enrollees, others such as social dancing had an average enrollment of seventy-two students per class. In all square dancing classes the enrollment exceeded one hundred twenty students per class. The average enrollment per class in recreation was 50.9 students.

Of the four hundred ten classes offered forty-eight were recreation. This represented twelve per cent of the total, although, of the 9911 total participants, approximately twenty-five per cent participated in this type of class.

Approximately eighteen per cent of the total curricular offering was in home and family living classes. This area was supported by a similar proportion of students, approximately eighteen per cent.

Of the classes offered fifty-nine were offered in personal improvement, yet only 7.6 per cent of the total enrolled took part in this subject-matter area. Academic classes also represented a small percentage of the total participants, 8.8 per cent.

Since participation is an indication of interest, a logical conclusion would be that the majority of people who participated preferred

the non-academic, non-vocational courses. This becomes especially apparent if the classes in recreation, arts, crafts, hobbies, and home and family living are all grouped into one category. This grouping would constitute fifty-five per cent of the total number of students.

Large participation in certain classes many times becomes an economic factor which eventually results in program expansion. By operating some classes with a very high student teacher ratio, excess funds, in the form of profit, are made available for financing other areas of the program.

Pupil Teacher Ratio

Table II illustrated the pupil teacher ratio found in the various areas of instruction.

TABLE II
PUPIL TEACHER RATIO

Type of Class	Pupil Teacher Ratio
Personal improvement	12 to 1
Academic	16 to 1
Business education	18 to 1
Arts, crafts, and hobbies	20 to 1
Trade, industrial, and other vocational	21 to 1
Home and family living	24 to 1
Recreation	52 to 1

The composite pupil teacher ratio was found to be 24 to 1. In the areas where there is seemingly the least amount of interest (academic

and personal improvement) the lowest pupil teacher ratio was found to exist.

Drop-out Statistics

Table III shows in rank order the drop-out percentage for each subject-matter area.

TABLE III
DROPOUTS BY SUBJECT-MATTER AREA

Subject-matter Area	Total Enrollment	Drop-outs	Percent Dropped
Business Education	1421	620	43.6
Personal Improvement	740	260	35.1
Recreation	2505	829	32.7
Academic	878	253	28.8
Trade, industrial and other vocational	1318	297	22.5
Home and family living	1781	385	21.6
Art, craft, and hobbies	1268	220	17.4
Total	9911	2864	

The average percentage of drop-outs in all classes was 28.9 per cent.

It was found that the drop-out rate was highest in business education classes and was lowest in the art, craft, and hobby area. The drop-out rate in business education classes was over three times as great as that for the art, craft, and hobby classes.

No relationship was found to exist between the pupil teacher ratio and the drop-out rate.

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In examining the individual class attendance records in various art, craft, and hobby classes many classes were found where attendance was perfect or nearly perfect for the entire class throughout the entire term. Needless to say, many of these classes did not have a single drop-out. For example, china painting, ceramics, and copper enamel jewelry were offered every term and in all of these classes attendance was over ninety per cent and none of them had any drop-outs. At the other extreme, every beginning shorthand class lost seven of every ten enrollees.

Term of the Year

The classes were also compared by the term in which they were offered. Table IV illustrates the number of those who enrolled and dropped each term as well as the number of courses offered.

TABLE IV
DROPOUTS BY TERM

Term	Number of Classes	Number Enrolled	Number of Drop-outs	Percent of Drop-outs
Fall	167	4102	1336	32.6
Winter	140	3531	936	26.5
Spring	103	2278	592	26.0
Total	410	9911	2864	28.9

Many factors contributed to the larger fall enrollment. Some of the more important factors are:

The first part of the document discusses the importance of maintaining accurate records of all transactions. It is noted that such records are essential for the proper management of the organization's finances and for the identification of areas where improvements can be made. The text emphasizes the need for transparency and accountability in all financial dealings.

In the second section, the author outlines the various methods used to collect and analyze data. This includes the use of surveys, interviews, and focus groups to gather information from a wide range of stakeholders. The analysis of this data is crucial for understanding the needs and preferences of the organization's users.

The third part of the document describes the process of developing and testing prototypes. It is explained that prototypes are used to visualize concepts and to test them in a controlled environment before full-scale implementation. This iterative process helps to refine the design and to address any potential issues early on.

The fourth section discusses the final stages of the project, including the deployment of the system and the ongoing support and maintenance. It is stressed that the success of the project depends on the quality of the implementation and the availability of resources to support the system over its lifetime.

Item	Description	Quantity	Unit Price	Total Price
1	Hardware	10	100	1000
2	Software	5	200	1000
3	Services	10	50	500
4	Materials	20	25	500
5	Labor	100	10	1000
6	Travel	5	100	500
7	Printing	10	50	500
8	Postage	10	50	500
9	Telecommunications	10	50	500
10	Miscellaneous	10	50	500

The total cost of the project is estimated to be \$10,000. This estimate includes all direct and indirect costs associated with the project. It is important to note that this estimate is based on current market prices and may vary if there are changes in the project scope or in the prices of materials and services.

The project is expected to be completed by the end of the year. It is anticipated that the system will be widely adopted and will significantly improve the organization's efficiency and productivity. The project team is committed to ensuring a successful outcome and to providing ongoing support to the users.

1. New and experimental classes are usually offered fall term.
2. The beginning class, of classes which are offered in a sequence, is offered fall term. Since many more people start the beginning classes than finish the more advanced classes, this factor contributes to an increased fall enrollment.
3. A greater effort is put forth to recruit a clientele for fall term since it is generally felt that a large enrollment during the fall will help insure a high enrollment during succeeding terms.
4. Past experience has demonstrated more interest in fall adult education classes than during the winter or spring offering. Consequently, more courses are offered to meet this potential enrollment.

Experience has also demonstrated the need to cut the program offering during the spring term. The first step here is to cut those classes which have not proven successful during the fall and winter and not offer classes which have had a past history of poor attendance and/or public support.

This fact was brought out in Cave's study where it was pointed out that from thirty to forty per cent of the funds necessary to operate public school adult education programs were obtained from registration fees. The adult education administrator faces an "enrollment economy" where the success and continuation of the program depends on class

enrollments.¹ The point is that the students are available in the fall so classes are offered to accommodate this enrollment, but in the spring less students are available so fewer classes are offered. In all cases the enrollment is the factor which determines the number of courses which will be offered as well as the continuation of any one course.

Class Length

The length of the class in terms of the number of sessions was investigated to determine if any relationship existed between this factor and the rate of dropping. In Table V the number of class sessions was grouped. It was readily observed that the greatest number of classes offered, consisted of approximately ten sessions per term. This follows a rather traditional public school adult education pattern--one session per week for ten weeks.

TABLE V

CLASS LENGTH AND DROP-OUT RATE

Number of Class Sessions	Number of Classes	Number Enrolled	Number of Drop-outs	Per Cent Dropped
3 - 7	30	960	172	17.9
8 - 14	280	7129	1924	27.0
15 - 20	100	1822	767	42.1

¹William Marion Cave. "The Implication for a Graduate Training Program in the Preparation of Public School Adult Education Administrators Bases on an Analysis of Administrative Practices of Directors in Selected Michigan Communities." Unpublished doctoral dissertation, Michigan State University, East Lansing, 1957, p. 50.



The classes which comprised the group which met from three to seven times per term included, driver education, food service, cake decorating, planning a new home, and gift wrapping. This group of classes, which met for a shorter duration, were planned to give the participants knowledge or skill in a rather narrow area. This factor greatly influenced continuation by the participants with a resulting low number of drop-outs.

Most of the participants in the Lansing Public School Adult Program took part in classes which met ten sessions per term. This group represented two-thirds of all of those who took part. The drop-out rate for this group was very similar to that of the total group (26.9% vs. 28.9%).

Of the one hundred classes offered in the (15-20) sessions per term group, ninety-three met for twenty sessions. In every case this was accomplished by meeting twice per week for ten weeks. Of the one hundred classes ninety were classes in business education.

Many factors contributed to the significantly higher drop-out rate of this group of classes, but in terms of the responses by the one hundred forty-two individuals questioned, none of them felt that the length of the class was a factor in their decision to drop-out. Since these classes were primarily business education, this fact then may be of more importance than the class duration.

In terms of responses by the one hundred forty-two individuals questioned, none of them brought out the length of the class as a factor in their decision to drop-out.



It appears that while the classes which met for a greater number of class periods had a significantly higher drop-out rate, this factor as a reason for dropping was not borne out by the findings of this study.

Attendance

Holding power studies have continually pointed to attendance as a factor to consider in making an analysis of any drop-out problem. Dillon's study revealed that the attendance of many early school-leavers got worse as they progressed from elementary to junior to senior high school. His study also showed that many drop-outs had as good attendance records as those youngsters who remained in school.² In other words, a student whose absence is increasing or whose attendance is generally poor should be regarded as a potential drop-out although many drop-outs will not exhibit this symptom.

A United States Department of Health Education and Welfare Study revealed that the longer the student stayed in college the better his chances were of eventually graduating from college.³

For the purpose of this study a drop-out was defined as a person who formally withdrew from a class or, as in the case of most drop-outs, was a person who failed to attend one-half of the class sessions.

²Dillon, loc. cit., p. 30.

³United States Department of Health Education and Welfare, Retention and Withdrawal of College Students: (Washington: U. S. Government Printing Office, 1957), p. 16.



This latter group was determined by examining the attendance records of the adult students. Attendance then was a factor which had to be considered, since continuous absence resulted in the person being considered a drop-out.

Table VI illustrates the attendance pattern followed by the 2864 drop-outs. Since the classes varied in length from four to twenty sessions per term, attendance was expressed in per cent. For instance, in a class which was scheduled to meet twenty sessions, twenty-five per cent attendance would consist of attending five class sessions.

TABLE VI
ATTENDANCE OF DROP-OUTS

Per Cent of Total Class Sessions Attended	Number of Drop-outs	Per Cent of Total (2864) Drop-outs
0	384	13.4
10-19	906	31.6
20-29	907	31.7
30-39	407	14.2
40-49	260	9.1

Slightly over thirty-one per cent of the drop-outs attended from ten to nineteen per cent of the scheduled class sessions and an additional thirty-one per cent attended from twenty to twenty-nine per cent. By combining these two groups it was observed that approximately sixty-two per cent of the drop-outs only attended from ten to twenty-nine per cent of the classes. For a class scheduled to meet ten times,

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the use of statistical techniques to identify trends and anomalies in the data, and the importance of using reliable sources of information.

3. The third part of the document discusses the role of the government in regulating the financial system. It highlights the need for strong regulatory frameworks to ensure the stability and soundness of the financial system, and the importance of ongoing monitoring and enforcement.

4. The fourth part of the document discusses the impact of global economic conditions on the domestic financial system. It notes that global economic downturns can have significant effects on domestic markets, and that it is important to have mechanisms in place to mitigate these risks.

5. The fifth part of the document discusses the role of technology in the financial system. It notes that technological advances have led to the development of new financial products and services, and that it is important to ensure that these products are properly regulated and monitored.

THE CHALLENGES OF FINANCIAL INTEGRITY AND THE NEED FOR A STRONG REGULATORY FRAMEWORK

The challenges of financial integrity are many and varied. One of the most significant challenges is the increasing complexity of financial markets and products. This complexity makes it difficult for regulators to keep up with the latest developments and to ensure that all transactions are properly recorded and reported.

Another significant challenge is the global nature of financial markets. As financial institutions and investors increasingly operate across national borders, it becomes more difficult to enforce regulations and to ensure that all transactions are properly recorded and reported.

A third challenge is the rapid pace of technological change. New technologies are being developed at a rapid pace, and this is leading to the development of new financial products and services. This rapid pace of change makes it difficult for regulators to keep up with the latest developments and to ensure that all transactions are properly recorded and reported.

Finally, there is the challenge of ensuring that all transactions are properly recorded and reported. This is a task that requires a high level of accuracy and attention to detail, and it is one that is often overlooked by financial institutions and investors.

In order to address these challenges, it is essential to have a strong regulatory framework in place. This framework should be based on the principles of transparency, accountability, and integrity. It should also be flexible enough to adapt to the changing nature of financial markets and products.

The regulatory framework should also be based on the principle of proportionality. This means that the regulatory requirements should be proportional to the risks posed by the financial institution or product. This approach will help to ensure that the regulatory framework is effective and efficient.

Finally, it is important to ensure that the regulatory framework is enforced. This requires a strong and independent regulatory body, and it requires ongoing monitoring and enforcement. Only through a strong and effective regulatory framework can we ensure the integrity of the financial system.

this would mean that six of every ten drop-outs attended only one or two class sessions. This is the area of extremely heavy mortality. Once the student passes over this hurdle, the chances improve with respect to potential continued participation.

