

AN EXPLORATORY STUDY TO DESCRIBE
SOME PERSONAL AND SOCIO-ECONOMIC
CHARACTERISTICS AND TO IDENTIFY
THE ASPIRATIONS OF FEMALE
SCHOOL DROPOUTS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
Sally Ann Aughinbaugh
1966

THESIS



LIBRARY
Michigan State
University



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

31 R 2 37 NOV 13 87 UK 30 NOV 11 87 R 27337 NOV 11 87 OCT 01 87	JUN 16 '87 107 A145 103 4 11
--	--

~~NOV 13 87~~
~~NOV 13 87~~ R 25

ABSTRACT

AN EXPLORATORY STUDY TO DESCRIBE SOME PERSONAL AND SOCIO-ECONOMIC CHARACTERISTICS AND TO IDENTIFY THE ASPIRATIONS OF FEMALE SCHOOL DROPOUTS

by Sally Ann Aughinbaugh

The purpose of this exploratory study was to attempt to describe some personal and socio-economic characteristics common to the female school dropouts, and to identify and describe their aspirations. The study also attempted to draw implications from the data which would be useful in reaching and working with these individuals and families.

The sample consisted of fourteen female school dropouts who were available and who agreed to be of assistance. Ten names were sent by parents to the researcher on self-addressed post cards, and four names were secured through telephone contacts with the parents.

Data were collected from the female school dropouts in personal interviews. A questionnaire was used to obtain personal and socio-economic characteristics of the female dropouts. The Self Anchoring Striving Scale was used to elicit the aspirations and fears for the future of the female dropouts. The scale included three questions to obtain a rating of where the female dropouts thought they stood five years ago in relation to their verbalized

aspirations, where they thought they stood at the present time, and where they thought they would stand in five years relative to their verbalized aspirations.

The female school dropouts expressed a total of ninety-four aspirations. Seventy-eight percent of the female dropouts expressed aspirations related to adequate opportunities for children and fifty-seven percent mentioned aspirations related to an improved or decent standard of living, and to have husband and children secure good jobs. The leading fear mentioned by ninety percent of the female school dropouts was ill health, accident, or death to members of the family.

The hypothesis which appeared to have some possibilities for further testing, and which received support from the data was that the female dropouts' aspirations will be more related to family members than to self or own personal character.

The personal and socio-economic characteristics obtained about the female school dropouts were presented in a composite picture. The findings suggested that these young women face a multitude of problems; problems of low income and unemployment, poor housing and home environment, and varying degrees of debt.

The average rating on a ten point scale of where the female respondents thought they stood five years ago was 3.35. The average ratings for the present was 4.71, and for the future was 7.21.

Although generalizations could not be made, some indication of what can be expected to be found in further studies of this population were given. The findings suggested that the majority of the young women in the sample were of average intelligence and were therefore able to learn. The study identified the leading aspirations and fears of the respondents, and suggested areas which might be of interest to the female school dropouts. The research further indicated that rapport could be established with these young women once the element of suspicion was removed.

AN EXPLORATORY STUDY TO DESCRIBE
SOME PERSONAL AND SOCIO-ECONOMIC CHARACTERISTICS
AND TO IDENTIFY THE ASPIRATIONS OF FEMALE
SCHOOL DROPOUTS

By

Sally Ann Aughinbaugh

A THESIS

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

MASTER OF ARTS

Department of Home Management and Child Development

1966

ACKNOWLEDGMENTS

The writer of this thesis wishes to express her sincere appreciation to the members of her committee, Dr. Carol W. Shaffer, Dr. Beatrice Paolucci, and Dr. Jay Artis, without whose guidance and support, this study would not have been possible.

A debt of gratitude is especially extended to Dr. Carol W. Shaffer for her guidance, co-operation, and direction during the drafting and correcting of the manuscript, and to Dr. Beatrice Paolucci who provided suggestions and inspired the undertaking of the present study.

Special recognition is also given to Miss Doris M. Downs for her encouragement.

And finally, the writer wishes to thank her parents for their unfailing support and encouragement throughout the writer's program of graduate study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Selected Definitions of Goals	4
Purpose of the Study	5
Definitions	6
Objectives of the Study	6
Assumptions	6
II. REVIEW OF LITERATURE	7
III. METHODOLOGY	18
Method	18
Development of the Instrument	18
Selection of the Sample	19
Collection of Data	21
Analysis of Data	23
IV. DESCRIPTION OF THE SAMPLE	25
Family of Orientation	26
Family of Procreation	29
V. FINDINGS	39
Aspirations	39
Fears and Worries	43
Ladder Rating	46
Reasons Given for Termination of	
High School	47
Case Studies	48
Summary	75
VI. CONCLUSIONS AND IMPLICATIONS	76
Conclusions	76
Implications	80
BIBLIOGRAPHY	86
APPENDIX	89

LIST OF TABLES

Table	Page
1. Family income	26
2. Occupational status of fathers	27
3. Number of children	28
4. Educational attainment of female dropout . . .	29
5. Marital status of the female dropout	30
6. Occupation of the female dropout before marriage	31
7. Occupation of the single female dropout	32
8. Ages of the female dropout	33
9. Income level of the family of procreation . . .	34
10. Occupational status of husband	35
11. Educational attainment of the husband	35
12. Ages of husbands	36
13. Number of children	37
14. Religious affiliation of husbands, wives, and the single female dropout	38
15. Total number of aspirations expressed	40
16. Aspirations mentioned by two or more female dropouts	41
17. Number of fears or worries expressed by the female dropouts	44
18. Fears mentioned by two or more female dropouts	45
19. Past, present, and future ladder ratings of the female dropouts	46

CHAPTER I

INTRODUCTION

The study of the female high school dropout in terms of her aspirations relative to her family and personal life is a new and important approach to better understanding this segment of society. The school dropout phenomenon is being studied by other disciplines, but primarily from an occupational standpoint. In fact, the majority of school dropout studies are directed to the male segment of society. Conversely, the female school dropout is being grossly overlooked. The underlying rationale appears to have been, "Why concern ourselves with her--she'll only get married and have children." Research concerned with the family and its importance to the whole of society emphasizes the fallaciousness of this rationale. The family is, in a sense, a self-perpetuating system because it influences the relationship of its members to the community, and to society as a whole. The family is influential in determining the behavior, basic beliefs, values, and aspirations of its children. In particular, research dealing with the mother role, emphasizes her importance in the familial environment, especially in relationship to the mental and emotional development of the

children. As Myer states, "children are the mirrors of their mothers."¹

The fact that young girls are leaving school before the completion of high school suggests that they themselves do not have a high school education within their own goal structure. Thus, the investigation of the aspirations of the female school dropout may help to uncover an important aspect of personality which will be internalized in the children. As the research implies, what the female dropout desires, her children will also desire. From the standpoint of achievement motivation as it relates to education, it becomes imperative to determine what goals this individual strives toward.

The essence of the problem is not simply the number or the proportion of females dropping out of school, but the fact that the world into which these females are dropping is drastically changing. Porter aptly describes this change:

The youth of today will be able to have far less confidence in the permanency of a way of life or a professional pursuit. The world is changing so rapidly, and technological changes are occurring with such great frequency that youth of today must be flexible, adaptable, and prepared to make immediate and major adjustments in their occupational and personal lives.²

¹Gary Cleveland Myer, The Learner and His Attitudes (New York: Benjamin H. Sanborn Co., 1927), p. 241.

²Blaine R. Porter, "American Teen-Agers of the 1960's--Our Despair or Hope?", Journal of Marriage and The Family, Vol. XXVII, No. 2 (May, 1965), p. 140.

Halliday and Paolucci add to this admonition by placing the same phenomenon in a home management context. In speaking about yesterday's family, they have this to say:

Values were more discernible, for proximity of generations allowed for less diffusion and dilution. . .

The family found it easier to select goals, for when values are recognized as satisfactory, judgments relative to goal selection can be more readily made.

.
Today, families can no longer rely heavily on past experience; they must make many choices without any precedent to follow.¹

If families and individuals are to make choices without a precedent to follow, and are faced with a multiplicity of choices in regard to their use of time, money, and human resources, then a well-defined system of goals is imperative for achievement of ends, and improvement in their quality of living. It may be found that these individuals do not have a well-defined system of goals; therefore there is no amount of control exercised in the apportionment of resources. Conversely, it may be found that they do have goals, but they have not given them priority ranking; that they have not differentiated between what is most desired and least desired. It may also be found that they have unrealistically set goals relative to their ability to achieve them. Research in these areas could make important contributions to home management.

¹Jean Halliday and Beatrice Paolucci, "An Exploration of Home Management Goals," Marriage and Family Living, Vol. XXIV, No. 2 (Feb., 1962), p. 68.

Selected Definitions of Goals

For the purposes of the study of the female school dropout, aspirations are equated with goals.

The following definitions illustrate that aspirations are synonymous with goals, and are treated as such in the study of female school dropouts. The definitions also demonstrate that values and goals, although closely related, are different concepts.

Goals are referred to as objectives and levels of aspiration. The term level of aspiration simply indicates that one or more persons are oriented toward a goal.¹ Lewin's study of the level of aspiration in persons with personality and behavior disorders is, in essence, a study of goals. He proposes that "goal levels within one goal structure may include a high dream goal, a somewhat more realistic wish goal, the level the person expects to reach when he tries to judge the situation objectively and a low level he might hit if luck were against him."²

Goals are not only viewed from various standpoints, but they are also given divergent meanings from one discipline to another. For this reason, confusion between values and goals often results.

¹J. W. Gardner, "The Use of the Term 'Level of Aspiration'," Psychological Review, Vol. XLVII (1940), pp. 59-68.

²Kurt Lewin, et al., "Level of Aspiration," in Personality and the Behavior Disorders (New York: J. McV. Hunt, ed. The Ronald Press Co., 1944), p. 335, quoted in Stevens, op. cit., p. 15.

The Cornell Value-Study Group reaches this conclusion concerning the relationship of values to goals:

Values are not the concrete goals of behavior, but rather are aspects of these goals. Values appear as the criteria against which goals are chosen and as the implications which those goals have in the situation.¹

Nielson conceptualizes values and goals as being distinct entities:

One distinction between values and goals is that values are normative concepts, whereas goals are a combination of both normative and factual concepts.

A second distinction is that goals are a lower order concept than values. They are less enduring, more subject to change over time. Goals may change, for example, in response to changes in environment and to success or failure in accomplishing previous goals.²

Purpose of the Study

The purpose of this exploratory study is to attempt to describe some socio-economic and personal characteristics common to the female high school dropout, and to identify and describe her aspirations. The researcher hopes to be able to formulate hypotheses which will be helpful to others attempting to gain deeper understanding of the female dropout's reality world. The researcher also anticipates

¹Glenn H. Beyer, Housing and Personal Values, Memoir 364 (New York Agr. Exp. Station, 1959), cited in Eleanore L. Kohlmann, "Development of an Instrument to Determine Values of Homemakers." Ph.D. thesis, Iowa State University, 1961).

²James Nielson, The Farm Families--Their Attitudes, Goals and Goal Achievement, Michigan State College Agricultural Experiment Station Technical Bulletin 287 (East Lansing, 1962).

that implications can be drawn which will be helpful in reaching and working with these individuals and families.

Definitions

Female Dropout is a girl who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

Aspirations are those ends or long range goals not yet attained which the female dropout is trying to or would like to try to attain in the future.

Objectives of the Study

The objectives for the study are:

1. To identify some socio-economic and personal characteristics common to the female high school dropout.
2. To identify and describe the aspirations of the female dropout.
3. To draw implications from the data which would be useful in reaching and working with these individuals and families.

Assumptions

The assumptions for the study are:

1. That aspirations could be identified and described.
2. That aspirations described would be indicative of the female dropout's feelings and perceptions of her family and personal life.

CHAPTER II

REVIEW OF LITERATURE

Literature which was applicable to the study of the aspirations of the female school dropout was reviewed in an effort to ascertain what is already known about the school dropout population. Research related to the study of goals and aspiration levels was also reviewed with the intent of obtaining an overview of the goals and aspirations that individuals strive toward.

Much literature was found in the field of education which is applicable to dropouts in general. The main intent of these research studies was to attempt to uncover the identifiable causes of the dropout phenomenon. Positive correlations were found to exist between social status, academic aptitude, and the incidence of school leaving. In fact, Coster¹ stated that social status was related to practically all educational experiences. Runkle² found that an individual's goals, his symbolic world and its

¹John K. Coster, "Attitudes Toward School of High School Pupils from Three Income Levels," Journal of Educational Psychology, Vol. XLIX, No. 2 (April, 1958), pp. 61-65.

²Philip J. Runkel and Khossrow Mohandissi, "Some Socio-economic Correlates of Academic Aptitude," Journal of Educational Psychology, Vol. XLIX, No. 1 (Feb., 1958), pp. 47-52.

evaluation were acquired through intimate contacts with the culture of his social class.

Cervantes¹ found that 70% of a sample of dropouts originated in lower-class families; 70% blue collar, and 30% lower white collar. The median income was slightly less than \$5,000 per year.

Bledsoe² discovered that students' whose parents were engaged in professional, managerial, agricultural, clerical and sales work, drop out in less than expected proportions, while students' whose parents were unskilled laborers, retired, unemployed, or whose occupations were unknown, dropped out in greater proportions. He also found evidence to support his hypothesis that parental occupation was a determinant in the level of aspirations held by children.

