AN ANDROGOGICAL PROGRAM FOR EARLY SCHOOL LEAVERS AT AN INNER CITY SCHOOL IN AN URBAN AREA

A DISSERTATION

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TABLE OF CONTENTS

CHAPTER	••••••••••••••••••••••••••••••••••••••	£
	ACKNOWLEDGMENT	J
	LIST OF TABLES	i
1	INTRODUCTION	1
	Statement of the Problem	1
	Statement of Purpose	2
	Significance of the Study	3
	Background	4
2	LITERATURE SURVEY	9
	Factors Contributing to Leaving School	C
	Factors Used to Predict Dropping Out . 1	7
	Programs Initiated	5
	Summary	1
3	RESEARCH DESIGN	4
	Setting	4
	Subjects	4
	Instruments	5
	Procedure	5
	Curriculum	4
	Statistics	6

TABLE OF CONTENTS (cont.)

CHAPTEI	R	PAGE
4	PRESENTATION AND ANALYSIS OF DATA	48
5	SUMMARY AND CONCLUSIONS	54
	Summary	54
	Conclusions	56
	Recommendations	63
	REFERENCES	66
	REFERENCE NOTES	75
	APPENDIX A	76
	APPENDIX B	110

LIST OF TABLES

TABLE .		ξE
1	SCHOOL DISTRICT ENROLLMENT BY GRADE FROM 1970 TO 1978 FOR GRADES 8 TO 12	6
2	DATA ON STUDENT POPULATION	9

CHAPTER I

INTRODUCTION

Every year in the United States approximately one million youngsters drop out of high school. Most never return to get the high school diploma (Grant, 1975). This was forecast when Thompson and Nelson (1963) stated that in the decade of the 1970's one out of every three ninth graders would decide not to complete his education. It is expected that many of these students will be candidates for adult basic education, continuing education or technical training programs at some future time or perhaps even when they decide to leave school.

Many of these individuals will recognize the need for some form of educational program or some program to acquire appropriate employment credentials when they learn some of the employment statistics by first hand experience. For example, the unemployment rate for male high school dropouts is over twice as high as the rate for male high school graduates (Michelotti, 1974). Also, according to Thompson and Nelson (1963) high school graduates are more than three times as likely to have white collar jobs than dropouts.

Statement of the Problem. During the first quarter of

the 1978-1979 school year one hundred twenty-two (122) of the ninth grade students at an inner city school in a North Texas urban area failed three or more of their courses due to missing more than twenty-five percent (25%) of the scheduled class meetings. This type of attendance continued during the second quarter.

There seems to be a relationship between the number of students who fail due to non attendance of classes and the number of students who do not show up in school the following year (Moritz, 1977).

An effort was made to show these individuals how to attend school with some degree of success in order to aid them to remain in high school and receive their high school diploma.

<u>Statement of Purpose</u>. The purpose of this study was to develop, describe, implement and validate within the current framework of the traditional high school and without any additional expense, an alternative to the adopted program of studies based on androgogical principles. The program was directed toward ninth grade students at an inner city high school in a North Texas urban area who were failing because of non attendance. The program was designed to encourage the ninth grade non-attenders to return to school and allow them to experience some degree of success in their school work.

Significance of the study. Public education is failing for a large number of youngsters due to the fact that they are not attending school often enough to successfully complete any coursework. These individuals will eventually cease to attend and will, most likely, be relegated to the status of unskilled or semiskilled jobs, if they are employable at all (Thompson & Nelson, 1963).

Many efforts have been made and much money has been spent to study various aspects of the education of our children, but the dropout and failure rate has not been decreased (Grant, 1975). One would hope that something could be done to direct some of these individuals into a situation where they could and would further their education.

Young people who have chosen to withdraw from school before graduation have chosen for themselves the roles of adults in our society, perhaps before we are ready to assign these rights and responsibilities to them, with all of the rights and responsibilities that accompany these roles. Perhaps, then we need to investigate some of the techniques of education suggested by James R. Kidd (1973) and Malcom Knowles (1970) for use with these young people rather than the techniques generally employed in the traditional high school. For example, Kidd (1973) discusses ways in which adults differ from children and how their

educational experiences might differ. The conclusion seems to be that while children may be treated differently in the educational program from adults this is generally not appropriate. After a discussion of the ways in which adults should be taught he concludes with a quotation from Knowles (1970) which states "when you get right down to it, that's the way the education of children should be, too." This statement is making reference to the term andragogy which he says is "based upon the insight that the deepest need an adult has is to be treated as an adult, to be treated as a self directed person and to be treated with respect. Andragogy is student centered and problem oriented."

<u>Background</u>. In Texas, students are required to attend high school or some type of approved educational program until they either graduate from high school or become seventeen years of age (Texas Legislature, Note 5). In addition, most school districts have a minimum attendance figure for a student to receive credit in a course. The figures for most school districts in Texas range from seventy-five to ninety percent of the class meetings each quarter (Dallas Independent School District, Note 3). The process of taking a student's parents to court for not requiring their child to attend school on a regular basis requires about four months and many man hours of work before the case can be placed on a court docket. It is not possible for large

urban school districts to go through all of the required due process procedures and prosecute more than a small percent of the parents of truant students (Daniels, Note 4). The result is that many students cease their high school education before their seventeenth birthday. Little is done to get them back in school other than an occasional phone call from the attendance clerk for the purpose of informing the parents that their child was not in school on a given day.

The enrollment of a particular class in school drops dramatically between the ninth and tenth grade year (Superintendent's, Note 2). Table I shows the enrollment for grades eight through twelve since 1970 for the school district studied. One can see the decline in enrollment for the various grades as they progressed through school. The enrollment in the tenth grade at a given time is much less than the ninth grade enrollment for the previous year. It can be seen that the drop in enrollment is larger between the ninth and tenth year than for any other year. Many of the students who enroll as ninth graders simply do not come back to school as tenth graders.

At the inner city school being studied, during the fall quarter of 1978, one hundred twenty-two (122) of four hundred eighty-six (486) students in the ninth grade failed three or more of the courses that they were taking due to missing more than twenty-five percent (25%) of the scheduled

TABLE I

SCHOOL DISTRICT ENROLLMENT BY GRADE FROM 1970 TO 1978 FOR GRADES 8 TO 12

SCHOOL YEAR	8th	9th	10t1	h 11t	h	12th
1970-1971	14,031	13,876	12,12	20 11,1	10	9,450
DROPS	2	417 1	,449	1,011	2,029	9
1971-1972	12,454	13,614	12,43	27 11,1	L09	9,081
DROPS	- :	562 1	,607	1,238	1,693	2
1972-1973	12,222	13,016	12,00	07 11,1	189	9,417
DROPS	- 4	431 1	L,770	1,459	1,99	1
1973-1974	12,068	12,653	11,2	46 10,5	548	9,198
DROPS	-2,	747 1	L,474	1,426	2,61	7
1974-1975	11,570	14,815	11,1	79 9,2	280	7,391
DROPS	-2,2	257 2	2,745	1,192	1,42	5
1975-1976	11,694	13,827	12,0	61 9,9	987	8,395
DROPS	- !	531 2	2,049	1,855	1,77	7
1976-1977	11,470	12,225	11,7	78 10,2	206	8,210
DROPS	-1,2	246 1	L,391	1,718	1,81	3
1977-1978	11,092	12,716	10,8	34 10,0	069	8,393

class meetings. This figure is slightly over twenty-five percent (25%) of the number of students enrolled. Not included in this figure is the number of students who failed courses for other reasons such as not performing work that was up to the standard set by the teacher in the particular class (Permanent, Note I).

School records reveal that the ninth grade students at other similarly situated high schools are not different (Permanent, Note 6). Another high school in the same vicinity has about the same percentages. Schools in more affluent areas have a slightly lower dropout rate and those in less affluent areas have a slightly higher dropout rate.

The ninth grade seems to be the critical point in the student's education. In the tenth, eleventh and twelfth grades the number of students failing courses due to attendance is very low and the enrollment is lower by about the number who failed as ninth graders for lack of attendance (Superintendent's, Note 2).

Two factors appear most in studies of the reasons students leave high school before graduation. They are a feeling that the teachers and other school personnel really do not care about the problems and welfare of the particular individual and the self image of the student (Whiteside & Merriman, 1976). In one study, two out of three dropouts interviewed testified that they had never perceived any of

their teachers as being their friend and one-third of the school leavers insisted that none of their teachers had been supportive or concerned about their particular problems (Cervantes, 1965).

Whiteside and Merriman (1976) indicate that concern or care expressed for students by their teachers fosters a good feeling and aids the student in developing a desire to stay in school. In Mount Orab, Ohio, potential school dropouts were given extra attention and the opportunity to demonstrate their autonomy and imagination. The results were highly positive (How to Handle Dropouts, 1973). An experimental program in Arizona directed toward ninth grade minority youngsters who had been identified as potential dropouts showed that students placed in an environment of positive reinforcement had a significantly lower dropout rate than a comparable group (Thornburg, 1974).

Perhaps a different format of instruction along with an increased amount of interaction with interested instructors and counselors might serve to reduce the anticipated number of students who will leave school by the end of their ninth grade year.

There seems to be a definite need for some type of intervention at the ninth grade level in order to get the student to want to continue his education through high school, a trade program or even into college.

CHAPTER II

LITERATURE SURVEY

The Economic Opportunity Act of 1964 states that "the United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capability and to participate in the workings of our society" (Rowen, 1967). Education is a basic requirement for citizenship in a society such as ours since intelligent participation in our form of government is necessary for the successful continuance of our country (Lichter, et. al. 1962).

Statistics are available to support the contention that our adult population is undereducated and in need of offerings to correct this situation. Adult programs should not be left to chance but need to be placed under the direct support of tax supported community organizations such as public schools. The Los Angeles plan for the community adult school is presented as an example of what could and should be done in order to correct the problem with the uneducated and undereducated adults. Van Scozk (1969) uses the word adult to mean anyone who has left the public schools for any reason and has chosen to take on the role of

an adult in the sense of supporting himself and probably living away from his parents. This definition seems to be generally accepted by most authors.

Factors contributing to leaving school. The most common reasons given for dropping out of school are employment, marriage, health, friends, inability to achieve, dislike of school and rebellion against parents (Pollock, 1966). Other reasons may be involved to the point where the dropout really doesn't know why he is choosing to leave school. While students profess certain reasons for dropping out, the real reasons may be below the surface and related to socioeconomic status (Bachman, 1976; Cangemi & Kahn, 1973; Liddle, 1962).

Whatever the reason, many young people find the public schools unacceptable for the education that they feel that they need and decide to take on the responsibilities of adults as they quit school. Many reasons are given for school leaving and many studies have been done pertaining to why students leave school. Some efforts have been made to predict which students will leave school and at this time we probably have a relatively good picture of the high school dropout and what his educational needs are. In his survey, Klein (1977) determined that 900,000 students drop out of high school annually and in December, 1977, 2,000,000 juveniles were not attending school. He also determined

that one-fourth of the juveniles who drop out annually end up in some form of correctional facility. In this study, appropriate counseling seemed to help these dropouts who could be persuaded to enter a continuing educational program.

Jones (1977) published the following information pertaining to dropouts:

- A. Fifteen percent (15%) of the high school dropouts were from non poor families and were simply bored or lacked ambition.
- B. The remaining eighty-five percent (85%) fall into one or more of the following four categories.
 - Living quarters were concentrated in poor slums.
 - 2) They came from broken or female headed homes.
 - 3) Their parents were unemployed or underemployed.
 - Male role models were frequently ghetto pimps and hustlers.

For the twenty-five to thirty-four year old males who had not completed high school for the year 1969, the following estimates of lost income and cost to society were made:

- 1. \$237,000,000 in income over their lives were lost.
- \$71,000,000 in government revenues were lost over their lifetime.
- 3. The cost for them to have completed high school

would have been \$40,000,000.

- Welfare expenditures on these individuals would be \$3,000,000 per year.
- Due to their low level of education their ability to intelligently participate in politics was reduced.

Several authors have studied and reported on the causes of students dropping out of school other than those often stated by the student. The low income parents of the dropout probably solved their school problem by dropping out. The parents have had to work long hours at a variety of odd jobs to support themselves and their families and have neither the time or the ability to provide an educational model; they may even be indifferent to education; and this type of parent may not relate education to getting ahead but rather may see immediate financial gain as the only path (Hoch, 1965). Another study that might be mentioned at this point is one conducted in Pennsylvania which concluded that if a child, at the time he enters school at age six, comes from a home where his father is not working and where there is no phone, his chances of dropping out before graudation are eight in ten (Schreiber, 1968).