Of the 2864 drop-outs, three hundred eighty-four (thirteen per cent) did not attend a single meeting of the class in which they had formally enrolled. While these individuals had made the decision to attend and had committed themselves by paying their registration fee they, for some reason, never showed up.

Eighteen individuals from this group were personally interviewed. Their responses to the research instrument indicated that:

- (a) this would have been their first adult education experience
(16 cases)
- (b) over half of them were non-residents
- (c) they tended to have less education than the average education for all drop-outs
- (d) this experience took place winter term in one-half of the cases
- (e) the reason for not attending was usually centered around a circumstance which had come up just before the first class meeting and while the person desired to accommodate to this change, time and the particular circumstance wouldn't permit the person to do so.

In all cases the individuals expressed a desire to participate in the future and in three cases had since re-enrolled.

1878

1. The first part of the report deals with the general situation of the country. It is found that the population is increasing and that the land is being cultivated more extensively than in former times. The climate is also becoming more temperate, which is a favorable sign for the future of the colony.

2. The second part of the report deals with the state of the different branches of industry. It is found that the principal occupations are agriculture and stock raising. The principal crops are wheat, maize, and sugar. The principal stock raised is sheep and cattle.

3. The third part of the report deals with the state of the different branches of commerce. It is found that the principal exports are wool, sugar, and maize. The principal imports are provisions, tools, and machinery.

4. The fourth part of the report deals with the state of the different branches of education. It is found that the principal schools are the government schools and the private schools. The principal subjects taught are reading, writing, and arithmetic.

5. The fifth part of the report deals with the state of the different branches of public health. It is found that the principal diseases are fever, dysentery, and malaria. The principal causes of these diseases are the heat and the humidity of the climate.

6. The sixth part of the report deals with the state of the different branches of public works. It is found that the principal works are the roads, the bridges, and the public buildings. The principal contractors are the government and the private individuals.

7. The seventh part of the report deals with the state of the different branches of public finance. It is found that the principal sources of revenue are the land tax, the sugar tax, and the maize tax. The principal expenditures are for the government and for the public works.

8. The eighth part of the report deals with the state of the different branches of public order. It is found that the principal crimes are theft, murder, and rape. The principal causes of these crimes are the poverty and the ignorance of the population.

9. The ninth part of the report deals with the state of the different branches of public morals. It is found that the principal vices are gambling, drinking, and prostitution. The principal causes of these vices are the poverty and the ignorance of the population.

10. The tenth part of the report deals with the state of the different branches of public opinion. It is found that the principal opinions are in favor of the government and against the private individuals. The principal causes of these opinions are the poverty and the ignorance of the population.

Source of Information

This study attempted to determine where the drop-outs found out about the class which they had dropped and their opinion of the reliability of this information.

Information concerning the courses offered by the Lansing Public School Adult Program is disseminated through the local newspaper (Lansing State Journal) and through publications printed by the Lansing Board of Education.

The newspaper carries a weekly column on Adult Education and also includes other items concerning the program in the daily local news. This cooperation between the adult program and the local newspaper is important to the program's survival. Most Michigan adult education directors report that a high degree of cooperation exists between them and the local press.⁴

In addition, the Lansing Board of Education advertizes the course offering in the Lansing State Journal. During 1957-58 school year approximately \$500.00 was spent for this purpose.⁵

The greatest effort by the Lansing Public School Adult Program to advertise its course offering is centered in the planning, printing, and distribution of a brochure at the beginning of fall term. During

⁴A Report on the Findings of a Survey to Ascertain the Frequency and Importance of Problems Inhibiting Programs of Adult Education in the State of Michigan, 1958, Department of Teacher Education, Michigan State University, July 1, 1958.

⁵Interview with Loy LaSalle, Director of the Lansing Public School Adult Education Programs, March 31, 1959.



the 1957-58 school year approximately 15,000 brochures were distributed in the Lansing area.⁶

The various ways in which the one hundred forty-two drop-outs found out about the course which they dropped from is illustrated in Table VII.

TABLE VII
DROP-OUTS SOURCE OF INFORMATION

Source	Number	Per Cent of the Total
Newspaper	56	39.4
Brochure	44	30.9
Friend or relative	27	19.1
Other	15	10.6

Responses to the question, "Where did you find out about this class?" indicated that nearly forty per cent of the drop-outs had secured this information from the newspaper.

Sykes study of Plainfield, New Jersey, revealed that the group that regularly reads the local newspaper contains a higher percentage of knowledgeable persons than does the group which does not.⁷ Since this group includes those who will likely participate in adult

⁶Interview with Loy LaSalle, Director of the Lansing Public School Adult Education Program, August 30, 1958.

⁷Gresham M. Sykes, "The Differential Distribution of Community Knowledge," Cities and Society, Hatt and Reiss Eds. (Glencoe: The Free Press, 1957), p. 715.



education, the newspaper is very significant in recruiting an adult clientele.

Slightly less than twenty per cent of the drop-outs had received their information from a friend or relative. Regardless of the extent of a program to inform the public, face-to-face contacts are an important element to consider.

Of the fifteen individuals who responded "other," three did not know how they found out about the class. The balance (twelve) had been "recruited" by their employer to take the class. In every case the employer was engaged in co-sponsoring the class with the Lansing Public School Adult Program. In an arrangement such as this the employer is held responsible for a certain number of participants. In most cases the employer seeks voluntary attendance and in some cases requires attendance as a condition of continued employment. In all twelve cases these classes were being offered to up-grade a specific job skill.

The program also utilized local radio and television stations in advertising the program but none of these were mentioned by any drop-outs as a source of information.

The Reliability of Information

To determine if the drop-outs felt that the information which they had received about the course was correct, the question "Was this information reliable?" was asked. The responses to this question were "yes," "no," and "don't know."



Of the one hundred forty-two interviewed, one hundred seventeen felt that the information was reliable, five felt that it was unreliable, and twenty did not know if the information was reliable or unreliable. Sixteen of the latter group had not attended a single class session, consequently, did not feel that they could make a judgment. Of the approximate sixty per cent who received their information from the newspaper or from a friend, all of them felt that the information which they had received was reliable. All five of those who responded that they felt the information was unreliable had received this information from the brochures distributed by the Lansing Public School Adult Program. Four individuals felt that they had been misled by the course description as it had appeared in the brochure.

Summary

This chapter was written to demonstrate the importance of certain enrollment and drop-out statistics. It was found that over one-half of the participants were enrolled in classes in recreation, arts, crafts, and hobbies, or home and family living, while an additional twenty-seven per cent of the participants took part in business education or vocational classes.

With respect to the number of drop-outs the greatest drop-out rate occurred in business education classes and the lowest rate occurred in art, craft, and hobby classes. Fall term contributed the greatest number of enrollees, the greatest number of drop-outs and the highest



drop-out rate. Classes which met for a shorter period of time were found to have a much lower drop-out rate.

Over seventy per cent of the drop-outs attended less than twenty per cent of the class sessions. Of this group thirteen per cent did not attend a single class.

It was also found that seventy per cent of the drop-outs found out about the class, from which they had dropped, either through the newspaper or through a brochure distributed by the program. The drop-outs who felt that they possessed erroneous information said that they had received this information from the brochure.



CHAPTER V

CHARACTERISTICS OF THE DROP-OUTS

Social Characteristics

Status can be ascribed--granted by others on the basis of one's birth, age, sex, occupation, or some other non innate individual quality; or achieved--attained by interpersonal competition or conflict. In either case status refers to a reference point by which an individual may be identified within a social system. The ranking of persons on a scale of equality-inequality where the members of a society share a set of criteria for evaluation is called stratification, and positions or ranks are generally called strata. Reference points such as length of residence, home-ownership, occupation, age, and education all serve in identifying a person's social position within a society. Every stratum of society carries with it certain obligations to act, as well as certain rights and privileges conditioning the action.

The process by which a person changes rank is called social mobility. In a society such as America's, where a person's position is usually achieved on the basis of individual performance, the system is said to be "open."

In modern western society, the sources of strata differentiation can be analyzed from two points of view, either on the basis of the



stratification of the larger society of which the community is a part or on the basis of the local community.

This chapter is concerned with the social status of the adult education drop-out. Of primary concern here is the identification and classification of the drop-outs according to certain social characteristics common to the community's social structure. The factors used in this phase of the study were selected because of their relevance to the problem. This selection was based on factors considered in similar studies, as well as by a logical analysis of the problem with respect to selected sociological variables.

Sex

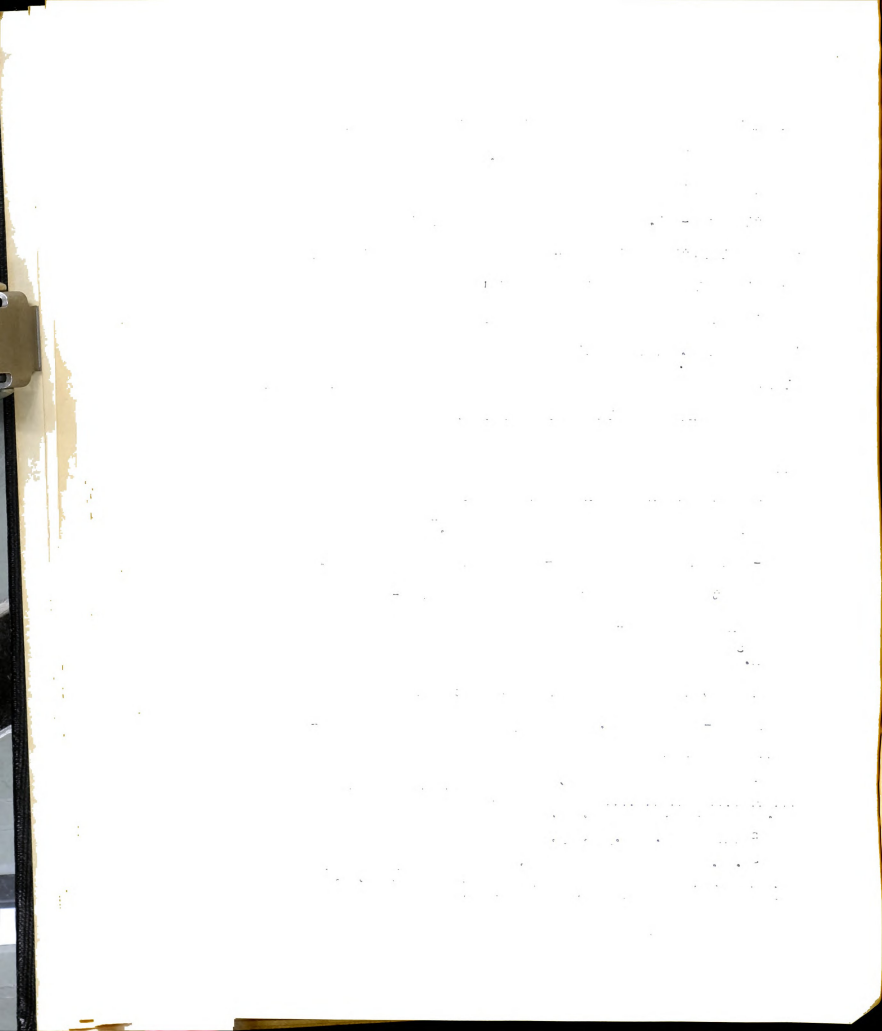
A review of almost all research studies in holding power shows that more boys drop out of school than girls.¹ Dillon found that fifty-four per cent of the drop-outs in his study were boys.² The United States census shows that in Michigan thirty-eight per cent of the females and thirty-two per cent of the males graduated from high school.³

The data from this study indicate that there were twice as many female drop-outs as male. Of the 2,864 adult education drop-outs,

¹Federal Security Agency. Why Do Boys and Girls Drop Out of School and What Can We Do About It? Office of Education. Circular 269. Washington: 1950, p. 18.

²Dillon, loc. cit., p. 23.

³U. S. Department of Commerce. United States Census of Population, General Characteristics, Michigan 1950. U. S. Government Printing Office, Washington: 1952, p. 54.



1,862 were females and 1,002 were males. Expressed in percentage, sixty-five per cent were females and thirty-five per cent were males.

This extreme difference is no doubt due largely to the greater participation by females in the adult education program. This fact is best exemplified when one examines the curricular offering of most programs. For instance in the Lansing Public School Adult Education Program, over one-half of the courses offered during the 1957-58 school year were planned and advertised as being for females. Another thirty per cent of the courses were coeducational, with students being recruited from both sexes. Only eighty-two of the 410 courses offered were designed to appeal to the males.

Courses are designed to appeal to those who will likely participate. Since past participation has been predominately feminine, future programs will probably be designed with similar appeal.

In comparing the proportion of sexes in the study sample with the entire drop-out population, it was found that the two were similar. Of the 142 in the sample, ninety were females. This represented sixty-three per cent of the total, while sixty-five per cent of the total population were of the same sex.

Data on the sex of the drop-outs according to subject matter area were analyzed and are presented in Table VIII.

