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FAIRCLOTH, ANN HORNE. Economic Aspects of a Selected Group of Tenth and Eleventh Grade Dropouts. (1968) Directed by: Dr. Jane H. Crow. 54 pp.

This study of a group of selected tenth and eleventh grade dropouts had as objectives: to determine occupational classification and job remuneration, to identify self-interpreted reasons for dropping out of school, to determine whether and what training had been received, to identify relationships that seemed to exist between amount of schooling and further training and income change, to determine whether these dropouts believed that lack of a high school diploma had limited them, and to determine whether there had been a high incidence of these school dropouts in the economically deprived areas of their home community.

Ninety-one per cent of the males and 67 per cent of the females were employed at the time of interview. Highest incidences of employment were in machine trades, clerical and sales, and in miscellaneous occupations. Seventy-five per cent of the respondents had held three or more principal jobs since the initial drop out (approximately three years).

The income for each respondent for 1967 was calculated on the basis of what he had acquired and what was projected for the remainder of the year. This ranged from zero to \$5,720. In general, the female received lower wages than the male. More than one-half of the married respondents who had worked during the year had spouses who were also employed. No respondent had an income as high as \$7,000, but three had a family income this high or higher. Approximately one-half of the combined incomes came within the \$5,000 to \$6,999 range. More than one-

half of the female respondents had incomes below \$3,000, while over 60 per cent of the male incomes ranged from \$3,000 to \$4,999.

Self-interpreted reasons for dropping out of school differed among male and female respondents. Male respondents indicated school-connected reasons, whereas females gave reasons relating to marriage and pregnancy.

Among the male subjects, the average wage increased after additional training was received, and those who had achieved a high school equivalency certificate had the largest incomes. Among the females this did not hold true, possibly because several of these had not worked the full year.

The greatest limitations to employment were envisioned by the dropouts to be types of jobs available and job advancement. Pay increases was the factor least frequently mentioned.

Over one-half of the respondents resided, at the time of initial drop out, in an area which included the seven most blighted neighborhoods in the city.

James H. [Signature]
Director

ECONOMIC ASPECTS OF A SELECTED GROUP OF
TENTH AND ELEVENTH GRADE DROPOUTS

This thesis has been approved by the following committee of the
Faculty of the Graduate School of the University of North Carolina at
Greensboro, Greensboro, North Carolina.

Ann Horne Faircloth

A Thesis Submitted to
The Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Home Economics

Greensboro
1968

Approved by

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APPROVAL SHEET

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CHAPTER I

INTRODUCTION

The plight of high school dropouts has caused many people who are involved with them to be concerned; these include economists, employers, and personnel of schools and employment agencies. This researcher, as a youth counselor with the North Carolina State Employment Security Commission, has talked with many dropouts who were having difficulty getting jobs which were economically remunerative enough to maintain a level of living above that of poverty.

Since age 16 is the end of compulsory education in most states, dropouts usually leave school at about this age, and once out of school may seek employment, utilizing the services of the state employment agency. It has been estimated that between 1965 and 1975, there will be approximately thirty million young men and women seeking first jobs, and that eight million of these will be dropouts.⁽³⁸⁾ Observations of this researcher indicate that on the first visit to an employment agency, dropouts may be undecided about types of jobs they want, uninformed about calibre of jobs they are qualified for, and unaware of what is available to them. Statements commonly made are "I'll take anything I can get," and "I can learn to do anything." But when jobs such as delivery boy (riding a bicycle), babysitter, or bus boy are suggested, most applicants refuse to apply either because of the service-type labor

involved or the low pay. Usually they are not aware or fail to comprehend the limited opportunities for undereducated teenagers in today's world of work.

Many recent dropouts visit the local employment office frequently-- even as often as three or four times a week. Others, easily discouraged or not really interested in work, make fewer and less frequent visits. After a while, those really needing or wanting work may find it necessary to take second-choice jobs. It has been observed by this researcher in dealing with dropouts seeking employment that some are placed on jobs by family friends, relatives, or employment agencies, some return to school, and others remain unemployed for a long time.

After dropouts have been out of school for a while and have had some work experience, they may realize the need for additional schooling. Some go to night school either to complete requirements for a high school diploma or to get training in a specific trade.

Frequent contact with school dropouts had evoked the following questions: What kinds of jobs do high school dropouts secure? What remuneration do they receive? What are their interpretations of reasons for dropping out of school? Have they had further education and/or training since dropping out? If training has been received, has it been used to get a higher paying job? Do dropouts think that not having a high school diploma has limited them in securing employment, types of jobs available to them, initial earnings, wage increases, and job advancement?

This includes persons who never actually enrolled in the eleventh grade.

Statement of the Problem

The objectives of this study were: (1) to determine the occupational classification and job remuneration of a selected group of high school dropouts; (2) to identify reasons why these subjects dropped out of school, according to their interpretations; (3) to determine what further education or training, if any, has been received by the group of dropouts; (4) to identify relationships that seem to exist between amount of schooling and further training and income change; (5) to determine whether these dropouts believe that lack of a high school diploma has limited them in areas such as: (a) obtaining employment, (b) types of jobs available to them, (c) initial wages, (d) pay increases, and (e) job advancement; and (6) to determine whether there has been a high incidence of these school dropouts in the economically deprived areas of their home community.

Definitions of Terms Used

Terms used in this study were defined as follows:

Dropout: A person who left school by his decision with no plans to return to the same high school nor to transfer to another school.

Tenth-grade dropout: A person who was promoted to the tenth grade but who left school before being promoted to the eleventh. This includes persons who never actually enrolled in the tenth grade.

Eleventh-grade dropout: A person who was promoted to the eleventh grade but who left school before being promoted to the twelfth grade. This includes persons who never actually enrolled in the eleventh grade.

Economically deprived areas of Fayetteville: Those blocks with over 60 per cent of housing units deteriorating or dilapidated as defined in NEIGHBORHOOD ANALYSIS, FAYETTEVILLE, NORTH CAROLINA.⁽¹⁾

Deteriorating housing: That which needs repair beyond that entailed in regular maintenance. It has one or more defects that must be corrected if it is to continue to provide adequate and safe shelter.⁽¹⁾

Dilapidated housing: That which is unfit for human habitation. It may be of inadequate original construction; it may have so many lesser defects as to require extensive repair or rebuilding; or it may have one or more defects of a critical nature.⁽¹⁾

Poverty level income (according to the Office of Economic Opportunity):⁽³²⁾

Non-farm

1 person	\$1,500
2 persons	\$2,000
3-7 persons	\$2,000 + \$500 each beyond 2
Over 7 persons	\$5,000

Farm

1 person	\$1,090
2 persons	\$1,400
3 persons	\$1,750
4 persons	\$2,000
5 persons	\$2,400
6 persons	\$2,800
7 persons	\$3,150
Over 7 persons	\$3,500

High School Equivalency Test: The General Educational Development Test, whether given when the person was in the Armed Forces or when a civilian.

Categories of work (according to DICTIONARY OF OCCUPATIONAL TITLES, third edition):⁽⁴⁾

Professional, Technical, and Managerial occupations concerned with the theoretical or practical aspects of such fields of human endeavor as art, science, et. al. . . . Most of these occupations require substantial educational preparation (usually at the university, junior college, or technical institute level).