Some children seem destined to fail and drop out of school because of their environment. A child values his self identity and will engage in activities designed to

enhance it. Some of these activities, however, may result in psychological problems (Millard, 1965). Bachman (1975) felt that due to the limited aspirations of the lower class child, the middle class values and pressures in the school may cause him to question his self worth and may damage his self concept and self esteem. In other words, by dropping out the child is really a fugitive from failure (Schreiber, 1962). Most teachers come from middle class backgrounds and indicate a natural preference for children from this same background. In fact, a positive correlation exists between academic success and teacher preference. A study of forty children classified by teachers as preferred, for example, not one belonged to the lower socioeconomic class (Eargle, 1963).

The dropout is also a victim of cultural factors to which he has been exposed (Bard, 1966). The language, poor social adjustment and "cult of immediacy" impair the lower class child's chances of success in a middle class school taught by middle class teachers (Storm, 1964; Bakal, 1968; Hackney, 1968).

Hecht (1975) determined that teachers expected the male, disadvantaged, non English speaking or black student from a home where the family income is less than \$10,000 per year to be a dropout rather than an academically gifted student. In short, what a teacher expects of a child

influences how the teacher behaves and how the child performs. Many teachers have difficulty seeing themselves as anything other than imparters of knowledge or developers of skills in their students (Wagner, 1976).

Lack of participation in school extra-curricular activities is also an important reason for dropping out of school. A student may fail to participate in these activities for a variety of reasons, such as the financial inability of the family to provide the needed equipment to aid in the participation, a feeling of inadequacy on the part of the student either real or imagined, or a lack of family support for school activities in general (Bell, 1967).

According to Iwamoto, Kaplan and Aniloff (1976), cultural factors may contribute to the reasons for dropping out in some cases. During the ages of sixteen and seventeen when dropping out of school occurs in large numbers, they found that youths with Hispanic backgrounds dropped out in significantly higher numbers than did students of non-Hispanic backgrounds. No significant differences were found within other races, however. One suspected reason was found to be invalid. When bussing to achieve desegregation was initiated in a school district with sixty-five percent (65%) anglo, twenty percent (20%) black and fifteen percent (15%) Hispanic, the dropout rate of each of these groups did not significantly change, when compared to non-bussed students

(Felice & Richardson, 1977). Poorly developed learning skills have been cited as another reason for a student dropping out of school. Many dropouts are unable to memorize information (Brown & Peterson, 1969). Many dropouts have trouble in dealing with abstract concepts (Kelley, 1963). The grade point average and attendance are usually lower for dropouts than for students who remain (Green, 1962; Iwamoto, Kaplan & Aniloff, 1976). In one survey, three out of four dropouts admitted problems with reading and spelling (Berston, 1960). Parker (1977) studied ninetythree (93) students enrolled in a high school equivalency program at Washington State University and found a positive correlation between their reading level and dropout status.

Health, of course, is a factor in some individuals dropping out. Feeling below par much of the time can cause lack of concentration and keep the youngster from doing his best. In many cases, family finances may preclude proper medical care, of course (Berston, 1960).

In the course of looking at high school dropouts, many authors have studied one particular problem or another and have stated that it either contributed to the dropping out of students or could be used as a predictor of dropping out. It seems, however that no one has looked at all of the problems together and been able to present a composite picture of the high school dropout. One study found that more

than half of the dropouts studied were from families where the occupational head of the household was relatively unstable and was in the lowest income bracket. Also, 78.5% of the mothers and 80.3% of the fathers had been dropouts. Two thirds of the dropouts studied have never participated in extra curricular activities (Williams, 1963). Potential dropouts often come from broken homes or homes that are psychologically broken, devoid of organized family life and ones that engaged in limited outside activity (Matika & Sheerer, 1962). Moritz (1977) found that one could predict that a student was likely to drop out of school by looking at the combination of the socioeconomic factors in the home along with the way the student relates with and perceives himself to be a part of the school and school environment.

Perhaps, then, dropping out of school is a learned behavior taught to those students who come from lower class homes. Elliott, Voss and Wendling (1966) stated that dropping out is a response to "status deprivation" experienced by lower class youths who compete with middle class adolescents under circumstances favoring the latter. The middle class emphasis is on order and discipline and the lower class emphasis is on the avoidance of trouble or involvement with authorities. Also, the lower class emphasis for youngsters is more inclined to the development of physical prowess, skill in duping others, a search for

excitement or immediate gratification and a desire for independence from external control. Because of the expectations of children in schools geared toward the middle class population, children in the lower fourth of the socioeconomic distribution have their sense of worth destroyed, develop feelings of insecurity, become frustrated and lose confidence in their ability to learn even the things of which they are capable. Even peer pressure to conform in matters of dress and behavior which may not be an economic possibility for these youngsters can contribute to school leaving. The probability of accepting dropping out as a solution is maximized when the individual has contact with persons who have dropped out which in many cases includes parents and siblings for the lower socioeconomic group youngsters.

Factors used to predict dropping out. After studying the background of the dropout and the effects on him of both his home and school environments, one should not be surprised to find that the attitudes and values of the dropout differ from his peers who remain in school. In a study conducted by Mathis (1976) an attitude survey was issued to 4,091 students who were in high school. Following a waiting period of seven months it was found that 302 of these students surveyed had dropped out of school. The attitude survey for the dropouts was compared with the survey for a

randomly selected group of 302 students who had not dropped The social, educational and moral attitudes or values out. of the dropouts were sufficiently different from those who had not dropped out for the author to feel that he could construct a "dropout proneness scale" to aid in predicting who was going to drop out of high school. Kvaraceus (1954) devoted an entire chapter to the behavioral differences he had observed between delinquent youths and those who were judged to be non-delinquent. His observations pertaining to the behaviors and attitudes of the delinquents closely parallel the social, educational and moral attitudes of the school dropout. In addition to this, the delinquent appears more likely to come from a lower socioeconomic level home or at least one that is less stable than is desirable. In a later article he states that the school achievement of the delinguent is lower than average and that the delinguent is frequently or habitually truant. He usually drops out of school as soon as the law allows (Kvaraceus, 1959). Another example of how school failure and negative attitudes toward education begins is the early identification of winners and losers with early reading groups. Rist (1973) stated that a child seldom changes his group status. One author determined that prior school behavior and lack of positive reinforcement were the major factors contributing to the dropout rate. Teacher perception was also a

significant factor but not as important as the lack of positive reinforcement (Whitley, 1977).

Whatever the socioeconomic or environmental reasons for dropping out, these factors might be related. A Michigan study which interviewed dropouts found that two out of three stated that they had never perceived any teacher as being their friend and one third of these insisted that none of their teachers had been supportive or concerned about their particular problems (Cervantes, 1965). Whiteside and Merriman (1976) echoed the same feeling with a study of high school leavers. The conclusion of the study was that the two primary reasons for leaving school before graduation were a feeling that the teachers and other school personnel did not care about the problems and welfare of the individual student and a poor self image of the student.

There are differences of opinion about the reasons students drop out of school, but as we look at them we have to agree that many of the reasons could be corrected by different attitudes of teachers and some changes in the curriculum to include at least some things that students feel are relevant to their lives. One author states that symptoms of dropping out begins or are indicated as early as the sixth grade (Lloyd, 1968). Another states that factors may be identified as early as the first grade (Zeaman, 1974). A study by Schreiber (1962) indicates that

if a child is not achieving academically after the first grade and has to repeat the first or second grade, his chances of not graduating is eight in ten. Two important predictors of dropping out are poor grades and being retained rather than passed on to the next grade (Coplein, 1962). According to Theus (1971), problems with reading and mathematics contribute to dropping out.

Hicks (1969) lists seven steps that he states are the unusual path for the dropout to follow:

- 1) Interest in schoolwork sags.
- 2) Grades fall.
- 3) Classes are skipped.
- 4) Student becomes disruptive in class.
- Student is banished from class in one or more subjects.
- 6) Parents become involved and the student becomes increasingly negative and defensive.
- 7) He leaves school.

Lloyd (1976) lists, but does not discuss, twenty variables that he feels can be used to predict dropping out. They include the education of the parents, number of siblings, socioeconomic status of the family, sixth grade marks in all subjects, a variety of scores on standardized tests, absentee record and number of retentions in various grades. In the field of education we seem to lack the ability to identify a problem and link it to a proposed solution. We might do well to follow a more scientific approach in looking at the problems with our educational programs (Sork, 1977). We are not providing many of our students with an education that is relevant and they recognize this (Kaufman, 1976). Many children become dropouts by making the "decision to fail." This decision may not be a conscious one but nevertheless it is made. It may be made for reasons of escape, fear of or lack of desire to do better than their parents, desire for status even if negative or protection from a painful early life (Bettelheim, 1961).

The student who has chosen to leave school is probably beyond the reach of the traditional high school since he has voluntarily chosen to leave school before graduation. The student must then be reached by some type program that is substantially different from that from which he has chosen not to attend. He has chosen to be an adult whether or not we agree with his methods and the adult student has to take on the responsibilities for his continuing education. If this is not done, we will see society increasingly attacking the individual's inadequacies and defining what is needed to correct them. We must provide opportunities for these individuals to receive a relevant world of work training as well as aiding them to attain a level of conciousness

and awareness of methods and techniques to make wise decisions regarding their personal and public roles. This must, of course, be done within a format that is palatable to these adult individuals (Frandson, 1977). An effort must be made to effect some change in their attitudes toward an understanding of the world of work and their responsibilities as a citizen.

A New York study done with New York City Youth Corps participants found that the work attitudes of school dropouts were considerably different from the students who had remained in school and that the work attitudes of the dropouts were such that they caused the dropout to be a less effective worker (Coonan, 1977). With the rate of students dropping out of school remaining high and the number of unskilled jobs decreasing, the unemployment rate in this country must become more and more of a problem (Riendeau, 1962). One can readily find data to support the fact that individuals with more education find jobs more easily and advance in positions and salary more rapidly than those with little or no education. One study of males done two years after they left educational programs and entered the job market bears this out with data showing a higher rate of advancement in both position and salary for the better educated (Perrella & Waldman, 1966).

Education of the type most appropriate to fit the

individual's needs should be provided for every individual. The right to a free public education has been extended to include all children under the age of twenty-one, not just those deemed to be physically and mentally able. That is, we are expected to offer not just one kind of education to all, but education that is appropriate to the needs at least and hopefully the desires of the individual student (Weintraub & Abeson, 1976). When a young man or woman starts out in the world of work, they will have only three things to offer: Their intellect, their education and their willingness. The better the education, the better the job and the better the chances of steady uninterrupted employment (Goldberg, 1961).

Programs to aid the school dropout may at the outset seem to be an expensive waste since the individual has chosen not to take advantage of the educational programs already offered; however, they are inexpensive when compared to the other costs that would be placed on society by the uneducated individual throughout his lifetime (Speer, 1977). The actual dollar costs laid out by individuals enrolling in General Education Development (GED) programs was \$25.72, and the total cost per student to operate the programs was \$658.00. The value was an average annual increase in salary of fifteen percent (15%) for the lifetime of the individual. If we consider only the increase in tax revenues for the

various branches of government and neglect the value of the individual we still have shown a large profit (Dhanidina & Griffith, 1975). Types of programs and methods of instruction can and must be improved. In the Denver public schools, a survey of the dropouts, their teachers and administrators lead the author to conclude that a decentralization and diversification of instruction along with matching the instruction to the student's learning modalities could reduce the rate of dropping out and increase the degree of success of the schools (Speer, 1977). Another study showed that individuals performed better and retained more when their cognitive styles were matched with the types if instruction (Cawley, Miller & Milligan, 1976).

Some individuals object to lifelong education or any organized plan for aiding those individuals who need assistance educationally. Apparently they feel that education is best done by chance rather than plan (Ohliger, 1971). "Many adult educators profess the true adult to be autonomous, to be independent, to be self-sufficient, to be self-responsible, to have initiative, to be in pursuit of humanness in its fullest meaning. To be an adult in a democratic society is to want to be free to make choices and to have the ability to do so" (Forest, 1976, p. 116). Society does not teach these things to the individual but rather teaches dependence. If we are, as we profess to be, adult

educators, we do not succeed if our methods continue to foster dependent learning. In short, many educators are part of the problem rather than the solution (Forest, 1976). Techniques used with adults in adult and continuing educational programs should be made available to high school dropouts. We should offer programs for this group of individuals that are flexible and designed to meet the individual's specific needs and desires (Brickman, 1964).

<u>Programs initiated</u>. Many students who drop out of school before the age of sixteen fall into the category of "Reaction adjustment to adolescence." Most of these come into contact with the correctional system at least occasionally. Adult educational programs may be one way to keep these students in some type of educational program since they generally use a different type of approach from the traditional classroom setting. An extension of our adult educational programs might even be able to act as a "halfway house" educational facility to help work these students back into the mainstream of public education. This type of program might even be used in the residential correctional facilities. In the long run this program could save many tax dollars (Kunzweiler, Franciosa & Brown, 1977).