It was found that in certain class areas the drop-out populations were composed predominately of one sex. Home and family living and business education classes both had drop-out populations composed of

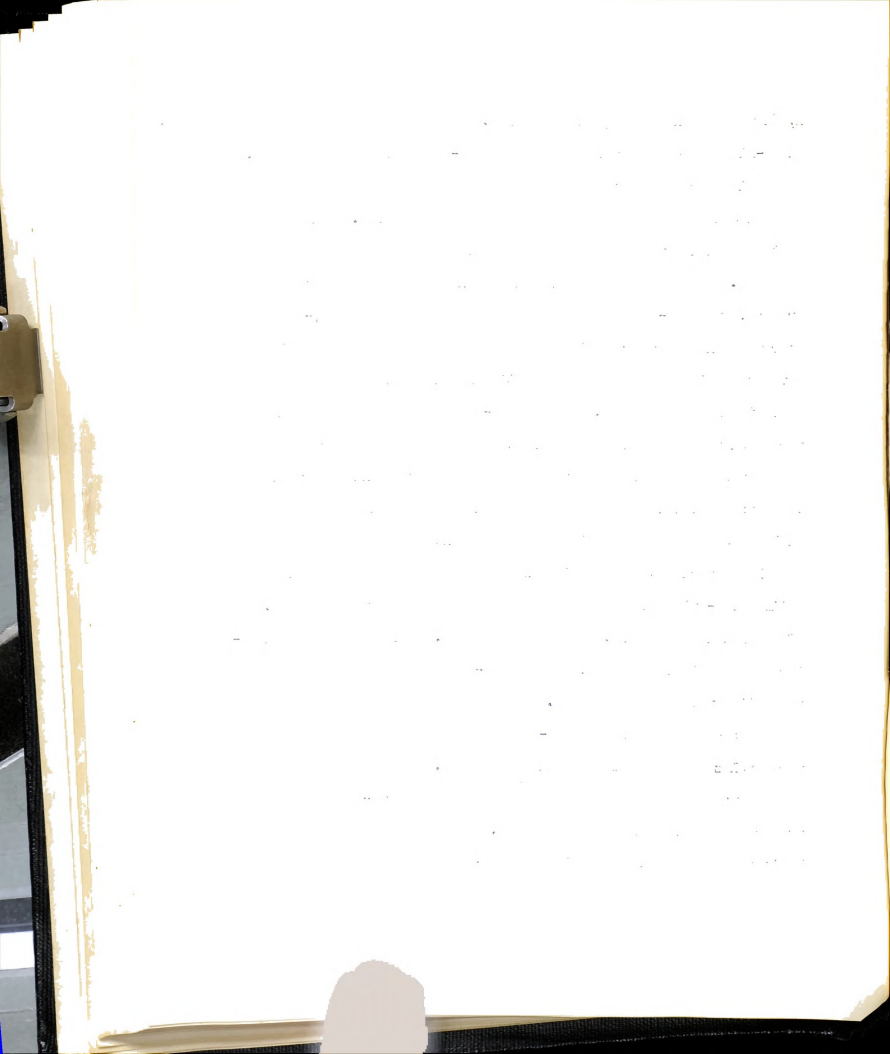


TABLE VIII
SEX OF DROP-OUTS BY SUBJECT-MATTER AREA

Subject-Matter Area	Total Sample	Male Drop-Outs		Female Drop-Outs	
		Number	Per Cent	Number	Per Cent
Recreation	41	17	41.5	24	58.5
Academic	13	6	46.2	7	53.8
Personal Improvement	12	9	75	3	25
Trade, Industrial, Vocational	15	14	93.3	1	6.7
Home and Family Living	21	1	4.8	20	95.2
Business Education	29	1	3.8	28	96.2
Arts, Crafts, and Hobbies	11	4	36.4	7	63.6
Total	142	52	36.6	90	63.4

over ninety per cent females. The heavy drop-out rates for males were found in vocational and personal improvement classes.

In the cases mentioned here the sex distribution of all enrollees was a factor which had to be taken into consideration, since classes offered in business education and home and family living were both composed of ninety or more per cent females.

Age

Another seemingly important area of investigation in the characteristics of the drop-out was that of age. Since adults have lived longer than youth, adults have more experience, different kinds of

experience, and are, as a result, oriented differently. Adult experience varies from that of youth in two ways. First, most political, economic, social, and physiological experiences of adult life are not a part of the experiences of youth. If they did happen to be, these experiences have been manifested in different ways. Secondly, adult experience is highly individualistic. Although many pressures to conform exist in modern society, adults have had an opportunity to participate in a greater number of activities than youth. Young people usually are restricted to activities primarily with their own age group, and any contacts with older age groups are highly institutionalized. While youth engages in such common experiences as the home, the family, and schooling, these experiences are limited to their own age group or are in fixed patterns if with adults.

Since a person's age, to a large extent, determines the person's experience, age should be a factor to consider in studying a problem of this type.

Table IX illustrates the data on the ages of the sample. These data were secured in response to the question, "Do you mind telling me your age?" The investigator realizes that the reliability of these data are limited to the responses of the individuals being questioned. Since age is one area of questioning which has certain emotional connotations these data may not be completely accurate.

An analysis of the age data showed that the average age of all drop-outs was approximately thirty-three years. There did not appear

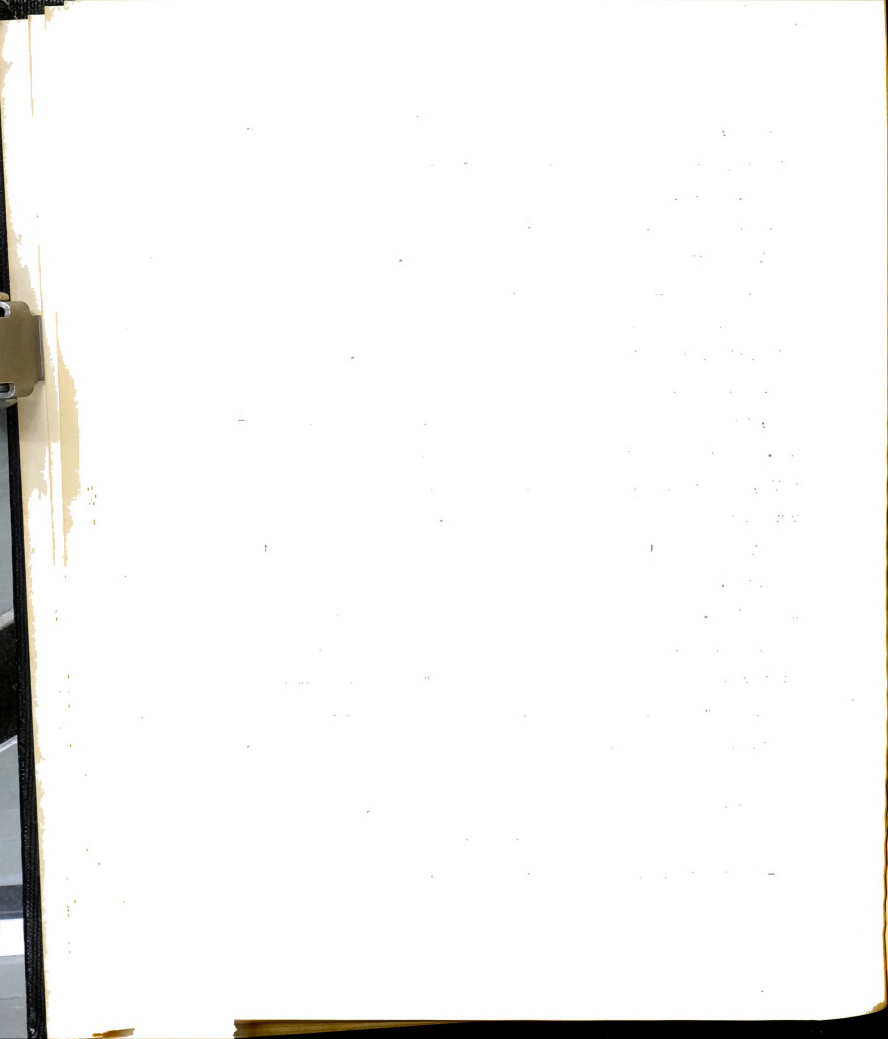


TABLE IX
AGE DISTRIBUTION OF THE DROP-OUTS BY SUBJECT-MATTER AREA

Type of Class	Years of Age												Number in Sample	Average Age
	18-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65				
Recreation	6	8	7	4	5	5	4	2					41	36.4 yr.
Arts, Crafts, and Hobbies		2	1	2		3	2	1					11	41.7
Academic	7	4	1	1									13	25.1
Personal Improvement	1	1	2	3	3	2							12	34.2
Trade, Industrial, Vocational	6	6	3										15	25.7
Home and Family Living	1	4	7	6		2	1						21	34.5
Business Education	9	6	4	3	3	2	1	1	0	0			29	31.2
Total	30	31	25	19	11	14	8	4	0	0			142	
Per Cent of the Entire Group	21.1	21.8	17.6	13.4	7.7	9.9	5.6	2.8	0	0				



to be any significant difference between the average age between the male and female drop-outs (see Table X). It was found that forty-two per cent of the drop-outs were under forty years of age. These data are presented in Table X.

It was found that those taking classes in the academic area had an average age of 25.1 years (8.1 years below the mean for all students). This group was largely composed of students taking high school courses; consequently, this group contained more young students than was found in the other class areas.

Although the art, craft, and hobby classes had the best holding power, the average age of the drop-outs here was higher (41.7 years, 8.5 years above the mean for the entire group).

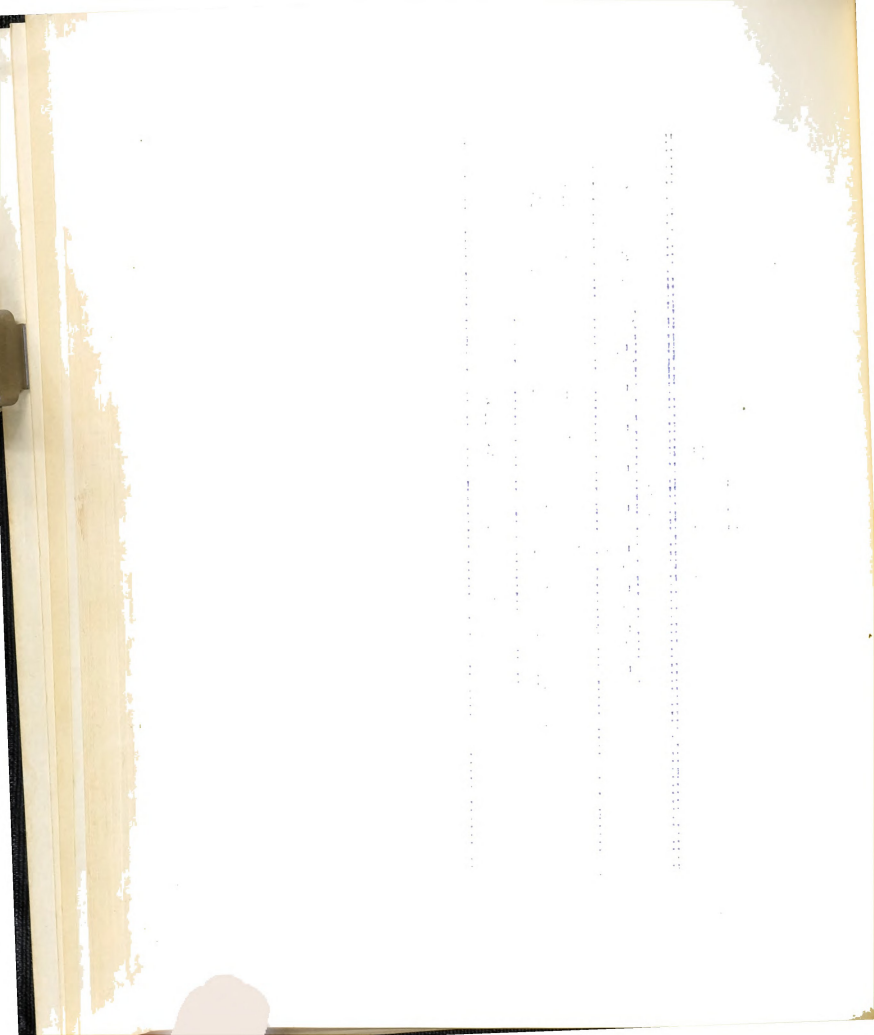
One significant fact was indicated by the low drop-out rate among older people. This study indicated that only 2.8 per cent of those over fifty-four dropped from the program. This entire group (2.8 per cent) was composed of people from the ages of fifty-five to sixty years of age. There were no drop-outs of over sixty years of age. The older students seem to have a greater desire to complete the specific task at hand. While fewer older citizens take part in adult education, the ones that do have pronounced better attendance and are not as likely to become drop-outs.