Clerical and Sales includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information, and influencing customers in favor of a commodity or service.

Service occupations includes those concerned with performing tasks in and around private households; serving individuals in institutions and commercial and other establishments; and protecting the public against crime, fire, accidents and acts of war.

Processing occupations includes occupations concerned with refining, mixing, compounding, chemically treating, heat treating, or similarly working materials and products. Knowledge of a process and adherence to formulas or other specifications are required to some degree.

Machine trade occupations includes occupations concerned with feeding, tending, operating, controlling, and setting up machines to cut, bore, mill, abrade, print, and similarly work such materials as metal, paper, wood, and stone. . . . Disassembly, repair, reassembly, installation, and maintenance of machines and mechanical equipment, and weaving, knitting, spinning, and similarly working textiles are included in this category.

Bench work occupations includes occupations concerned with the use of body members, hand-tools, and bench machines to fit, grind, carve, mold, paint, sew, assemble, inspect, repair, and similarly work relatively small objects and materials, such as jewelry, phonographs, light bulbs, musical instruments, tires, foot-wear, potter, and garments.

Structural work occupations are concerned with fabricating, erecting, installing, paving, painting, repairing, and similarly working structures or structural parts, such as bridges, buildings, roads, motor vehicles, cables, airplane engines, girders, plates, and frames. The work generally occurs outside a factory or shop environment, except for factory production line occupations.

Miscellaneous occupations includes occupations concerned with transportation services; packaging and warehousing; utilities,

amusement, recreation, and motion picture services; mining and logging; graphic arts; and various miscellaneous activities.

Fundamentals Learning Laboratory: The programmed instruction made available by the Department of Community Colleges to enable any adult with at least a second grade reading level to complete high school or prepare to enter a specialized field.⁽²²⁾

Apprenticeship Training: Training received in skilled crafts or trades by the young worker. It includes both on and off the job instruction and experience under the direction of the Bureau of Apprenticeship and Training of the United States Department of Labor's Manpower Administration.⁽²⁹⁾

Sheltered Workshop: The Cumberland Sheltered Workshop or other such workshop established to provide "vocational evaluation, work adjustment, job training, and employment for severely handicapped persons."⁽²¹⁾

Income: The estimated annual income of respondents for 1967 based on income at the time of interview with anticipated continuance at this rate for the remainder of the year.

Employed: Those working on a full-time job at the time of interview.

Principal Job: Includes full-time jobs for which a salary was received. This eliminates activities such as occasional babysitting, lawnmowing, and paper delivery jobs.

Combined Income: Total income of respondent and spouse.

CHAPTER II

REVIEW OF RELATED LITERATURE

Figures from the United States Office of Education revealed that the 1966 national dropout rate was about 35 per cent--a decrease from 49 per cent in 1949. In 1950, for the first time, more people graduated from high school than dropped out.⁽¹⁶⁾ During the 1960's approximately 26 million young people were expected to enter the labor market, 30 per cent of whom were expected to be dropouts.⁽³⁾ On the other hand, the number of 16 to 21 year old graduates in the labor market increased by two million between 1959 and 1965. Because of the population increase and the increasing tendency of young people to remain in school, the dropout rate is lower and the number of dropouts in the labor market has declined.⁽⁹⁾ Consequently, the more educated persons can qualify for the more remunerative jobs, and the high school dropout is likely to be the last in line to get the diminishing number of low-skilled jobs. The dropout can expect to earn an average of \$50,000 less over a lifetime than a high school graduate.⁽²⁰⁾

United States Department of Labor studies indicated that approximately 350,000 persons dropped out of school between January and October of 1961, and in 1962, the unemployment rate for these persons was 27 per cent.⁽¹⁸⁾ In 1963 the teenage unemployment rate was triple the overall unemployment rate, and for high school dropouts, it was more than 25 per cent, or double the teenage jobless rate.⁽¹⁴⁾ In October of

1964 the unemployment rate for those who had dropped out of school during the year prior to this date was 18 per cent for males and 36 per cent for females.⁽⁶⁾ For those who had dropped out during the twelve month period prior to October, 1964, the unemployment rate was over 20 per cent.⁽⁹⁾

Research concerning high school dropouts over 18 years of age reports somewhat lower unemployment rates. For example, the unemployment rate for this group in March of 1962 was 8.2 per cent; in March of 1964, 7.3 per cent, in March of 1965, 7.4 per cent; and in March of 1966, it was 5.3 per cent. One of the important findings of the March, 1966 survey on the educational attainment of the labor force was the substantial over-the-year decline in unemployment among high school dropouts aged 18 and above.⁽⁸⁾

Among the 10.1 million 16-24 year old persons in the labor force in October, 1964, 31 per cent had achieved less than a high school diploma as compared to 40 per cent in 1959. The continued growth of the economy and the increase in the job opportunities made possible by programs of the Office of Economic Opportunity Act of 1964 have resulted in a reduction in the unemployment rate for both graduates and dropouts--the only exception being non-white dropouts.⁽⁹⁾

Automation has affected jobs so that the labor market for the uneducated and the unskilled continues to steadily shrink. Dropouts are likely to be the last employed and the first to be laid off.⁽¹⁴⁾ A Southern California electronics manufacturer stated that until recently, all required of a job applicant was the ability to sign his name and

find his way to the time clock, but that now he must have a high school diploma. In the early years of this century, a dropout was not considered so disadvantaged as now; about 90 per cent of the working population were people who lacked a high school diploma. At that time it was relatively easy to move from a school situation to a work situation since more than half of the available jobs called for unskilled labor. But in 1964, unskilled occupations constituted only 17 per cent of the work positions in the labor market, and this figure is expected to decrease to five per cent by 1970. Moreover, at the turn of the century, machines did five per cent of our work, but by 1964, this figure had increased to 96 per cent. "Machines displace some 4,000 jobs in this country every week."⁽¹¹⁾

An example of how technological change has affected employment possibilities was cited in the August 11, 1962 issue of BUSINESS WEEK.⁽¹³⁾ In the Lockheed Aircraft Corporation plant in Burbank, California, a personnel manager made a study of jobs to find the ones that had remained unchanged since World War II. He found only a few assembly-line jobs and janitor. "Rosie the Riveter has long been replaced by Andrew the Assembler, who must know riveting, drilling, countersinking, and a mixed batch of other techniques."

On the other hand, Dr. A. J. Joffe, director of the manpower and population program in Columbia University's Bureau of Applied Research, stated that data indicate the number of jobs that dropouts can do is increasing faster than the number of dropouts. He stated that since there are many jobs the dropout can do the unemployment rate among this group must be due to something other than lack of capacity. For example,

with the large labor force, employers can choose the better educated for jobs that could possibly be handled by dropouts.⁽²⁰⁾

In the Armed Forces the dropout is at a disadvantage also. A Marine Corps study indicated that those who completed high school before enlistment had a higher success rate than dropouts, and those who completed their education while in service had a higher success rate than those who did not.⁽⁵⁾

Peek stated that the dropout rate in North Carolina is even greater than for the nation as a whole, although North Carolina is narrowing the gap. For example, in 1948, North Carolina had a dropout rate of 17.9 per cent above the national average. By 1960, the margin had narrowed to 10.6 per cent, and by 1966, to approximately four per cent above the national average. In Cumberland County, where this study was conducted, 1822 persons graduated from high school in 1966, indicating a dropout rate of 31.1 per cent, which was approximately three per cent below the national dropout rate.⁽³²⁾

Figures published in SCHOOL DROPOUTS: A WASTE WE CANNOT AFFORD⁽²⁵⁾ showed that the greatest percentage of withdrawals of potential 1963 graduates in North Carolina occurred at the tenth grade level, followed closely by an almost equal percentage at the eleventh grade level. Of the dropout total, some 40 per cent withdrew at the age of sixteen.