According to one study in Glouchester County, New Jersey, sixty-five percent (65%) of the over twenty-five year old residents had not finished high school. The

community college for Glouchester County opened in 1968 and made college courses available to all applicants along with appropriate counseling. This study reports considerable success in increasing the educational level of young adults who had chosen to leave high school (Stevenson, 1975).

Another program that has been success is the "Street Academy" in Washington, D.C. Most of their students who participated had not left school voluntarily, but had been put out of school for socially unacceptable behavior. In 1975, the Street Academy had been in operation for three years, had enrolled 350 students and had graduated fortyfive. The authors were pleased with this record. They did feel that the public schools felt antagonistic toward them and were demonstrating this feeling by being uncooperative in forwarding student records to them (Powell, Cameron & Ashbury, 1975; Savage, 1976).

Black Hawk Community College serving an area populated by 250,000 in Illinois secured a CETA program grant to work with school dropouts. They discovered that there were a large number of young people in their area without a high school diploma or a salable skill who, with the proper training and counseling could become productive citizens. Their problems at this point are selling the program to the community and making the program sufficiently supportive to the students to keep them interested. This program has been

successful with the students they have reached but their concern is the large number who are not sufficiently interested to even try the program (Reyes, 1977). "70001 Ltd." is a private non-profit corporation that has contracted with the U. S. Department of Labor to aid the dropout to get a job and a G. E. D. The program operates at twenty-nine locations in seventeen states and is open to young people between the ages of sixteen and twenty-two who are underemployed or unemployed and who meet the requirements for disadvantaged individuals under the comprehensive employment training act guidelines. This program has met with some success with the participants (Hanners, 1978).

Many programs have been offered to prevent students from dropping out of school or to aid the dropout in obtaining some form of education. Some have been successful and some have failed. There seems to be a common thread through all of the ones that have had success in caring for the individual student and listening to his wants and needs. Voss (1976) reported that project "Hold" was implemented in one junior high and two senior high schools in Jacksonville, Florida. The emphasis of the program was to make available to the students who had been identified as potential dropouts additional counseling and specially tailored programs whenever indicated. One year after the students had been placed in the program they were still in school and were

making better grades with better attendance than they had in the past. Issaquah High School in Issaquah, Washington initiated a program (not described) to aid or improve the performance of potential dropouts. As a result of the program, reading and math scores improved, grades and attendance improved and the students liked the program (Fallstrom, 1976). Dykeman (1977) studied a career education program for fourteen and fifteen year old students identified as potential dropouts in Illinois. No conclusion could be reached from the data about the change in dropout rate due to the program but it was noted that the students did attend for a greater number of days than the control group. Another program in Kansas placed potential dropouts in the work experience and career exploration program and found that grades and attendance improved but could reach no conclusion about how the dropout rate was effected (Schrader, 1977).

Regardless of the design of a program to aid students with attendance problems, the teacher is the most important factor in the success of any program. In the Harlem School District of Rockford, Illinois, some ninth and tenth grade youngsters were identified as having a significant attendance problem. A program was designed for these students, The Stride Program, to try to relate to these students and to get them back into the classroom. They determined that

the teacher was the key to the success of the program. Surveys issued to the students in the program indicated that they liked the program because they were able to and had opportunities to relate to their teachers that they had not had in the past (Hackanen, 1978).

In Mount Orab, Ohio, potential dropouts were given extra attention and the opportunity to demonstrate autonomy and imagination. The results were highly positive (How To Handle Dropouts, 1973). Neilsen (1976) was successful at the task of teaching a functionally illiterate eighteen year old dropout to read by placing him in a supportive environment on a one to one basis. A program in Arizona directed toward ninth grade minority youth who had been identified as potential dropouts showed positive reinforcement and showed a significantly lower dropout rate than the control group (Thornburg, 1974).

An experimental program in the North Forest Independent School District in Houston, Texas grouped students into small clusters within the school in order to allow opportunity for students to relate more closely with their teachers. While this project did not reduce the number of problems encountered by both students and teachers, the classroom teachers were usually able to cope with the problems within the classroom without having to involve anyone outside to act as the disciplinarian. This program made

three basic changes in the usual operation of the school. Students were separated into smaller groups called clusters, more personal contact with a smaller number of teachers was provided and curriculum adjustments were made to make the offerings more relevant to the individual student. In addition to the above, attendance was reported to have improved by ten percent (10%). Class cutting became an uncommon practice and students began to express a sincere desire to attend school (Sanders & Yarbrough, 1976).

The school dropout has some characteristics that are different from the student who remains in school. These fall into the categories of personality, willingness to conform, interests, educational skills and family orientation toward school. They are more uninhibited, assertive, independent, unconventional and rebellious. The only exception to these statements are for the girls who drop out due to marriage or pregnancy (French & Cardon, 1966). Since these students differ in several behavioral and personality areas, it might follow that counseling from an approach that is different from the methods normally used might be effective. One author feels that the key is to focus on the needs and desires of the individual student and work on what would hold him in the program once he was in it (Smith, 1975). Student personnel specialists are necessary in dealing with the young adult in educational

programs. He must be treated like the individual he is rather than just a necessary evil (O'Brien & Johnson, 1976). The continuing educational program at Duke University has recognized the need for support for students in their programs to keep them from dropping out or encountering problems that they may not be able to handle. Support groups and individual counseling are provided for each student (Buckley, Freeark & O'Barr, 1976). Assistance is necessary at any age for individuals trying to enter educational programs. To the novice, enrollment in educational programs may seem to be designed to discourage anyone from getting into any program or being successful. Counseling assistance is needed for new adult students to aid them in the matriculation process (Lenz & Shaevitz, 1977). In one experiment, forty students identified as potential school leavers were placed in a special counseling program to help change their attitudes toward school and to try to improve their attendance. At the end of the study no significant differences were found in the attitudes of the students but the attendance of the experimental group had improved (Johnson, 1976).

<u>Summary</u>. Young people are leaving high school before graduation in increasing numbers and at this point, no one has found the solution to the problem. They leave school for a variety of reasons, but when all of the reasons are
studied, they amount to the fact that the comprehensive high school either does not meet the needs of a great many young people or it does not meet what they perceive as their need. The reasons that they chose to drop out of high school are learned from their parents and from their peers, not something that comes from within. They seem to be related somewhat to the socioeconomic background of the student and to the home situation in which the student lives.

Some researchers have found partial solutions to the problem in isolated cases but no solutions have been proposed that have even the possibility of solving the whole of the problem. The most promising solution seems to be to recognize the high school dropout as the adult he has chosen to be and offer him programs to fit that person.

The term andragogy, explained as a concept based upon the insight that the deepest need an adult has is to be treated as an adult, to be treated as a self-directed person, to be treated with respect, is student centered and problem oriented, that is used in connection with programs for dealing with adults is most appropriate in dealing with these young people. We must design our programs so that they are flexible and can be varied to fit the needs or perceived needs of the learner. The high school dropout has chosen to leave the traditional classroom setting and to try

to place him back into that same situation seems a waste of time, effort and money.

On the other hand, the programs that have been successful have been the ones in which the student was treated as a whole human being, offered a program that fits his needs and provided adequate counseling.

CHAPTER III

RESEARCH DESIGN

<u>Setting</u>. The community served by the school studied is located near the heart of a large North Texas city and is one of the oldest schools in that city. The population of the community is racially mixed and made up of fortyfive percent (45%) black, thirty-five percent (35%) Mexican American and twenty percent (20%) anglo. The income level and property values in this community places the population mostly in the lower socioeconomic group. Of the graduates of the high school, only about five percent (5%) attend college after graduation and most state aspirations of obtaining employment upon graduation from high school.

<u>Subjects</u>. One hundred twenty-two ninth grade students of an inner city high school in a North Texas urban area were selected to participate in this study. In this sample all of the three major races in the school, anglo, black and Mexican American were represented. They were chosen as potential dropouts since they had failed at least three of their courses the preceding quarter for excessive absenteeism. Eligibility for participation in the free lunch program was used to determine the fact that approximately

sixty percent (60%) of the students fell into the lower socioeconomic group.

Permission was obtained from the parents of the students involved by first sending them a letter (Letter, Note 7) briefly explaining the problem the youngster was having and inviting them to a meeting where the program was explained. Those parents who did not attend the meeting were contacted in person and the program was explained to them. Of the parents involved, none objected to their children being placed into a program to try to improve their performance and attendance.

<u>Instruments</u>. The instruments used for both the selection of participants for the program and for the determination of success or failure of the program were the permanent records of the students at the high school. The success or failure of the program was determined by whether the students' attendance and grade point average improved as a result of participation in the program.

The program which provided the basis for the study was one attempt to correct the problem of lack of academic progress due to poor attendance. At that time it was determined that a survey of the literature should be done to try to find a solution for the problem.

<u>Procedure</u>. In December, 1978, at the end of the first quarter of that school year, thirty-six percent (36%) of the

grades issued to ninth grade students were failing. Most of these were due to excessive absences.

It was felt that a positive experience in school might improve the student's attendance and aid the parents in keeping their children in school. Regular classroom teachers, due to time constraints, are unable to provide the individual guidance necessary to aid with serious attendance problems. A serious attendance problem was defined as having missed a sufficient number of days to cause failure in three or more subjects. Students who failed their subjects but who had good attendance were not included in this group. Students who had serious attendance problems were assigned to a special program which was designed to try to improve their attendance and academic success. Each student spent the first four hours of the school day in the program. During that time they received instruction in their basic subjects, English, math, science and history. This represented no deviation from their normal curriculum, since all ninth grade students are required to take these subjects. In addition to these subjects, their teachers and counselors worked closely with the students to try to identify the problem or problems which caused poor attendance, to show the students that there were indeed individuals at school who were concerned with their success and well being, and to prepare them to enter regular classes

or some other program that might better fit their needs, other than the traditional high school curriculum. This was accomplished by offering the instruction either indivdually or in small groups where there was ample opportunity for interaction both between the students and between student and teacher. Counselors worked with the students using the same format as the instructors. For the student who either wished to work privately with a teacher or counselor space and opportunity was provided in the form of a conference room adjacent to the classroom. The other three periods of the day were reserved for elective courses such as homemaking, industrial arts, music or athletics, and physical education.

The entire faculty, by the principal and his staff through explanations in a general faculty meeting, had been made aware of the problem and that a program of this nature was going to be undertaken. Each faculty member was also presented with a copy of the goals and objectives for the program. The teachers were then chosen by the principal and his administrative staff from a list of volunteers from the faculty. The individuals chosen were, in the judgment of the administrative staff, those who did the best job of relating to the students and those who were extremely thorough in the business of working with students. The teacher's responsibilities were outlined as follows: (1) to

instruct students in the basic academic subjects, (2) to create a supportive learning environment with positive reinforcement and (3) to provide personal counseling with the aid of the school counselors.

A large area within the school building where teachers and students would be out of the normal operation of class changing and usual interruptions was chosen for the program. An area separate from, but adjacent to, the large area was also provided for office space with a telephone and for individual counseling areas. An aide was assigned to immediately contact the parents and request aid if a student did not report to school at the beginning of the day or if he left school without permission during the day. The aide was also available for assistance with small group or individual instruction.

The attendance records of these students indicated that many of them would come to school at the beginning of the day because their parents brought them, but would leave as soon as the opportunity presented itself. It was felt that providing for a self contained area along with personnel to immediately contact a parent might provide better opportunity for the teacher and aide to work with a student for a sufficiently long period of time to affect a change in this type of behavior.

The teachers worked with the students only for the

first four hours of the school day and had the last three hours for the purpose of planning and preparation, conferences with parents and home visits. In some cases, home visits were necessary to encourage the student in coming back to school. Since there was sufficient flexibility designed into the program to allow the teachers this time when needed, these visits were made either during the school day or in the evenings. A basic consideration in the program was to involve the parents in the education process of the student.

During the third quarter of the 1978-1979 school year, four teachers, English, math, social studies and science, were assigned the one hundred twenty-two (122) ninth grade students who had serious attendance problems. Since, at the beginning of the program, only about ten percent (10% of these students were in school on any given day, the space assigned was felt to be adequate. Back-up plans were made to accommodate a larger number of students in the beginning if the number of students projected had proved to be incorrect.

This model was designed to develop feelings of self acceptance and self worth, to develop the talents and comptencies of each individual, in addition to mastering the basic skills. In order to achieve a passing grade, a student was required to complete the same objectives that other

students in the high school would have to complete for the same credit. It was hoped that the students would recognize the value of education for himself and want to continue his education.

Students who improved in attendance and grades and who felt that they were ready to move back into the regular instructional program were moved at the end of the quarter. Parents were continually advised of the student's progress and were involved in decisions pertaining to moving students both into and out of the program.