In tabulating the reasons for dropping, of the 2.8 per cent of students over fifty-four years of age who dropped out, it was found that illness was the most frequent reason given. None of these persons in this group had any criticism of any aspect of the program.



TABLE X
AGE DISTRIBUTION BY SEX

Sex	Years of Age											Total Number	Mean Age
	18- 24	25- 29	30- 34	35- 39	40- 44	45- 49	50- 54	55- 59	60- 64	65			
Male	8	11	9	6	5	9	3	10	0	0	52	33.8	
Female	22	20	16	13	6	5	5	3	0	0	90	32.8	
Mean Age All Students: 33.1													



In addition to the academic classes, business education and vocational classes had high drop-out rates among the younger students. Over one-third of the drop-outs in business education were young girls from eighteen to twenty-four years of age, while in the vocational classes twelve of the fifteen drop-outs were men twenty-nine or under. In both of these areas, all of the young drop-outs were taking the class to improve their skill in order to be promoted on their present job or were hoping to learn a new skill in order to get a better job. To them adult education was a means of improving their economic position and, as a consequence, their social status. To this group adult education represented their only post public school education since none of this group mentioned any other form of higher education in their future educational plans.

Of the nine girls from eighteen to twenty-four who dropped business education classes, six stated that they were taking the class to "brush up on their skill" in order to take a civil service typing or shorthand examination. They felt that adult education had served a useful purpose to them, since they had passed the examination and had gotten a job. Since some individuals, who have been classified as drop-outs, have actually had a satisfying experience and have reached the goal for which they took the class, attendance as a determining factor in defining the drop-out doesn't apply in all cases. However, adult education as a short run operation for immediate skill improvement was only found in the case of the six female business education drop-outs of this



younger age group. This may indicate a need for a series of short term courses rather than more or as many courses of longer duration.

Educational Background

The 1950 census shows that, in the state of Michigan as a whole, 20.9 per cent of the adults have less than an eighth grade education, 21.9 per cent have completed only the eighth grade, 20.6 per cent have some high school training, 21.9 per cent have completed high school, 6.9 per cent have attended college, and 5.3 per cent have completed college.⁴

Although these findings have undoubtedly changed since the 1950 census, it is evident that most Michigan adults left school before they had completed high school. Again using the 1950 census, 63.4 per cent of Michigan's adult population were drop-outs.⁵ The chance then that an adult education drop-out was a previous public school drop-out is very high. The fact that most of the participants in the program studied were from Lansing alters these statistics somewhat, since urban areas usually have a higher level of education than the state as a whole.

The amount of education as a factor to consider in a study of this type was important for two reasons. (1) Previous schooling provides

⁴U. S. Census. U. S. Department of Commerce. 1950 Census of the Population, Vol. II. "Characteristics of the Population," Part I U. S. Summary Bureau of the Census. U. S. Government Printing Office, Washington 25: 1953, pp. 100-102.

⁵Ibid.



a base on which continued education may be built. The amount of previous education is often the determining factor in the success of future training. (2) The amount of education is a significant factor in the formation of a person's attitude towards education. The more education a person has, the more likely the person will continue on in some type of schooling. The value placed on education by an individual is largely determined by the amount of education possessed by this person. Those taking part in adult education then, probably have more education than adults in general.

The data presented in Table XI were secured from responses to the question, "What is the highest grade of schooling you have attained?"

Although the average amount of schooling for the group was found to be 11.5 years, 57.1 per cent of the drop-outs had completed at least the twelfth grade. This was especially true of females, where it was found that two out of every three (67.7 per cent) had at least graduated from high school. Only 5.7 per cent of the drop-outs had less than ten grades of schooling.

The better educated drop-outs were found in home and family living (12.0 years) and art, craft, and hobby classes (12.1 years). In these classes the average drop-out had completed at least twelve grades of education. On the other hand, the most poorly educated drop-outs were found in the academic classes (10.3 years) and personal improvement classes (10.9 years), both of which were well under the mean education for all drop-outs.

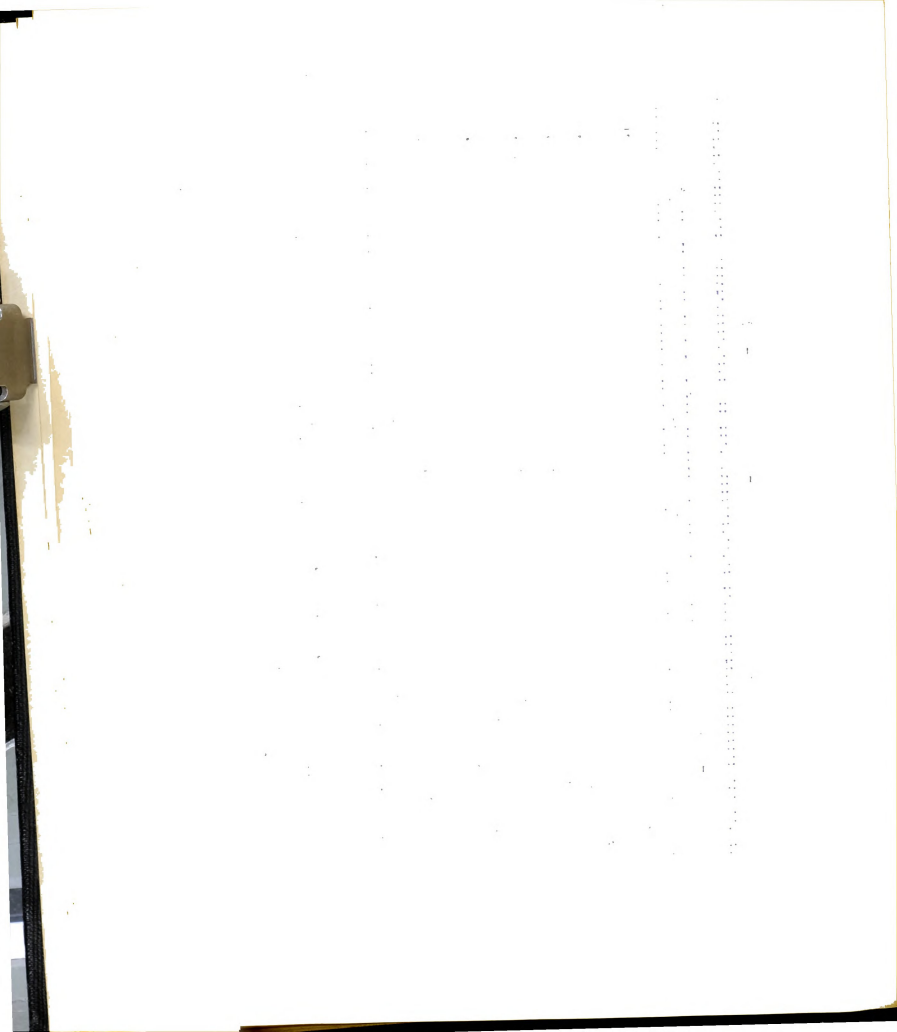


TABLE XI

EDUCATIONAL BACKGROUND OF DROP-OUTS BY SUBJECT-MATTER AREA

Subject-Matter Area	Highest Grade of Schooling Completed										Mean Years
	8	9	10	11	12	13	14	15	16	Other*	
Recreation (41)	3	7	11	16	2	2			1	1	11.7
Art, Crafts, and Hobbies (11)				1	8	2					12.1
Academic (12)			4	6	3						10.9
Personal Improvement (15)	1	2	4	2	3						10.3
Trade, Industrial, and Vocational (15)				4	8	1	1			1	11.9
Home and Family Living (21)		1	2	3	7	2	1	1	2	1	12.0
Business Education (29)			4	5	16	2	1			1	11.7
Total (142)	2	6	21	32	61	9	3	1	3	4	
Per Cent of Total	1.4	4.2	14.8	22.5	43.1	6.3	2.1	0.7	2.1	2.8	

*Other schooling includes: one electronics school, two cosmetology schools, and one barber school.



Of the 142 questioned, sixty-one (42.9 per cent) were drop-outs in the secondary school. For some reason or other, the regular school program failed to hold these individuals and now a large percentage of them again became drop-outs in adult education classes.

The previous education of the drop-outs was compared by sex and has been presented in Table XII. These data indicate that the male drop-out was not as well educated as the female drop-out.

TABLE XII
EDUCATIONAL BACKGROUND OF DROP-OUTS BY SEX

Highest Grade Completed	n:	Per Cent of Males	n:	Per Cent of Females
8	2	3.8	-	--
9	4	7.7	2	2.2
10	12	23.1	9	10.0
11	16	30.8	16	17.8
12	15	28.9	50	55.6
13	2	3.8	7	7.8
14	--	--	3	3.3
15	--	--	1	1.1
16	1	1.9	2	2.2
	52	100.0	90	100.0

Since the drop-out rate in the secondary school is higher among males than females, the males available for adult education classes undoubtedly have less education.

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These data indicated that the male drop-outs had less education than the female drop-outs, (11.0 years versus 11.8 years). Nearly seventy per cent of the female drop-outs were high school graduates, but only thirty-four per cent of the males had received this much education.

While literacy education of adults is still a vital need in American education, it appears from this study that those taking part in this type of activity in the Lansing Adult Evening Program do not become drop-outs. This study found that the educational level of the drop-outs was much higher than the educational level of the general adult population.

This study also indicated that adult education is failing to hold young adults who, on the average, have a much better education than the general adult population.

Another aspect of the educational background of the drop-outs, which this study concerned itself with, was that of the drop-out's previous adult education experience. Data secured from the question, "Prior to taking this class, had you participated in other adult classes?" divided the total group into two categories: (1) those who answered "none," and (2) those who answered "yes," and expressed the extent of their previous adult education experience by the number of courses which they had taken.

These data were tabulated and are presented in Table XIII.



TABLE XIII
PREVIOUS ADULT EDUCATION COURSES TAKEN BY THE DROP-OUTS

Sex	None		1 Course		2 Courses		3 Courses		4 Courses	
	N:	Per Cent	N:	Per Cent	N:	Per Cent	N:	Per Cent	N:	Per Cent
Males	43	82.8	6	11.5	2	3.8	1	1.9	0	0
Females	67	74.4	8	8.9	7	7.8	5	5.6	3	3.3
Total	110	77.5	14	9.9	9	6.3	6	4.2	3	2.1

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

2. The second part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

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1870

Over three-fourths of the drop-outs had not taken any adult education classes prior to the time of taking the course from which they dropped. This, then, represented the first experience in a situation such as this to most drop-outs.

The drop-out group was largely composed of new clientele who were recently recruited into the program. Those responsible for the program go to great lengths in securing support for the program, but out of the new adult students recruited a large portion drop out.

Of the 110 students who had not taken any previous adult education classes, forty-four dropped out fall term. The drop-out rate for all Fall classes was found to be 32.5% (see Table IV). With this group of students, the drop-out rate was forty per cent for Fall term--actually 7.5 per cent higher than the Fall rate for all students. The probability that a drop-out will cease attending Fall term is high, and even higher, if the student has no previous adult education experience.

Marital Status

The marital status of the drop-outs is presented in Table XIV.

These data indicated that sixty-nine per cent of all drop-outs were married. Of the cases studied seventy-five per cent of the males and sixty-five per cent of the females were married.

Seventy per cent of the male drop-outs in classes in recreation, personal improvement, and vocational subjects were married, while thirty-three per cent of the drop-outs participating in academic subjects were married.