During the 1962-63 school term, some 1,162,193 students were enrolled in the public schools of North Carolina. Of this number 24,489 dropped out before the end of the school year, representing about 2.1 per cent of the total school population or about 6.5 per cent of the

high school population. Reasons for withdrawal according to teacher registers were as follows:⁽²⁴⁾

	Per cent
Compulsory age	40.9
Work permit	3.8
Deceased	1.3
Physical or mental disability	7.9
Correctional institution	3.8
Armed forces	2.7
Marriage	11.7
Pupil dismissal	5.0
Unknown	22.5

Occupational Classification and Job Remuneration

Harold Kastner⁽¹¹⁾ stated that most dropouts encounter immediate difficulty in finding employment. Since many jobs have become obsolete due to automation much training is required for many jobs available to young people. The occupations commonly found by the employed dropouts are those which require the least amount of education. One study revealed that the occupations included the factory worker, waitress, sales worker, and laborer. He further stated that the "dropout is the last to be hired; the first to be fired; the one to be unemployed the longest; and the person least able to adapt to changing occupational requirements.

The United States Department of Labor in October, 1961 conducted a survey of the employment status of June, 1961 graduates and of dropouts who would have graduated then if they had stayed in school. The survey found that the unemployment rate for the dropouts was 27 per cent as compared to 18 per cent for the graduates. Thirty-five per cent of the male graduates were working as laborers, while 45 per cent of the male dropouts were working at this level. Women dropouts held jobs primarily

as factory workers, service workers, and in other unskilled occupations while almost two-thirds of the female graduates held clerical and kindred jobs.⁽³⁴⁾

A Bureau of Labor Statistics survey of a group of dropouts⁽¹⁴⁾ pointed out that nearly 30 per cent had jobs waiting when they left school, and that over one-half looked for jobs after leaving school. For most of these dropouts, a job--either full or part-time--was found within four weeks after they started looking. About 13 per cent looked for as long as 13 weeks before securing employment. Among the female dropouts, about 25 per cent did not look for work. This study, which was conducted in 1963, indicated that two-thirds of the males, both graduates and dropouts, obtained first jobs in the blue-collar occupations. Among the other males, graduates were more likely than dropouts to get white collar jobs whereas dropouts were more likely to get work as farm laborers. This study pointed out that for females, a high school diploma definitely opens doors since many traditionally female occupations, usually clerical, require a high school diploma for entry. Sixty per cent of the women graduates obtained clerical jobs as first employment. This was about four times greater than the proportion of dropouts who secured first employment of this type. Initial jobs of the majority of the female dropouts were service workers (42 per cent) and operatives (25 per cent).

In another study reported by the Department of Labor in 1965, the proportion of 1965 male graduates who were white-collar workers or craftsmen was twice as large as the proportion of dropouts of the same year in these occupations. In this case, the dropout was at a

disadvantage because of age, being younger, as well as lacking education. Young men who left school in 1964, whose age was about the same as recent graduates and who had one year of experience in the work force, still had an unemployment rate twice that of the 1965 graduates.⁽⁹⁾

Saleem and Miller's report on studies of dropouts gave much insight into the problems of the dropout and the labor market. The sample of 120 people was equally divided between male and female and between welfare recipients and non-recipients. Of these, only 41 boys and 46 girls were located and interviewed. Subjects of this sample had all dropped out of Syracuse, New York schools during the 1959-60 school year. It included only those who did not complete the twelfth grade and who did not transfer to another school. The interviewing was done in the spring and summer of 1962, approximately two years after the subjects had left school. Results of this study indicated that perhaps the generally poor occupational position of the dropout is not that he cannot find a job but that only low-level jobs are available to him. The jobs held were usually as unskilled workers (17 per cent), or laborers (20 per cent). Of every ten jobs, six paid no more than \$1.50 an hour and only two paid more than \$1.75 per hour. Perhaps the boy dropout may not have been so handicapped by his lack of education as was the girl dropout. Her unemployment rate was five times more than that of all girls ages 18-22 and she was much less frequently employed in clerical positions. Girls had jobs as service workers (usually food service) in restaurants and hospitals (38 per cent), as operatives (21 per cent), and as clerical workers (21 per cent). Conclusions drawn from the study

indicated that the type of job secured was generally limited with respect to advancement opportunities; many jobs were closed to dropouts; most dropouts did not have serious difficulty finding work; and boy dropouts did not seem to have been as handicapped by their aborted education as girl dropouts.⁽⁴⁰⁾

Other research supports the disadvantage of female dropouts in the labor market. Bernice Moore stated that the female's educational attainment had double importance because it somewhat determines her ability to contribute to the family income and may have some effect on the future development and well-being of her children. A study including 13,000 high school youth in Texas revealed that children whose mothers had at least a high school education were more effective in school, in association with peers, and in attitudes toward others, themselves, and their families than were children whose mothers had received less than a high school education.⁽¹²⁾

A study of girl dropouts in eight states conducted by the California Association of Future Homemakers of America found that 46 per cent had never been gainfully employed. Girls who had worked held such jobs as waitress and carhop. Figures reported in 1966 indicated that nearly half the nation's million dropouts a year are girls, who for the most part, are capable of doing school work. Usually girl dropouts "read better, fail subjects less often, repeat grades less frequently and even have higher IQ's than many boys who stay in school."⁽¹⁵⁾

French and Cardon, in Pennsylvania during the 1964-65 school term, conducted a study of 125 male and 85 female high-ability dropouts and a

like number of persisters with similar intelligence, neighborhood, and grade level. When questioned about the occupations in which they expected to be engaged in as careers, 20 per cent of the male persisters and 43 per cent of the male dropouts anticipated a career as a skilled worker or foreman; 59 per cent of the persisters and 22 per cent of the dropouts anticipated a professional job.⁽³⁵⁾

The 1967 STATISTICAL ABSTRACT reported that among 16-21 year old dropouts in 1966, 0.7 per cent were employed in the professional, technical and kindred area, 1.3 per cent were included in the managerial (other than farm) occupations, 6.5 per cent were employed in clerical and kindred jobs, and 2.0 per cent had sales jobs. Craftsmen, foremen, and kindred workers constituted 8.2 per cent, 38.8 per cent were operatives and kindred workers, 14.4 per cent were service workers, except private household, and 14.3 per cent were laborers, except farm and mine.