Brandt (1978) provided a list of specific activities that were chosen to be used to implement the project:

- A. Concrete, specific and extended training must be available for and used by the teachers prior to and during the project.
- B. Regular project meetings must be scheduled which would provide necessary feedback and opportunities to share problems and serve as a vehicle to build staff morale and cohesiveness.
- C. Classroom assistance must be available from the supervisory staff and counseling staff who must be available with relevant, practical advice and who can tailor their advice to the individual situation.
- D. Teachers must participate in the project decisions,

to suggest remedies for deficiencies in the program.

- E. Development of materials must involve the staff's own professional judgment, thus creating a sense of project ownership and opportunity to learn by doing.
- F. Participation of the principal and other supervisory staff in training activities is the ultimate key to the success of the project.

Staff development was done with the use of the "Positive Attitude Toward Learning" course (Zirges, Pelan, Scroggins & Arterberry, 1975) along with interviews with individuals in established alternative programs which use the self paced or individualized instructional modules with high school level students. The "Positive Attitude Toward Learning" program is divided into four categories, (1) Improved Self Concept, (2) Individualized Instruction, (3) Active Involvement and (4) Process of Learning. Each section includes objectives, activities with which to accomplish the objectives along with evaluative criteria all arranged in such a way that it can work well either individually or in a small group. Along with aiding the teacher in dealing with students as individuals, the instructional material was designed in the same way as the baseline curriculum for use with the high school student.

The teachers had the opportunity to experience the same form of instruction that they were using with their students.

The philosophy of the "Positive Attitude Toward Learning" program begins by questioning the reader about what educators can do to help the individual child develop the most positive self-concept aligned with a positive regard for others. Research findings about the problem and proposed solutions are offered to give the teacher the background for the activities and objectives that follow. The activities are presented so that they are interesting, challenging and entertaining as well as providing opportunities for interacting with others in the group. In fact, the United States Office of Education which financed the development of this program under an ESEA, Title III, Section 306 grant has validated it nationally (Zirges, Pelan, Scroggins & Arterberry, 1975). The individualized instruction offers the opportunity for the group to become actively involved in working with students on an individual basis which appears to be quite valuable for the teacher who has generally used only instructional techniques for large groups. In fact, Bruner (1963) indicates that teachers need training before they enter into any type of teaching that is different from that to which they are accustomed or for which they have been trained. The process of learning

module explores learning theory and offers the participant the opportunity to explore much of the literature pertaining to how individuals learn.

The following time line was developed for the implementation of the project after the literature survey had been completed and the method of operation had been determined.

Date (week of:) January 29, 1979

Activity

Present program to Community Involvement Committee. Complete third quarter schedule.

First teacher meeting pertaining to needs of the program. Investigate individualized curricular materials.

Teacher meeting - Curriculum. Present total program to

faculty at school.

Update information to Community Involvement Committee. Present Program to P. T. A. Present Program to student council.

February 11, 1979

Prepare information pertaining

February 4, 1979

				44
				to parent presentation.
				Identify students and submit
				list to teachers.
	February	18, 1979		Teacher meeting - Public
				relations.
				Send letter to parents regard-
				ing a parent meeting March 1,
				1979.
				Community Involvement Commit-
				tee update.
				P. T. A. update.
	February	25, 1979		Teacher meeting - Team plan-
				ning.
				Final planning for March 1,
				1979 meeting with parents.
	March 5,	1979		Contact each parent who did
				not attend March 1 meeting
				and set up a personal confer-
				ence.
				Set up instructional area.
				Teacher meeting - Team plan-
				ning.
	March 12,	1979		Begin operation of program.
	Curriculu	m. The	school	district involved had been in
the	process of	develop	ing a b	aseline curriculum for the past

decade and this curriculum package was well respected throughout all educational circles. This curriculum material was arranged in such a way that it was readily usable with students on an individual basis or with a whole class of students. The format of the material presented contained the objective to be mastered, numerous activities to be used to master the objective and evaluative criteria to measure the degree of success of mastery of the objectives. Within the activity sections, activities were available on several different levels to accomplish the objective so that each student would be able to operate on his particular ability level.

The district developed this curriculum package in response to the need of society for students to have a certain set of functional literary skills in the areas of mathematics, reading, science, health and citizenship. It was generally agreed that in order to be a productive individual and be able to contribute to society these minimum standards had to be achieved. The objectives were determined along with implementation activities over a ten year period, after which minimum competency testing was implemented in order to be identified.

The curriculum was developed so that it could be used with a variety of teaching techniques so that the same basic skills would be accomplished by the student whether

or not he was in a traditional program. It was found that the same baseline curriculum was used in each of the existing alternative ptograms with variations for the style of the particular program.

Samples of the curriculum design and format may be found in Appendix A.

The statistical treatment chosen was the Statistics. non-parametric procedure, the Sign Test for Paired Observations (Brock, 1975; Mendenhall, McClane & Ramey, 1977). This test was chosen because the test does not require the usual parametric assumptions of the more rigorous tests and those individuals who could not be persuaded to return to school and who would not have the opportunity to demonstrate any change resulting from the program would not effect the outcome of the study. The data used in the Sign Test for Paired Observations is, as the title indicates, paired data where there is a score before the treatment and one after. The data used in this study was the grade point averages of the students involved for the quarter before the study and the grade point averages for the same students the quarter while the study was being conducted.

To every pair of observations a plus sign was recorded if the first number was larger than the second and a minus sign was recorded if the second number was larger than the first. All tied pairs were eliminated. When "x" was

allowed to represent the number of plus signs and "n" was allowed to represent the number of signs recorded, the following was done:

$$\begin{array}{rcl} H_{o} & : & M_{1} = & M_{2} \\ H_{1} & : & M_{1} \neq & M_{2} \\ z_{o} & = & (2x-n) / \sqrt{n} & & N(0,1) \\ (1) & Find C.R. & \pm & z$$

(3) Make Conclusions.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to develop within the existing framework of the traditional high school an alternative program of studies for ninth grade students who were having attendance problems and who had been identified as potential school leavers. The program was designed to try to offer these individuals a positive experience to aid them in attending school on a regular basis.

One hundred twenty-two (122) students were identified as potential school leavers by having failed three or more of their courses due to lack of attendance. Of these, fifty two (52) left the area and could not be located. They were subsequently dropped from the school rolls. Twenty-six (26) others who remained on the school rolls did not attend school even though efforts were made to persuade them to do so. As a result they again failed all of their courses. The remaining forty-four (44) students did attend classes and received some credit for high school work through the program. Table II shows the grade point average for each of the subjects for the quarter before they entered the program and for the quarter that they were designated as eligible

TABLE 2

DATA ON STUDENT POPULATION

Student Number	Previous Quarter G.P.A.	Current Quarter G.P.A.	Student Number	Previous Quarter G.P.A.	Current Quarter G.P.A.
1 2 3 4 5	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00	35 36 37 38 39	0.83 0.00 0.00 0.00 0.00	$ \begin{array}{c} 1.20\\ 0.00\\ 0.00\\ 0.00\\ 2.50 \end{array} $
6 7 8 9 10	0.00 0.00 0.67 0.00 0.00	0.00 0.00 3.57 2.17 0.00	40 41 42 43 44	0.00 0.67 0.00 0.00 1.14	0.00 2.86 0.00 1.50 3.67
11 12 13 15 16	$0.00 \\ 0.00 \\ 0.00 \\ 1.17 \\ 0.00$	0.00 0.00 0.00 3.17 3.33	45 46 47 48 49	$0.00 \\ 0.00 \\ 0.00 \\ 1.00 \\ 0.00$	0.00 0.00 0.00 0.00 0.00
18 19 20 22 23	0.00 0.00 0.00 0.00 0.00	0.83 0.00 0.00 0.00 1.33	50 51 52 53 54	0.00 0.00 0.00 0.00 0.00	1.50 0.00 0.67 0.00 0.00
24 25 27 28 29	$0.00 \\ 0.00 \\ 0.00 \\ 0.00 \\ 0.00 \\ 0.00$	0.00 0.00 0.00 0.00 0.00	55 56 57 59 60	0.00 0.00 0.43 0.71	0.00 0.00 0.67 1.33
30 31 32 33 34	0.00 0.00 0.67 0.33	1.00 1.17 1.17 3.33 3.33	63 64 65 66 67	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.33 0.00

Student	Previous Quarter G.P.A.	Current Quarter G.P.A.	Student	Previous Quarter G.P.A.	Current Quarter G.P.A.
68	0.00	0.00	98	$\begin{array}{c} 0.00 \\ 0.00 \\ 0.00 \\ 0.00 \\ 0.00 \\ 0.00 \end{array}$	0.00
69	0.00	1.17	99		0.00
70	0.00	0.00	100		0.00
71	0.00	0.00	101		2.50
72	0.00	3.83	102		0.00
73 74 75 76 77	0.00 0.00 0.00 0.00 0.00	$\begin{array}{c} 0.00\\ 0.00\\ 0.00\\ 0.00\\ 0.00\\ 0.00 \end{array}$	103 104 105 106 107	0.00 0.00 0.00 0.00 0.00	$\begin{array}{c} 0.00\\ 0.00\\ 0.00\\ 0.00\\ 0.00\\ 0.00\\ \end{array}$
78	0.00	0.00	108	0.00	0.00
79	0.00	2.17	109	0.17	0.33
80	0.00	0.00	111	0.00	0.00
81	0.00	0.17	112	0.00	0.00
82	0.00	0.00	113	0.00	0.00
83	0.00	0.00	114	0.50	1.50
84	0.00	0.00	115	0.00	0.00
85	0.00	1.17	116	0.00	0.00
86	0.00	0.00	117	0.00	0.83
87	0.00	0.17	119	0.00	0.00
88	0.00	0.00	121	0.00	$\begin{array}{c} 0.83 \\ 0.00 \\ 0.00 \\ 0.00 \\ 1.83 \end{array}$
89	0.17	0.00	122	0.00	
90	0.00	0.67	123	0.00	
91	0.00	1.83	124	0.00	
9 2	0.00	1.83	125	0.00	
93	0.00	0.33	126	0.83	$ \begin{array}{c} 1.00\\ 0.00\\ 1.50\\ 0.00\\ 0.00 \end{array} $
94	0.00	0.00	127	0.00	
95	0.00	2.17	128	0.00	
96	0.00	0.00	129	0.00	
97	0.33	2.00	131	0.00	
		ing all bis	132	0.83	3.50

TABLE 2 (cont'd)

for the program.

The forty four (44) students were scheduled for a four hour block of time beginning at the first period of the school day. The purpose of this was to be able to retain them in class for a period of time sufficiently long to begin to affect some change in their behavior without allowing them the opportunity to leave. Parents of those not arriving at the beginning of the day were contacted immediately and asked for assistance in locating the child and getting him into class. In addition to the basic subjects taught during this period of time, counseling on either an individual or group basis was done as needed. During the remaining periods of the day students were permitted to attend elective courses of their choice and physical education.

The test chosen, the Sign Test for Paired Observations (Brock, 1975; Mendenhall,McClane & Ramey, 1977), makes use of the test on proportions where $p_0=\frac{1}{2}$. That is, it compared the change in grade point average to the average grade point average for the group by assigning a plus sign to each pair where the first number was larger than the second, a minus sign to every pair where the second was larger than the first and eliminating all tied pairs. The calculation showed z_0 to be equal to -6.0302 which when compared to ± 1.96 for $z_{0.025}$ indicated that there was indeed an im-

provement in the performance of the youngsters who participated in the program. Concern was expressed, however, that the large number of students who were not reached by the program might cause a problem with the results since the number was over fifty percent (50%). The test chosen eliminates all tied pairs and any student who did not participate in teh program would have the same score both before and after the treatment.

Therefore, an additional test was performed on the data, the Paired t Test (Brock, 1975; Mendenhall, McClane & Ramey, 1977), which would take into consideration all of the individuals who had been chosen for the program. The Paired t Test involves the following steps which can be seen to consider the actual amount of the difference of the before and after score rather than only the direction of the change as done in the Sign Test of Paired Observations:

$$H_{o}: M_{1} - M_{2} = M_{o}$$

$$H: M_{1} - M_{2} \neq M_{o}$$

$$t_{o} = \frac{(\overline{d} - \mathcal{M}_{o}) \sqrt{n(n-1)}}{\sqrt{SS_{d}}}$$

$$d_{i} = X_{1i} - X_{2i}$$

$$SS_{d} = \mathbf{\xi} d_{i}^{2} - (\mathbf{\xi} d_{i})^{2}$$

$$n$$

$$1) Compute d_{i}, d_{i}^{2}, d^{2}, SS_{d}, t_{o}$$

2) Find t </2

3) Make Conclusion.