Only four studies were found among the numerous pieces of literature which were directly concerned with the female dropout and her particular characteristics. Van Dyke and Hoyte³ enlisted 73 schools in a large scale attempt

¹Lucuis F. Cervantes, "Family Background, Primary Relationships, and the High School Dropout," Journal of Marriage and The Family, Vol. XXVII, No. 2 (May, 1965), pp. 218-223.

²Joseph C. Bledsoe, "An Investigation of Six Correlates of Student Withdrawal from High School," Journal of Educational Research, Vol. LIII (Sept., 1959), pp. 3-6.

³Van Dyke and Hoyte, Iowa State Dept. of Public Instruction, University of Iowa (1958), cited in Lorne H. Wollatt, "Why Capable Students Drop Out of High School," Bulletin of the National Association of Secondary School Principals, Vol. XLV, No. 268 (Nov., 1961), pp. 1-8.

to correlate I.Q.'s with the incidence of school leaving. The question, "Why do they drop?" was also investigated. The study showed that the average I.Q. of the students who graduated was 106.4, while for those who dropped out before the completion of grade 12, the average I.Q. was 96.6, or 10 I.Q. points below the graduates. When the dropouts were subdivided into male and female, it was found that the average I.Q. for males was 93.8 and for females 99.4, indicating that boys more than girls withdraw from school because of low scholastic aptitude. In answer to the question, "Why do they drop?" it was found that among the girls with I.Q.'s of 110 and above, the most important reason for voluntary withdrawal was the desire to marry. Of the 45 girls in this group, 78% gave marriage as one of the reasons why they were leaving school. It was also found that dislike of school or scholastic failure were not among the reasons given for terminating their education. A desire for their own income and preference of a job to school were not among the reasons given for dropping out. The most important reason given for those of higher I.Q. had to do with negative parental attitude toward school and family situations. Conversely, those with I.Q.'s of 110 or below gave as their reasons for leaving school, dislike of subjects, scholastic failure, and lack of income.

Schrieber¹ in investigating high school dropouts, also found that for the female species, one prominent cause for dropping out of school was the desire to marry. He concluded that at a minimum, one quarter of the girls dropped out to marry.

Cooper² has made annual studies of the October employment status of young people who graduated, and who would have graduated from high school in June had they not dropped. She found each year that about one half of the young women dropouts were married and not in the labor force.

Burchinal³ investigating the question "What do we know about the marriages of the female high school dropout?" found that we really know very little. He estimated that one-third of the young women who married at the age of 18 or under were premaritally pregnant. He further calculated that only ten percent of these young wives married high school students, which meant that in large part, they married men who were already in the labor force. He also concluded that many dropouts were marrying out of weakness

¹Daniel Schreiber, "The Scope of the Dropout Problem," New York State School Boards Association, Vol. V, No. 5 (Dec., 1963).

²Sophia Cooper, "Employment of June 1959 High School Graduates," Monthly Labor Review (October, 1959), cited in Daniel Schreiber, "School Dropouts: The Female Species," National Association of Women Deans and Counselors, Vol. XXV (June, 1962), pp. 175-181.

³Lee G. Burchinal, "Research of Young Marriages: Implications for Family Life Education," The Family Life Coordinator (September, 1960), cited in Schreiber, Ibid.

and inadequacy rather than because they were mature young adults ready to accept the responsibilities of marriage and child rearing.

Gross and Zwemer¹ in a study of Michigan farm women investigated detailed phases of management of material and human resources, including long-term family plans as well as present practices. They found that practically all of the families interviewed did some kind of general long-term planning. Plans for formal education of children existed in five-sixths of the families. Plans for improving economic status were as common as plans for formal education.

Thorpe and Gross² investigated three areas of management: the use of money, use of time, and the use of energy. The findings in regard to goals were essentially, that in the use of money and time, more than half of the student couples used plans, both for the present and for the future. The most frequent reasons given for making such plans were for home ownership and for having a family.

The study done by Honey, Britton, and Hotchkiss³ was

¹Irma Gross and Evelyn Zwemer, "Management in Michigan Homes," Michigan Agricultural Experiment Station Technical Bulletin 196 (East Lansing, June, 1944).

²Alice Thorpe and Irma Gross, "Managerial Practices in the Homes of Married Students at Michigan State College," Michigan Agricultural Experiment Station Quarterly Bulletin, Vol. XXXII, No. 3 (East Lansing, February, 1950), pp. 288-306.

³Honey, Britton, and Hotchkiss, "Decisionmaking in the Use of Family Financial Resources in a Rural Pennsylvania Community," Pennsylvania Agricultural Experiment Station Bulletin 643, University Park, Pennsylvania State University.

concerned with goals to the extent that verbalization of specific goals were indicative of the kinds of problems families face. They found that more of the families mentioned specific financial goals for the next ten years than for the current year or for age sixty-five. These long range goals most often were concerned with improving the home, farm, or business.

Studies done by Dyer¹ and Ketchum² were concerned with extrapolating value content from activities which homemakers verbalized as being part of their daily homemaking routine. Dyer attempted to gain insight into the values held by homemakers. Personal and family activities of the homemaker were chosen as the behavioral situation from which value content was determined. About eighty percent of the total activities and accompanying reasons reported were assigned to three categories: health, aesthetics, and family centrism. Ketchum conducted an exploratory study which was designed to gain some knowledge of the level of homemakers' awareness of the value content of activities in their everyday lives. It was similar to Dyer's study in that homemakers' activities were chosen as the behavioral situation

¹Doris M. Dyer, "Students' Wives' Values as Reflected in Personal and Family Activities" (unpublished Master's thesis, Michigan State University, 1959).

²Frances N. Ketchum, "A Study of Homemakers' Values as Reflected in Time Used for Family and Personal Activities" (unpublished Master's thesis, Michigan State University, 1961).

from which values could be discerned. Few pleasurable and cultural activities were reported. Five values were discerned in the activities reported: helpfulness, workmanship, freedom, family life, and orderliness.

One phase of Schomaker's research¹ in financial decisionmaking was concerned with financial goals that farm families considered to be important. She was also interested in finding out to what extent families were able to verbalize their financial goals. The findings demonstrated that farm families did have goals which could be verbalized. The future financial goal most frequently mentioned was improving or building new farm buildings. Next in order of frequency, were goals for improving land, and for improving or building new farm home.

Another contribution to the study of goals in the field of home management was Halliday's² investigation of the goals of students taking the home management residence course at Michigan State University. She was able to identify four goals which seemed most important to her sample of undergraduate students. These goals were: to meet the

¹Peggy K. Schomaker, "Financial Decision-Making as Reported by 100 Farm Families in Michigan" (unpublished Doctoral dissertation, Michigan State University, 1961).

²Jean Rowan Halliday, "A Study to Explore the Goals of Students Taking a Home Management Course at Michigan State University and the Development of an Instrument for Comparing Goals among Selected Groups" (unpublished Master's thesis, Michigan State University, 1960).

expectations of significant other people; to meet own expectations, self-realization; to have happy, harmonious group or family life; to create conditions for optimum development of individual in family or group, physically, emotionally, mentally, spiritually.

The most recent study which has been done in the area of goal research was conducted by Stevens.¹ She explored the aspirations of a group of families to determine if their aspirations could be identified and described. She was also interested to find out where these families thought they stood in terms of attaining the verbalized aspirations. Wives mentioned a total of 393 aspirations and 236 fears. Over half of these women expressed aspirations which related to a happy family life and to adequate opportunities for their children. The leading fear mentioned by over half of the wives was ill health, accident, or death to members of the family.

Prior² studied twenty female dropouts in an attempt to indicate some common characteristics which might increase the understanding of educators working with these girls. She also attempted to evaluate in-school homemaking experiences

¹Chandlee Lloyd Stevens, "Aspirations of Married Student Husbands and their Wives" (unpublished Master's thesis, Michigan State University, 1964).

²Faith Prior, "The Female School Dropout: A Study of Some Aspects of Her Marriage and Family Management" (unpublished Master's thesis, 1964).

from the dropout's point of view. As a third objective, she tried to determine whether areas existed in which these dropouts recognized lack of knowledge and experience. The investigation of goals also comprised a section of the study. Prior found that little differentiation was made in response between family goals and personal goals. Under family goals, wives mentioned "owning their own home (8 times), stay together, education for children, get children grown up (3 times each), happiness, good moral training for family, husband have job (2 times each)." In answer to questions concerned with personal goals, these female dropouts mentioned "happiness (5 times), to be a good wife, be a good mother (4 times each), and health, work with horses, never pregnant again, Christian life, unable to think of anything (1 time each)." These young homemakers did not mention security as a goal. No mention was made of saving or otherwise providing for their children's education, although many said that they hoped their children would be better educated than they themselves were.

The field of psychology has contributed to knowledge about the concept level of aspiration. Shelley¹ investigated this phenomenon in small groups. He concluded that an individual's level of aspiration and goals are a function

¹H. F. Shelley, "Level of Aspiration Phenomena in Small Groups," Journal of Social Psychology, Vol. XL (1954), p. 149.

of the standard of a reference group, whether his own group or another with which he chooses to identify.

Festinger¹ found that the concept level of aspiration was determined by several factors. The most influential of these factors were: effects of success and failure, certain personality variables and previous successes of the individual. He also found that factors indigeneous to the social environment of the individual affect his level of aspiration. Festinger's findings agreed with Shelley's, that in a social situation, the performance of others in a group exerts a strong influence on the level of aspiration.

Frank² reviewed several studies of the level of aspiration. He concluded that in general, level of aspiration tended to follow the levels of performance, but responded more readily to successes than to failures. He also concluded that level of aspiration could be used to improve performance by placing it far enough above actual performance to act as an incentive. Conversely, Frank stated that if a high level of aspiration injured performance by making the subject tense, he might try to improve his achievement by lowering it.

¹Leon Festinger, "Wish, Expectation, and Group Standards as Factors Influencing Level of Aspiration," Journal of Abnormal and Social Psychology, Vol. XXXVII (1942), pp. 184-200.

²Jerome D. Frank, "Recent Studies of the Level of Aspirations," Psychological Bulletin, Vol. XXXVII (1941), pp. 218-226.

Kilpatrick and Cantril¹ have contributed to a better understanding of the concept level of aspiration through the development of a self-anchoring striving scale. This scale was a direct outgrowth of the transactional theory of human behavior which holds that each individual lives and operates in the world and through the self, both as perceived. According to this theory, what is perceived is inseparable from the perceiver; each individual has different experiences, and depending upon his own personality structure, interprets these experiences in a way which is consonant with his own reality world. The self-anchoring striving scale, which consisted of open-ended probing interviewing, content analysis, and nonverbal scaling, attempted to get at this unique reality world by allowing each individual to define his aspirations in his own terms.

¹Kilpatrick and Cantril, "Self-anchoring Scaling: A Measure of Individual's Unique Reality Worlds," Journal of Individual Psychology, Vol. XVI (1960), pp. 158-170.

CHAPTER III

METHODOLOGY

Method

The personal interview method was chosen as the most assured method of obtaining data for the study.

Development of the Instrument

An adaptation of the interview schedule developed by Prior¹ was used to develop a questionnaire to obtain personal and socio-economic characteristics of the female dropout. The self-anchoring Striving Scale developed by Cantril and associates² was used to elicit information concerning the hopes and fears for the future. The two questions concerned with hopes and fears for country were eliminated because the researcher was interested only in personal aspirations and fears. The scale included three questions to obtain a rating of where the female dropout thought she stood five years ago in relation to her verbalized aspirations; where she thought she stood at the present time; and where she thought

¹Prior, op. cit., p. 18.

²Hadley Cantril and Lloyd A. Free, "Hopes and Fears for Self and Country," American Behavioral Scientist, Supplement, Vol. VI (October, 1962).

she would stand in five years relative to her aspirations.

Copies of the interview schedule and the self-anchoring striving scale were included in the Appendix.

Selection of the Sample

A list of all females who had terminated their schooling during the period January 1, 1960, through June, 1965, was obtained from the area school in a small town in Central Pennsylvania. Access to high school records was needed to locate such respondents, and was readily available in the town selected. It was assumed that the particular town chosen would have a relatively stable population characterized by a low rate of mobility. This was important from the standpoint of time and expense to narrow the radius of travel as much as possible. It was also thought that the stability and low mobility characteristics would insure the researcher a larger population from which to select the final sample.

One hundred and three names appeared on the original list. A total of thirteen girls were excluded from the list; ten were excluded because I.Q. scores were not contained within their permanent record files; three were excluded because they had sisters appearing on the list who had also terminated their education during the specified five year period. The researcher did not want the mothers to know that their daughters had been chosen because they were high school dropouts.

In addition to names, the list provided the researcher with addresses and possible leads to the whereabouts of the families of orientation. An attempt was made to cross check fathers' names with the city directory in order to obtain occupational status, and as further verification of the addresses that appeared on the high school records. Listing was found for only twenty of the ninety fathers. The investigator used these twenty addresses. The remaining seventy addresses were taken as they appeared on the original list.

Ninety letters were sent to each of the mothers' of the girls appearing on the list (letter appears in the Appendix). A self-addressed post card was enclosed with each letter. The mothers were asked to place their daughter's name, address, and phone number on the post card. Within the first week, seventeen of the letters were returned unopened, with "address unknown or moved," or "left no forwarding address," stamped on the envelopes. Three weeks later, only twelve of the ninety mothers had returned the self-addressed post card. Two of the girls had to be excluded because they had married and moved to distant towns. This left the researcher with a possible sample of ten girls.