The Department of Labor predicts that the most rapid increases in job opportunities will occur in occupations requiring the most schooling, e.g., professional and technical, while (with the exception of service workers) workers in occupations with the lowest levels of educational attainment will be competing for jobs which are increasing at a slower rate or even declining.⁽⁸⁾ During the ten years between 1965 and 1975 white collar jobs will grow more than twice as fast as manual jobs. Within the white collar group the most rapid increase will be in professional and technical jobs; this group may grow twice as rapidly (54 per cent) as the average for all workers. Requirements for clerical workers are also expected to increase rapidly, rising by nearly two-thirds and sales workers by nearly one-third. The demand for managers and

officials is expected to rise about one-fourth between 1964 and 1975. Among the blue-collar workers, the most rapid increase in requirements will be for craftsmen (more than one-fourth), operatives, (one-seventh), and little change is expected in the demand for laborers.⁽¹⁹⁾

Office machine operators, chemists, engineering and science technicians, engineers, registered professional nurses, business machine servicemen, and draftsmen are some of the occupations which are expected to grow much more rapidly than the 26 per cent increase in requirements for all workers. On the other hand, requirements are expected to decline for such workers as farm laborers, bakers, composers, and typesetters.⁽¹⁹⁾

An advantage of the high school diploma is shown in the beginning salaries for first jobs. A 1963 Bureau of Labor Statistics study showed that two-fifths of the graduates earned \$60 to \$70 per week, whereas only one-fifth of the dropouts earned this amount. The proportion of graduates who earned \$80 per week was also double that of the dropouts. About one-fourth of the dropouts earned less than \$40 per week on first jobs. On the average, women earned less than men. The proportion of female dropouts who earned less than \$40 per week on the first job was double that of the graduates and one-fifth of the dropouts earned \$50 or more per week on first jobs as compared to one-half of the graduates. Wage differential showed up markedly between the dropout and graduate who obtained jobs in the same occupational group. About half the male dropouts who were operatives earned less than \$40 a week, compared to one-fourth of the graduates. Among female clerical workers, about twice as many dropouts as graduates earned less than \$50 per week.⁽¹⁴⁾

Plunkett's report of a United States Department of Labor national study indicated that graduates were likely to earn considerably more than dropouts. Among the boys of this study, only three per cent of the graduates were earning less than \$40 a week, compared with 15 per cent of the dropouts. Half of the female graduates were earning \$50 or more a week as compared with about one-sixth of the girl dropouts.⁽³⁹⁾

The NORTH CAROLINA PUBLIC SCHOOL BULLETIN reported that in 1966 one in four male dropouts earned less than \$40 a week at the first full-time job and about one-half earned as much as \$50 a week. The 1966 family income for half of the United States families headed by a dropout was \$5,300 a year as compared to \$10,600 for families headed by a college graduate.⁽²⁴⁾ Hamel reported that the median income of persons 14 years old and over with one to three years of high school in 1965 was \$4,100 for men and \$1,167 for women, while the median income for high school graduates was \$5,828 for men and \$2,338 for women.⁽⁸⁾

Fallington's study of graduates and dropouts of 1963, 1964, and 1965 of Alexander County, Illinois indicated that a larger percentage of graduates than dropouts had full-time employment, sought higher education and entered the Armed Forces. In this study none of the dropouts had sought higher education.⁽³⁶⁾

Bogan's report of a Department of Labor study indicated that school dropouts were more likely than graduates to be unemployed and looking for work. The unemployment rate for the 16-21 year old dropout in October, 1964, at 17 per cent, was half again as high as for high school graduates. Among both graduates and dropouts, unemployment was inversely related to age, but for each age group, the dropout had higher rates of unemployment.⁽⁶⁾

Reasons for Dropping Out

Gillingham's study⁽³⁷⁾ of 5,000 students from grades seven through ten in Dade County, Florida suggested that the general reason for dropping out was disinterest in school. Plunkett's study⁽³⁹⁾ of 4,000 dropouts indicated that 18 per cent of the males and 32 per cent of the females left school because of adverse school experiences. Twenty-seven per cent of the females left because of marriage, and 25 per cent of the males left to work. Only four per cent of the females and six per cent of the males admitted that they dropped out because they reached their sixteenth birthday. Bell's⁽⁷⁾ investigation of 10,858 students who had left school before graduation indicated reasons for dropping out as follows: economic reasons (54 per cent), lack of interest in school (24 per cent), feeling of completion before graduation (13 per cent), poor health (three per cent), and marriage (three per cent).

A 1958 Bureau of Labor Statistics study of 22,000 school dropouts pointed out that 38 per cent of the male and 31 per cent of the female dropouts listed adverse school experiences as the prime reason for leaving school. Among the girls the next highest percentage was marriage at 24 per cent, and for males "to go to work" with 25 per cent.⁽⁷⁾

Results of a 1963 Bureau of Labor Statistics study indicated that approximately one-half of the male dropouts left school for school-connected reasons, such as lack of interest in school, poor grades, and difficulties with school personnel. About one-fourth stated they left for economic reasons such as unemployment or inadequate income in the family. Among the females, 40 per cent gave reasons of marriage or pregnancy, and 26 per cent gave school-connected reasons.⁽¹⁴⁾

A study of 73 female dropouts in Port Angeles, Washington cited as the major reasons for dropping out the following: to get married, no interest in school, and pregnancy. These dropouts had not been active in co-curricular activities. The eleventh grade was the most vulnerable stage for this group of dropouts.(17)

Training of Dropouts

Conference papers of the National Committee for Children and Youth pointed out that dropouts were less likely to seek further training to improve their employability than were unemployed high school graduates. Data indicated that since most dropouts leave school before vocational education is obtained, they are not so well prepared to enter the labor market as are graduates. Once in the labor market the dropout still has difficulty qualifying for training since educational level achieved is usually a factor in determining who can receive training. In many cases the educational requirements for entering training programs is rising. To be specific, the United Association of Plumbers and Steamfitters has a five-year apprenticeship program. In addition to on-the-job training, one is required to attend night classes to obtain instruction in basic science, trigonometry, thermodynamics, drafting, and practical engineering. Other examples are that a school diploma is now required for entrance into most technical institutions and junior colleges where training in such areas as auto mechanics and radio and television repair may be obtained.(23)

Approximately 40 per cent of the boys and 70 per cent of the girls in the study reported by Saleem and Miller received some type of further

training after dropping out. Most of this training was in night school, but other sources were business or trade school, day school, the Armed Forces, on the job, and correspondence courses. About one-half of all dropouts had plans for further training of some type.⁽⁴⁰⁾ A desire for self-help was indicated by the dropouts in the French and Cardon study. Only 13 men and 16 women did not plan to enroll in some educational activity.⁽³⁵⁾

Further Training and Income Change

The September, 1967 edition of BRIEF reported a study conducted in Connecticut which included vocational school graduates in seven fields of vocational education. Results indicated that 19.8 per cent continued in school, 11.1 per cent entered the Armed Forces, and 81.9 per cent entered the occupations for which they had been trained. The mean average increase in hourly pay was \$1.91.⁽²⁶⁾

Characteristics of Dropouts

Six of every ten dropouts in the Miller and Saleem study were living in the worst areas of the city at the time they left school. This was true for 87 per cent of all non-whites and 47 per cent of the whites; there were no significant differences between boys and girls.⁽³⁸⁾