The calculations in the Paired t Test showed t_0 to be equal to 5.92 which when compared to 2.062 for $t_{.025}$ indicated that there was an improvement in the performance of the youngsters who participated in the program. This was the same as the conclusion drawn from the use of the Sign Test for Paired Observations.

CHAPTER V

SUMMARY AND CONCLUSIONS

<u>Summary</u>. In order to prevent ninth grade youngsters who had been identified as potential dropouts from leaving school an alternative program was developed within the existing framework of an inner city comprehensive high school. These individuals had been identified by having failed three or more of the courses in which they were enrolled because of non attendance. The program was designed to encourage the ninth grade non attenders to return to school and allow them to experience some degree of success in the school work as well as assisting them in working out their problems with coming to school.

In the high school, thirty-six percent (36%) of the grades issued to ninth grade youngsters were failing for the first quarter of the 1978-1979 school year and most of these were due to excessive absences. Local school administrators and counselors felt that a positive school experience might improve the students' attendance and aid the parents in keeping their children in school. Regular classroom teachers seemed unable to provide the individual guidance necessary to correct attendance problems due to time constraints.

One hundred twenty-two (122) ninth graders who had been identified as potential school leavers by their attendance pattern were assigned, with permission from their parents, to an alternative program designed to try to improve their attendance and academic success. In this program the students spent the first four hours of each school day in a self contained area with their teachers. The basic ninth grade subjects, English, history, math and science were taught during this period of time along with both individual and group counseling to help them identify their problem with attendance. Parent involvement was a large part of the program and the parent was contacted immediately at the beginning of each day a youngster did not report to class. Care was taken to insure that the approach to the students was not a punitive one but one of genuine concern to try to assist the student to feel good about himself and school. The approach was an androgogical one patterned after that which was described by Knowles (1970) for dealing with adults in programs where they had the opportunity to choose whether or not they were in attendance. This seemed to be a practical idea since many of the students in question seldome attended school.

The teachers in the program were selected by the principal and his staff from a list of faculty members who had volunteered for the program. These instructors were, in

the judgment of the administrative staff, those teachers who were most sensitive to the needs of youngsters and those who were willing to put forth the most effort. These teachers then participated in a special in-service program, the "Positive Attitude Toward Learning" course (Zinges, Pelan, Scroggins & Arterbury, 1975), as well as meeting with and studying the curriculum used in other alternative programs.

The data collected, the students' grade point averages before and after participation in the program were treated statistically with the Sign Test for Paired Observations and the Paired t Test (Brock, 1975; Mendenhall, McClane & Ramey, 1977) and did show that there was a significant improvement in the students' performance.

<u>Conclusions</u>. The results of this study seem to indicate that some students who are having serious attendance problems can be helped to understand that school does have some relevance for them and can be shown how to have some degree of success in school. The difference seems to occur when these students are shown that someone cares about them as adults and really wants them to experience success. This supports the studies of Voss (1976), Thornburg (1974) and Sanders and Yarbrough (1976).

From the attendance data in the literature one can readily see that the ninth grade student in high school who

begins to develop serious attendance and truancy problems has little chance of graduating from high school unless some form of intervention is made available. As soon as the student can, he will withdraw from school or simply disappear from the area so that school officials cannot find him. These individuals, whether intentionally or unintentionally, choose to become adults and to take on the rights and responsibilities of adults. Society seems to accept this by allowing these individuals to become employed, pay taxes and face their own responsibilities of encounters with law enforcement agencies.

When dealing with adults in adult educational programs we are urged by Knowles (1971), Kidd (1973) and most others who are respected for their abilities in dealing with adults to treat the adult as a unique individual and be certain that he knows that we care about his welfare. One might conclude that young people who have chosen the role of an adult at an earlier age than is prescribed by law could be successfully educated when dealt with as an adult.

One can readily see that the individual who chooses to leave school before graduation will be a candidate for an adult education program at some time in the future. In fact, educators and other concerned people should become more aggressive in seeking this type of individual for participants in appropriate adult programs. The desire

should come from the individual, however, when he realizes that the only kind of employment opportunities available to him are unskilled or semi-skilled jobs that have little or no future possibilities for advancement. There seems to be a prevailing attitude in the educational community that these individuals should be punished for not completing high school by either forcing them to attend regular high school classes or not allowing them to attend at all until they reach the age where they are considered an adult by everyone.

Many authors feel that the student chooses to leave school because he does not feel that he is cared for by the teachers and administrators in the public school. They also point out that many are treated in this manner because of their socioeconomic status and behavior that is learned from their parents. For example, Eargle (1963) reported that a positive correlation existed between the academic success of the student and teacher preference. He went on to point out that most teachers come from the middle class backgrounds and this was their preference in students. Hecht (1975) determined that teachers expected the male, disadvantaged, non English speaking or black student from a home where the family income is less than \$10,000 per year to be a dropout rather than an academically gifted student. Knowles (1970) offers as one of his guidelines that we should

not discriminate against individuals for being different after they become an adult. One might assume that this philosophy is working if the enrollment in adult and continuing educational programs is used as a measure.

The adult educational philosophy of Knowles (1970) can be successful when applied to the high school dropout and can aid us in furnishing this individual with the skills required to be a more productive individual.

One might feel that the function of the high school is simply the teaching of information to students and that other functions are not to be dealt with. Some individuals feel that the emphasis of the school should be totally on instruction.

One might agree that the more different functions that schools are required to perform, the greater the chance for failure in one or more of the various undertakings. Moreover, it is apparent that less energy and fewer resources can be directed to the primary goal of education, which should be to furnish the student with the skills needed to survive and participate in society as well as skills to deal with their own problems. It is also apparent that many of the activities required of education were instituted without systematic, rational planning. This has resulted in student alienation directed at the various educational institutions. Thus educational institutions are currently laboring under

the dual problems of attempting to perform functions that the personnel are not qualified to handle and operating in an atmosphere made hostile by the failure to produce satisfactory progress in these areas. Many of our schools are being required to perform in the role of the parent, the police, the welfare agency and the institution to affect mandated social change in addition to instruction in skills needed to operate in society. Many of the students in our schools view our curricular offerings as meaningless and unnecessary, viewing our schools as simply hurdles or obstacles to be jumped in order to go on to more meaningful activities, or as enemies preventing them from the full enjoyment they should have according to the information he receives from the media.

With the advent of a shorter work week, the public is emplored to develop leisure time activities, but the student must continue to face the rigid pace of an educational cycle developed for the individual planning to enter a professional field. The talented and motivated student will perform because it is required before he can enter the next educational level. The less able or not so highly motivated student can only revolt by dropping out. As the number of two parent family organizations decrease, fewer and fewer youngsters receive the support necessary to remain in school. It is apparent that youngsters are heeding the

advice of the media to "Get all the gusto you can" and are yielding to the temptation to refuse to go to school. Hopefully, innovative educational programs will enhance the effectiveness of our total educational program. However, in order to be successful, changes in educational programs must have the support of the community, parents, legislators, school boards, school administrators and teachers.

In the literature one finds a chain of interconnected problems ranging from socioeconomic status to expected failure that precede early school dropouts. Programs that have shown success are those where the student was shown how to succeed and where the student received immediate positive reinforcement for demonstrating successful behavior. Youngsters involved in this program usually were the students with a variety of problems, not the least of which was self discipline. It may be noted, however, that this was not always the case, and to assume that each student involved in the program was a disruptive influence would be a mistake.

Lying, cheating, hostility, anger, fighting, assaults, vandalism and numerous other disruptive behaviors are manifested by today's reluctant learners. Are the schools not meeting the students' needs? Are the schools only concerned with academics and in the process forgotten about the student as a person? These questions are often asked in a manner to indicate that the schools are at fault for the

disruptive behavior of the students in our schools. Schools cannot be made to be the scapegoat for all the ills of our society. The problems are complex and the solutions are not easy ones. We cannot, however, be satisfied with the ambiguous answer that today's society exhibits low standards and then turn our faces away from the student's problem. Sociological research supports the view that prisoners are apathetic or void of feelings when asked to express the reasons for their unlawful activity. These individuals as well as many youngsters do not possess a sense of right or wrong, but have drifted through life without an informed conscience and without evaluating their decisions.

It was within the setting of this model to provide controlled experiences and opportunities in decision making to furnish a framework to aid young people in the increasing complexity of individual decision making. Even though circumstances and environment are powerful factors in the decision making process, the individual should use his value system and be responsible for his actions. Individuals who have chronic attendance problems have made decisions that will have negative consequences unless the schools provide intervention. As educators we need to help construct an emotional and intellectual foundation for our young people. It is the process of decision making, of evaluating alternatives, desires and consequences that

allows one to confront his needs and wants and to establish his identity. We often find that the students who make the decision to stay out of school are products of a family where parental support for education has eroded. Studies show that many families are no more than cahos and instability and do not have any stablizing effect on children. Although this program was not designed to take the place of the parent, it must consider certain family activities in order to fulfill the educational requirements.

Paolitto and Hersh (1976) noted that value education should be placed in a cognitive developmental framework to facilitate the student's ability to reason about value questions. Parents sincerely want teachers and schools to care, to involve their children in activities, and to foster permanent values. This type of education in our society is a necessity.

Recommendations. Public secondary schools might do well to implement the following steps to prevent students from leaving school before graduation.

(1) Counsel with each student and his parents as soon as an attendance problem begins to develop. This must be done by a professional who is sensitive to the needs and desires of the student in the particular community.

(2) Try to identify both the problem and the student's

perception of the problem.

- (3) Offer the student and his parents other options that might fit his needs and desires more closely.
- (4) Institute an in-service program within the local building to make the teachers aware of and sensitive to the needs and desires of the student. Involved in this program must also be activities to aid in the development of a positive attitude toward all students.
- (5) Institute a special program similar to the one described in this paper for the student who seems to need the most help.

The colleges and universities which train teachers need to recognize that many of their graduates, most of whom come from middle class families, will become teachers in inner city schools. They will encounter some or all of the problems described in this study. It would be worthwhile to include some of the following suggestions in college programs to aid these future teachers in working with their students.

- Early in the training of the teacher include training in dealing with individuals whose background and attitudes differ from their own.
- (2) Include, as part of this program, training in attitude and philosophy development such as that

outlined in the "Positive Attitude Toward Learning" program (Zinges, Pelan, Scroggins & Arterberry, 1975).

(3) Include experiences, working in school situations with minority and lower socioeconomic group youngsters, before the normal time for student teaching to be offered. These experiences should be under the direction of a teacher who has had successful teaching experience in this area.

The recommendations derived from this study, rather than being unique, seem to support the recommendations of the authorities who recognize that attention to and accommodation of the needs of reluctant learners does tend to improve their performance. It would also appear that treating older adolescents more as adults yields more positive results.

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- 7. Letter to parents, 1979.
- 8. Metropolitan Learning Centers and O. S. Y. Curriculum.

APPENDIX A

EXCERPTS FROM THE CURRICULUM MATERIAL USED

The following pages of curriculum material were chosen as representing the type and format of the instructional material used in this study and is provided through the courtesy of the Dallas Independent School District.

Resources/Materials Learning Level/Course: Att: A-2 P. 6A Att: A-1 P. 1A Branch: Science Suggested Time: Read and learn about the teachers responsibility concern-ing laboratory safety. rules before the student begins any Laboratory work. If an unsatisfactory grade is made the student should study and take the test again (making a satisfactory grade) before starting work. teachers will want to give students a test over safety Give students a list of laboratory safety practices. Laboratory safety cannot be over emphasized. Many The student will demonstrate an understanding Ideas of the appropriate laboratory safety procedures. (A) Laboratory Rules and Understand General Mastery Objective: Safety Procedures Focus

4-1 -4

Att: A-1

Safety Procedures in the Laboratory

The best way to handle accidents is to prevent them. Safety in the laboratory cannot be over-emphasized. Chemicals and equipment can be dangerous if not handled properly. Make the following practices habitual whenever you assign laboratory work. Remember, "An ounce of prevention is worth a pound of cure."

- I. Teacher Liability
 - A. The fact that an injury occurs does not render a teacher liable. Such liability only arises for injury to pupils in his charge caused by his negligence or failure to render or exercise reasonable care.
 - B. The teacher is responsible for knowing the suitability of the use of equipment.
 - C. The teacher is responsible to enforce the state law requiring the use of safety glasses in the laboratory.
 - D. The teacher is responsible for the mishandling of explosive materials, fire resulting from chemical reactions, or accidents associated with student inventiveness.
 - E. Teachers must supervise their students at all times.

II. General Rules for Teachers

- A. Have all laboratory equipment properly labeled and dated.
- B. Make laboratory inspections of all equipment at least once a month.
- C. Require students to wear safety glasses at appropriate times.
- D. Make the student aware of all the procedures involved before he performs an experiment.
- E. A fire extinguisher and a first aid kit should be readily available in the laboratory.
- F. Make the student aware of the dangers involved in touching the face, mouth, eyes, and other parts of the body with his hands while working in the laboratory.
- C. Warn students to avoid breathing directly the fumes of any chemicals.
- H. Conduct question and answer sessions periodically on safety practices.
- Keep a record on all accidents, even the minor ones, showing date, nature, and cause; also, corrective action taken.
- J. Have students report all accidents to you immediately.