During the beginning stages of the study, the researcher had considered using both the mailed questionnaire and the personal interview to obtain data. The mailed questionnaire was to have been used to obtain socio-economic and personal characteristics of the dropouts. A smaller

sample was then to have been chosen from among those girls who responded to the questionnaire. The idea of utilizing the mailed questionnaire was foregone. The decision was reached after unsuccessful attempts by the researcher to enlist the assistance of the parents through mailed correspondence. It was assumed that these girls would also lack interest and motivation, and would not complete the questionnaire.

The researcher returned to Pennsylvania to make telephone contacts with the twenty parents whose addresses and telephone numbers were listed in the city directory. Thirteen parents were contacted by phone. From these conversations, it was learned that five girls had married and moved to other states. Four were not willing to co-operate. The researcher could not contact five parents during the three weeks that she was in Pennsylvania, and two telephones had been disconnected by the telephone company. The researcher was able to secure four additional names for the study through the telephone contacts.

The final sample consisted of fourteen female dropouts who were available and who agreed to be of assistance. Ten names were sent by parents to the researcher on self-addressed post cards, and four names were secured through telephone contacts with the parents.

Collection of Data

Data were collected from the female dropouts in personal interviews.

Telephone contacts were not considered to be advisable as a means of setting up appointments. It was thought that if these girls were given time to contemplate the request for help in an educational study, they might make themselves purposely unavailable to the investigator.

The researcher made unannounced visits at the homes of the fourteen girls. It was felt that rapport could more easily be established in a personal encounter, and co-operation could more easily be obtained.

A second visit was required to three of the homes because the girls were not present when the researcher made the first contact. Another girl was encountered as she was leaving her home to visit her parents for the day. The researcher was able to set up a convenient time to talk with her the following morning. Two girls were found to be working at the time the researcher arrived at their homes. In both instances, appointments were agreed upon at a later time during the week. The remaining eight girls were found to be at home when the researcher contacted them. The fourteen female dropouts agreed to be of assistance to the researcher.

The interviews were conducted over a three week period of time; from May 2, 1966, to May 16, 1966. The interviews took place on week days, usually during late morning or early afternoon. The researcher purposely arrived at these times to avoid any contact with the husbands, who may have biased the study by supplying answers for their wives. The

researcher was also wary of possible hostility feelings that may have been aroused in the husbands because of the personal nature of the questions. It was also thought that the girls would talk more freely in the absence of their husbands.

The shortest interview lasted about twenty minutes; the longest about forty-five minutes. Variability in the length of each interview was due to the circumstances encountered in the home. In several homes, children were present during the interview, and provided sources of distraction for the respondents. Television, radio, and house-keeping duties provided additional sources for distraction during the interviewing.

Analysis of Data

Data obtained about the personal and socio-economic characteristics of the female dropout were summarized in tables, and numbers and percentages were calculated.

The aspirations which were elicited were coded according to Cantril's codification system¹ (appears in Appendix). The researcher enlisted the aid of another graduate student to help with the coding. The coding was done independently; at a later time, a meeting was held during which disagreements were resolved through discussion. Reliance on a second person not only ensured greater reliability in coding, but also taught the researcher to be consistent in coding the

¹Cantril, op. cit., p. 19.

aspirations of the female dropout. The coded data were then summarized in tables and numbers and percentages were calculated.

The case study method was also relied upon to some extent in the treatment of the data. Six specific individuals were chosen to represent the sample. The criterion for choice was the number of years since the discontinuance of high school.

CHAPTER IV

DESCRIPTION OF THE SAMPLE

The interview schedule included specific questions which were concerned with the family of orientation of the female school dropout, and one question which pertained to the husbands' family of orientation. The researcher wanted some indication of money income of parents, occupation of the father, number of brothers and sisters, parental feelings in regard to the marriage of their daughters and sons, and the incidence of divorce. Data pertaining to background characteristics of the parents of the female respondents were obtained in efforts to determine if there was evidence of possible continuity from one generation to another. Prior¹ found that the female dropouts in her sample represented a persistent subculture in the community. She also found that in most cases, the parents of the female dropouts expressed no disapproval or real concern at early termination of school or early marriage.

Percentages were used as much as possible throughout the description of the sample even though the sample itself was extremely small. The researcher felt that this kind of a breakdown would be more meaningful to the reader, and would

¹Prior, op. cit., p. 15.

also be helpful to the researcher in reaching conclusions and drawing implications for further study of this population.

Family of Orientation

Family Income

According to the responses of the female dropouts, seven of the fathers, or fifty per cent, made under \$3,000 per year. Of the remaining seven fathers, six or forty-two per cent fell within the \$3,000 - \$5,000 category, while two fathers, or fourteen per cent fell within the \$5,000 - \$7,000 category. No dropout reported that her father made over \$7,000 per year. The two fathers who reportedly made between \$5,000 and \$7,000 were engaged in clerical or kindred work (Table 1).

Table 1. Family income.

Income Level	N	Percent of Families
Under \$3,000	7	50.0
\$3,000 - \$5,000	5	35.7
\$5,000 - \$7,000	2	14.3
Over \$7,000	0	00.0
Total	14	100.0

Occupational Status of Fathers

Warner's occupational rating scale¹ was used to classify the occupations of the fathers of the female drop-out. It was found that forty-two percent of the fathers were engaged in unskilled occupations; forty-two percent were engaged in skilled occupations, which required some period of apprenticeship or training; and the remaining fourteen percent were engaged in clerk and kindred occupations (Table 2).

Table 2. Occupational status of fathers.

Occupation	N	Percent of Fathers
Unskilled Workers	6	42.9
Skilled Workers	6	42.9
Clerk and Kindred Workers	2	14.3
Total	14	100.1

Number of Children

There were fifty-nine children in the families of orientation (Table 3). Of these fourteen families, fifty percent had between one and three children; twenty-eight percent had between four and six children; and twenty-one percent had between seven and ten children.

¹W. Lloyd Warner, Social Class in America (New York and Evanston: Harper & Row, Inc., 1960), pp. 132-134.

Table 3. Number of children.

Number of Children	N	Percent of Families
1 - 3	7	50.0
4 - 6	4	28.6
7 - 10	3	21.4
Total	14	100.0

Parental Attitudes about Marriages
of Daughters and Sons

In regard to parental attitudes about the marriage of their daughter, it was found that sixty percent of the female dropouts' parents approved of the marriages. Forty percent of the parents disapproved. In most instances, the disapproval resulted when the marriages were pregnancy provoked.

Conversely, it was found that only thirty percent of the husbands' parents approved of the marriages. Seventy percent of the husbands' parents disapproved of the marriages. Of this seventy percent, fifty percent of the marriages were pregnancy provoked.

Incidence of Divorce

The occurrence of divorce among the parents of the female dropouts was less than anticipated. Only one of the fourteen families had any record of divorce. This marital dissolution occurred before the birth of the female dropout interviewed.

Family of Procreation

Educational Attainment of the Female Dropout

One hundred percent of the female dropouts interviewed fell within the 8th to 11th grade category (Table 4). A more detailed breakdown of this category, revealed that of these fourteen female dropouts, three or twenty-one percent had completed eleventh grade; five or thirty-five percent had completed tenth grade; and six or forty-two percent had completed ninth grade.

Table 4. Educational attainment of the female dropout.

Last Grade Completed	N	Percent of Females
Below 8th grade	0	00.0
8th - 11th grade	14	100.0
H.S. Graduate	0	00.0
Total	14	100.0

I.Q. Scores of the Female Dropout

The Otis Mental Ability Test, form Beta A, was the testing means utilized in the area school which the dropouts had attended. The Otis Test although found to measure a few points lower than most group tests was thought to be a good screening test in the area school from which the sample was drawn.

The standard deviation of the Otis score was from 10 to 17 points; an I.Q. of 95 was actually within the wide range (band) of between 85 to 105.¹

The I.Q. scores for the fourteen female respondents ranged from a high of 108, to a low of 71. Fifty percent of these dropouts had I.Q. scores of 99 to 91, indicating that half of the sample fell within the average or wide band of 85 to 105.

Marital Status of the Female Dropout

Table 5 shows the marital status of the female dropouts. Seventy-one percent of the respondents were married; the remaining twenty-eight percent were single. Two of the single dropouts expressed a strong desire to find a husband and to establish their own home. The other two dropouts in the single category expressed no such desire. There was no incidence of divorce, separation, or death of spouse.

Table 5. Marital status of the female dropout.

Marital Status	N	Percent of Females
Single	4	28.6
Married	10	71.4
Total	14	100.0

¹Interview with the guidance counselor, March, 1966.

Occupation of the Female Dropout
Before Marriage

The ten married female dropouts were asked to classify themselves as to their occupational status before marriage (Table 6). Fifty percent reported that they had had no working experience prior to their marriages. Forty percent of the respondents had been engaged in part time service occupations; two had done babysitting, another had done housekeeping, and the other had been employed as an assembly line packer for a cheese factory. Only one of the respondents reported having worked in a department store as a sales clerk.

Table 6. Occupation of the female dropout before marriage.

Occupation	N	Percent of Females
Professional and Managerial	0	00.0
Clerical and Sales	1	10.0
Service	4	40.0
None	5	50.0
Total	10	100.0

Present Occupation of the
Married Female Dropout

The married female dropouts were then asked to classify themselves as to their present occupations. Ninety percent of these young women reported that they were full-time homemakers. Several of these full time homemakers indicated a desire to work once their children were enrolled in school. One of the respondents reported that she was still

maintaining the job that she had had prior to her marriage. When asked why she continued to work after marriage, she replied that she was anxious to get out of debt, and it was also an opportunity for her to get away from her child.

Occupation of the Single Female Dropout

Three of the four single female dropouts in the sample were engaged in service occupations. These young women were employed as full time babysitters. The one dropout who had no occupation at the time of the interview, reported having previously worked at an electronics factory (Table 7).

Table 7. Occupation of the single female dropout.

Occupation	N	Percent of Females
Professional and Managerial	0	00.0
Clerical and Sales	0	00.0
Service	3	75.0
None	1	25.0
Total	4	100.0

Income Level of the Single Female Dropout

The income levels for the single female dropouts ranged from \$720 per year to \$2,520 per year. The three young women who were babysitting full time each made \$15 per week which averaged out to approximately \$720 a year. The young woman who was unemployed at the time the interview was conducted had been making \$2,520 a year when employed.

Ages of the Female Dropout

None of the female respondents were under seventeen or over twenty-four years of age. Approximately three-fourths of the sample fell within the eighteen to twenty-one age group (Table 8).

Table 8. Ages of the female dropout.

Age Group (years)	N	Percent of Females
17	1	7.1
18 - 19	6	42.9
20 - 21	5	35.7
22 - 23	2	14.3
Total	14	100.0

Income Level of the Family of Procreation

The income levels of the families of procreation, as reported by the female respondents were similar to those of the families of orientation (Table 9). Slight deviation resulted at the \$5,000 to \$7,000 income level. No female reported that her husband's income was above the \$3,000 to \$5,000 income level. One hundred percent of the sample earned under \$5,000.

Table 9. Income level of the family of procreation.

Income Level	N	Percent of Families
Under \$3,000	5	50.0
\$3,000 - \$5,000	5	50.0
\$5,000 - \$7,000	0	00.0
Over \$7,000	0	00.0
Total	10	100.0

Occupational Status of Husbands

According to Warner's¹ classification, fifty percent of the husbands were engaged in unskilled occupations (Table 10). The most frequently reported occupation was "laborer" or "construction worker." The remaining fifty percent were engaged in skilled occupations. Those occupations mentioned for the skilled workers were: truck driver, finisher on assembly line (kitchen appliances), driller for construction company, and iron worker's apprentice.

Two of the husbands who were engaged in unskilled occupations were unemployed at the time of the interview. One husband was only working part time because he was completing his high school education. Seven of the husbands were gainfully employed.

¹Warner, op. cit., p. 27.

Table 10. Occupational status of husband.

Occupational Class	N	Percent of Husbands
Unskilled Workers	5	50.0
Skilled Workers	5	50.0
Clerk and Kindred Workers	0	00.0
Total	10	100.0

Educational Attainment of the Husband

The level of educational attainment of the husbands was slightly higher than that of the wives (Table 11). Forty percent of the husbands had completed their high school education; none of the wives had done so. Sixty percent of the husbands were within the 8th to 11th grade range, and in this respect were similar to the majority of the wives. These figures give some indication that dropouts have a greater tendency to marry other dropouts as compared to high school graduates.

Table 11. Educational attainment of the husband.

Last Grade Completed	N	Percent of Husbands
Below 8th grade	0	00.0
8th - 11th grade	6	60.0
H.S. Graduate	4	40.0
Total	10	100.0

Ages of Husbands

The age distribution for the husbands was considerably greater than for the wives (Table 12). None of the husbands were under nineteen or over twenty-six. Fifty percent of the husbands in the sample were between twenty and twenty-three years of age; whereas over fifty percent of the wives were between eighteen and twenty-one years of age.

Table 12. Ages of husbands.