Of the 5,000 students in Gillingham's study, 74 per cent of the dropouts were retarded in one or more grades. The average dropout was a poor reader and his scholastic aptitude level was low. He did not work after school and did not participate in extra-curricular activities. He came from a low socio-economic area, usually from a broken home, and usually his parents were not well educated.⁽³⁷⁾

Hickman conducted a study in 1966 to compare two groups of students--an experimental group which had stayed in school to the senior year and a control group which had completed the tenth grade of school. The estimated cash income for the fathers of persisters ranged from \$2,500 to \$6,000 and for the fathers of dropouts, the range was \$2,000 to \$5,000. Approximately one-half of the persisters and one-third of the dropouts were from home-owner families. Seventy-five per cent of the persisters and 83 per cent of the dropouts found it necessary to hold part-time jobs. The persisters reported they worked an average of 21 hours per week whereas the dropouts reported working an average of 31 hours per week.⁽³¹⁾

Strum's study conducted in a small town in North Carolina indicated that more of the persistent students than dropouts responded that they participated in the social activities of the school. More dropouts than persistent students were enrolled in the general curriculum, while more persistent students than dropouts were enrolled in the academic and commercial courses. Lower school costs would have kept 25 per cent of the dropouts in school, but higher costs would have caused only seven per cent of the persistent students to drop out of school.⁽³³⁾

The Maryland survey reported by Williams in 1963 indicated that most dropouts were fairly normal youths, with 49.8 per cent being average or above average in intelligence, 70 per cent living with both parents, and 79 per cent not considered serious behavior problems by family and school personnel.⁽⁷⁾ Reports of the National Committee for Children and Youth and others indicated that a large proportion of dropouts had IQ's sufficient to finish high school but that as many as 20-25 per cent

of the superior students leave school before graduation.⁽²⁴⁾ A recent Department of Health, Education, and Welfare report of studies including approximately 21,500 high school dropouts in various parts of the United States showed that 61 per cent had IQ's of 90 or more on the Stanford Binet test and 11 per cent of these were 110 or above. Another 20 per cent were included in the 80-90 range. Consequently, more than 80 per cent were capable of high school and post-high school work.⁽²⁸⁾

CHAPTER III

PROCEDURE

Source and Collection of Data

The population included in this study was obtained by pulling both active and inactive application cards from the youth files (ages 16-21) of the Fayetteville local office of the North Carolina Employment Security Commission. The cards contained basic information for contacting applicants and other facts such as education, age, job history, and marital status. An attempt was made to contact all persons, but when it was ascertained that some did not conform to restrictions of the study, they were dropped. Additional data were collected from eligible applicants by interview using the schedule which appears in Appendix B.

Some interviews were held in the Employment Security Commission office, some in subjects' homes, and others in the homes of their relatives. Most of the respondents were a bit wary when they were approached, but agreed to answer the questions once the study had been explained.

Restrictions

Subjects for this study were restricted to tenth and eleventh grade dropouts of either Fayetteville Senior High School or Alexander Graham Junior High School who made an initial application for employment with the Fayetteville local office of the North Carolina Employment

Security Commission between January 1, 1964 and December 31, 1966. Only those persons who left school of their own will, after being promoted to the tenth grade and before completing requirements for the twelfth grade, were included. Moreover, subjects must have dropped out after December 31, 1961 and before January 1, 1967, and at the time interviewed, they must have lived within a fifty-mile radius of Fayetteville, North Carolina.

Treatment of the Data

As soon as all persons had been interviewed, data were coded and tables were prepared. In cases where feasible, totals, percentages, ranges, and averages were calculated and reported. The fact that the population was limited to people who had applied for work with the Employment Security Commission precluded making inferences to other populations. Since the study was restricted to dropouts who resided at the time of interview within a fifty-mile radius of the community, no information was recorded on those who had moved from this locality.

CHAPTER IV

FINDINGS

Description of Population

A search of the youth files of the Fayetteville office of the North Carolina Employment Security Commission for high school dropouts yielded 45 names of persons who appeared to be eligible for this study. Only 22 of these applicants, however, proved to be eligible under the restrictions set forth; of these, nine were female and 13 were male.

Among the ineligible, nine had moved beyond the fifty-mile radius, one person had completed the eleventh grade, one person had completed high school, and one person was serving a prison sentence. Eleven people had marked their cards to indicate completion of the ninth grade, when in fact, they had completed only the eighth.

Subjects ranged in age from 16 to 22 years. The longest period of time anyone had been out of school was five years and the shortest time was one year. The average span of time between initial leaving of school and the interview for males was three years and three months; for females, two years and seven months. Seven subjects were single, 13 were married, one was divorced, and one was separated from spouse.

School records were not used in this study, but at least two members of the group were mentally retarded, as determined by tests conducted by the Vocational Rehabilitation Administration. Both persons were unemployed at the time of the interview, but one later enrolled in the Cumberland Sheltered Workshop.

Fifteen subjects had completed the ninth grade before the initial drop out and seven had completed the tenth grade. Two people had dropped out of school three times; three had dropped out twice; and 17 had dropped out only once. When asked reasons for returning to school after leaving once or twice, responses such as the following were received: "I wanted an education," "My parents (or other relatives) wanted me to return to school," and "I could not find a job." Slightly over one-fifth of the respondents dropped out after completing junior high school (ninth grade) and before entering senior high school. Two-thirds of the respondents were enrolled in senior high school but had not completed the eleventh grade when they dropped out of school initially.

Occupational Classification

The largest number of employed subjects found in any occupational classification was in machine trades. The next largest incidence was in clerical and sales and in miscellaneous occupations (Table 1).

Male

Of the 13 males interviewed, 91 per cent were employed on full-time jobs; the others were seeking employment. One had a job classified as managerial, and one was working in the clerical and sales area. Approximately one-third held jobs in the machine trades area, and almost that many were employed in jobs classified as miscellaneous (Table 1).

Female

Of the nine females interviewed, 67 per cent were employed at the time of the interview. Of these, one-third were working in clerical and

sales jobs and the same proportion held jobs in machine trades. Of the others, 11 per cent were seeking employment and 22 per cent were home-makers (Table 1).

TABLE 1
CURRENT EMPLOYMENT OF RESPONDENTS

Employment Classification	Male	Female	Total
Professional, technical, and managerial	1	0	1
Clerical and sales	1	2	3
Service	0	1	1
Processing	1	0	1
Machine trades	4	2	6
Bench work	0	1	1
Structural work	1	0	1
Miscellaneous	3	0	3

Principal Jobs and Jobs Held Longest

Since the time of initial dropout, approximately 75 per cent of the respondents had held three or more principal jobs. Types of employment held longest as shown in Table 2 were in clerical and sales, machine trades, and service occupations. The miscellaneous jobs held by respondents included bagger, automobile service station attendant, and light truck driver.