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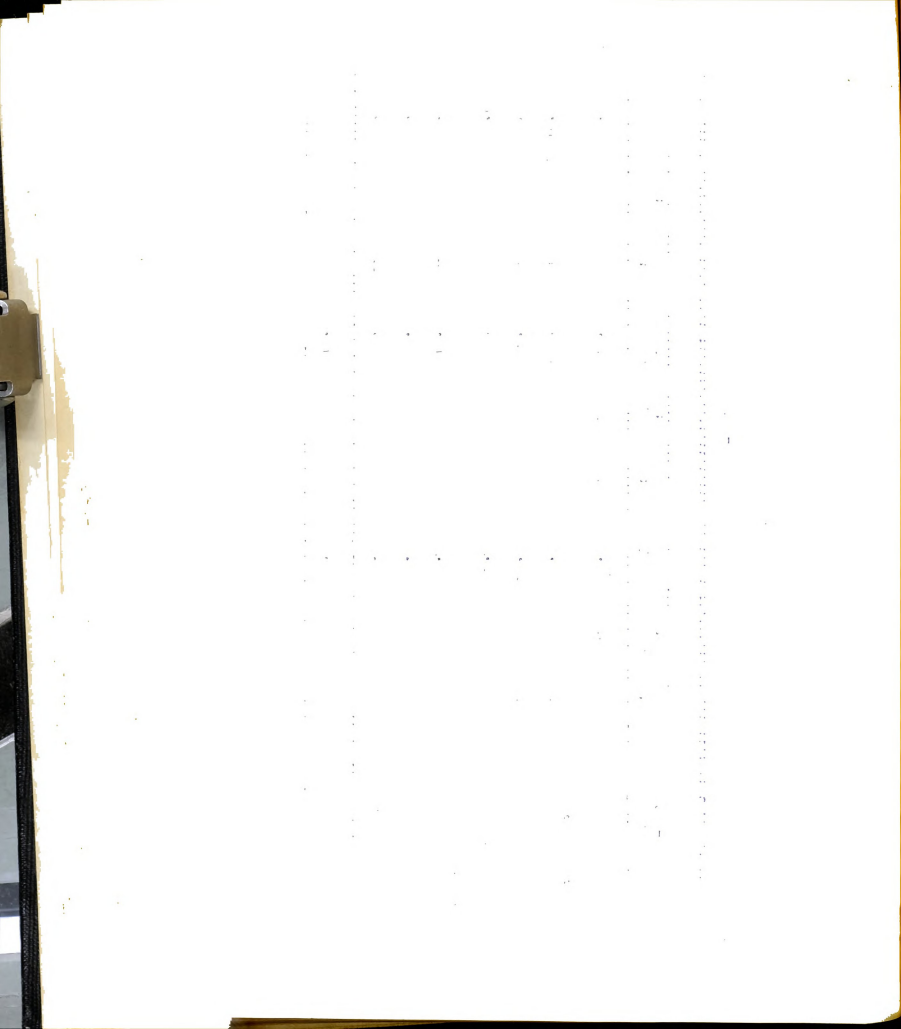
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TABLE XIV

MARITAL STATUS OF DROP-OUTS

Subject-Matter Area	All Students			Males			Females		
	Total N:	Per Cent Married	Total N:	Per Cent Married	Total N:	Per Cent Married	Total N:	Per Cent Married	
Recreation	41	27	65.9	17	13	76.5	24	14	58.3
Arts, Crafts, and Hobbies	11	9	81.8	4	4	100.0	7	5	71.4
Academic	13	5	38.5	6	2	33.3	7	3	42.8
Personal Improvement	12	10	83.3	9	8	88.9	3	2	66.7
Trade, Industrial, and Vocational	15	11	73.3	14	10	71.4	1	1	100.0
Home and Family Living	21	17	81.0	1	1	100.0	19	16	84.2
Business Education	29	19	65.5	1	1	100.0	28	12	62.1
Total	142	98	69.0	52	39	75.0	90	59	65.6



Seventy per cent of the females dropping from art, crafts, and hobby classes were married, while only forty per cent of those in the academic classes were married.

The academic classes, composed largely of high school continuation subjects, were found to have the greatest percentage of unmarried students. In these classes, five of the thirteen drop-outs were unmarried.

Fifty-eight per cent of the female drop-outs in recreation classes were married, while seventy-six per cent of the male drop-outs participating in the same class were married.

The ninety-eight who were married were also asked the number of children they had. Responses to this question are presented in Table XV.

TABLE XV

THE NUMBER OF CHILDREN OF MARRIED DROP-OUTS

N: of Children	N: of Students Total (98)	Per Cent
0	7	7.1
1	14	14.3
2	20	20.5
3	29	29.6
4	21	21.4
5	5	5.1
6	1	1.0
7	1	1.0

Of the ninety-eight drop-outs, only seven did not have any children. Approximately fifty-six per cent of this group had three or more children and slightly over three-fourths had two or more children. The number of children in a family is an important factor to consider in this type of problem. The amount of time an individual has available for an activity such as adult education, the availability of money, and the personal drive an individual possesses to improve his status all may be influenced by this factor.

The fact that most drop-outs have children appeared to be highly significant to the investigator.

Occupation

Studies of drop-outs in the secondary school show a significant relationship between occupational levels and high school completion. Students who do not graduate find their way into certain occupations and often stay there.⁶

Findings from a 1952 United States Department of Labor study showed that:

1. Most drop-outs have no occupational goal.
2. They tend to be interested only in the immediate future.
3. As young people they are striving towards financial independence and adult status.⁷

⁶Ernest H. Suerken. "When Drop-Outs Go Job Hunting." The Clearing House. Vol. 27, No. 5, 1953, pp. 268-272.

⁷U. S. Department of Labor. After Teen Agers Quit School. Bulletin No. 150. Superintendent of Documents. U. S. Government Printing Office. Washington: 1952, p. 2.



Drop-outs are much more frequent in families at the "lower end of the occupational level."⁸ Harold Hand's study showed that seventy-two per cent of the drop-outs came from families which would be classified as labor.⁹ A Pennsylvania study showed that 77.7 per cent of the children in the professional-technical occupational grouping completed high school, while only 12.9 per cent of the children of nonskilled workers became high school graduates.¹⁰

Referring back to Table XI, it was found that slightly over forty-two per cent of all drop-outs had not completed high school, and, of the males, over fifty per cent had not graduated. The occupational problems of a large portion of the adult drop-outs were much the same as those of all drop-outs. Education, or the lack of it, tends to limit the number of jobs that a group of individuals have available to them. The fact that only one male drop-out was a college graduate has an immediate bearing on what the expected occupational backgrounds would be. Certainly representation from the "professional" classification should not be expected. The relatively high level of education, though, precludes the possibility that large numbers will be laborers.

⁸Harold C. Hand. Principal Findings of the 1947-1948 Basic Studies of the Illinois Secondary School Curriculum Program. Circular Series A. No. 51. Bulletin 2. Superintendent of Public Instruction. Springfield, Illinois: 1948, p. 15.

⁹Ibid., p. 13.

¹⁰H. R. Douglass. Secondary Education. New York: The Ronald Press Company, 1952, p. 136.



Tabulations of data, for the males and unmarried females questioned, was easily accomplished by placing them, according to their occupation, into predetermined categories. The categories used were those established and used in the 1950 United States Census.

For the married female members of the sample, the question was phrased to elicit the occupation of the husband. It was the investigator's feeling that this would yield a more complete picture of the class orientation of the respondents as reflected by their occupation. The fact that a large portion of the drop-outs were "housewives" would not aid in providing a complete picture of the total group. These data were combined and have been presented in Table XVI.

Table XVI illustrates the tabulated data with respect to the drop-outs occupation.

In Table XVI, on the following page, column one represents the distribution of occupations according to the 1950 Census¹¹ and column two represents the distribution of the various occupations of the drop-outs. Categories to include students and those unemployed were added to complete the occupational picture of the one hundred forty-two individuals interviewed.

Since the socio-economic level of a family is largely based on the occupation of the principal wage earner, the above distribution provides a means by which this level may be identified. In order to

⁴U. S. Census. U. S. Department of Commerce. 1950 Census of the Population, Vol. II. "Characteristics of the Population," Part I U. S. Summary Bureau of the Census. U. S. Government Printing Office, Washington 25: 1953, pp. 100-102.



TABLE XVI
 OCCUPATION OF DROP-OUTS
 (CLASSIFIED BY UNITED STATES CENSUS CATEGORIES)

Occupation	U. S. Census (Percentage)	Drop-outs (Percentage)
Professional, Technical and Kindred	8.7	7.7
Farmer and Farm Manager	7.7	2.1
Managers, Officials (except farm)	8.9	2.1
Clerical and Kindred	12.3	16.2
Sales	7.0	6.4
Craftsman and Foreman	13.8	7.7
Operatives and Kindred	19.8	14.9
Private Household Workers	2.5	
Service Workers	7.6	21.1
Farm Laborers	2.6	
Laborers Except Farmers	6.1	4.2
Occupations Not Reported	1.3	1.4
College Students		3.5
Unemployed		12.7

do this, this group was compared with the total labor force. To make these comparisons the occupations of the sample were categorized into those categories used in the United States Census. These categories were used, rather than those of the Dictionary of Occupational Titles, because of the ease with which comparisons could be made.

It appears that several occupational groups were represented in similar proportions when compared with the total population.

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Professional, technical, sales, operatives, and laborers were all similar, while a wide variation existed, in comparing the drop-outs with the total population in the craftsman, foreman, service workers, managers and officials occupational groups.

The most pronounced difference was found to exist in the area of service workers. Here it was found that 21.1 per cent of the drop-outs were employed as compared with only 7.6 per cent of these workers in the total population.

Of the vocational drop-outs, eight were employed in service occupations. It may be that these workers were more strongly motivated upward therefore were the ones which seeked adult education.

Of the individuals in the professional, technical classification, ten were married women whose husbands were employed in these types of jobs. Of this same group five were taking recreation classes and four were taking home and family living classes. These individuals were not concerned with classes to improve their status, since they had already achieved a high status position.

Of the total study population 12.7 per cent were unemployed. To eleven persons adult education classes were taken as means of eventually getting a job. Of this group, the greatest number were from business education classes, a subject-matter area where approximately one-fourth of the drop-outs were not employed. It was also found that ten per cent of the recreation drop-outs were unemployed. Adult education can be of significant value to the unemployed. It can provide them



with activities to help them occupy their surplus time as well as teach them new skills in order to secure work. In either case adult directors should become cognizant of unemployment as a societal problem and make it a point to work with this group of individuals so that they do not become drop-outs, since they may need a continued education more than any other group.

Although Lansing is highly industrialized, very few drop-outs come from the foreman, craftsman, and operatives groups. This suggests that either these workers are not taking part, or if they are, they are not becoming drop-outs. One factor which seemed to be significant as a reason for dropping was that of an unexpected shift change. If for some reason an individual had to change from the day to the night shift, the individual was forced into dropping the adult education class. This factor undoubtedly keeps large numbers from attending. Adult educators must become cognizant of this and plan programs to include more day classes as well as classes of a shorter duration to better serve the individual student.

In a previous part of this chapter it was shown that the drop-outs tended to have more education and were, on the average, younger than the general adult population. However, in analyzing the occupations held by this group, it appears that their socio-economic level does not follow the expected distribution, but rather the jobs held tended to be of a lower level than one would be expected for this group.



Place of Residence

The address of each respondent was recorded and these were then tabulated as presented in Table XVII.

TABLE XVII
PLACE OF RESIDENCE OF DROP-OUTS

Location	Number	Percentage of Total
Lansing	107	75.4
Fringe area	14	9.9
East Lansing	8	5.5
Other Communities--Dewitt, Holt, Haslett, Mason, Okemos, Grand Ledge, and St. Johns	13	9.2
Total	142	100.0

The program studied was not restricted to Lansing School District residents, but it attempted to serve any interested adult who cared to participate. Enrollment fees and registration procedures were the same for residents and non-residents. The director estimated that the non-resident participation represented about one-third of the total enrollment.¹²

In comparing opinions concerning the program no difference was found to exist between residents and non-residents. Likewise the reasons for dropping did not differ between these two groups.

¹²Personal Interview, Director Lansing Public School Adult Program, April 6, 1959.



CHAPTER VI

REASONS FOR WITHDRAWAL

This chapter is concerned with that portion of the findings which relate to the reasons why adult students cease attending class.

Certain areas of the findings which were presented earlier will again be drawn upon for comparative purposes. Besides the expressed reasons given by the drop-outs, other factors which contributed to the decision to drop out will be included in this chapter of the study.

In analyzing the responses to the question, "In looking back what was your main reason for failing to attend class?" it appeared that the reasons could be classified into four categories. These categories were: personal reasons, reasons relating to the respondent's family, reasons which were centered in the program, and reasons relating to the drop-out's job.

Each category consisted of a series of related reasons. A category was also added to include all of those responses which couldn't be classified in the previously stated categories.

The following table (Table XVIII) was designed to illustrate the frequency of the various reasons given. Following the table each category has been presented separately along with the secondary factors which relate to it.



TABLE XVIII

FREQUENCY OF REASONS GIVEN FOR DROPPING OUT
(Total 142)

Reasons	N:	Per Cent of Total
<u>PERSONAL</u>		
Illness.	19	13.4
Pregnancy or childbirth.	6	4.2
Changed personal goal.	1	.7
Didn't like winter weather	3	2.1
Too far to drive	2	1.4
Accomplished purpose for taking class.	7	4.9
Total	<u>38</u>	<u>26.8</u>
<u>FAMILY</u>		
Care of children	4	2.8
Husband or wife didn't like class.	3	2.1
Family vacation.	2	1.4
Marriage	4	2.8
Too much time away from my family.	2	1.4
Illness of a family member	<u>14</u>	<u>9.9</u>
Total	<u>29</u>	<u>20.4</u>
<u>PROGRAM</u>		
Class was over-crowded	1	.7
Felt unwanted.	1	.7
Class was a waste of time.	3	2.1
Didn't like this type of class	3	2.1
Didn't like other people in the class.	3	2.1
Class was too difficult.	6	4.2
Class was too personal	1	.7
Class was too much like regular school	1	.7
Poor teaching.	<u>2</u>	<u>1.4</u>
Total	<u>21</u>	<u>14.8</u>
<u>JOB</u>		
Transferred to night shift or hours were changed	15	10.6
Changed jobs	5	3.5
Too much over-time	3	2.1
Had to get up too early the next morning	2	1.4
Was unemployed, then took a job which conflicted with the class	3	2.1
Took an extra job which conflicted with the class.	1	.7
Changed vocational plans	<u>4</u>	<u>2.8</u>
Total	<u>33</u>	<u>23.2</u>
<u>OTHER</u>		
Entered armed service.	5	3.5
Conflict with other community interests.	7	4.9
Didn't have the extra time	6	4.2
Conflict with college.	<u>3</u>	<u>2.1</u>
Total	<u>21</u>	<u>14.8</u>

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Personal Reasons

Reasons for dropping out which could be classified as personal were most frequently mentioned. Over one-fourth of all drop-outs expressed reasons classified in this category.