Age Group (years)	N	Percent of Husbands
19	3	30.0
20 - 21	4	40.0
22 - 23	1	10.0
26	2	20.0
Total	10	100.0

Number of Children

There were fifteen¹ children in the sample of the ten married couples (Table 13). Sixty percent of the families had one child; thirty percent had two children; and ten percent had three children.

¹There were actually sixteen children in the total sample of female dropouts. One single female reported having a child.

Table 13. Number of children.

Number of Children	N	Percent of Families
0	0	00.0
1	6	60.0
2	3	30.0
3	1	10.0
Total	10	100.0

Courtship Patterns of
The Female Dropout

When these young women were asked at what age they began dating, it was found that fifty percent had begun dating at the age of fifteen; thirty percent between the ages of twelve and thirteen; and twenty percent between sixteen and seventeen years old.

In response to the question, "How did you meet your husband?" sixty percent reported that their husbands had been long time friends of the family; thus they had grown up together. Twenty percent reported that they had met their future husbands at school and extra-curricular functions. The remaining twenty percent responded that a mutual friend had introduced them to their husbands.

In regard to the length of courtship with their future husbands, it was learned that fifty percent of the dropouts had dated their husbands less than a year. The length of courtship was found to be between two to eight months for the majority of these young women.

Religious Affiliation of Husbands,
Wives, and Single Dropouts

Fifty-eight percent of the respondents were affiliated with the Protestant denomination; four percent were affiliated with the Roman Catholic Church; and the remaining thirty-seven percent reported having no religious affiliation. Of the sixty-two percent who reported being affiliated with a religious denomination, over half reported that they did not attend church services (Table 14).

Table 14. Religious affiliation of husbands, wives, and the single female dropout.

Religious Affiliation	N	Percent of Husbands and Wives and Single Dropouts
Protestant	14	58.3
Roman Catholic	1	4.1
Jewish	0	00.0
None	9	37.5
Total	24	99.9

CHAPTER V

FINDINGS

The self-anchoring Striving Scale was used to elicit aspirations of the female dropout. These aspirations were then coded according to the code constructed by Cantril and associates¹ at the Institute for International Social Research. By means of this codification system, aspirations were sorted into categories, and numbers and percentages were calculated. The aspirations were arranged categorically to give the reader a more general overview, and the case study method which appears in the latter part of the findings, was utilized to give the reader a more specific look at the dropout in regard to her home, her children, and the environment that the researcher encountered when conducting the interviews. The interviews were written as verbatim as possible.

Aspirations

The following open ended question was used to elicit aspirations.

All of us want certain things out of life. When you think about what really matters in your own life, what are your wishes and hopes for the future?

¹Cantril, op. cit., p. 22.

In other words, if you imagine your future in the best possible light, what would your life look like then, if you are to be happy?

Total Number of Aspirations Expressed

The total number of aspirations expressed by the female dropouts were ninety-four (Table 15). The number of aspirations per dropout ranged from a low of five, to a high of fourteen. The average number of aspirations expressed by each respondent was 6.61. This average number per dropout was almost two times as great as the 3.93 average expressed by married student wives in Steven's study.¹

Table 15. Total number of aspirations expressed.

Number of Aspirations	N	Percent of Females
5	5	35.7
6	3	21.4
7	1	7.1
8	-	--
9	1	7.1
10	2	14.3
11	1	7.1
12	-	--
13	-	--
14	1	7.1
Total	14	99.8

¹Stevens, op. cit., p. 17.

Aspirations Expressed by Two
or More Female Dropouts

The aspirations expressed by two or more female dropouts are shown in Table 16. The leading aspiration mentioned by seventy-eight percent of the female respondents was a concern for adequate opportunities for their children. The next five most frequently mentioned aspirations were to have an improved or decent standard of living, husband and children to have good jobs, other references to self (miscellaneous aspirations), to have a happy family life, and other references to family (miscellaneous aspirations). Fifty percent or more mentioned having these five aspirations.

Table 16. Aspirations mentioned by two or more female dropouts.

Aspiration	N	Percent of Females
Own personal character		
Self development or self improvement	2	14.3
Acceptance by others	2	14.3
Resolution of one's own religious problems	2	14.3
Personal economic situation		
Improved or decent standard of living	8	57.1
Have own house	5	35.7
Have modern conveniences	5	35.7
Misc. (insurance; freedom from parents; wants maid)	3	21.4
Job or work situation		
Good job, congenial work for spouse, self, or other family members	8	57.1

Table 16. Continued.

Aspirations	N	Percent of Females
Employment	5	35.7
Success in one's work	2	14.3
Misc. (wishes husband would work away from father; wants job near parents)	2	14.3
Other references to self		
Recreation, travel, leisure time	2	14.3
Misc. (wishes had an education; would like to meet people; more intelligence)	7	50.0
Other references to family		
Happy family life	7	50.0
Concern about relatives	6	42.8
Health of the family	2	14.3
Children, Adequate opportunities for them	11	78.6
Misc. (Vacation for husband; Husband would join same religion; Family would be accepted for what they are; Children make own choices; Give children bank account; Want large family)	8	57.1

Categories in Which No
Aspirations Were Expressed

In the category, own personal character, it was found that over ninety percent of these young women made no mention of achievement of own personal worth as an aspiration. In the category, personal economic situation,

one hundred percent expressed having no aspirations in regard to owning own land, or husband having own business; nor could these young women conceive of having "wealth" or money to spend as they wished. In reference to self, no one made mention of having aspirations in regard to health of self or happiness in old age. Generally, there was a lack of concern for self. There was also a lack of concern for other people, nation or community. This finding was supported in the personal characteristics obtained from the dropouts. There was no participation in any activities, clubs or groups, irrespective of the few who mentioned participation in religious functions.

Fears and Worries

Fears and worries about the future were elicited by the following question,

Now taking the other side of the picture, what are your fears and worries about the future? In other words, if you imagine your future in the worst possible light, what would your life look like then?

Total Number of Fears Expressed

A total of fifty-seven fears were expressed by these young women (Table 17). The lowest number of fears mentioned was two; the highest was six. The average number of fears expressed by each female dropout was 4.07. Again, this was considerably higher than that found by Stevens.¹

¹Stevens, op. cit., p. 17.

The average number expressed by the married student wives in her study was 2.36.

Table 17. Number of fears or worries expressed by the female dropouts.

Number of Fears or Worries	N	Percent of Females
2	1	7.1
3	2	14.3
4	7	50.0
5	3	21.4
6	1	7.1
Total	14	99.9

Fears Expressed by Two or
More Female Dropouts

The fears expressed by two or more respondents are shown in Table 18. The leading fear mentioned by ninety percent of these young women fell within the category, other references to family. They expressed great concern for the health of family members: fears were particularly expressed about accidents, and death to members of both the families of orientation and the families of procreation.

Table 18. Fears mentioned by two or more female dropouts.

Fears	N	Percent of Females
Other references to self		
Ill health, accident or death	2	14.3
Personal economic situation		
Deterioration in or inadequate standard of living	5	35.7
Misc. worries about personal economic situation	3	21.4
Job or work situation		
Unemployment	4	28.6
Other references to family		
No or unhappy family life	4	28.6
Relatives	5	35.7
Ill health, accident, or death	13	92.9
Misc. worries and fears regarding family	7	50.0
International situation and world		
War; living in fear of war	2	14.3

Categories in Which No Fears Were Expressed

Relatively little concern was expressed for own personal character, other references to self, concern for other people, community or nation, or concern about international situation and world. Eighty percent of the sample made no mention of harboring fears about own personal character; eighty-five percent expressed no fears about the international situation.

Ladder Rating

Ladder Ratings of the Female Dropouts

Averages for past, present, and future ladder ratings were calculated by multiplying the number of respondents pointing to a particular step on the ladder, by the number of that step. The yields were then added to give a grand total (Table 19). This grand total was then divided by the total number of respondents who gave ladder ratings.

Table 19. Past, present, and future ladder ratings of the female dropouts.

Step on Ladder*	Number of Females			Yield		
	Past	Present	Future	Past	Present	Future
0	1	-	-	-	-	-
1	2	-	-	2	-	-
2	2	-	-	4	-	-
3	2	2	-	6	6	-
4	3	2	-	12	8	-
5	3	8	3	15	40	15
6	-	2	2	-	12	12
7	-	-	1	-	-	7
8	1	-	6	8	-	48
9	-	-	1	-	-	9
10	-	-	1	-	-	10
Total	14	14	14	66	47	101

*0 is the lowest rating, 10 is the highest rating.

Each respondent was asked to rate herself according to where she felt she stood in regard to her verbalized aspirations (Table 19). The ladder was a ten point scale; zero was the worst possible life that the respondent could see for herself; ten represented the best possible life. The lowest rating for the past was step number zero; one respondent felt that this was where she stood five years ago. The highest past rating was step number eight; one respondent mentioned that she felt this was where she stood five years ago. The average ladder rating for the past was 3.35. The lowest rating for the present was step number three; two females felt that they were on this step at the present time. The highest rating for the present was step number six; two respondents mentioned this step number. The average ladder rating for the present was 4.71. Future ratings of the female dropouts' lives were considerably higher; the lowest rating being five, and the highest rating being ten. Three respondents placed themselves on step number five for the future; one respondent placed herself on step number ten. The average future rating for the fourteen respondents was 7.21.

Reasons Given for the Termination of High School

When the female respondents were asked why they had terminated their high school education, the following reasons were given (number of times mentioned also follows the reasons given).

Not doing well in subjects	(five times)
Pregnancy	(four times)
Didn't enjoy school	(three times)
Wanted to get married	(two times)
Saw no use for subjects taught	(two times)
Needed at home	(one time)
Didn't like teachers	(two times)

Case Studies

Case studies were compiled for six of the fourteen female dropouts interviewed. Specific individuals were chosen on the basis of the number of years since the discontinuation of their education. Three were chosen to represent those who had been out of school from one to two years; three were chosen to represent those who had been out of school for a period of three to five years. In each of the categories (1 - 2 years; 3 - 5 years) two of the female dropouts were married; one was single. The researcher made this dichotomy in an effort to determine if aspirations varied with the length of time out of school, and also to see if aspirations varied with marital status. In the following case studies, Mrs. A, Mrs. B, and Miss C had discontinued school one to two years ago; Mrs. D, Mrs. E, and Miss F had discontinued school three to five years ago.

Mrs. A Age: 20 Family Unit: Self, husband, and young son

Mrs. A was located through a telephone contact with her mother. During the conversation, the researcher found out why Mrs. A's mother had not responded to the

mailed letter. When the reasons were given for wanting to locate Mrs. A, her mother said that she hadn't understood the letter, and had not sent the self-addressed post card because of this. Further conversation with Mrs. A's mother revealed that her primary reason for not sending the post card had been the fact that she did not know the researcher. She also mentioned that her daughter would not be interested in an educational study. After a rather lengthy conversation, Mrs. A's mother agreed to give the researcher the information sought. It was learned that Mrs. A had moved to a near-by town.

Mrs. A was not at home when the first contact was made. A later visit was made the same day, at which time she was at home. Mrs. A and her family were living in a second floor apartment of a house which was situated in one of the poorer sections of the town. Dilapidated, multiple dwelling units which overlooked a lumber yard and railroad tracks comprised the block in which Mrs. A lived. The house was a two-story frame, which had once been yellow with brown trim, but was now covered with soot and debris from the railroad and lumber yard. The timbers on the porch were rotten and were raised and separated at various intervals.

When the doorbell was rung, Mrs. A did not descend the flight of stairs leading up to her apartment, but instead yelled from the landing. Once the fact that the researcher was not selling anything was established, Mrs. A

agreed to be of assistance. The upstairs apartment was quite large but overly filled with massive, unmatched pieces of furniture. During the course of the conversation, it was learned that two families occupied the second floor apartment. The rooms were all connected, and a common bathroom was shared by both families. Mrs. A disgustedly remarked about the lack of privacy, and apologized for the cluttered appearance of the apartment. The researcher was led through two bedrooms and into the kitchen where the conversation took place. A child's shoe and several full ashtrays were on the kitchen table. A clothes basket full of dirty clothes was propped in one corner of the small, but well-equipped kitchen. Dishes were stacked in the sink.

Mrs. A explained that she was anxious to get the interview over with as soon as possible because she had to pack clothes for a trip to the maternity ward. She remarked that she had probably been at the doctor's office when the researcher made the first visit. Mrs. A was expecting her second child, and appeared to be extremely uncomfortable. She also mentioned that she had to pack clothes for her youngest child who would be staying with his grandmother while she was in the hospital.

Before the interviewing began, Mrs. A wanted to know why the study was being done, and why she had been chosen. She was also curious to find out more about the researcher in terms of her major and what she would be doing once the

study was completed. Mrs. A commented that she thought that an education was the only way that a person could get a good paying job. Rapport was easily established during the answering of Mrs. A's questions, and she no longer appeared to be in such a hurry.

Mrs. A's background revealed that she had one younger sister. Her father ran a dragline for a coal company and made between \$5,000 and \$7,000 per year. Her parents had no record of divorce. Parental attitudes (both husband's and wife's parents) were positive in regard to the marriage, even though it had been pregnancy provoked. Mrs. A had had to leave school in March of her senior year because of her obvious pregnancy. She had met her future husband while bowling, and had dated him for almost a year before becoming pregnant. Mrs. A was very open about her pregnancy, and displayed no feelings of regret that it had happened.