TABLE 2

OCCUPATION ENGAGED IN FOR LONGEST PERIOD OF TIME

Occupation	Male	Female	Total
Professional, technical, and managerial	1	0	1
Clerical and sales	1	3	4
Service	0	4	4
Machine trades	2	2	4
Structural work	3	0	3
Miscellaneous	6	0	6

Job Remuneration

The range of individual incomes for 1967 for all respondents was zero to \$5,720. In general, the female received lower wages than the male. Among the 15 married respondents who had worked at least part of the year, eight had spouses who were also working. Of the two-income couples, five respondents were females with employed spouses and three were male respondents with working wives. Combined incomes of respondent and spouse ranged from \$3,328 to \$8,152 (Appendix C).

Even though no respondent had income as high as \$7,000, three families with combined incomes did achieve this or a higher level. Approximately one-half of the combined incomes came within the \$5,000 to \$6,999 range. No female respondent had an income as high as \$5,000. In fact, the income range for employed female respondents was \$1,171 to \$3,952; whereas, that for the male was \$300 to \$5,720 as shown in Appendix C.

Over 60 per cent of the incomes of male respondents ranged from \$3,000 to \$4,999. Of the three male respondents with incomes below \$3,000, two had worked only part of the year. Over one-half of the females received incomes below \$3,000 (Table 3).

TABLE 3
FREQUENCY OF INDIVIDUAL AND COMBINED (RESPONDENT
AND SPOUSE) INCOME

Income	Male	Female	Combined
Below \$3,000	3	5	1
\$3,000 to \$4,999	8	4	4
\$5,000 to \$6,999	2	0	7
\$7,000 and over	0	0	3

Of all respondents employed at the time of interview, two (females) had incomes within the poverty range. However, both were married, and the combined incomes of husband and wife placed both families well above the poverty level.

Self-Interpreted Reasons for Dropping Out of School

Reasons stated for dropping out of school were different for males and females (Table 4). Approximately one-half of the male respondents indicated school-connected reasons such as lack of interest and failing as the primary reason for dropping out of school. The others listed economic problems as reasons for leaving school. With the exception of one person who quit school to live with relatives in

in another state, the females all gave reasons relating to marriage or pregnancy (Table 4).

TABLE 4

PRIMARY REASONS FOR DROPPING OUT OF SCHOOL

Reasons	Male	Female	Total
Lack of interest	6	0	6
Barely passing grades	0	0	0
Inability to do work	0	0	0
Failing	2	0	2
Lack of finances for school	1	0	1
Needed to help support family	4	0	4
Necessary to support self	0	0	0
Pregnancy	0	1	1
Marriage	0	7	7
Went to live with out-of-state relatives	0	1	1

Education and/or Training ReceivedCourses Taken Before Dropping Out

Approximately 68 per cent of the dropouts had registered for either one or two courses cited as an aid to employment as listed below:

Number of courses taken	Frequency
None	2
One	8
Two	7
Three	4
Four	0
Five	1

Only two persons indicated that they had not taken any courses in school prior to dropping out that would help them to secure a job.

Subjects taken prior to dropping out that were most frequently mentioned as being helpful when seeking jobs were typing and industrial arts as shown in the following listing:

Subject	Frequency
Typing	16
Shorthand	2
Bookkeeping	1
Business arithmetic	5
Industrial arts	10

Training Received Since Dropping Out

Twelve persons had received additional education or training since their most recent dropout, as follows:

Training	Frequency
Occupational training	6
Learning laboratory	3
Apprenticeship	1
Manpower Development and Training Act	1
Returned to high school	1

Of the six people who had received occupational training, two had been sent to regional training centers sponsored by employers; one had received training in the military services, one in the Job Corps, one at a school for the mentally retarded, and one at a technical institute.

Only four of the 22 subjects had received a high school equivalency certificate since dropping out of school. Of these, two had studied in a learning laboratory before taking the General Educational Development test and the other two had taken the General Educational Development test while serving in the Armed Forces.

Relation of Amount of Education or Training
and Remuneration

From information available, there appeared to be some relationship between further training and wages as shown in Table 5. Clearcut increase in average income occurred for all ninth grade dropouts and for male dropouts at that grade level who had later received some training or a high school equivalency certificate. The average income for ninth grade male dropouts who had not received additional training was \$2,899; for those who had received some training, it was \$3,549, and for those who had received a high school equivalency certificate, \$4,082.

Average income rose for female tenth grade dropouts who had received some additional training. The average income of ninth grade female respondents who had received no training was \$1,456; that of the female tenth grade dropouts with no additional training was \$2,993. The only ninth grade female respondent who had received training was a mentally retarded girl who had been trained for nurse aide work by the Vocational Rehabilitation Administration but who could not secure employment (Table 5).

TABLE 5

AVERAGE INCOMES OF ALL DROPOUTS WITH AND WITHOUT TRAINING

Grade Completed		No Training		Some Training		High School Equivalency	
		Number	Average Income	Number	Average Income	Number	Average Income
Male:	Ninth	5	\$2,899	7	\$3,549*	4	\$4,082
	Tenth	0	--	1	\$3,536	0	--
Female:	Ninth	2	\$1,456	1	X	0	--
	Tenth	3	\$2,993*	1	\$2,650	2	\$2,250*
All drop-outs	Ninth	7	\$3,051	8	\$3,549*X	4	\$4,082
	Tenth	3	\$2,993*	2	\$3,093	2	\$2,250*

* One person worked only part of the year.

X One person was unemployed at the time of interview.

Employment Limitations of the Dropouts (Self-Evaluated)

The greatest limitations to employment of the dropouts were envisioned by respondents to be types of jobs available and job advancement (Table 6). Slightly more than half of the subjects thought that not having a high school diploma had limited them as far as starting salary for jobs, and one-half of the respondents thought that not having a diploma had limited them in getting a job. Fewest respondents viewed pay increases as being limited due to their dropping out of school. Several expressed the opinion that raises were granted for quality of work rather than educational background. The females expressed more frequently than the males limitations in getting a job; whereas, the males indicated a limitation in starting salary more frequently than females. Males more than females expressed limitation in types of jobs available to them and in job advancement.

TABLE 6

SELF-EVALUATED EMPLOYMENT LIMITATIONS

Limitation	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Getting a job	6	46	5	56	11	50
Types of jobs available	9	69	5	56	14	64
Starting salary	9	69	3	33	12	54
Pay increases	4	30	3	33	7	32
Job advancement	8	62	5	56	13	59

Area of Residence at Time of Initial Dropout

Approximately 55 per cent of the respondents lived, at the time they dropped out of school, in "Area A" of Fayetteville, which according to NEIGHBORHOOD ANALYSIS, FAYETTEVILLE, NORTH CAROLINA, included the seven most blighted neighborhoods in the city. In this area almost one-half of the housing units were deteriorating or dilapidated, lacked adequate plumbing facilities, and had a high incidence of overcrowding, refuse, storage deficiencies, privies, rubbish piles, and renter occupancy--with a \$37 average monthly rental. It was an area in which streets were excessively narrow and were usually unpaved and was the location of almost 90 per cent of the major crimes of violence and juvenile delinquent arrests in the city. Approximately 80 per cent of the illegitimate births and venereal disease treatments in 1961 were among persons residing in this area of the city.⁽¹⁾ About 20 per cent of the subjects lived in neighborhoods considered least blighted (Area B) in which only nine per cent of the housing units were deteriorating or dilapidated, the average value of owner-occupied units was about \$17,000, and in which no or nominal amounts of overcrowding, crime, delinquency, illegitimacy and venereal disease occurred.⁽¹⁾ Almost ten per cent of the respondents lived in neighborhoods classified as "in-between" as far as blight and other related characteristics are concerned.⁽¹⁾ The remaining subjects lived on the military reservation of Fort Bragg, but had attended Fayetteville Schools since that military reservation had no junior or senior high school (Appendix D).