The most frequently mentioned reason within this category was illness, pregnancy, or childbirth.

Seven felt that their personal goal for taking the class had been met, and that, to them, continued attendance was no longer necessary.

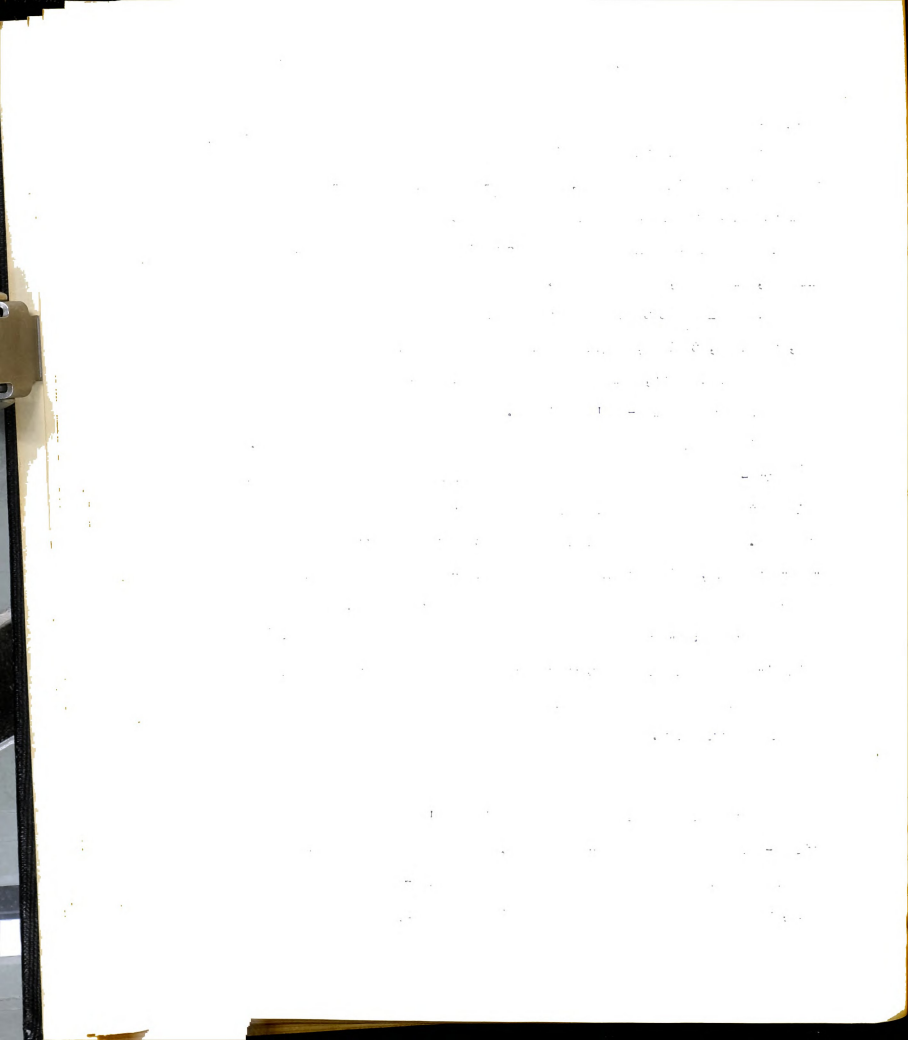
Personal reasons, for the most part, represented complex situations which effected the drop-out's decision. It appears that little can be done in reducing the number of those who drop out for these reasons.

Drop-out studies at the secondary and college level have continually pointed to some phase of personal finance as a factor in the loss of students. This was perhaps implied under the various reasons in the "job" category, but actually none of the drop-outs mentioned this as a factor contributing to their decision to cease attending. In response to the question: "How do you feel about the cost to those participating?" no individual felt that the cost to participate was too high, and none felt that the expenses involved had anything to do with their decision to withdraw.

Job

The category associated with the individual's job contained thirty-three of the 142 drop-outs or 23.2 per cent of the total.

In the previous chapter it was shown that drop-outs, for the most part, were found to be employed in service, clerical, sales, and



operative job classifications. To many of these people, work was one of the most important parts of their life; thus their job influenced many non-vocational aspects of their behavior.

Many of these reasons were largely circumstantial. For instance, fifteen of the drop-outs had either been transferred to a night shift or had encountered some other type of work change which resulted in their continued unavailability.

The other reasons given were results of changes in attitudes or opinions caused by a change in jobs. For example, in changing jobs five individuals also changed their long-range vocational plans. These plans had previously included the taking of adult classes, but with the person's change in vocational plans they now felt that they could not gain anything by continuing to attend. Four individuals changed their vocational plans, but did not change jobs. In these cases the individuals had hoped to get a different job and adult education was to be a source of aid in doing so. After the course had started a situation came about where they felt that these plans were no longer realistic and consequently felt that continuing on in adult education was no longer of value to them.

Of this group of thirty-three, twenty-seven were males (81.8 per cent). This is to be expected, since the group which had vocational aspirations and upward mobility were predominately males.

Family

Since 69.0 per cent of the drop-outs were married and 92.9 per cent of those married had one or more children, a large number of



reasons associated with problems arising from family life should be expected. Of the entire study population, 20.4 per cent gave reasons which were classified in this category. Of these, approximately one-half of the reasons were due to illness of some family member.

Combining all the reasons that listed some type of "personal illness" with those that listed "illness of a family member" demonstrates the significance of illness as a factor in the drop-out problem. Actually these reasons represented 28.5 per cent of the 142 individuals questioned. Here again is an area in which the adult administrator can do very little since the solution to problems such as these are beyond his control.

Problems arising from the care of the person's children caused four individuals to drop out and four left in order to be married.

Program

Reasons associated either directly or indirectly with the program were found to exist in 14.8 per cent of those interviewed (twenty-one of 142). Of these, the most frequent reason given was that the class was too difficult. Six gave this as a reason for withdrawal.

General dissatisfaction with the program as a reason for withdrawal was found in two-thirds of those in this category. These reasons included those who didn't like the type of class (3), those who felt the class was a waste of their time (3), those who didn't like the other students taking the class (3), and two because of what they felt was poor teaching.



While reasons associated with the program were given by only twenty-one individuals as their specific reason for no longer attending class, of the 142 drop-outs studied, many others had criticisms of the program. While six left because they felt that the class was too difficult, a total of thirteen others also felt that the class was too difficult, but did not give this as their primary reason for no longer attending class. At the other extreme, three dropped because they felt that the class was too easy; yet none of the other drop-outs felt this same way about the course content. A desire to respond with a reason which the drop-out viewed as being "culturally approved" may be a factor which operated here, since many responded that "they felt the class was too difficult"--but gave some other reason for ceasing to attend.

Similar findings were found to exist with respect to the physical facilities. Although only one person gave this as the reason for dropping out, eighteen students were critical of the facilities. In thirteen cases the drop-outs felt that the factor they criticised had contributed to their decision to drop out. These data were secured by first asking the respondents, "Do you feel the teaching facilities were adequate for this class?" Of the 142 interviewed, twenty-three felt that the facilities were not adequate. This group of twenty-three were then asked, "Specifically, what didn't you like about the facilities?" Of the twenty-three, only eighteen responded with specific criticisms. These were as follows:

Class on the third floor too difficult to get to	4
No storage space for projects.	3
Room was cold and drafty	2
Street noise made it difficult to hear	2
Chairs were very uncomfortable	5
Room was stuffy.	1
Class was over-crowded	1

The problem of parking was mentioned by forty-three (thirty per cent) of the drop-outs, but none of them felt that this, in any way, effected their decision to cease attending class. Parking may very well be a problem which is generally expected by most people, and, while they don't like to encounter this difficulty, they easily adjust to it.

The teaching methods was another area of the program which received careful investigation. With the exception of money, there is probably no other phase of the adult education enterprise which receives the attention and concern of the adult administrator as that of the teaching. While no one denies the importance of good teaching to the success of an adult program, little has been done to make it more suitable to the adult clientele.

Many factors make this a difficult administrative problem. For one thing, the adult faculty is heterogeneous. Wide variation is found to exist in most aspects of the adult teachers' backgrounds. Another factor appears to be the lack of integration among the adult faculty. For the most part these teachers are part-time employees and they in general regard themselves as such. Staff meetings and in-service training sessions are difficult to hold, consequently, the bonds which could hold the faculty together are difficult to develop.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for the company's financial health and for providing reliable information to stakeholders.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the data collection process, which involves gathering information from multiple sources and ensuring its accuracy and consistency.

3. The third part of the document provides a comprehensive overview of the data analysis techniques used. It covers a range of statistical methods and data visualization tools, highlighting their strengths and limitations.

4. The fourth part of the document discusses the challenges faced during the data collection and analysis process. It identifies common pitfalls and offers practical solutions to overcome them, ensuring that the data is reliable and actionable.

5. The fifth part of the document concludes with a summary of the key findings and recommendations. It emphasizes the need for ongoing monitoring and evaluation to ensure that the data remains relevant and useful over time.

Conclusion

The data collected and analyzed in this study provides valuable insights into the current state of the market. It highlights the need for continued research and development to address the challenges identified.

The findings of this study suggest that there is a significant opportunity for growth in the market. This is supported by the data, which shows a clear upward trend in demand for the products and services offered.

It is recommended that the company focus on improving its marketing and sales strategies to capitalize on this opportunity. This includes targeting new markets and developing innovative products that meet the needs of the target audience.

The data also indicates that there is a need for improved customer service and support. This is essential for building a strong and loyal customer base, which is a key driver of long-term success.

In conclusion, the data collected and analyzed in this study provides a clear picture of the market and the opportunities available. It is essential that the company act on these findings to ensure its continued growth and success.

The data also highlights the importance of maintaining accurate records and using reliable data sources. This is essential for making informed decisions and ensuring the integrity of the data.

Finally, it is important to note that the data is subject to change over time. Therefore, it is essential to monitor the market and the data regularly to ensure that the findings remain relevant and useful.

To gain an insight into the perceptions of the drop-out concerning the teaching, several questions were asked.

First of all, the drop-outs were asked to rate the teaching. These responses were tabulated and are presented in the following table (Table XIX).

TABLE XIX
RATING OF THE TEACHERS BY THE DROP-OUTS

Rating	N:	Per Cent
Very good	28	19.7
Fair	34	23.9
Poor	34	23.9
No response	46	32.5

Forty-six of the individuals felt that their contact with the teacher had been so brief and tenuous that they were not in a position to effectively rate the teaching. Of this group, thirty-eight had attended one class or less thus their response seems to be a fair indication of their feelings.

Twenty-eight (19.7 per cent) rated the teaching very good and thirty-four (23.9 per cent) rated it fair, while an additional thirty-four (23.9 per cent) felt that the teaching was poor.

The respondents were then asked if they liked the teacher. To this question seventy-seven responded "yes," thirty-five responded "no," and thirty did not have an opinion.



Although thirty-four students rated the teaching poor and thirty-five stated that they did not like the instructor, very few drop-outs would verbalize particular reasons why they did not like the teacher or why they were dissatisfied with the teaching. Of the individuals who were dissatisfied with the teaching, only eleven gave specific criticisms. Four did not like the teaching methods which the instructor utilized. Three were annoyed by a personal mannerism of the instructor.

Approximately thirty-four per cent of the drop-outs in recreation classes gave reasons associated with the family.

The academic classes were largely influenced by "program" and "job" reasons. The category dealing with personal reasons greatly influenced the business education drop-outs (48.3 per cent) and the drop-outs in home and family living classes (38.1 per cent). In the vocational classes (trade, industrial, and other vocational) sixty per cent of the drop-outs gave reasons associated with their "job."