Mrs. A's husband had dropped out of school during his tenth year, and was presently employed as a truck driver. She remarked that because her husband had only a tenth grade education, it was very difficult for him to get a good paying job. He had previously worked at the local cheese factory, but had left in an effort to find a better paying job. They were in debt, and needed extra money. She mentioned that he was now making \$5,000 a year. In regard to her own employment, Mrs. A stated that she had worked as an assembly-line wrapper in the cheese plant prior to her marriage, and had continued working after her

marriage. She was now on a leave to have her second child. Mrs. A estimated that she made at least \$60 per week.

The question "What are your hopes and wishes for the future. . .?" produced a look of puzzlement. Mrs. A said that she had never really thought about such things, and it would be difficult to put it into words. The probe question "What do you wish and hope for yourself which would make you completely happy?" was interjected at this point. Mrs. A replied that first of all she wanted a new home; one that they could have for themselves, and not have to share or pay rent to someone else to live in it. Mrs. A and her husband were renting their present apartment, and she did not like this arrangement because they could not "fix it up the way that they would like to." She also expressed the desire to have a modern house, with conveniences that would make her life easier. She remarked that she hated housework and taking care of her child. In reference to this "dream house" Mrs. A thought that it would be nice to have it built to specification, so that it would be exactly what they wanted. Mrs. A expressed the desire to have a car, so that she could go and come as she pleased. As it was, she had to walk everywhere that she went, or had to rely upon her mother-in-law who lived in the same town. This reliance on her husband's mother was very unsatisfactory, because she felt overly dependent upon her. Mrs. A said that she didn't like her, and this made it even worse. This sentence led on to a discussion of why Mrs. A disliked her mother-in-law. Mrs. A said that when her first child was born, she

had no desire to take care of him, and instead wanted to continue working at the cheese factory. Her mother-in-law agreed to take the child and to care for him while Mrs. A worked. As a result of this prolonged separation, the child did not know his own mother and screamed everytime Mrs. A got near him. Mrs. A said that she resented this, and as a result, hated her mother-in-law.

In terms of her own happiness, Mrs. A said that she would like to take a vacation. She and her husband had never been able to afford one. The only time that she had been anywhere since her marriage, was the time that she accompanied her husband on one of his trucking routes. This was hectic and "no fun" because all they did was travel; they packed food for the trip, and slept in the cab of the truck. Mrs. A. said that this was not her idea of a vacation. Mrs. A expressed the desire to join a church when her children got older. She said that it had been so hard since they had moved because she didn't know anyone. She remarked that she wanted to wait until she met some people before she started going to church.

In reference to her own education, Mrs. A said that she wished that she had finished high school, and would have, had she not gotten pregnant. Mrs. A commented that she would never go back now, because she disliked her subjects and couldn't stand repeating them.

Mrs. A also expressed the desire to have security and a good home. She referred to security in the sense

that being out of debt and having insurance on their belongings and home, would bring about this desired state. A happy home to her meant that she and her husband would be able to spend more time together. She indicated that she and her husband would probably begin fighting if they didn't spend more time together. Her idea of a happy home also meant having a closer relationship with her young son. She decided that she would not make the same mistake with her second child. How Mrs. A intended to resolve this problem was not indicated.

The only aspiration that Mrs. A expressed in direct reference to her husband, was that she hoped that he would be able to go fishing with his friends in Canada. In terms of aspirations for her children, Mrs. A hoped that they would graduate, and would not follow in the footsteps of either herself or her husband. She spoke of college in less specific terms, and remarked that "it was fine if they wanted to go."

In answer to the question concerned with worries and fears for the future, Mrs. A said that the worst possible thing that could happen would be the loss of her husband either through divorce or death. She again mentioned the fear that if she and her husband did not spend more time together, they would probably begin fighting. Mrs. A also said that she worried about the health of her child. In conjunction with her stated aspiration of wanting insurance on their home and belongings, she

mentioned the fear of having a fire in the home before they were able to afford insurance.

Mrs. A expressed considerable concern for her parents. Now that they were getting older, she worried about the possibility of them dying. Mrs. A ended the interview by saying that she did not worry about anything in relation to herself. The only thing that she really cared about was her family.

Mrs. A rated herself as presently being on step number five of the ladder rating scale. This rating was three steps higher than she felt she had been five years ago (past--step number two). Mrs. A perceived that she would be on step number nine five years from the present.

Mrs. B Age: 19 Family Unit: Self, husband, and young daughter

Mrs. B was also located through a telephone contact with her mother. Very few questions were asked by Mrs. B's mother, and the information sought was easily secured. It was learned that Mrs. B had moved to a nearby town one year ago.

Mrs. B lived in what had once been a very wealthy neighborhood. Several large houses comprised the block in which Mrs. B and her family lived. The homes had been converted into apartments. Mrs. B and her husband occupied a third floor apartment in one of the large, well-built homes in the block. The house was composed of brick and had white trim around the windows and porch, and appeared

to be in excellent condition from the exterior appearance.

The researcher was met at the door by a pretty, buoyant young girl with a baby in her arms. She expressed much enthusiasm upon seeing someone, and was most eager to be of assistance. Mrs. B remarked that the kitchen would probably be the best place to talk; the table could be used for writing, and the baby could crawl on the floor and play with her toys.

The researcher observed that the walls were badly in need of painting, and that the furniture was composed of odds and ends that had been haphazardly thrown together. Mrs. B apologized for the untidyness of the apartment (particular reference was made to the kitchen) but said that she could take no interest in keeping it clean because of the poor condition of the rooms and furniture. She said that their apartment was only temporary until her husband graduated from high school in June. After his graduation, they hoped to have a home of their own and to be able to buy their own furniture.

Mrs. B's background revealed that she was the second child in a family of four children. She had one brother and one sister younger than she, and an older sister who was married and was expecting her fourth child. Her father was employed as a clerk for the New York Central Railroad, and made between \$5,000 and \$7,000 per year. There was no record of divorce between her mother and father. Both her parents and her husband's parents had

been opposed to the marriage. Mrs. B said that their parents objected because the marriage had been pregnancy provoked. Mrs. B said that both sets of parents finally accepted the marriage, and loved their grandchild.

Mrs. B had been in her twelfth year of school, and would have graduated in June had she not become pregnant. She left school and married the father of the baby whom she had known for only six months. She said that she had been attracted to him because he was good looking and was well-known and sought after because of his athletic ability. She had been introduced to him at a school dance, and they had dated ever since that introduction. Mrs. B's husband was presently completing his high school education and worked part time for his father. She reported that their main sources of income were subsidies from both sets of parents because what her husband made working part time was not sufficient for them to live on. Mrs. B said that she did not belong to any clubs or groups since her marriage. She had had part time employment as a sales clerk during her high school years, but gave this up when she got married and moved to another town. After the move, Mrs. B found that she was bored doing "nothing" so she got a job as a secretary for a sportswear factory until the baby was born. She said that she was now a full time homemaker.

In answer to the open ended question "What are your hopes and wishes for the future. . .?" Mrs. B expressed herself quite freely. Her main preoccupation was her daughter.

She expressed the desire to "bring her child up properly." Mrs. B said that she would like to see her become a nurse, "because it is a nice, respectable profession." Mrs. B was very open about her "mistake" (as she termed her unanticipated pregnancy). And with much remorse, she stated that she had been so envious when she saw all of her friends dating different boys, and attending parties and dances, while she had to sit at home and wait for the baby to be born. Mrs. B showed no resentment toward the child, and frequently during the interview she picked her up and played with her.

Mrs. B's greatest ambition was to have gone to business school after the completion of high school, and to have gotten a position as an executive secretary. In conjunction with this idea, Mrs. B added that she had missed so much of life because she had not had the experience of working and being completely on her own. She also expressed great regret that she had had to grow up so fast; that she had had to accept the tremendous responsibility of rearing a daughter and running a home, when she should have been free like the other girls in her class.

Another hope that she vehemently professed was that her husband would break his ties with his father once he graduated. Mr. B's father owned a building company and had employed his son part time since the marriage. In the course of the conversation, it was learned

that Mr. B had been terribly spoiled by his father, and if he ever wanted anything, his father would readily give it to him. Mrs. B felt that this was destroying his ability to "stand on his own two feet," and would prevent him from becoming independent. She also expressed the desire for independence in relation to money, by mentioning how hard it was to have to rely on both sets of parents for money to live. Mrs. B felt so indebted to them, and believed that she and her husband could never repay them for all that they had done.

Home ownership was expressed as being another aspiration uppermost in Mrs. B's mind. This, she felt, was definitely a sign of independence and success. Money meant nothing to Mrs. B. She said that love was more important to her--specifically, she mentioned having a happy, solid relationship with her husband. She openly admitted that both she and her husband were having a difficult time adjusting to the pressured marriage, and the new responsibilities that this relationship brought upon them. The remark about money not being everything made Mrs. B think of an example that she was most familiar with; her sister's marriage. She said that her sister's husband had an endless drive to make money, so much so that it was an obsession with him. Mrs. B said that because of this drive to make money, he no longer had any time for his family. Mrs. B's comment was that "she would die if this happened to her marriage."

Religion was another area of extreme concern to Mrs. B. She was Catholic, and her husband was Protestant. She said that she had severe guilt feelings because she no longer attended Mass. Her husband was opposed to Catholicism, so she purposely stayed away in order to preserve peace in the family. Her greatest wish was that he would become a Catholic, so that she could resume going to Mass, and could rear her daughter in the Catholic religion.

In response to the question "What are your worries and fears for the future. . .?", Mrs. B stated that her greatest worry was that her marriage would not work out. She feared that her husband would either leave her or divorce her. Mrs. B said that she also worried about something happening to her daughter and husband. Her parents' death also concerned her. She stated that because she relied upon them for advice she would not know where to turn if anything happened to them. Mrs. B was sensitive to the Viet Nam crisis, and said that she worried about the possibility of another war. She also feared that her husband would have to go into the armed services once he completed his education.

Mrs. B felt that because her life was so full of uncertainties and problems, she would place herself on step number five of the ladder rating scale. In contrast to the rating of her life in the past, this was a three point drop (past--step number eight). Mrs. B had greater hopes for the future, and saw herself as being back up on step number eight in five years.

Miss C Age: 19 Family Unit: Self, daughter, mother and father

A telephone contact was not necessitated in Miss C's case, because her mother had returned the self-addressed post card, with her daughter's name, address and phone number printed on it. It was learned that Miss C was living at home with her parents.

When the first visit was made to the home of Miss C's parents, the researcher was met at the door by a rather short, ordinarily dressed man of about fifty years old, who was Miss C's father. He informed the researcher that Miss C was not at home, but was babysitting until 5:30 p.m. that evening. He said that she babysat only a block away from their home, and if the researcher wanted to talk to her, the best thing to do was to go over there.

Miss C was found in a shabby, two story frame house surrounded by six children; five belonged to her employer, and one belonged to Miss C. The purpose of the study was explained to her, and she was asked if she would be willing to be of assistance in the study. Miss C agreed to help, but thought it would be better if the researcher returned to her parents' home that evening, where it would be quiet and free of all of the children. That evening the researcher returned to conduct the interview.

The home of Miss C's parents was located in the east end of the town from which the sample was obtained. The houses in the neighborhood were relatively simple; mainly two-story frame, single family dwelling units.

Miss C's home was covered with grey siding, and the window trim and porch appeared to have been recently painted. The interior of the house was small, and comfortably furnished with well-used furniture. Miss C escorted the researcher into the small living room, where she had been feeding her baby and watching a television program. Miss C was dressed in loosely fitting, stained slacks and looked completely exhausted after her day of babysitting.

Miss C was the youngest child in a family composed of four children. She had two older brothers and one older sister, all of whom were married. Her father was employed by the federal government as a mail carrier. She roughly estimated that he made between \$3,000 to \$5,000 per year. Her parents had never been divorced, but she mentioned that they both "went their separate ways," indicating that it was not a happy marriage.

The high school records had as Miss C's reason for the termination of her education in May of her junior year, failing grades and over required attendance age. Miss C verified these facts, but also added that she had become pregnant and it had been necessary for her to leave school. Miss C did not marry the father of the baby. In her own terms, she indicated that he was "no good" and "drank too much" and had had no intention of marrying her. She said that he had gotten another girl "in trouble" and had married her. Miss C had heard from several people that he was still "running around" and "drinking a lot."

Miss C belonged to a church and attended regularly. But aside from this affiliation, she reported that she did not belong to any other clubs or groups. Her only interest was for her daughter, and as a result she appeared to be building her life completely around this child.

Miss C was employed as a babysitter five days a week from 7:00 a.m. until 5:30 p.m. In addition to caring for the children, she mentioned that she also did the washing, ironing, and general cleaning every week. She made \$15 per week.

In answer to the question concerned with hopes and wishes for the future, Miss C said that all she ever hoped for was to find a father for her child. She wanted a "decent man" who would respect her and love her daughter. Miss C felt that her daughter was reaching an age where she needed the love and discipline of a father. She remarked that she could not do it all. Miss C had great hopes that her child would finish high school and would go on to college. Miss C commented that if she had had the "brains" she would have gone herself. Miss C also expressed the desire to have a large family, because she enjoyed babysitting for the family of five children.