Comparison of Results to Other Studies

Results of the present study are comparable to those reported by the Department of Labor^(9, 15) Saleem and Miller,⁽⁴¹⁾ and the United States Bureau of the Census⁽³⁾ in that a high percentage of dropouts held blue collar jobs. Also, findings of this study and the studies of Plunkett⁽⁴⁰⁾ and Perrella⁽¹⁵⁾ indicated that females averaged lower wages than males.

Research concerning reasons for dropping out of school reported herein^(40, 7, 15) and the present study indicated that males and females gave different reasons for dropping out of school. In most instances, males gave school-connected reasons and females listed reasons relating to marriage or pregnancy.

The study reported by Saleem and Miller⁽⁴¹⁾ indicated that 40 per cent of the boys and 70 per cent of the girls had received training after dropping out of school. In this study, it was learned that 54 per cent of the respondents had received education and/or training after dropping out of school the final time.

Approximately 55 per cent of the subjects of this study lived, at the time they dropped out of school, in an area of Fayetteville which included the seven most blighted neighborhoods in the city. This fact compares to the Saleem and Miller study⁽⁴¹⁾ in which 60 per cent of the respondents were living in the worst areas of Syracuse when they left school.

Approximately 23 per cent of the subjects of this study were not employed at the time of interview, and this is comparable to unemployment rates reported by Department of Labor research.^(19, 13, 6, 9)

Even when hired for a job within the same occupational group, according to Department of Labor economists,⁽¹⁵⁾ the dropout may be paid less than a high school graduate. More than one-half of the respondents of this study believed that they would have been paid more for performing the same job had they secured a high school education.

CHAPTER V

SUMMARY AND SUGGESTIONS FOR FURTHER STUDY

Summary

This was a study of a group of tenth and eleventh grade dropouts of either Fayetteville Senior High or Alexander Graham Junior High School who made an initial application for employment with the Fayetteville office of the North Carolina Employment Security Commission between January 1, 1964 and December 31, 1966 and who left school of their own will after December 31, 1961 and before January 1, 1967. Objectives of this study were to determine occupational classification and job remuneration, to identify self-evaluated reasons for dropping out of school, to determine whether and what further education or training were received, to identify relationships that seemed to exist between amount of schooling and further training and income change, to determine whether these dropouts believed that lack of a high school diploma has limited them in areas such as (1) obtaining employment, (2) types of jobs available to them, (3) initial wages, (4) pay increases, (5) job advancement, and to determine whether there was a high incidence of the dropouts in economically deprived areas of their home community.

Data collection was by interview of 22 subjects, nine female and 13 male, of whom seven were single and 13 were married. Ages ranged from 16 to 22 years. The average span of time between initial dropout and the interview was three years and three months for the males and two years and seven months for the females.

Fifteen of the subjects were tenth grade dropouts and seven were eleventh grade dropouts. Seventeen of the respondents had dropped out once, three had dropped out twice, and two had dropped out three times.

Ninety-one per cent of the males and 67 per cent of the females were employed at the time of interview. The largest number of them were working in jobs classified as machine trades. The next largest incidence was in both clerical and sales and in miscellaneous occupations.

Seventy-five per cent of the respondents had held three or more principal jobs since the initial drop out. They had held jobs in the clerical and sales, machine trades, and service occupations.

The income for each respondent for 1967 was calculated on the basis of what he had acquired and what was projected for the remainder of the year. This ranged from zero to \$5,720. In general, the female received lower wages than the male. More than one-half of the married respondents who had worked during the year had spouses who were also employed.

No respondent had an income as high as \$7,000, but three had a family income this high or higher. Approximately one-half of the combined incomes came within the \$5,000 to \$6,999 range. More than one-half of the female respondents had incomes below \$3,000, while over 60 per cent of the male incomes ranged from \$3,000 to \$4,999.

Self-interpreted reasons for dropping out differed among male and female respondents. About one-half of the male respondents indicated school-connected reasons such as failing or lack of interest as the primary reason for terminating school attendance, but the majority of the females gave reasons relating to marriage and pregnancy.

Ninety per cent of the respondents stated that certain courses taken prior to dropping out of school were helpful in securing employment. Of the courses cited as an aid to employment, typing and industrial arts were most frequently mentioned.

Twelve of the respondents had received additional education or training after dropping out; six of these had received occupational training. Only four of the 22 subjects had received a high school equivalency certificate, and two of these achieved this while serving in the Armed Forces.

Among the male subjects, the average wage increased after additional training was received, and those who had achieved a high school equivalency certificate had the largest incomes. Among the females this did not hold true, possibly because several of these had not worked the full year.

The greatest limitations to employment were envisioned by the dropouts to be types of jobs available and job advancement. Pay increases was the factor least frequently mentioned. Several persons expressed the opinion that raises were granted for quality of work rather than educational background.

Approximately 55 per cent of the respondents resided, at the time of initial drop out, in an area of Fayetteville which included the seven most blighted neighborhoods in the city. About 20 per cent of the subjects lived in neighborhoods considered least blighted, and almost 10 per cent lived in neighborhoods classified as "in-between" as far as blight and other related characteristics are concerned. The

and great need to stimulate research in the field of human development.

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There is a growing realization that the study of human development is a complex task which requires the use of a variety of methods and techniques. The study of human development is a complex task which requires the use of a variety of methods and techniques.

REFERENCES

The study of human development is a complex task which requires the use of a variety of methods and techniques. The study of human development is a complex task which requires the use of a variety of methods and techniques.

remaining subjects lived in the military community of Fort Bragg and commuted to Fayetteville schools.

Suggestions for Further Study

To obtain a more complete picture of the occupational groups that today's youth are entering and the remuneration received, a longitudinal study might be made of a larger group of subjects consisting of dropouts and a control group of high school graduates of the same ages. This study might be continued by collecting pertinent data from the same subjects at five year intervals to provide insight into whether the wage gap for the two groups would remain steady or change in range.

It is recommended that further study be undertaken to determine which jobs do not actually require a high school diploma and to develop some system of attracting the less-educated youth to these jobs and employers to such young people.

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APPENDIXES

APPENDIX A

DATA SHEET

Name _____ Sex _____
 Address _____

 Date of birth _____
 Telephone number _____
 Marital Status _____
 _____ married
 _____ single
 _____ widowed
 _____ divorced
 _____ separated

Sex
 _____ Male
 _____ Female

Highest grade completed
 _____ 9
 _____ 10
 _____ Other

Name of school attended
 _____ Alexander Graham Junior High
 _____ Fayetteville Senior High
 _____ Other

Dates attended _____

Date of contact _____

Job title _____
 Job description _____

 Length of time on job _____
 How many dependents do you
 (your spouse) have?
 _____ 1
 _____ 2
 _____ 3
 _____ 4
 _____ 5
 _____ 6
 _____ More than 7

APPENDIX B

INTERVIEW SCHEDULE

No. _____

Name _____

1. Are you working now?

____ Yes

____ No

____ Part-time

____ Other

2. Where do you work?

3. What is the name of your job?

4. What are the duties of your job?

5. How much money do you expect to make this year? (1967)

_____ Wages

_____ Spouse's wages

_____ Other income

_____ Total income

6. What is the occupation you have been engaged in for the longest period of time since dropping out of school the first time?