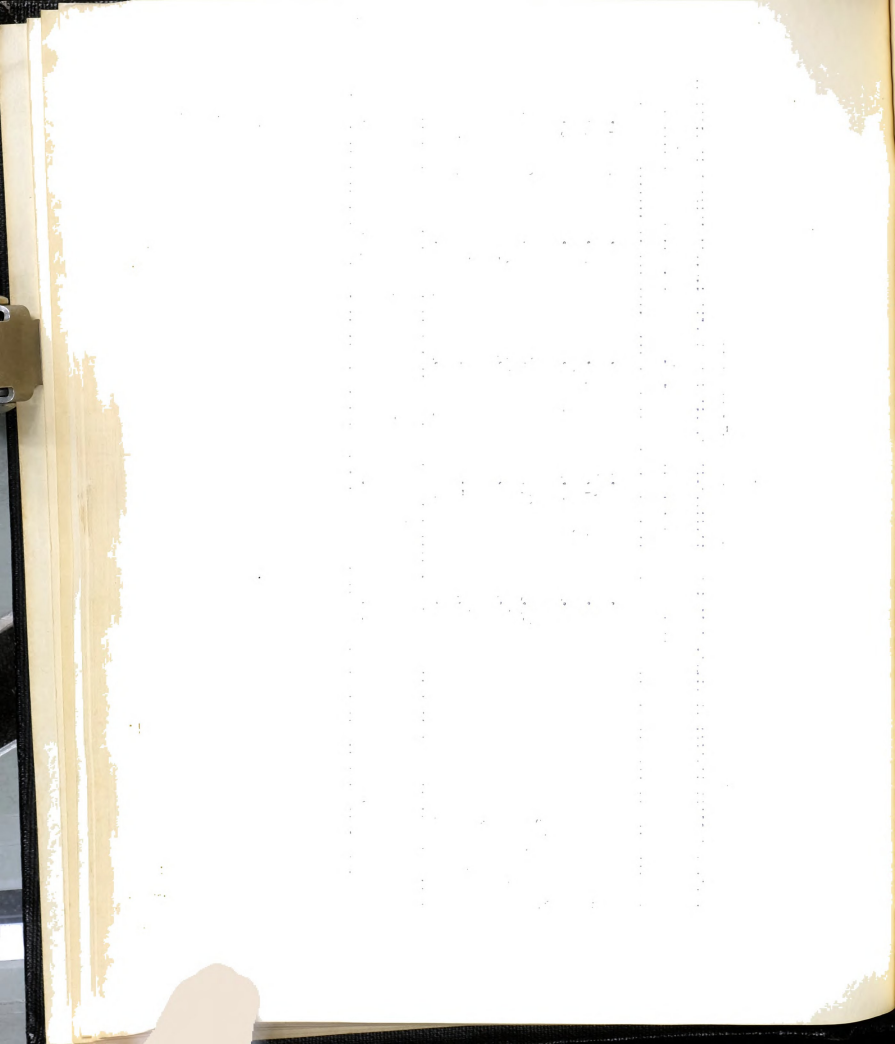
The social atmosphere of the class, as a factor effecting the person's decision, was difficult to investigate and appraise. Actually, most of these findings were based on inferences from questions which were related to this problem.

In response to the question, "Did you feel that the class was friendly?" ninety (63.4 per cent) felt that the class was friendly, twelve (8.5 per cent) thought that it wasn't friendly, and thirty (21.1 per cent) had no opinion.



TABLE XX
REASONS FOR DROPPING BY SUBJECT-MATTER AREA

Area	Students	Personal		Family		Program		Job		Other	
		N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Recreation	41	8	19.5	14	34.2	6	14.6	10	24.4	3	7.3
Academic	13	2	15.4	1	7.6	4	30.8	4	30.8	2	15.4
Business Education	29	14	48.3	6	20.7	2	6.9	3	10.3	4	13.8
Arts, Crafts, and Hobbies	11	3	27.3	3	27.3	2	18.2	1	9.0	2	18.2
Personal Improvement	12	2	16.7	1	8.3	2	16.7	3	25.0	4	33.3
Trade, Industry, and Vocational	15	1	6.7	0	--	2	13.3	9	60.0	3	20.0
Home and Family Living	21	8	38.1	4	19.0	3	14.3	3	14.3	3	14.3
Total	142	38		29		21		33		21	
Per Cent of Total			26.8		20.4		14.8		23.2		14.8



Of those who felt that the class wasn't friendly, one person stated that they felt unwanted, three felt that they didn't like the other class members, and one person thought that the class was "too much like regular school." This would imply that regular school was also an unfriendly place.

For the most part, adult classes were indicated as being friendly by most drop-outs. Thirty individuals were involved so briefly that they felt that they were in no position to respond to this question.

Out of the 142 drop-outs questioned, 129 felt that a class should provide a person with an opportunity to make new friends. This desire to make new friends seemed to operate in all types of classes and was something which nearly all of the respondents stated without hesitancy.

While this was a desire and perhaps a need on the part of most participants, few were successful at achieving this goal. Only twenty-seven of the 142 drop-outs felt that they had gained either a friend or an acquaintance in the class. Apparently none of these friendships which were developed were very strong, since most of this group said they had not seen these friends since taking the class nor did they plan to do so in the future.

For the most part, drop-outs had a desire to make friends when taking an adult class but were usually not successful in doing so. This, as a factor in holding power, seems to be highly significant. The general social climate in the classroom seems to be extremely important in influencing continued attendance of adults. Teachers, as



well as adult education administrators, should be cognizant of this fact and should try to develop a good classroom climate.

Many drop-outs attended class with a friend or relative, a factor which would seem to be significant in holding power. Out of the group studied, thirty-eight (26.8 per cent) had attended class with at least one friend or relative.

Other Reasons

Twenty-one (14.7 per cent) gave reasons for dropping out which could not be classified in the foregoing categories. Of this group, five had ceased attending to enter the armed service. Three of these five had been rejected before actually entering but gave this as their reason for no longer attending class.

The sixteen others expressed some type of conflict with respect to the availability of time to participate. Of this group, seven felt that the class interfered with some other community activity which they desired to attend. Six merely mentioned the "lack of time," and three said that they were also taking a college class or classes and that this did not leave them enough time for other classes. Of all of the responses given, the element of "time" as a reason was mentioned in nearly twenty per cent of the 142 questioned. Some of the reasons associated with time were included in the "job" category as well as in the category of "family" reasons.

While education tends to be a major occupation with youth, with adults it can be no more than a part-time activity. Social, economic,



and family obligations either take precedence over education or set strict limitations on the time available for study and participation by the adult student.

Since seven expressed a conflict with some other community activity, the data relative to the drop-outs' participation in other community activities were carefully analyzed (Table XXI).

TABLE XXI
PARTICIPATION OF THE DROP-OUTS IN OTHER
COMMUNITY ACTIVITIES

Nights Per Week	N: (Total 142)	Per Cent
0	37	26.1
1	59	41.5
2	31	21.8
3	12	8.5
4	3	2.1

Approximately seventy-four per cent of the drop-outs were participating in at least one other community activity occupying at least one evening per week. Of this group thirty-one were taking part in two other activities. Twelve were participating in three other activities and three were participating in four other activities.

Of the thirty-seven who were not participating in a single activity, thirty-five were males. Of the nonparticipants in other community activities then, approximately ninety-five per cent were males. Of all male drop-outs, sixty-seven per cent were non-participants.



These data indicated that any problems arising from a conflict with other community activities should not be expected in the case of male drop-outs, since only a few were found to be participants in other activities.

While approximately twenty per cent mentioned the availability of "time" as their reason for not attending class, these data indicated that, this as a factor contributing to the drop-out's decision was of much greater importance than the drop-out statistics reflected.

Another aspect of the problem of the availability of time which was investigated was that of the drop-out's extent of participation in other adult education classes.

Although three people dropped out because they were also taking college classes, the findings from this study indicated that excessive participation in other adult classes was not a contributing factor. Only five of the 142 drop-outs (3.5 per cent) interviewed were enrolled in another class or classes. Of these five, none mentioned the availability of time as a factor effecting their decision to cease attending class. For most students then, the class dropped was the only class in which the person was participating.

Thirty-two of the drop-outs would like to have had the class meet at some other time, or in most cases, on some other day of the week. This seemed to provide further evidence pointing to the importance of the availability of time. Many people wanted to continue participating, but found that the class would not fit their schedule.



Miscellaneous Factors

While two people mentioned the distance involved to attend class as their reason for dropping, this, as a related factor, was not mentioned by any of the other individuals interviewed. Likewise the lack of public transportation was not mentioned as a problem effecting the decision of the drop-out's.

While registration procedures weren't a factor in the reasons for dropping, over one-half of those interviewed strongly criticised the procedures being followed. From the nature of the respondent's comments, this, as a factor in continued re-enrollment, should be given consideration.

Future Plans

Approximately one-fourth of the drop-outs have taken a class since dropping out. This group represents those which view continued participation as being important.

Of the three-fourths of the drop-outs who hadn't returned to take classes, forty per cent indicated that they did not miss participating. Of the remaining sixty per cent who had missed participating, thirty per cent missed the social contacts with others; twenty per cent missed the feeling of learning or accomplishment, and ten per cent missed the organization which the class had provided their daily life (see Table XXII).

By further comparing these two groups--those who missed participating and those who didn't miss participating--it was found that while



TABLE XXII
 FEELINGS ABOUT NO LONGER ATTENDING CLASS
 (Total N: 104)

	N:	Per Cent
Didn't miss participating	42	43.8
Missed participating.	62	56.2
Missed social contacts with others	31	28.0
Missed feeling of learning or accomplishment	20	19.2
Missed the organization it provided the person's daily life.	11	10.7

the ratio of female drop-outs to male drop-outs was two to one approximately four times as many males said that they did not miss participating. Most of the drop-outs, who did not miss participating or hadn't participated since dropping out, were males.

Of this group of 104 who hadn't taken a class since dropping out during the 1957-1958 school year, approximately sixty per cent (sixty-two) said that they plan to take courses in the future and twenty (19.2 per cent) of the 104 said that they definitely would not take another class. Twenty-four (16.9 per cent) said that they didn't know if they would participate again.

It appears that, while many of the drop-outs were critical of the program, many of them will eventually return. Approximately twenty-five per cent have since returned, and an additional forty-four per cent felt that they will return in the future. Thus, approximately seventy per cent of all drop-outs may be considered as supporters of adult education and future participants.

1910

The following is a list of the names of the
 persons who have been appointed to the
 various positions in the
 various departments of the
 Government of the
 State of New York
 for the year 1910.

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CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the primary purpose of this study to ascertain those factors which contributed to the high drop out rate in the Lansing Public School Adult Program.

Major consideration was given to the following areas:

1. The reasons for dropping from adult classes as expressed by the drop-outs themselves.
2. Personal and social characteristics of those who dropped out.
3. The factors within the adult education program which effected the drop-out problem.

This chapter summarizes the data from Chapters IV, V, and VI. Conclusions are drawn and implications for further research are suggested.

Summary and Conclusions

A review of the literature revealed that studies pertaining specifically to the adult education drop-out problem were few. Related studies concerning the problem at other educational levels however were frequent and suggested a number of factors or variables pertinent to an investigation of this type.

This study was designed to be exploratory in nature. It was hoped that it would provide a wide range of data relevant to the solution of the adult education drop-out problem.

Data were obtained from two sources. The attendance records of the Lansing Public School Adult Program provided statistics relative to the number enrolled and the number of those who dropped out. The personal and social characteristics of the drop-outs and the reasons for dropping out were secured by a personal interview. A structured interview questionnaire was used as a means of translating the research objectives into specific questions. The final questionnaire had been refined by a series of pre-tests.

One hundred forty-two adults were interviewed. This represented a five per cent sample of the 1957-58 Lansing Public School Adult Program drop-out.

Analysis included tabulating the data according to categories provided in the questionnaire. Comparisons were made in order to identify common characteristics as well as to identify those factors which were unique.

Enrollment statistics indicated that 9,911 people participated in the Lansing Public School Adult Program during the 1957-58 school year. Of those who participated, over one-half were enrolled in recreation, home and family living, or in art, craft, and hobby classes. Of those who participated, approximately twenty-nine per cent became drop-outs.

Recreation classes contributed the greatest number of drop-outs, although the drop-out rate for these classes was no higher than the average rate for all classes.

Business education classes were found to have the highest drop-out rate. Forty-three and seven tenths per cent of the participants in these classes became drop-outs.

Vocational (trade, industrial and other vocational), home and family living, and art, craft, and hobby classes all had drop-out rates much lower than the average rate for all classes. Although these data indicated that a wide variation existed in the drop-out rates among the various type of classes, no particular relationship was found to exist between the reasons for dropping and the subject matter area.

Although the greatest enrollment and the most drop-outs were found in Fall term classes, no relationship was found to exist between the particular season (term) and the reason for dropping out.

Classes which met for a shorter number of sessions were found to have the greatest holding power. The highest drop-out rate was found in those classes which met for twenty sessions. The drop-outs from these classes did not mention the class length as a reason for dropping out.

Nearly four per cent of those who registered for an adult class did not take part in a single class session.