The question "What are your fears and worries for the future. . .?" elicited several responses. Miss C said that she worried so much about the possibility of her mother dying. She said that she hated her father, and had not spoken to him civilly for over a year. The researcher

surmised that this hatred had some connection with Miss C's pregnancy and her young daughter. Miss C remarked that if her mother died, she would not remain in the same house with her father. This was of concern to her because she had no place to go in the event of her mother's death. Miss C also expressed having a terrible fear of the father of the baby. She was particularly afraid that he might try to gain custody of the child. Miss C said that it was hard to tell what he might do because of his drinking. Miss C expressed having no worries about herself. She said that she just wanted to be left alone.

In response to the ladder rating scale for present, past, and future, Miss C said that she was presently on step number four, but had been on step number zero, five years ago. Miss C envisioned that she would probably be on step number six in the future.

Mrs. D Age: 20 Family Unit: Self, husband, and two children

A self-addressed post card had promptly been returned by Mrs. D's mother. The post card indicated that Mrs. D was living in a small coal mining town, approximately ten miles away. The researcher had great difficulty locating the rural delivery address because mail boxes and homes were not marked. After several stops at dilapidated, one story bungalows, the exact location of Mrs. D's home was learned.

The house was a two-story frame, which had at one time been painted white. It was badly in need of painting

and repairs. Porch boards were completely rotten, and several panes of glass had been shattered and were covered with pieces of cardboard. An old refrigerator, water tank, and wrecked car were adjacent to the house and strewn across the weed infested lawn.

Mrs. D arrived at the door after some period of time had elapsed. She was a disheveled looking woman, who appeared to be much older than her twenty years. She was wearing a badly torn, faded housedress. Mrs. D invited the researcher to come in and said that she would be of help if she could. It was difficult for Mrs. D to understand how she could possibly contribute to such a study.

Only two rooms were visible to the researcher; the living room where the interview took place and the kitchen, which was directly off the living room. The condition of these two rooms was worse than the outside; almost to the point of being unbelievable. The walls in the living room were covered with dirty wallpaper which was peeling off the walls. The only pieces of furniture were a couch, a chair, and a large television set, in front of which a young boy of three sat watching a program. The furniture had dirty blankets strewn over the worn upholstery. Ripped curtains hung loosely from the two windows. An ironing board, stacked with clothes was in the middle of the living room floor. The kitchen was in similarly poor condition. Mrs. D said that she had been watching television with her son who had been ill for the past week. The youngest

child was asleep in an upstairs bedroom. Mrs. D remarked that she hadn't been able to get any work done because she had to entertain her son when he was sick.

Mrs. D's background revealed that she had one younger brother who was still at home with her parents, and an older brother who was married. Her father was a miner when he could get work. He was presently employed as a laborer for the highway department (the job consisted of clearing brush for the construction of new roads). Mrs. D estimated that he made around \$3,000 per year with his sporadic work. Her parents had never been divorced, and were happily married. Parental attitudes (husband's parents and her parents) were negative in regard to the marriage. She commented that her parents had thought that she was too young for marriage at the time. Her husband's parents didn't like her.

Mrs. D had left high school during her eleventh year because of pregnancy. Marriage had been the only thing that she had wanted, so she had not been overly concerned about the pregnancy. Mrs. D had been introduced to her future husband by her brother's girl friend, and had dated him six months before marrying him. Mrs. D's husband had terminated his education after the completion of the eighth grade. He was presently unemployed, but had worked as a laborer for a brickyard. His income had been around \$3,000 per year. Neither Mrs. D nor her husband belonged to any church. Mrs. D was not affiliated with any clubs

or groups. She had never been employed either before or after marriage.

When Mrs. D was asked what she hoped for and desired in the future, she answered that the most important thing to her was to have a home church where she could take her family. She wanted to see the children attend Sunday school when they got older. She commented that because her husband was not working, they couldn't afford to buy "nice clothes." She said that because of this, she always felt that people looked down on them. Mrs. D made particular reference to the fact that "church-going people" looked down on them, and said that this was the reason why they did not join a church. Mrs. D also said that she hated crowds, and because of this she would like to join a very small church when they found "the right one."

Mrs. D expressed the desire that her husband would be able to find a job; not just any job, but a "good one" where he would make a fairly decent living, and would not have the fear of "being laid-off."

In regard to herself, Mrs. D said that she wished that she had finished her education. She now felt that she had been foolish. She commented that because she did not have her high school diploma, the only type of employment that she could get would be housecleaning. She did not feel that this type of work would pay well enough. She said that she had her own to do anyway. Mrs. D also said that she would like to learn to drive a car so that she

could be independent of her husband. She expressed the desire to be able to live comfortably in the future, and not have to worry about whether there would be enough food and clothes from one day to another.

Mrs. D said that she hoped that her children would finish their education. She believed that they should make up their own minds though, because they would never be happy if they did not.

Mrs. D told the researcher that love was missing in their home and she and her husband fought constantly. Because of this, she said that often times, she could see no purpose for living. Mrs. D attributed this fighting to the fact that her husband did not have a job. She felt that if he could find employment and make some money, he would be a happier person. She loved her two children, and this love was all she had.

In response to the question concerned with worries and fears for the future, Mrs. D said that her children and her parents were her greatest worry. She worried about severe illness in relation to her children, and feared the death of her parents. The respondent had an odd pre-occupation with death, and told the researcher that when a new year began, she always wondered which member of her family would die. Automobile accidents worried Mrs. D. She commented that this was all you ever heard on the radio and television.

Mrs. D also expressed concern for her daughter's sexual relationships when she got older. She particularly expressed the fear that some man might abduct her. (The researcher attributed this remark to a recent abduction that had occurred in a nearby town in Pennsylvania.)

Mrs. D saw herself and her life at the present as being on step number three of the ladder rating scale. She gave the same rating to her life five years ago. Mrs. D said that her life would probably get better in the future, so she would put herself on step number five.

Mrs. E Age: 19 Family Unit: Self, husband, and two children

Mrs. E's married name and address were obtained by means of a telephone conversation with her mother. She was found to be living in a small community which was situated on the periphery of the town from which the sample was obtained. The first attempt to interview Mrs. E had to be postponed, because Mrs. E was getting her two daughters ready to visit their grandmother who also lived in the same area. Mrs. E asked the researcher to come back the following morning.

Mrs. E and her family were living in an old school house, which had been converted into two small apartments. The house was shabby, and badly in need of a coat of paint and repairs. The other homes in the neighborhood were in similarly poor condition, and constituted an extremely low rent district. The interview was conducted in the living

room. The walls were painted a dark green and were badly chipped. The floor was covered with old linoleum which was badly worn. The pieces of furniture were few, and were in equally poor condition. Apparently, the only new purchase had been the large television set.

Mrs. E was a young looking girl, dressed in burmudas and a blouse. Her younger brother and two daughters were present during the interview. The children were extremely active during the interview, and insisted that they have paper and pencils like the researcher. The brother sat in a chair where he could observe the interview, but made no comments.

Mrs. E had two brothers and two sisters, all of whom were younger than she. Her father worked as a laborer in one of the local brickyards, and made between \$3,000 and \$5,000 per year. Mrs. E's parents had never been divorced, and from all indications were happily married. Her parents had been pleased about her marriage, and liked their son-in-law, but her husband's parents had not been pleased with the marriage. Mrs. E indicated that there had been friction with her in-laws ever since the marriage, but did not discuss the reasons for this dissention.

According to the school records, Mrs. E had terminated her education because of pregnancy. The reasons given by Mrs. E were that she had hated school and had not been able to see any use for the subjects taught. No mention was made by Mrs. E of pregnancy as a reason for dropping out of school.

Mrs. E's husband had lived only two blocks away from her home. She reported that they had known one another all of their lives. She dated him seriously for eight months before they were married. Mrs. E's husband had graduated from high school and was employed as a finisher for a factory which manufactured kitchen appliances. He made approximately \$51 per week.

Mrs. E and her husband belonged to a church, but had not attended since she had had a miscarriage two months previous to the interview. Mrs. E had never been employed. She did not belong to any clubs or groups, and spent all of her time with her children and husband.

In answer to the question concerned with hopes and wishes for the future, Mrs. E expressed the desire that her husband would make more money. Mrs. E said that she would like to be able to buy new furniture for her home. She also remarked that she would like to be able to get out of debt.

Mrs. E said that she hoped that her children would finish high school.

Mrs. E's worries and fears for the future were concerned with her husband and children. She particularly expressed the fear that her husband might die unexpectedly. Mrs. E said that she was also fearful that she might have another miscarriage. She commented that she loved children so much, and couldn't stand the thought of losing another baby. Mrs. E also expressed concern for their unpaid bills.

Reference was made to the unpaid doctor bills which resulted from the miscarriage.

Mrs. E placed herself on step number five of the ladder rating scale for both the present and the past. She said that she had been happy five years ago and was just as happy now. In regard to the future, Mrs. E felt that she would be at the top, and rated herself on step number ten of the scale.

Miss F Age: 20 Family Unit: Self, mother, father, and brother

Miss F was found to be living with her parents in a small, one story bungalow. The house was covered with siding and appeared to be taken care of as much as their means would allow. It was situated in a low rent district on the periphery of town.

When the first attempt to talk to Miss F was made, the researcher found no one home. It was learned from a neighbor that Miss F worked during the day, but returned home around 5:30 p.m. On the second visit, the researcher encountered Miss F and her mother as they were leaving their home to go shopping. At that time, the purpose of the study was explained, and a time was arranged to suit the convenience of Miss F.

Miss F was a tall, large boned, heavy girl. She wore a great deal of make-up and had a very extreme hair style. Her clothes were in keeping with her make-up and hair style.

The interior of the bungalow was crowded with old furniture and had a "lived-in appearance."

Miss F's background revealed that she had one younger brother who was completing his ninth year of school. Miss F could not state specifically what her father did, but said that he was a laborer and had various jobs. She estimated that he made under \$3,000 per year. Miss F's parents had never been divorced. Miss F did not belong to a church nor did she express any desire to belong. She reported having no outside interests and did not belong to clubs or groups of any kind. Miss F was employed as a full time babysitter for a family with four children. She reported that she made \$15 per week.

Miss F had terminated her schooling in April of her tenth year. She said that she had hated school, and had had a doctor's excuse to leave. She chose not to discuss the health reasons for leaving school.

Miss F's leading hope for the future was to find a husband and to have a lot of children. She commented that she felt that she had missed a lot because she had not grown up in a large family. Miss F said that she especially wanted her own home because she was unhappy living with her parents. She said that she and her mother fought constantly. Miss F also expressed the desire to make more money. She said that she had tried to get a job in a sportswear factory, but they would not hire her because she had not had previous experience. She felt that this was unfair--"how could she

get experience if they wouldn't give her the job."

Miss F mentioned that she wished now that she had a higher education. If she had one, she would have no difficulty getting a higher paying job. She also believed that a higher education would enable her to meet a better class of people. This was important to her, particularly if she had children.

Miss F said that things could be a lot better, but also a lot worse. For instance, she said that she could have made "something of herself." She remarked that she had at one time wanted to be a veterinarian, because of her love for animals. Miss F wanted her brother to finish high school and to make something of himself.

In answer to the question concerned with worries and fears for the future, Miss F said that she worried about death because she thought it was a "terrible thing."

Miss F mentioned that she was dating a boy from another state, and worried that the relationship would not work out. Miss F's brother was also of concern to her. She said that he was going through that "wild stage"; his only interests were cars and money. She feared that he might quit school to get a job so that he could buy a car of his own. Another area of great concern to Miss F was the fact that she had to live with her parents. Miss F said that she could not stand the possibility of having to remain there the rest of her life.

Miss F felt that her present life was the same as

it had been five years ago. She placed herself on step number three of the ladder rating scale. Miss F said that if she got married and left her parents' home, she would place herself on step number five for the future.

Summary

Aspirations and fears did not vary with the length of time out of school. The leading hopes and wishes expressed for the future were concerned with the family and its members, and with personal economic situation; specifically, to have an improved or decent standard of living. Correspondingly, the leading fears expressed for the future were concerned with the family.

Aspirations and fears did not vary with marital status, although the frame of reference for the single female school dropouts was more in terms of "when they get married" and "have families." Both married and single female school dropouts' leading aspirations and fears were concerned with the family and personal economic situation.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

Conclusions

The profile for the family of orientation of the female dropouts revealed that fifty percent of the families were making under \$3,000 per year. Analysis by type of employment indicated that over eighty percent of the fathers were engaged in unskilled and skilled occupations. With only two exceptions, the families of these early school dropouts were in the lower socio-economic class.

A similar profile emerged for both the married and the single female dropouts. Fifty percent of the husbands of the married female dropouts were earning less than \$3,000 per year; one hundred percent of the husbands were engaged in unskilled and skilled occupations. The single female dropouts were earning less than the husbands of the married females, the highest income being around \$2,000 per year, and the lowest being around \$720 per year. Employment for these single females was menial babysitting, housework, and factory work.

In terms of economic characteristics, the life styles of the family of procreation of the married female dropouts and the single female dropouts approximated the

life styles of the family of orientation. This striking similarity from one generation to another indicated that these dropouts were illustrative of a self-perpetuating system and they could be viewed simply as an extension of the family of orientation. They were no better or no worse than the families in which they were born, reared, and socialized. They were in essence mirrors of their parents.