III. Using Heat in the Laboratory

- A. Require students to handle all hot objects with gloves or tongs.
- B. Check gas burners for defective tubing and gas leaks such as cracks in rubber tubing.
- C. When students are using a number of burners at the same time, be sure to have sufficient ventilation in the classroom.
- D. Never dispense burner fuel directly from the one gallon can; use an intermediate-sized dispenser.
- E. Pint size plastic bottles should be filled away from any flame, labeled plainly, and placed at each dispensing station.
- F. Take proper safety precautions when heating a liquid in a contined container; heat gently and rotate the flame in a large area.
- G. Be certain that all gas jets in the laboratory are shut off tightly when not in use.
- H. Warn students never to point a test tube being heated, or one in which a reaction is occuring, at another student or at himself.

IV. Using Chemicals in the Laboratory

- A. Store all chemicals in a locked cabinet and in the original containers to avoid mislabeling.
- B. Dispense chemicals at several stations in the classroom.
- C. Warn students to keep solvents away from flames, sparks, and heated objects.
- D. Discard ether after one year of use.
- E. When dealing with unfamiliar chemicals, students should find out if they are toxic and flammable by nature and what special safety precautions are necessary by reading the label on the container.
- F. Do not pour unused chemicals back into their original containers; discard the unused chemical properly.
- G. Do not allow students to substitute chemicals in experiments unless you have thoroughly checked the procedures.
- H. Warn students against tasteing or touching chemicals.
- Advise students that rubber gloves should be worn when handling or working with medium or strong acids and alkalies.

- 80
- J. Store all solvents in closed containers in a cool, well-ventilated area.
- K. Pour acids into water when diluting.
- L. Warn students that chemicals should not be mixed "just to see what happens."
- M. Make students aware that mercury is poisonous; warn them that its fumes must not be inhaled and that it must be kept off the skin.
- N. Warn students not to heat mercury under any condition.
- V. Using Glassware and Glass Tubing in the Laboratory
 - Always remove any broken glass from tables, drawers, and floors immediately.
 - B. Inspect all glassware for defects before and after student use.
 - C. Have students use a soap solution or glycerin on the tips of glass rods or tubing for lubricating before inserting them into stoppers.
 - D. Have students to remove glass apparatus from stoppers immediately after use to avoid "freezing."
 - E. Provide a special container marked "broken glass" for the disposal of broken glassware.
 - F. Glass objects which might break under pressure or vacuum should be wrapped with plastic or a wet cloth.
 - G. Students should thoroughly clean all glassware after each use and drain dry; not wipe dry.
 - H. All glassware used in the laboratory should be of the heat-treated variety.
 - Warn students that test tubes should not be heated from the bottom; they should be tipped slightly, but not in the direction of another person.
 - J. Glass tuging used in the laboratory should be either fire-polished or have edges beyeled with emory paper.

VI. Using Electricity in the Laboratory

- A. See that all wires are properly insulated.
- B. Never allow students to put more than two or three simple objects on a circuit at one time.

- C. Do not pull a cord out of an outlet by the cord; always use the plug.
- D. Electric plates in use should rest on an asbestos pad or some other fireproof material.
- E. Remind students that hands should be dry when touching electric cords, switches, or appliances.
- F. Warn students never to touch two naked wires together.
- G. All connecting cords should be in good condition and plugged into the nearest outlet; old cords should be repaired or discarded.
- VII. Using Hand Tools in the Laboratory
 - A. Check all hand tools to see that they are in proper working condition.
 - B. See that students use tools only for the purposes for which they are intended.

VIII. First Aid in the Laboratory

- A. Report all injuries or accidents to the school's nurse.
- B. If base splashes on a student's skin, wash the affected area with plenty of water followed by a wash with boric acid solution followed by another wash of water.
- C. If acid splashes on the skin, wash it with plenty of water followed by a paste of baking soda and final rinsing with plenty of water.
- D. If a chemical solution other than an acid or base should splash into a student's eyes or on his skin, wash the affected area with plenty of water.
- I. If acid splashes into a student's eyes, wash them out with plenty of water; follow this by a wash with a dilute solution of sodium bicarbonate; then rinse with plenty of water again.
- F. If base splashes into a student's eyes, wash with plenty of water; follow this by a wash with a boric acid solution and then rinse with plenty of water again.
- G. The prime rule for students to remember in an emergency is to "Keep Calm."
- H. For minor cuts and burns, follow the procedures accompanying the first aid kit that should be located in the laboratory.

Att: A-2

LABORATORY SAFETY PRACTICES

- 1. It is your responsibility to act always in a manner that will insure your safety and the safety of the other members of the class.
- Ask for further instructions whenever you do not understand clearly what you are to do.
- Always wear safety goggles when you are heating, hammering, or using acids or bases.
- Stay away from students who are doing experiments where eye protection is needed.
- 5. Do not handle laboratory equipment without permission.
- 6. Do not use any chemical from an unlabeled container.
- When diluting an acid or base, add the acid or base to the water with stirring.
- 8. Never directly breathe the fumes of chemicals and never taste chemicals or place them near your eyes.
- 9. Dispose of broken apparatus, used chemicals, or waste in special receptacles.
- 10. Never pour hazardous chemicals down the drains.
- Accidental spills must be wiped up immediately with wet paper towels. Notify your teacher if you have a spill.
- Immediately report any accidents or breakage to your teacher, however slight they may be.
- Know where the safety equipment such as fire extinguishers is located in your laboratory.
- 14. When heating a test tube point it away from yourself and anyone else.
- 15. Never heat materials in a closed container.
- 16. Hot glass and cold glass look the same. THINK before handling.
- 17. Always carry equipment in a safe manner that will not endanger other members of the class.
- Never leave equipment in places that could lead to an accident. Use equipment in authorized areas only.
- Never carry a lighted alcohol burner and never leave a lighted alcohol burner or bunsen burner unattended.
- 20. Some chemicals are not dangerous while others are damgerous. All chemicals should be used according to the directions given. Observe all signs, labels, and other directions that recommend caution.

- 21. Wash your hands thoroughly after handling chemicals.
- 22. Clean and replace all apparatus after using.
- 23. Long hair must be tied back when working in the laboratory.
- Remember, accidents happen mostly because students are unaware of safety rules or deliberately violate them.

Give a lab test using glassware and equipment that will be used in the Lab on a day-to-day basis.

To test - label alphabetically or number each item. Lift each piece of glassware or equipment so that everyone can see it. Have students write the name of each object.

BE A SAFE EXPERIMENTER

Mastery Objective: The student will demonstrate an understanding concerning the principles related to simple machines.

Branch: Science

Learning Level/Course: Physical Science

Suggested Time: 3 weeks

Focus	Ideas	Resources/Materials
Work	"Work" Activity Have students to try and open locked windows, then unlocked windows. Discuss work in relation to the two happenings. Have students bring yo-yo's to class. Use the yo-yo's to help enforce the concept of work.	Att: B-1 Module: <u>Simple Machines</u> , Resource 1A & 1B.
	Read	Spaceship Earth Physical Science Hill/Barcaski pp. 93-97
		Physical Science Investigations Bickel et al pp. 49-51
		Art. 8-1
Introduce simple machines and how they can aid man.	Introductory Activity: Have a large, sturdy box full of bricks, rocks, or books. Ask students to put box on table without actually lifting it onto table. Let students figure out what and how to use the equipment available.	Module: Simple Machines & Resource 2
Distinguish the different types of simple machines.	CLASSIFYING SIMPLE MACHINES: Teacher Demonstration: Teacher takes the 6 basic simple machines and discusses each one while giving practical examples of each type (i.e., leverahovei; inclined plane - stairs; wedge - ax; screw - screw; pulley; wheel 6 axle -	Att: B-1 Module: Simple Machines # & Resource 3
	faucet).	

8-1

Focus Recognize common simple machines. machines. The student will see the advantage of a screw compared to a nail. The student will under- stand the relationship of a screw and an in- clined plane.	View film View film Divide the class into groups and have each group report on the applications, operations and effectency of each classification of simple machine. View filmstrip STUDENT HANDOUT: STUDENT HANDO	Resources/Materials Simple Machines: Wheels & Axles (Film) Simple Machines: Work and Mechanical Advantage (Film) Mechanical Advantage (Film) Module: Simple Machines # Att: B-1 Module: Simple Machines # Att: B-1 Module: Simple Machines # Att: B-1 Module: Simple Machines # 6 Resource 4 6 Resource 5 D.I.S.D. Physical Science School Set #28 Att: B-1 Module: Simple Machines #
	Read	Physical Science Investigations Bickel et al pp. 73-76

8-2

Focus	Ideas	Resources/Materials
	/iew Film	<pre>Inclined Plane Wedge and Screw (Film)</pre>
		The Lever (Film)
To show how levers aid man to do work.	CONSTRUCTION OF THREE CLASSES OF LEVERS: Have students to take large, sturdy boards of different lengths and construct levers of different classes.	Simple Machines: Levers (Film) Att: B-1 Module: Simple Machines: # & Resource 7 and 7a
	Read	Physical Science Investigations Bickel et al p. 43, 64
Describe functions of simple machines, i.e., how machines aid man in doing work.	DEMONSTRATION OF HOW MACHINES AID MAN IN DOING WORK: The teacher will lecture and demonstrate how simple machines help people do work and what is the purpose of each type of simple machine, i. e., transform energy, reduce effort, multiply force, change direction of force.	Att: B-1 Module: Simple Machines: # & Resource 8
Solve problems mathema- tically relating to work, effort, amount of load, distance to load, dis- tance to effort, when given any three of above.	FINDING HOW MUCH WORK IS DONE BY MACHINES MATHEMATICALLY:	Att: B-1 Module: Simple Machines # & Resource 9
To compare sliding and rolling friction.	COMPARISON OF SLIDING & ROLLING FRICTION: Have student to measure the force of friction by sliding and rolling a weight over a distance. Then have the student to compare the two mathematically. Student must record all measurements on a data table.	Att: B-1 Module: Simple Machines # & Resource 10

B-3

Resources/Materials

Simple Machines #

Att: B-1

Module:

Set up the three classes of levers. Measure the distance

To demonstrate how levers SIMPLE MACHINES:

Focus

transfer forces.

Ideas

to the load from the fulcrum, load, the distance from

DISD Physical Science School Set Simple Machines: Pulleys (Film) Simple Machines: Inclined Plane Wheel Axle and Pulley (Film) Simple Machines # Simple Machines # & Resource 11 & Resource 12 as well as moveable pulleys. Using a set resistance, find & Resource 13 Att: B-1 Att: B-1 Module: Module: (Film) #27 levers. Determine which class levers change the direction Set up an inclined plane, using a cart and various loads. Record the length of the plane, height of plane, load, moved, then calculate the amount of input and output work Rig up several different pulley combinations using fixed effort to fulcrum, force of each of the three classes of Calculate input work vs. output work effort, for three different sets of measurement of the the effort, distance force moved, distance resistance of force, gains distance. Draw and label the three using material collected in the three trials. HOW PULLEY'S HELP MAN: THE INCLINED PLANE: above information. classes of levers. Show Transparency View film View Film done. How the inclined plane How the pulley helps helps man do work. man do work.

B-4

Resources/Materials	Att: B-1 nails Module: spools, Simple Machines # force & Resource 14	Pull Att: B-1 Pull Module: work Simple Machines # rubber & Resource 15 done.	Y OF Att: B-1 Module: Afficiency Simple Machines # Measure & Resource 16	areer ended in the ded in column bjectives. ig the provide	<pre>11 control Basic Science for Aerospace d to in- Vehicles, Northrop Institute craft in of Technology.</pre>
Ideas	COMPLEX MACHINES: Arrange the three spools in a triangle using the r as axles. Using the rubber bands to connect the in various combinations, find the relationship of and speed.	EFFICIENCY OF MACHINES: Set up an inclined plane with a cart and weight. the cart and weight up the plane and measure the done. Then lock the wheels of the cart with the band and repeat the activity and measure the work	CALCULATION OF MECHANICAL ADVANTAGE AND EFFICIENC MACHINES: Have the students to calculate the M.A. and the e of various simple machines that they set up and m their efficiency.	The following Idea was developed by teachers of C Education Clusters. Originally, the Idea was int for possible infusion into only one Branch. Note resource column, however, the Idea has been inclu several Branches. The reference in the resource indicates which Branches along with the Mastery O The Idea has not been rewritten. Ways of infusion Career Idea are more than likely, not apparent. The purpose for including the Idea, as is, is to a vehicle for further development of the Idea dur 1976-77 Baseline Seminars.	Levers, screws, jacks, bell cranks are used in al surfaces of an aircraft. Show how these are used crease force or work and how they control an aird flight.
Focus	To examine how complex machines work.	To determine how friction affects the efficiency of a machine.	The student will be able to calculate the mechan- ical advantage and efficiency of simple machines.		Career application

8-5

Focus	I de as	Resources/Materials
	Levers, Screws jacks, Bell cranks are used in all control surfaces of an Aircraft. Show how these are used to increase force of work and how the control an aircraft in flight.	Basic Science for aerospace vehicles Northrop institute of Technology
Career Application	Show student use of a tachometer engine oil pressure and temperature guage and what they indicate. Cylinder head, temperature guages, etc., could be done by actually taking student to an aircraft and performing engine run up.	Field trip to an airport or Skyline Career Development Center Aero.