Of those who dropped out approximately seventy per cent attended less than one-fifth of the scheduled class sessions.

Three-fourths of the drop-outs were residents of the city of Lansing. The holding power among non-resident participants appeared to be slightly better than that of the residents.

Sixty-nine per cent of all drop-outs were married. Of these ninety-three per cent had children. Since a large number of the drop-outs were married persons with families, reasons associated with the problems of family life were to be expected.

The younger female drop-outs had usually been participants in business education classes, while the younger males were enrolled in vocational classes.

The female drop-outs were found to be better educated than the males. They had an average of 11.8 years of previous schooling, while the male drop-outs had 11.0 years. Approximately fifty-seven per cent of all the drop-outs were high school graduates and of these two-thirds were females.

The findings from this study indicated that adult education was failing to hold the young participants. It also appears that those individuals who dropped out were better educated than the general public.

Over fifty per cent of the drop-outs were employed in either a clerical, operative, or service occupation. Twenty-one per cent of all drop-outs were employed in a service occupation, while only seven per cent of the total population were employed in this same category. Students from these occupations usually enrolled in class to improve

themselves occupationally, but due to a "personal reason" or "their job" they were unable to continue attending. The occupation of the participant strongly influenced the reasons for dropping out. Of those who gave reasons associated with their job, fifteen couldn't continue participating because of a change in their working hours. These cases were usually found in those employed in operative or service occupations.

The reasons for dropping were tabulated and then placed in five categories. Of these categories the one dealing with personal reasons was most frequently mentioned. This represented 26.7 per cent of the reasons given by the one hundred forty-two drop-outs interviewed. One-half of those in this group gave personal illness as their reason for not completing the course.

The most important single reason in the category of family reasons was that dealing with illness of a family member. Illness either to the drop-out or to a member of the drop-out's family was a major problem accounting for nearly twenty-eight per cent of the drop-outs.

While it must be recognized that this problem is of major importance, this is one which the adult administrator can do little about. Illness and several of the other reasons constitute situations which constantly effect people--but represent problems that only the individual concerned can resolve.

Many of the drop-outs were critical of the program and mentioned that various factors within the program had influenced their decision to no longer attend class. These reasons varied and no single reason

appeared to be of greater importance than the others mentioned. Six of those who dropped out felt that the class was too difficult.

The methods of instruction utilized by the teacher was mentioned by nineteen as a factor which had effected their decision. Two stated that this had been their primary reason and seventeen mentioned that this had influenced their decision.

Although the drop-out rates varied from class to class the findings indicated that the nature of the particular subject matter hadn't effected the student's decision to withdraw.

It was also found that expense, either direct or indirect, was not a factor causing student withdrawal. This is in considerable contrast with most secondary and college studies which point to some phase of personal finance as being a factor.

Most drop-outs who attended at least one class meeting felt that the class group was friendly.

Although nearly all of the drop-outs felt that adult education classes should provide the participant with an opportunity to make new friends, very few felt that they had gained either a friend or an acquaintance by taking the class. This group of former students valued the making of new friends, but in this instance they hadn't been successful in doing so.

Time was a factor mentioned by sixteen of the one hundred forty-two questioned. One aspect of this problem was the extensive participation by the drop-outs in other community activities. Three-fourths of the drop-outs were participating in at least one other community

activity taking at least one night per week of their time. Of this group twenty-eight mentioned that the availability of enough time to participate was a problem with them, but a reason other than the availability of time was given by them as a reason for leaving.

This was the first adult education experience for three-fourths of the drop-outs.

Twenty-five per cent of the drop-outs have since taken a class and forty-four per cent plan to take part in future adult classes. These findings indicate that nearly seventy per cent of the drop-outs will probably not be permanently lost to the program.

Recommendations

The following recommendations are offered as solutions to the problem of reducing the number of those who cease attending class.

1. A greater degree of flexibility in the hours that classes are scheduled should be provided. Many people who work nights are unable to participate. Many others are forced into becoming drop-outs by being transferred to night work.

2. A more efficient and effective means of communication between those who are responsible for the administration of the program and the adult students should be developed. This might consist of a well developed questionnaire designed to serve as a means of determining what the students are thinking and feeling as well as how they are reacting to the total program. It could also provide a constant source of information concerning the nature of the program's clientele.

3. Considering the dissatisfactions expressed, in-service training for the adult teachers seems to be necessary. This training should especially take into consideration that the students served are adults with considerably different needs and characteristics compared with the students at other levels.

4. Adult education teachers should be encouraged to raise their level of competency. By raising their teaching standards, as well as the over-all level of their professional competency, adult education could gain stature and be viewed with greater significance by those who participate.

5. More courses of a shorter number of class sessions should be introduced.

6. Colleges of Education should give serious consideration to the formulation of terminal programs for the training of adult education teachers and the further improvement in the training of adult education administrators.

Recommendations for Further Research

In the course of this study, a number of pertinent questions were raised which were beyond the scope of this research project. While certain objectives were attained in terms of accumulated data, this study actually constituted the exploratory phase of the investigation into the adult drop-out problem. To completely understand this problem many of the problems uncovered in this study are in need of

further study. Some of the more important avenues for future research are listed below.

1. An analysis of the role of adult education in the solution of societal problems such as the training of workers replaced by automation and the training of the unemployed to aid them in securing work.

2. The characteristics of an effective public school adult education program. If this were accomplished greater public support of all adult education enterprises could be achieved.

3. A clearer understanding of the needs, wants, and objectives of those taking part in adult classes would aid in the development of more effective programs.

4. The characteristics of the effective adult teacher should be determined. With this knowledge better adult teachers could be trained.

5. The current status of adult education should be determined. This study should include investigation into: a) its degree of independence from the regular school program, b) the adequacy of present financial support, and c) the image held of it by the public.

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APPENDIX

DROP OUT STUDY
LANSING EVENING SCHOOL
1957-58 CLASSES

1. Name:
2. Address: Resident _____ Non-resident _____
If a resident, how long _____
3. Telephone:
4. Class: Type of class:
Where taught:
Hours:
5. Instructor:
6. Night:
7. Attendance:
8. Marital Status: No. and ages of children:
9. Occupation: Spouse:
10. Age: Spouse:
11. Education: (Highest grade attained) Spouse:
 _____ 8-9-10-11-12 _____ 1-2-3-4 _____ 8-9-10-11-12 _____ 1-2-3-4
 Secondary College Secondary College
12. Prior to taking this class, had you participated in other adult classes?
 Yes _____ No _____ To what extent? _____ None _____ 1-3 _____ 3-5 _____ More than 5
13. What was your main purpose for taking this class?
 _____ job improvement _____ self improvement
 _____ recreational _____ gain further knowledge
 _____ home improvement _____ some type of academic credit
 _____ learn a new skill _____ Other (describe)
14. Where did you find out about this class?
 _____ newspaper _____ brochure
 _____ a teacher _____ friend
 _____ Other (describe)

15. Was this information reliable? Yes No
16. To what degree did this course fulfill the function which you thought it would?
 fulfilled it's function nearly so
 very little not at all
17. Did you feel that this was a friendly class? Yes No
 Other comments:
18. Do you feel that a class should provide adults with an opportunity to make new friends? Yes No
 Other comments:
19. Did you have any friends or relatives taking this class with you?
 Yes No
20. Did you make any new friends while taking part in this class?
 Yes No
21. In looking back, what was the main reason for your dropping out?
 function of the class had been fulfilled
 class wasn't providing what I needed
 dissatisfied
 physical accommodation
 other (nature)
22. Do you have any specific criticisms with the Adult Education Program?
 Yes No If yes describe:

23. Often there are many other factors which may contribute to a person's decision to drop out. Will you please answer the following questions to give us more insight into this problem?

a) Do you feel the teaching facilities were adequate for this class?

Yes No (If no) Specifically, what didn't you like about the facilities?

(If yes) Did this have anything to do with your decision to drop out? Yes No Comments:

b) How would you rate the teaching? Very good fair poor
Did you like the teacher yes No (If no) Were there any particular reasons you did not like the teacher?

(If dissatisfied) Did the teacher or teaching effect your to drop out? yes no Comments:

c) How do you feel about the content of the course?

too easy

too difficult

too abstract or theoretical

other (explain)

Did this effect your decision to drop out? yes no Comments:

d) How do you feel about the cost of those participating?

registration fee too high

materials too costly

additional expense, such as baby sitting or transportation, too high.

Did the expense involved have anything to do with your decision?

yes no Comment:

e) To participate, did you encounter any parking or transportation problems? yes no

What was the exact problem?

parking

lack of public transportation

distance too far

other (explain)

Did this in anyway affect your decision? yes no

f) Was the day of the week or the time of day any problem to you?

yes no (explain)

Did this enter into your decision?

24. It appears that the availability of time hampers maximum participation in community affairs. Is this the only class you were taking at that time? yes no

(If yes) How many others Their nature _____

25. What is the extent of your participation in community affairs?

a) Name organizations:

b) Amount of time spent:

26. Are you presently enrolled in adult education classes? yes no

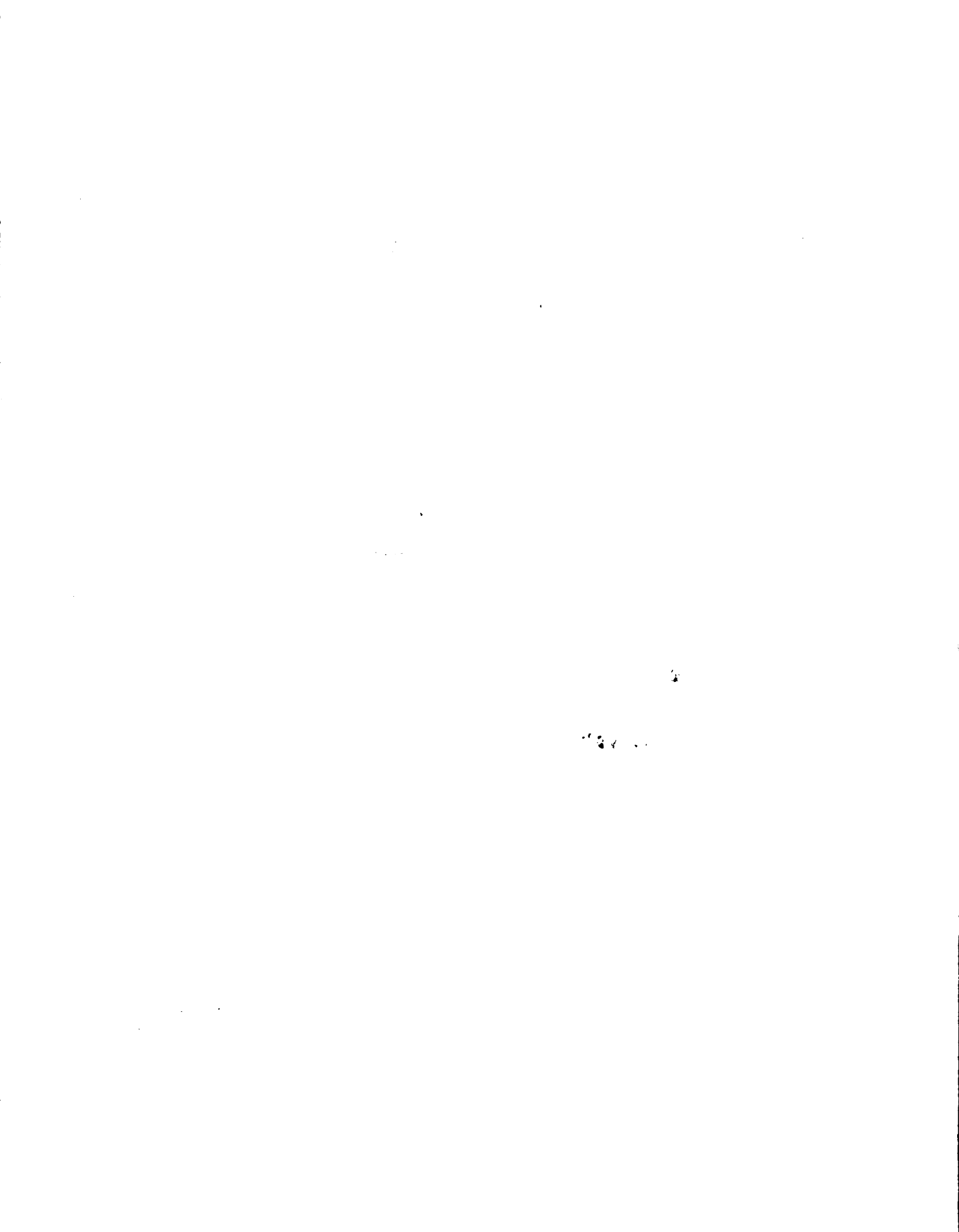
27. If not now attending, do you miss participating? yes no

28. Do you plan to take any adult courses, or other adult education activities in the future? yes no

If yes (their nature):

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