The profile of the personal characteristics for the female dropouts in the sample, presented the following composite picture: (1) average intelligence for fifty percent of the sample, (2) low level of educational attainment; one hundred percent of the sample fell within the eighth to eleventh grade category, (3) an intense dislike for school and the subjects being taught, (4) a high incidence of premarital pregnancy, (5) a high incidence of teenage marriages, (6) a low incidence of employment outside the home before marriage; fifty percent reported having had no employment, (7) a lower incidence of employment after marriage; ninety percent reported present occupation as being full time homemakers, (8) a tendency for the female dropouts to marry other dropouts with similar background characteristics and educational attainment, (9) a tendency to marry after a short courtship period; the majority reported having dated their husbands for only two to eight months, (10) weak religious ties; over half reported no church attendance, (11) no participation in activities or groups outside the home environment.

Prior's¹ study of a similar population lends support to the profile of the female marriage-oriented school dropout in the present study. Her findings also lend support to the fact that these young women face a multitude of problems; problems of low income and unemployment, poor housing and home environment, and varying degrees of debt.

The Self-anchoring Striving Scale,² which was used to elicit aspirations and fears, was constructed to allow each individual to define her aspirations and fears in terms of her own reality world. Thus, "a home of our own," may have meant a one story bungalow to one individual, whereas it may have meant a three story estate to another individual. Because of the nature of the scale, equal weighting could not be given to the aspirations and fears expressed, nor could the degrees of intensity be determined. In lieu of weighting and determining intensities, the researcher attempted to identify the kinds of aspirations aspired to and the fears expressed by the female respondents. An attempt was also made to suggest one hypothesis that might prove to be testable in other studies concerned with the female dropout.

The hypothesis which appeared to have some possibilities for further testing, and which received support from the data was:

¹Prior, op. cit., p. 18.

²Cantril, op. cit., p. 22.

The female dropouts' aspirations will be more related to family members than to self or own personal character.

The most frequently mentioned aspiration was that their children have adequate opportunities for education and happiness. Comments such as "I hope my children will finish their education," or "I hope that they will not be foolish like I was," were representative of the expressed desires that their children complete their high school educations. Statements such as "I want my kids to be happy," "I want them to make up their own minds," "College is fine, if they want to go," were indicative of the dropouts' wishes that their children find happiness.

The category "other references to family" offered additional support for the suggested hypothesis. Fifty percent of the sample aspired to a happy family life. Reference was especially made to the desire to have love between husband and wife. These young women could not conceive of living without their husbands. Aspirations were also mentioned in regard to the female dropouts' relationships with their parents, that they remain close to them and live up to their expectations. Frequent and sometimes daily visits, and the references to "what a good relationship we have," were indicative of the strong ties that existed between daughters and their parents. Over half of the respondents mentioned having miscellaneous aspirations in the category "other references to family." Such comments as "I want my husband to be able to have a

vacation--to go fishing with his men friends in Canada," "Husband would join the same religion, so we can all go together," "Family will be accepted for what we are," emphasized the female dropouts' preoccupation with family members.

The aspiration "to have an improved or decent standard of living" indirectly offered support for the hypothesis. Fifty-seven percent of these young women aspired to have more money so that they could live decently; to get out of debt; to buy new clothes for family members; and to have enough food from one day to the next.

The leading fear mentioned by the sample was similarly concerned with family members, and again gave support to the suggested hypothesis. Ninety percent of the females expressed the fear that accident, ill health, or death would beset the members of their families.

Implications

Areas in which the female school dropouts might be assisted are indicated by the research. It appears that these young women need help in appraising their values and in setting goals which are more in line with the means to attain them. It is also evident that these young women have difficulty separating the long range goals from the short term goals. The female school dropouts' expressed aspirations are stated in a way which indicates to the researcher that no differentiation is made between long

range goals and short range goals. These young women want new homes, new furniture, and to have their husbands obtain better jobs and they feel that they should be able to achieve these aspirations within a short period of time.

The aspiration to have new homes with modern conveniences is undoubtedly outside of the realm of achievement. The jobs which the single female dropouts and the husbands of the married female dropouts presently hold, their chances for advancement in their occupations and their present incomes emphasize the impossibility of the attainment of such a goal. Perhaps a change in this goal to the improvement of their present homes through cleanliness and inexpensive redecorating, would be more in line with their resources and be an attainable goal. An improvement of this type might stimulate the desire to continue to better their present homes, and to improve their overall quality of living. The research thus indicates that home management specialists can make an important contribution by helping these young women see the need for change in regard to some of the goals that they hold.

These young women appear to lack even basic skills of cleanliness and sanitation, planning for nutritional meals within limits of their monetary resources, and child care. The researcher suggests that home management specialists consider a skill-centered approach as well as an interpersonal approach. This will involve helping these women become aware of the resources that are available to them,

and also demonstrating how these resources can most effectively be used. This might involve teaching such basic skills as sewing, cooking, and washing and ironing, before further improvements in techniques of home management can be made. One important thing for home management specialists to keep in mind, is that these young women need to see tangible changes in their homes and personal lives. Merely bringing values and goals to the level of awareness will not be sufficient in the case of the female dropout.

The great concern for family members--that their children have adequate opportunities in regard to education and happiness and that their families achieve a happy family life--indicates another area where help is needed. A great concern about the achievement of love and understanding in the family was expressed by many of the respondents. Home management specialists can be instrumental in helping these young women establish values which will give meaning to their lives and enable them to more effectively relate to their husbands and children. In terms of these established values, home management specialists can advise these young women in the selection of realistic goals which will have greater possibilities for achievement.

The researcher suggests that if home management specialists are going to work effectively with these young women, the initial programs of action should be planned on a person to person basis. The techniques employed by visiting nurses and social workers seem to hold promise.

These young women appear to be suspicious of people, particularly people who send letters or make telephone contacts. This was demonstrated to the researcher through unsuccessful attempts to enlist the assistance of the parents by mailed correspondence. Unannounced door-to-door contacts, although very time consuming, seemed to help to eliminate the element of suspicion and to establish rapport. Once the barrier was removed between the female respondent and the interviewer, they were friendly and willing to co-operate. These young women seemed to enjoy the opportunity to talk to someone who was sympathetic to their viewpoints, and to whom they could feel important. This implies that home management specialists need to be sensitive to the female school dropouts' way of life, with its own system of values and goals and techniques for "doing things." This sensitivity may in turn help the home management specialist become aware of the points at which these young women might be receptive to new management practices.

Once rapport has been established and interest has been stimulated by the person-to-person approach, group meetings and mass media might be appropriate techniques for the continuance of home management education.

This research poses several questions which remain unanswered by the data. First of all, does the level of education in any way affect the number of aspirations held by individuals? Steven's¹ study seems to suggest such a

¹Stevens, op. cit.

possibility. For instance, she found that the average number of aspirations expressed by married student wives was 3.93. This was in sharp contrast to the 6.61 average expressed by the female dropouts in the present study. Is this indicative that higher educational attainment better enables individuals to order their goals in a more specific framework? Do people with higher educational levels have fewer, but more definite goals which are more realistically in alignment with the possibilities for attainment? This raises the additional question of how realistic are the aspirations of the female respondents? When one considers the educational level of the husbands, their present employment and income, and the possibilities for advancement in their occupations, the aspirations seem futile and totally unrelated to the situation. If the high degree of optimism which was demonstrated by the ladder rating scale for the future will gradually disappear, will we see greater despondency resulting in even less effective home management, or will we see a complete disintegration in family relationships? Further research on these questions would greatly improve the effectiveness of home management specialists working with homemakers who have a limited educational background.

The researcher draws conclusions and makes suggestions as to the implications of this study for home management with much reservation. The small number of respondents who participated in the study are not representative of the

female dropout population. Although generalizations cannot be made, some indication of what can be expected to be found in further studies of this population are given. The findings suggest that the majority of the young women in the sample are of average intelligence and are therefore able to learn. The study identifies the leading aspirations and fears of the respondents. This identification of major aspirations and fears suggests areas which will be of interest to the female school dropouts. The research further indicates that rapport can be established with these female dropouts once the element of suspicion is removed. From this standpoint, it is felt that a contribution has been made.

BIBLIOGRAPHY

Books

- Myer, Gary Cleveland. The Learner and His Attitudes.
New York: Benjamin H. Sanborn Co., 1927.
- Warner, W. Lloyd. Social Class in America. New York and
Evanston: Harper and Row, Publishers, Inc., 1960.

Bulletins and Periodicals

- Bledsoe, Joseph C. "An Investigation of Six Correlates
of Student Withdrawal from High School," Journal
of Educational Research, LIII, September, 1959,
3-6.
- Cantril, H. and Free, L. A. "Hopes and Fears for Self and
Country," American Behavioral Scientist, Supplement
VI, October, 1962.
- Cervantes, Lucuis F. "Family Background, Primary Relation-
ships, and the High School Dropout," Journal of
Marriage, XXVII, No. 2, May, 1965, 218-223.
- Coster, John K. "Attitudes Toward School of High School
Pupils From Three Income Levels," Journal of
Educational Psychology, XLIX, No. 2, April, 1958,
61-65.
- Festinger, Leon. "Wish, Expectation, and Group Standards
as Factors Influencing Level of Aspiration," Journal
of Abnormal and Social Psychology, XXXVII, 1942,
184-200.
- Frank, Jerome D. "Recent Studies of the Level of
Aspirations," Psychological Bulletin, XXXVII, 1941,
218-226.
- Gardner, J. W. "The Use of Term 'Level of Aspiration',"
Psychological Review, XLVII, 1940, 59-68.
- Gross, Irma and Zwemer, Evelyn. "Management in Michigan
Homes," Michigan Agricultural Experiment Station
Bulletin 196, June, 1944.

- Halliday, Jean and Paolucci, Beatrice. "An Exploration of Home Management Goals," Journal of Marriage and the Family, XLIX, No. 2, February, 1958, 68.
- Honey, Britton, and Hotchkiss. "Decisionmaking in the Use of Family Financial Resources in a Rural Pennsylvania Community," Pennsylvania Agricultural Experiment Station Bulletin 643. University Park, Pennsylvania State University.
- Kilpatrick, T. P. and Cantril, H. "Self-anchoring Scaling: A Measure of Individual's Unique Reality Worlds," Journal of Individual Psychology, XVI, 1960, 158-170.
- Nielson, James. "The Farm Families, Their Attitudes, Goals, and Goal Achievement," Michigan State University Agricultural Experiment Station Technical Bulletin 287, 1962.
- Porter, Blaine R. "American Teen-Agers of the 1960's -- Our Despair or Hope?" Journal of Marriage and the Family, XXVII, No. 2, May, 1965, 140.
- Runkel, Philip J. and Mohandissi, Khossrow. "Some Socio-economic Correlates of Academic Aptitude," Journal of Educational Psychology, XLIX, No. 1, February, 1965, 47-52.
- Schreiber, Daniel. "School Dropouts: The Female Species," National Association of Women Deans and Counselors, XXV, June, 1962, 175-181.
- Schreiber, Daniel. "The Scope of the Dropout Problem," New York State School Boards Association, V, No. 5, December, 1963.
- Shelley, H. T. "Level of Aspiration Phenomena in Small Groups," Journal of Social Psychology, XL, 1954, 149.
- Thorpe, Alice and Gross, Irma. "Managerial Practices in the Homes of Married Students at Michigan State College," Michigan Agricultural Experiment Station Quarterly Bulletin, XXXII, No. 3, February, 1950, 288-306.
- Wollott, Lorne H. "Why Capable Students Drop Out of High School," Bulletin of the National Association of Secondary School Principals, XLV, No. 268, November, 1961, 1-8.

Unpublished Materials

- Dyer, Doris M. "Students' Wives Values as Reflected in Personal and Family Activities." Unpublished Master's thesis, Michigan State University, East Lansing, Michigan, 1959.
- Halliday, Jean Rowan. "A Study to Explore the Goals of Students Taking a Home Management Course at Michigan State University and the Development of an Instrument for Comparing Goals among Selected Groups." Unpublished Master's thesis, Michigan State University, 1960.
- Ketchum, Frances N. "A Study of Homemakers' Values as Reflected in Time Used for Family and Personal Activities." Unpublished Master's thesis, Michigan State University, East Lansing, Michigan, 1961.
- Kohlmann, Eleanore L. "Development of an Instrument to Determine Values of Homemakers." Unpublished Doctoral dissertation, Iowa State University, 1961.
- Prior, Faith. "The Female School Dropout: A Study of Some Aspects of Her Marriage and Family Management." Unpublished Master's thesis, University of Vermont, 1964.
- Schomaker, Peggy K. "Financial Decision-Making as Reported by 100 Farm Families in Michigan." Unpublished Doctoral dissertation, Michigan State University, 1961.
- Stevens, Chandlee Lloyd. "Aspirations of Married Student Husbands and their Wives." Unpublished Master's thesis, Michigan State University, 1964.

APPENDIX

611 Kipling Blvd.
Lansing, Michigan
April 4, 1966

I am working on a project for the Department of Home Economics at Michigan State University, and hope at some future date to be able to develop a program which would be helpful to young ladies the age of your daughter,

In order to carry out this project I need to contact your daughter to find out what activities and interests concern young women at this particular stage in life.

Your assistance in helping me contact her will be greatly appreciated. Enclosed is a self-addressed post card which only need be dropped in the mail after you have printed on it her name, address and phone number.

Thank you for your help.