7. What are three principal jobs you have had since leaving school?

Job title _____

7. (Continued)

Job description _____

Wages _____

Length of time on job _____

* * * *

Job title _____

Job description _____

Wages _____

Length of time on job _____

* * * *

Job title _____

Job description _____

Wages _____

Length of time on job _____

8. How many dependents do you (your spouse) have?

____ 1

____ 2

____ 3

____ 4

____ 5

____ 6

____ 7

____ More than 7

9. How are these dependents related to you or your spouse?

	Own	Spouse
<input type="checkbox"/> Self		
<input checked="" type="checkbox"/> Children	xx	xx
<input checked="" type="checkbox"/> Spouse	xx	xx
<input type="checkbox"/> Parents		
<input type="checkbox"/> Siblings		
<input type="checkbox"/> Other relatives		
<input type="checkbox"/> Friends		
<input type="checkbox"/> Other		

10. What financial obligation do you have to the house (apartment) you live in?

☐ Buying
☐ Renting
☐ Other

11. Do you live with friends or relatives?

☐ Yes
☐ No

If so, whom? _____

12. Where did you live when you left school initially?

Neighborhood

<input type="checkbox"/> 1	<input type="checkbox"/> 12
<input type="checkbox"/> 2	<input type="checkbox"/> 13
<input type="checkbox"/> 3	<input type="checkbox"/> 14
<input type="checkbox"/> 4	<input type="checkbox"/> 15
<input type="checkbox"/> 5	<input type="checkbox"/> 16
<input type="checkbox"/> 6	<input type="checkbox"/> 17
<input type="checkbox"/> 7	<input type="checkbox"/> 18
<input type="checkbox"/> 8	<input type="checkbox"/> 19
<input type="checkbox"/> 9	<input type="checkbox"/> 20
<input type="checkbox"/> 10	<input type="checkbox"/> CBD
<input type="checkbox"/> 11	<input type="checkbox"/> Other

13. Where were you going to school when you dropped out the first time?

☐ Alexander Graham
☐ Fayetteville Senior High
☐ Other

14. What was the last grade you completed before dropping out the first time?

☐ 9
☐ 10
☐ Other

15. How many times have you dropped out of public school?

☐ 1
☐ 2
☐ 3
☐ More than 3

If more than once, why did you go back to school?

16. How long has it been since you left school the first time?
- _____
- _____

17. Why did you drop out of school initially?

☐ Lack of interest
☐ Barely passing grades
☐ Inability to do work
☐ Failing
☐ Lack of finances for school
☐ Needed to help support family
☐ Necessary to support self
☐ Pregnancy
☐ To get married
☐ Other

18. Which of these was the main reason you dropped out?
- _____

19. What courses did you take in public school (before dropping out initially) that would help you in getting a job?

- ☐ Personal typing
- ☐ Typing I
- ☐ Typing II
- ☐ Shorthand I
- ☐ Shorthand II
- ☐ Bookkeeping I
- ☐ Bookkeeping II
- ☐ Business arithmetic
- ☐ Cooperative office occupations
- ☐ Distributive Education I
- ☐ Distributive Education II
- ☐ Office practice and business machines
- ☐ Mechanical drawing
- ☐ Industrial arts
- ☐ Other

20. Have you received your high school diploma since leaving high school?

- ☐ Yes
- ☐ No
- ☐ Pending
- ☐ Planned
- ☐ Not planned

If so, how did you get it?

- ☐ Learning laboratory
- ☐ Equivalency test (not military)
- ☐ Equivalency test (military)
- ☐ Public high school
- ☐ Other

21. Have you had any training or education since leaving school?

- ☐ Yes
- ☐ No
- ☐ Not completed
- ☐ Planned
- ☐ Other

21. (Continued)

If so, what type?

- ☐ Adult education
- ☐ Learning laboratory
- ☐ Occupational training
- ☐ Apprenticeship
- ☐ M.D.T.A.
- ☐ Other

22. Where did you take this training or education?

- ☐ Industrial education center
- ☐ Community college
- ☐ Technical institute
- ☐ Private school
- ☐ Military services
- ☐ Job Corps
- ☐ Military school
- ☐ Penal institution
- ☐ Public high school
- ☐ Company training center
- ☐ Sheltered workshop
- ☐ Other

23. Have you changed your occupation since training?

- ☐ Yes
- ☐ No
- ☐ Planned
- ☐ Not planned

24. Have you changed jobs since training?

- ☐ Yes
- ☐ No
- ☐ Planned
- ☐ Not planned

25. Did your wages change as a result of training?

- ☐ Yes
- ☐ No
- ☐ Expected
- ☐ Not expected

26. Do you think that not having a high school education has limited you in any of the following ways?

Getting a job

☐ Yes
☐ No
☐ Perhaps

Types of jobs available

☐ Yes
☐ No
☐ Perhaps

Starting salary

☐ Yes
☐ No
☐ Perhaps

Pay increases

☐ Yes
☐ No
☐ Perhaps

Job advancement

☐ Yes
☐ No
☐ Perhaps

* Showed part of the year.

* Unemployed, dependent upon parents or spouse

* Mentally retarded.

* Separated or divorced from spouse.

* Married.

APPENDIX C

INDIVIDUAL AND COMBINED (RESPONDENT AND SPOUSE) INCOME

Subject Number	Individual		Combined	Number Dependent on Income
	Male	Female		
1		\$3,328	\$8,008	3
2		3,640 ^x	3,640	2
3		1,386 [*]	6,586	2
4		1,171 [*]	7,171	4
5-		2,650 [*]	--	1
6-		-- ^{+,o}	--	0
7-	300 ^{*,o,+}		--	0
8	\$5,460		5,460	3
9	5,720		5,720	2
10	3,120		3,120	2
11-	1,700 [*]		--	1
12-	3,432		--	1
13	3,120		5,820	2
14	3,536		6,448	2
15		-- ⁺	3,328	2
16	3,536		6,448	3
17		2,912	6,240	3
18	2,704 ^x		2,704	2
19-	3,640		--	1
20	3,016		3,016	3
21		3,952	8,152	3
22-	3,588		--	1

* Worked part of the year.

+ Unemployed, dependent upon parents or spouse

o Mentally retarded.

x Separated or divorced from spouse.

- Unmarried.

APPENDIX D

AREA OF RESIDENCE AT TIME OF INITIAL DROP OUT

Area A		Area B		In-Between		Fort Bragg	
Cumberland Street	1	Rosehill Road	1	Ramsey Street	1		3
Blount Street	1	Eutaw	1	Massey Hill	1		
Coop Spring Street	1	Fort Bragg Road	1				
Campbelton	7	DeVane Street	1				
CBD	2	Owen Drive	1				
Total	12		5		2		3