89

Objective: 1. APPROXIMATION. Given a practical problem

Area: Basic Math Skills

involving approximation, the student will choose the best

answer from among those given.

Мето	<pre>VOCABULARY estimate, estimation, approximate, approximation, round-off, significant digit Day # Trouble-Shooting Mathematic</pre>	 3 Examples 1-4, pp 20-21 4 Work problems 1-12, p 21. 5 Work problems 13-24, p 21. 	<pre>6 Examples 1-3, p 117; Examples 1-2, p 131. 7 Work problems 1-16, p 118. 8 Work problems 16-24, p 118. 9 Work problems 1-6, p 131. 10 Examples 1-3, p 223. 11 Work problems 1-10, p 242. 12 Work problems 11-17, p 224. 12 Work problems 11-20, p 242.</pre>
Instructional Resources	Consumer Related Mathematics p. 24 Mathematics for Daily Living pp. 525-529 Stein's Refresher Mathematics pp. 22-23, 115, 155-157 Trouble-Shooting Mathematics pp. 18-19 Mathematics For Everyday Life pp. 23-24, 42-43, 101	Trouble-Shooting Mathematics pp. 20-22, 44-46, 65-67, 89 Mathematics For Everyday Life p. 54, 101, 162-165, 217, 336-337	Trouble-Shooting Mathematics pp. 117-118, 131, 223-225, 241-242 Mathematics For Everyday Life 54, 101, 111, 113 153, 162-165, 217
Topics	Round-off to: a. tens b. hundreds c. thousands d. one significant digit	Estimate answers to problems involving whole number operations.	Estimate answers to decimal and fraction problems.

Basic Math Skills Area:

money up to \$100, the student will select from among several

Objective: _

2. SPENDING BEHAVIOR. Given a certain amount of

Determine which of several dollar	Instructional Resources	Мето
amounts (to the penny) is the greatest (least).	Mathematics for Today (red) pp. 8-9, 11-15 Activity 1	VOCABULARY: check, savings account, deposit, withdrawal, balance
Read amounts (up to \$1000) written with dollar and cent signs.		<pre>13 Perform Activity #1, pp 11-15, Mathematics for Today (red)</pre>
Read information on a personal check.	Trouble-Shooting Mathematics Skills p. 358 Mathematics for Today (red) pp. 10, 247-8 Mathematics for Today (blue) pp. 247-8	<pre>14 Answer questions 1-8, p 358 in Trouble-Shooting Mathematics Skills and discuss these in small groups.</pre>
Read current balance from a bank statement.		<pre>15 Read pp 152-153 in Consumer Related Mathematics. Discuss these in small groups.</pre>
Given a certain amount of money (up to \$100), select from among several	Mathematics for Everyday Life p. 101	16-17 In groups of two, perform the activities on p 154 in Consumer Related Mathemati
ances nose name and the she can		18 Read and discuss pp 100- 102 in Mathematics for Daily Living.
		<pre>19 Do activities 1-4, p 105 in Mathematics for Daily Living.</pre>

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Given.	NAME AND ADDRESS OF TAXABLE PARTY.
CURRENCY	the state of the s
С	Construction of the second second second
Obiective.	oujeurve.

Area: Basic Math Skills

denomination of the currency to be used in paying for it, the

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Topics	Instructional Resources	Мето
Identify various denominations of currency.	Troubleshooting Mathematics Skills pp. 24-25	VOCABULARY: coins, currency
Read and write money numbers.		20 Find the number of each coin in the ten collections on page 25 in Trouble-
Perform basic operations involving money.	Stein Refresher Mathematics p. 171—nos. 1, 2, 3, 4, 9, 10; p. 170—set 30; pp. 163-64—set 23; p. 179—sets 23, 24, 25, 26; p. 189—set 11a; set 11b Mathematics for Today pp. 247-48 (level blue)	Skills. Skills. 21 In small groups, perform the activities on page 194 in Consumer Related 6 Mathematics.
Make change.	Stein Refresher Mathematics pp. 553-554 Consumer Related Mathematics p. 34, no. 10 Mathematics for Today — (level red) pp. 81-82 Mathematics for Everyday Life p. 171, 172-173	 22 Read and discuss pp 111- 113 in Mathematics for Daily Living. 23 Perform exercises 1-3, pp 113-115 in Mathematics for Daily Living.
Probiem solving using money.	Stein Refresher Mathematics p. 171 prob. no. 1, 2. 3, 4, 9, 10, pp. 163-64, pp. 180-81 prob. no. 1, 2. 3, 4, 5; p. 191 prob. no. 1, 2, 3, 4, 5 Consumer Related Mathematics p. 34 no. 1, 2, 3, 4, 5, 6, p. 35 no. 1-8, 9, 10, 11, 12, 13, 14	24-25 Work the problems indicated at the left in Refresher Mathematics and Consumer Related Mathematics.

4. COST COMPARISON. Given several items, the Objective:

Basic Math Skills

Area

student will determine the unit price of each and select

Topics	Instructional Resources	Memo
Given the unit price of an item, determine the total price of several items.	Mathematics for Today (level red) p. 78 Mathematics for Daily Living p. 101 Mathematics for Today (level red) p. 80 Mathematics for Daily Living p. 104 — (6)a-h; (7)a-h; (9)a-d Mathematics for Everyday Life pp. 160-161	26 Perform the indicated activities in Mathematics for Daily Living.
Determine the unit price of items when given the total cost.	Stein's Refresher Mathematics pp. 546-547 (1)a-c, i, o; (2)a-c; (3)b, (4)b-d, h Consumer Related Mathematics p. 201, 1-6; p. 202, 1-6, 10, 11 Troubleshooting Mathematics Skills pp. 354-355 Mathematics for Everyday Life pp. 142-143	27-28 Perform the indicated activities in Stein's Refresher Mathematics and Consumer Related Mathematics.
Choose the better buy if the product is of the same quality.	Consumer Rel3ted Mathematics p. 201 (7-12); p. 202 (12-19) Mathematics for Today (level red) pp. 79-80 (1-7) Stein's Refresher Mathematics p. 552, no. 12 (a-1); no. 14 (a-e) Mathematics for Daily Living pp. 110-111 (a-p) Mathematics for Everyday Life p. 140	29-30 Perform the indicated activities in Consumer Related Mathematics and Stein's Refresher Mathematics.

Basic Math Skills Area:

Objective: --

5. TABLES AND GRAPHS. The student will be able to

read and interpret information from tables and graphs. (line,

bar, circle and picture)

Memo	<pre>31 Answer questions 1-12, pp 280-281 in Troubleshooting Mathematical Skills. 32 Prepare graphs as in- structed in exercises 1- 32 20 35 10 00000000000000000000000000000000</pre>	 2, p 200 in from the skills. 33 Answer questions 1-16, pp 284-285 in Troubleshooting Mathematical Skills. 34 Perform exercises 1-4, p 287 in Trouble-Shooting 	Mathematical Skills. 35 Answer questions 1-13, p 192 in Consumer Related Mathematics. 36 Draw the graph explained in #16 102 in Consumer be	lated Mathematics.	37 Construct the four graphs described in exercises 1-4, p 287, Trouble-Shooting	Machematical Skills. 38 Answer questions 1-6, p 183 in Consumer Related Mathematics.
		en en				(°)
instructional Resources	Mathematics for Today (level blue) pp. 69-72, 82 Steins Refresher Mathematics p. 523 Troubleshooting Mathematical Skills pp. 280-283 Consumer Related Mathematics pp. 68, 74, 110 Mathematics for Everyday Life pp. 23-25, 38, 39, 296, 250	Mathematics for Today (level blue) pp. 73-88 Steins Refresher Mathematics p. 524 Troubleshooting Mathematical Skills pp. 284-287 Consumer Related Mathematics p. 160 Mathematics for Everyday Life p. 28, 337	Mathematics for Today (level blue) p. 90 Steins Refresher Mathematics p. 525 Consumer Related Mathematics p. 192 Mathematics for Everyday Life. pp. 32-33	Activity 1	Mathematics for Everyday Life pp. 26-27, 30-31, 24-35	Consumer Related Mathematics pp. 183, 332 Mathematics for Everyday Life, p. 5, 6, 9, 10, 12, 14, 16, 18-19, 26, 30, 77, 83, 86, 89, 90, 102, 128, 298, 300, 301, 306, 316, 323, 334, 335, 339, 342, 343, 353, 357, 358, 360-368, 370, 372-375, 378-381, 384-385 Mathematics for Daily Living pp. 165, 186, 218-219, 417, 443
Topics	Read, ir terpret and draw a bar graph which displays specific data.	Read, interpret and locate points on a line graph.	Read and interpret data on a circle graph.	Read and interpret a pictograph graph.	Make a graph of given data.	Read and interpret data on a table.

6. TIME CALCULATIONS. Given two of the following: Objective:

Arca: Basic Math Skills

initial time, terminal time, or elapsed time, the student will

	Memo		24,426 39 Read and discuss Unit 2 text material, pp 66-70 in Mathematics for Daily Living. 40 Perform exercises "A", pp	70-71 in Mathematics for Daily Living. 41 Perform exercises "B", pp 71-72 in Mathematics for Daily Living.		
	Instructional Resources		Stein's Refresher Mathematics pp. 42 Mathematics for Daily Living pp. 70-7	Mathematics for Daily Living p. 71 Mathematics for Today pp. 140-141 Mathematics for Everyday Life p. 13,		
determine the third element.	Topics	Tell time on the hour, half-hour and at five-minute intervals.	Find the sum and differences of two amounts of time.	Determine elapsed time when given initial and terminal time.		

7. JOB APPLICATIONS. Given a job application, the Objective:

Area: Basic Math Skills

student will successfully complete it.

widowed, divorced, grammar school, Perform the indicated present and permanent address, signature, data, marital status. dependents, spouse, position, references, physical defects, Memo VOCABULARY: Activity. 42 Instructional Resources Mathematics for Today (red) pp. 1-2 Activity 1 Complete a job application neatly and Know the names and addresses of at least 3 persons that can be used for former employers' names and Be able to write social security Know the following personal educational background social security number date and year of birth height and weight condition of health Topics parents' address parents' names phone number number correctly. marital status addresses information: references address exactly.

8 SALARY AND WAGES. The student will determine Objective:

gross and net pay for a given number of hours and given rate of pay.

			°° 97		
Memo	VOCABULARY: salary, wages, gross pay, overtime,	paycheck stub. deductions, F.I.C.A. (Federal Insurance Contributions Act), withholding tax, commission, annual, employee, employee payroll, time card, time-and -a-half, double time, full time, part time. income, gross, net, social security	3 In small groups, work through the sixteen steps to determini salary, p 246, Consumer Related Mathematics. 4 Work problems 1-10, p 247, Consumer Belsted Mathematics	<pre>5 Read pp 260-261 in Consumer Related Mathematics and in small groups work through the model on p 261. 6-47 Work the ten problems p 267 in Consumer Related</pre>	Mathematics. Mathematics. 8 Answer the ten questions pertaining to a paycheck stub on p 339 in Trouble- Shooting Mathematical Skills.
			4 4	t t	
Instructional Resources	Stein's Refresher Mathematics, p. 531 Mathematics for Today, (red), pp. 140-142	Mathematics for Today (red), pp. 49, 143-9 Trouble-Shooting Mathematics, pp. 336-338 Consumer Related Mathematics, pp. 246-247 Stein's Refresher Mathematics, pp. 530-533 Mathematics for Everyday Life p. 257 Mathematics for Everyday Life p. 257	Stein's Refresher Mathematics, p. 532 Mathematics for Everyday Life p. 257	Stein's Refresher Mathematics, pp. 164-168 Trouble-Shooting Mathematics, pp. 340-341 Mathematics for Today (red), pp. 155-157 Consumer Related Mathematics, pp. 260-262 Mathematics for Everyday Life p. 257	Trouble-Shooting Mathematics, pp. 339-341
Topics	Read a time card and determine the number of hours worked.	Given an hourly wage, determine gross pay (with and without overtime).	Given the weekly earnings, determine the hourly rate of pay. Given the monthly earnings, determine daily rate of pay.	Determine net pay.	Be able to interpret information on a paycheck stub.