Sincerely yours,

Sally Aughinbaugh

Married

Respondent No. _____

1. Birthdate of husband?
2. Last school grade husband completed?
3. What kind of work does your husband do?
4. If unemployed, what did he do before?
5. How long has he had this job?
6. Do you know whether your husband's yearly income is
 - Under 3,000
 - 3,000 to 5,000
 - 5,000 to 7,000
 - Over 7,000

Answer: _____

7. How did you meet your husband?
 8. How long did you know your husband before you married him? _____
 9. How long did you date? _____
 10. At what age did you first date? _____
 11. How many brothers and sisters did you have in your family?
 - Brothers _____ Sisters _____
 12. What type of work did your father do when you were in high school? _____
 13. Do you know whether your father's yearly income was
 - Under 3,000
 - 3,000 to 5,000
 - 5,000 to 7,000
 - Over 7,000
- Answer _____
14. Were your parents pleased at your marriage? _____
 15. Were your husband's parents pleased about the marriage?
 - _____
 16. Were your parents ever divorced? _____

17. Have you been divorced? _____

If so, when? _____

Remarried? _____

When? _____

18. Do you and your husband belong to a Church _____

Which one? _____

19. Do you attend Church regularly? _____

20. Do you take part in Church activities? _____

21. Do you belong to any clubs or groups? _____

Which ones? _____

22. Did you work before marriage? _____

23. Part time or full time? _____

24. What did you do? _____

25. Do you work now that you are married? _____

26. What kind of work do you do? _____

27. What is your weekly take home pay? _____

28. How many children do you have? _____

29. Why did you decide not to finish high school? _____

Didn't enjoy school

Saw no use for the subjects taught

Not doing well in subjects

Wanted to get a job

Needed at home

Wanted to get married

Already married

Choose 3 answers which were the most important reasons for leaving school.

1. _____

2. _____

3. _____

Unmarried

Respondent No. _____

1. How many brothers and sisters do you have?
 Brothers _____ Sisters _____
2. What type of work did your father do when you were in high school? _____
3. Do you know whether your father's yearly income was
 Under 3,000
 3,000 to 5,000
 5,000 to 7,000
 Over 7,000
4. What kind of work do you do? _____
5. Do you know whether your yearly income is
 Under 3,000
 3,000 to 5,000
 5,000 to 7,000
 Over 7,000
6. Were your parents ever divorced? _____
7. Do you belong to a Church? _____
 Which one? _____
8. Do you attend church regularly? _____
9. Do you take part in church activities? _____
10. Do you belong to any clubs or groups? _____
 Which ones? _____
11. Why did you decide not to finish high school?
 Didn't enjoy school
 Saw no use for the subjects taught
 Not doing well in subjects
 Wanted to get a job
 Needed at home
 Wanted to get married

 Choose 3 answers which were the most important reasons for leaving school.
 1. _____
 2. _____
 3. _____

PERSONAL --ASPIRATIONS AND FEARS

Concerned with SELF and/or FAMILY

OWN PERSONAL CHARACTER

Col. 1

Col. 7

1. Emotional stability and maturity - peace of mind, mental health and wellbeing; sense of humor, understanding of others, etc.; harmonious life.
2. Be a normal, decent person, leading a quiet life, harming no one.
3. Self-development or improvement - opportunity for independence of thought and action, for following through with own interests; further study; reading for non-leisure purposes; no "rut".
4. Acceptance by others - recognition of my status by others; to be liked, respected or loved (exception: where reference is restricted to family or marriage, code under Co. 4-1).
5. Achieve sense of my own personal worth - self-satisfaction; feeling of accomplishment; lead a purposeful life. (Note: recognition by self as contrasted to recognition by others.)

1. Emotional instability and immaturity - lack of peace of mind; of mental health or wellbeing; no sense of humor or understanding of others, etc.; life in disharmony.
2. Become anti-social; take to crime.
3. No self-development or improvement - getting in a "rut"; no opportunity for independence of thought and action, for following through with own interests; no further study or reading, etc.
4. Not be accepted by others - no recognition of my status by others; not be liked, respected or loved (exception: where mention is restricted to family or marriage, code under Col. 9-5).
5. No sense of personal worth - feel personally inadequate; unable to achieve aspirations as to occupation or role in life; feel worthless; have no purpose in life.

- | | | | |
|----|--|----|--|
| 6. | <u>Resolution of one's own religious,
spiritual or ethical problems.</u> | 6. | <u>To be a person without character.</u> |
| 7. | <u>To lead a disciplined life.</u> | 7. | <u>Miscellaneous worries and fears
regarding one's own personal
character.</u> |
| 8. | <u>Miscellaneous aspirations regarding one's
own personal character.</u> | | |
| Y. | Nothing to code in this column. | Y. | Nothing to code in this column. |

PERSONAL -- ASPIRATIONS AND FEARS

Concerned with SELF and/or FAMILY

PERSONAL ECONOMIC SITUATION

____ Col. 2

____ Col. 8

- | | |
|---|---|
| <p>1. <u>Improved or decent standard of living for self or family; sufficient money to live better or to live decently; freedom from debt; make ends meet; relief from poverty; not suffer want, hunger, etc.</u></p> <p>3. Have <u>own business</u>; ability to increase or expand one's business.</p> <p>4. Have <u>own land or own farm</u>.</p> <p>5. Have <u>own house</u>, apartment or garden; or get better ones.</p> <p>6. Have <u>modern conveniences</u>, such as a car, bathroom, fine or new furniture, fine clothes, large appliances such as washing machine, radio, television, etc.</p> <p>7. Have <u>wealth</u> - money to do anything I/we wish.</p> | <p>1. <u>Deterioration in or inadequate standard of living for self or family; not sufficient money to live better or to live decently; debt; poverty; suffer want, hunger, etc.</u></p> <p>3. <u>Miscellaneous worries and fears having to do with the economic situation of self or family.</u></p> |
|---|---|

8. Miscellaneous aspirations having to do
with economic situation of self or
family.

Y. Nothing to code in this column.

PERSONAL -- ASPIRATIONS AND FEARS

Concerned with SELF and/or FAMILY

JOB OR WORK SITUATION

Col. 3

Col. 8 (Con'd)

1. Good job, congenial work for self, spouse or other family member; independence in choice of occupation; pleasant, interesting job or work situation; chance of advancement.
2. Employment - steady work for self, spouse or other family member.
3. Success in one's work for self, spouse or other family member; make a contribution to one's field.
5. Miscellaneous aspirations regarding job or work situation
6. Poor job, uncongenial work for self, spouse or other family member; no independence in choice of occupation; unpleasant, uninteresting job or work situation; no chance for advancement.
7. Unemployment - no steady work for self, spouse or other family member; inability to find or hold a job; unable to work because of sickness or old age.
8. Failure in one's work for self, spouse or other family member; contribute little or nothing to one's field.
9. Miscellaneous worries and fears regarding job or work situation.
- Y. Nothing to code in this column.

OTHER REFERENCES TO "SELF"

_____ Col. 3 (Cont'd)

_____ Col. 9

- | | |
|---|---|
| <p>7. One's own <u>health</u> - continued or regained health (physical or mental) for <u>self</u>; strength to enjoy life.</p> <p>8. <u>Happy old age</u> - long and happy life; peaceful, pleasant, secure old age.</p> <p>9. <u>Recreation, travel, leisure time</u>; sports, reading for pleasure, etc.</p> <p>0. <u>Miscellaneous aspirations</u> involving other references to "self."</p> | <p>1. <u>Ill health, accident, death or continued illness</u> (physical or mental) for <u>self</u>; no strength to enjoy life.</p> <p>2. <u>To be dependent on others.</u></p> <p>3. <u>Miscellaneous worries and fears</u> involving other references to "self."</p> |
|---|---|

Y. Nothing to code in this column.

PERSONAL -- ASPIRATIONS AND FEARS

Concerned with SELF and/or FAMILY

OTHER REFERENCES TO FAMILY

Col. 4

Col. 9 (Cont'd)

1. Happy family life - happy marriage; pleasant home; love within family, have a (good) husband or wife; have children.
2. Relatives - concern for spouse, children, parents or other relatives; be close to them; keep them together or get them together again; help or take care of them; live up to their expectations.
3. Health of family - continued good health or improved health (physical or mental) for members of family
4. Children - adequate opportunities for them (including education); children themselves do well, be happy, successful.
5. Miscellaneous aspirations regarding family
5. No or unhappy family life - no husband, wife or children; no marriage or unhappy marriage; no home or unhappy home; no love within family.
6. Relatives - separation from (or abandonment by) spouse, children, parents or other relative; not to be able to help or take care of them; not to live up to their expectations.
7. Ill health, accident, death or continued poor health (physical or mental) for members of family.
8. Children - inadequate opportunities for them (including education); children themselves do poorly, be unhappy, unsuccessful.
0. Miscellaneous worries and fears regarding family.
- Y. Nothing to code in this column.

PERSONAL -- ASPIRATIONS AND FEARS

Concerned about OTHER PEOPLE, COMMUNITY OR NATION

POLITICAL

____ Col. 4 (Cont'd)

7. Freedom, including specifically freedom of speech, of religion, of occupation, of movement, etc.

____ Col. 10

1. Lack of freedom, including specifically lack of freedom of speech, of religion, of occupation, or movement, etc.

8. Miscellaneous aspirations having to do with the political situation.

2. No improvement in present government; fear present government will continue.

3. Political instability; chaos; confusion; lack of internal peace; civil war; etc.

Y. Nothing to code in this column.

4. Miscellaneous worries and fears having to do with the political situation.

101

GENERAL ECONOMIC SITUATION

____ Col. 5

1. Economic stability (in general); freedom from inflation; fair prices.

____ Col. 10 (Cont'd)

7. Economic instability (in general); inflation; unfair or high prices.

2. Miscellaneous economic aspirations
not restricted to self or family

8. Deterioration in or inadequate standard
of living for nation or group (not
restricted to self or family) -
people unable to live decently;
poverty; want, hunger, etc.

0. Miscellaneous economic worries and
fears not restricted to self or
family.

Y. Nothing to code in this column.

PERSONAL -- ASPIRATIONS AND FEARS

Concerned about OTHER PEOPLE, COMMUNITY OR NATION

SOCIAL

Col. 5 (Cont'd)

Col. 11

5. Social justice - greater equality in the treatment, benefits and opportunities afforded all elements of the population, irrespective of race, color, class, caste, religion, etc.; integration; fairer distribution of wealth; elimination of discrimination or exploitation.
6. Future generations - better prospects and opportunities. (Note: if restricted to "own children", code under Col. 4-4.)
7. Social security, including pensions, annuities, etc.
8. Miscellaneous aspirations having to do with the social situation.
- Y. Nothing to code in this column.
1. Social injustice; continued inequality in the treatment, benefits and opportunities afforded various elements of the population; discrimination or exploitation based on race, color, class, caste, religion, etc.; continuing unfair distribution of wealth.
2. Future generations - no better prospects or worse prospects; no opportunities. (Note: if restricted to "own children", code under Col. 9-8.)
3. No social security; no pensions, annuities, etc.
4. Miscellaneous worries and fears having to do with the social situation.

RELIGION, MORALITY, PUBLIC SERVICE

____ Col. 6

____ Col. 11 (Cont'd)

- | | |
|--|---|
| <p>1. <u>Desire to be useful to others; ability and opportunity to serve the people, community, nation, world; or to hold public office.</u></p> <p>2. <u>Miscellaneous aspirations having to do with public service or with religion or morality where the reference is not restricted to self or family.</u></p> | <p>7. <u>Not to be useful to others; not to serve the people, community, nation, world.</u></p> <p>8. <u>Spiritual, ethical, moral or religious disintegration; deterioration, or complacency on the part of society.</u></p> <p>9. <u>Miscellaneous worries and fears having to do with public service or with religion or morality where the reference is not restricted to self or family.</u></p> |
|--|---|
- Y. Nothing to code in this column.

PERSONAL -- ASPIRATIONS AND FEARS

Concerned about INTERNATIONAL SITUATION and WORLD

Col. 6 (Cont'd)

Col. 12

- | | |
|--|--|
| 5. <u>Peace</u> - maintenance of; no war;
no threat of war. | 1. <u>War</u> ; nuclear war; living in fear of
war. |
| 6. <u>Better world</u> - more international
cooperation; countries working
together; more international
understanding and responsibility;
relaxation of international ten-
sions; stronger U.N.; world
government. | 2. <u>Militarism and armaments</u> ; misuse of
<u>nuclear energy</u> ; fallout from
nuclear tests. |
| 7. <u>Miscellaneous aspirations</u> having
to do with the international or
world situation. | 3. <u>Threat, aggression, domination or
conquests by Russia, Communist
China, Cuba, or other Communist
power</u> ; become a Communist satellite. |
| | 4. <u>Miscellaneous worries and fears</u> having
to do with the international or world
situation. |

GENERAL

Col. 6 (Cont'd)

Col. 12 (Cont'd)

- | | |
|--|--|
| 9. <u>Maintain status quo</u> (in general); per-
son is happy with things as they
are now. | 7. <u>Can't think of any fears or worries.</u> |
|--|--|

0. Miscellaneous aspirations that do not
fit under any of the preceding
categories.

X. Don't know; no answer
Y. Nothing to code in this column.

8. Miscellaneous worries and fears that
do not fit under any of the preced-
ing categories.

X. Don't know; no answer.
Y. Nothing to code in this column.

MICHIGAN STATE UNIV. LIBRARIES



31293007056009