Basic Math Skills Area

Learning Level/Course: 9-10/World History Attachment 2-A You Are There Dramatizations. Attachment 1-A American Resources/Materials A Global History of Man. Cultural Communities. Man's Many Voices. Branch: Social Studies Suggested Time: Refer to: groups. Have students illustrate this through drawings, manipulatives with out outs or even real costuming can be used. The student can investigate the A good illustration of stereotypes is the dress of the different cultural and national Concepts --- from the concepts of a common national culture learned in the previous focus. Have the students examine cultural conflict that leads to A very effective method of presenting Culture Conflict is to have a speaker of Have the students to read what holds a nation together? Using current periodicals and newspapers, direct the students to find and present items, both material and philosophical that bind us together as a nation, i.e., consumption communities all Americans belong to as the department store (Sears, Perney's, Ward's, etc.) These are the stores that advertise and merchandise wares for the middle class American. Other examples are on attached charts. For skills, handicapped another race or nation who is articulate and respected. A substitute can be a film students can handle use a flannel board, bulletin board, collage, etc. that treats the subject in an objective manner. A-1 Ideas Combine concept and value lesson. resolve conflict. (Imperialism, Nationalism, World War I, World War Mastery Objective: The learner will identify the various ways to international conflict. Study Causes of Conflict: Impact of nationalism on society. Il and its aftermath). A Focus Culture Conflict

Focus	Ideas	Resources/Materials
	practical, religious, and fashion ongins of clothing and understand how it came to be other than through innate racad or national charactensucs. On the values level, the whole class can join in on an analysis and comparison of contemporary American style and trace the practical and philosophical ongins and compare it to the progression of dress in other nations. Students may like an activity as a dress day which reflects their personal philosophy.	
Define Nationalism	 Establish a working definition and/or knowledge of nationalism and in doing so differentiate between nationalism at its best and unhealthy nationalism. Have the students to understand that nationalism at its best is good and wholesome as it is synonymous with peacetul patriotism. Help the students understand that nationalism becomes unhealthy and a threat to peace when the ambitious and the misguided use it as an excuse for violence and hatred. Ask students to make a list of those of characteristics and/or actions that exemplify nationalism. 	Refer to: Man's Cultural Heritage, p. 428-431. The History of Our World, p. 661-665.

A-2

Focus	ldeas	Resources/Materials
	 Compare nationalism and its consequences in sample countries: France, Germany, and the United States. Have students discuss the difference between patriotism and blind obedience to the leaders of one's country. 	Reter to: Man's Cultural Hentage, pp. 428-429 Man's Cultural Hentage, pp. 387-394, 428-430 Use the Fenton World History Program series 30060 and the
	Have students search out and understand a definition of nationalism, i.e., the intense identification people have with the nation of their origin or place in which they live.	section on "The French Revolution and Nationalism." Refer to: "History of U.S. in Pictures," <i>The</i> <i>American Past</i> .
	Specify U.S. as example of impace of nationalism. Have students make a chart indicating: a. different national origins, races, religion setting in early colonies. b. some pattern with later imagination.	Nationalism — Its meaning and History.
	Have students research and submit themes on how the following contributed: a. sharing of English language, customs, legal traditions by most citizens. b. influence of John Locke. c. Declaration of Independence.	
	Have students copy sections of Declaration of Independence which they think pulled citizens logether and made them proud of the U.S.	

A-3

American Heritage — World War Films — Audio-Visual Catalogue. The Sounds of History W.W.I. It All Started with Stones and Man's Cultural Heritage, pp. Illustrated Encyclopedia of History of the World War. Resources/Materials This Fabulous Century. I and World War II. (Record). Texaco Refer to: 428-437. M M Clubs. a. broad overview of period using textbook and several other sources of c. each student research a particular topic related to time period and present his findings to class. Students will submit a critique on each report as it is given Divide class into groups according to either national ancestry or interest. Have each group present to the class a statement of national history, customs and See attachment 15-E — this can be used as individual work or divide class into groups for group reports. In teaching this unit it can be used from 3 different Have students form a committee to investigate distinctive characteristics in the food, dances, music, sports, and literature of U.S. and show how they build b. films — some of them contain actual newsreel accounts of historic events. and each student will submit a bibliography of his research material. Have students write a short theme about one of the following: Student needs definitions of nationalism and imperialism. a. Creation of a citizen army to fight revolution i.e. All contributed to American Nationalism. : Ideas : b. The celebration of independence day : c. The adoption of a national flag information as lecture material. view points. Nationalism. heroes. Focus

101

			101	
Resources/Materials	Herer to World History, Follett Education Corp. Exploring World History.	Mastery World History, Oxford Book Company.	Webster Dictionary Exploring World History, p. 240. Beler In:	Mastering World History, p. 356.
Ideas	The following resources can be used according to teacher discretion and above all, student needs. All suggested assignments can be assigned in any portion depending on time and student capabilities. This work is designed for individualized instruction only, demanding teacher directions, supervision and evaluation daily. Upon arrival to class the student is required to have an initial	interview with teacher for instructions and answer all questions for that particular lesson. After the assignment is completed, the student must interview with the teacher to submit his written exercise for that day. The teacher is, of course, available while student is working on questions for additional help or guidance. During the interview the teacher evaluates the work and/or marks incorrect responses. If the paper shows that the student does not completely understand what he read, the paper is returned for corrections and only then does the student receive a grade for his assignment. Any question that will help the student fully incorrection the course on based at his time. Teacher can ask a lew duestions	to see if student has gained enough information to tackle the next assignment on the focus. Assignments: a. Define the word Nationalism and be able to write a good definition in your own words. Use the word in a sentence to show that you understand the meaning. Give synonyms such as Patriotism. Have a interview with teacher	Use chart to explain nationalism and magazine pictures.
Focus				

Ideas Resources/Materials	estions from teacher given orally and/or written. (Student opinion, and directed). do they express (show) it? do they express (show) it? are some of the results of nationalism on a people? alism can cause conflicts how? alism can cause conflicts how? alism can cause conflicts how? alism can cause conflicts how? alism can cause conflicts how? are some of the results of nationalism on a people? tae some of the results of nationalism on a people? alism can cause conflicts how? alism can cause conflicts how? alism can cause conflicts how? are some of the results of nationalism on a people? tae some of the results of nationalism on a people? tae some of the results of nationalism on a people? tae some of the results of nationalism of a people? tae some of the results of nationalism of a people? tae some of the results of nationalism of a people? the stand disile (resentment) for foreigners. Introms for independence in world today. Good pile is Angola. Bring newspaper articles to class. Read in class and have on summarize briefly what is happening in that country from day to day the fis differmma. It would be interesting to find out the history of the bry involved. Exploring World History. Chapter by involved.	S 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Focus	 Use quest teacher de la eacher de la eacher de la Why do a. Why do a. Why do a. What a. Why do b. How do c. What a. Conque example exampl	

A-6
ENGLISH I Fifth Six Weeks

OBJECTIVES

The student, at the end of the fifth six weeks, will be able to:

(listening/speaking)

(reading and study skills)

WRITE A SHORT EXPOSITORY ESSAY, ANSWER AN ESSAY TYPE QUESTION, (writing) AND WRITE A PERSUASIVE PARAGRAPH STRESSING POINT OF VIEW (ATTITUDE) AND DEVELOPED THROUGH EXAMPLES AND DETAILS WHILE REVIEWING NEEDED BASIC MECHANICS AND MANUSCRIPT FORMS

IDENTIFY THE BASIC ELEMENTS OF (literature) POETRY, BIOGRAPHY, AND AUTOBIOGRAPHY

1) MAKE EXPLANATIONS AND GIVE DESCRIPTIONS AND 2)PARTICIPATE IN CHORAL READING

RECOGNIZE COMPARISON AND CONTRAST AND DISTINGUISH FACT AND OPINION

RELATED PARTS

WRITING

(1) Persuasive paragraphs stressing the writer's point of view on a particular subject

- а. to inform reader
- to move reader b.
 - development 1) examples
 - 2) details

(2) Essay (expositive)

- discussion of limited topic a.
- centered around a specific idea b.
- written for a definite purpose с.
- primary purpose is to express opinions d.
- and ideas, responses and bleiefs of the writer on a specific subject.
- (3)Effectively read, understand, and answer an essay question

LITERATURE

(1) Poetry

с.

- rhythm а.
- b. rime scheme
- с. verse/stanza

104

- 1) free verse 2) blank verse
- 3) metrical verse
- d. imagery
- e. types
 - 1) lyric
 - 2) narrative
 - 3) dramatic
- f. figurative language
 - *1) simile *2)
 - metaphor *3) alliteration
 - ¥4)
 - assonance 5) onomatopoeia

 - hyperbole
 apostrophe
 - *8) personification
 - (stressing those starred)
- (2) Biography/Autobiography

("With What You Have" Unit)

- (3) Techniques of Style
 - а. atmosphere
 - b. foreshadowing
 - suspense с.
 - d. irony

("The Strange and Erie" Unit)

LISTENING/SPEAKING:

- Making explanations through studying the lives of the people in "With What You Have" and telling why those people accomplished what they did (1)
- Describing the settings in "The Strange and Erie" (2)stories to show how they affect atmosphere, suspense, mood, etc.
- (3) Choral reading of selected poems in "The Ways of a Poet" Unit

READING AND STUDY SKILLS:

- Compare and contrast, orally in class discussion or in written paragraph form, the lives and traits of the people discussed in "With What You Have" Unit (1)
- (2) Distinguish fact from opinion using material from biographical selections.

RESOURCES

INSIGHTS text

- (1) "The Ways of a Poet" pp. 442-490
- (2) "With What You Have" pp. 150-209
- (3) "The Strange and Erie" pp. 583-641

WARRINERS (Third Course)

Refer to:

- (1) Part Five: Mechanics pp. 441-529
- (2) Manuscript Form p. 349

The time line suggested here is approximately 2 weeks spent in each of the three units using selected material from each.

Example Lesson (1 Week)

A. Have students make a poetry notebook from selections in text pp. 442-487 based on poems on two specific themes. (They might also use poetry from other sources, especially music.)

- a. Topic theme 5 poems
- b. Attitude, meaning, or emotion theme 5 poems
- B. Each poem must:
 - (1) Be copied
 - (2) Be illustrated
 - (3) Be explained in a short paragraph
 - (4) Have 3 labeled examples of figures of speech
 - (5) Have rime scheme identified
- С.

One poem from notebook can be presented and explained to class by the student

ENGLISH I

Sixth Six Weeks

OBJECTIVES

The student, at the end of the sixth six weeks, will be able to:

(writing)

WRITE A FORMAL ESSAY AS AN INTRODUCTION TO THE FIVE PARAGRAPH THEME OR ESSAY STRESSING THE DEVELOPMENT, TRANSITION DEVICES, AND USAGE IN CONNECTION WITH FORMAL WRITING

IDENTIFY THE ELEMENTS OF A NOVEL (literature) COMPARED TO THE SHORT STORY AND UNDERSTAND SYMBOLISM AND THEME IN RELATION TO THE SHORT STORY

GAIN FURTHER PRACTICE IN LISTENING (listening/speaking) FOR DETAILS AND CLASS DISCUSSION

READ FOR A PURPOSE, USE CONTEXT (reading and study skills) CLUES, DISTINGUISH RELEVANT/NONRELEVANT MATERIAL, AND DRAW INFERENCES AND CONCLUSIONS

RELATED PARTS

WRITING

- (1) Formal Essay (as an introduction to the five paragraph theme or essay)
 - a. introduction
 - b. body
 - c. conclusion
 - d. transitional devices
 - e. usage techniques
 - no contraction
 - 2) no colloquialisms
 - 3) no questionable grammar
 - 4) no personal pronouns
 - 5) correct mechanics
 - f. Manuscript form

LITERATURE

- (1) Symbolism
- (2) Theme
- (3) Elements of the novel as compared to the short story as a form

Page 2

LISTENING/SPEAKING

- (1) Reinforcement in basic listening skills
 - a. listening for details
 - b. taking oral assignments
 - c. listening to tapes, films, and oral class reading
- (2) Taking part in class discussion for practice and reinforcement

READING AND STUDY SKILLS

- (1) Reading for a purpose using basic study questions on each chapter of the novel
- (2) Using context clues to identify word meanings in connection with a vocabulary list based on the novel
- (3) Distinguishing relevant/nonrelevant material in reading the novel and drawing conclusions for written essay concerning theme, style, characterization, etc.

RESOURCES

INSIGHTS text

- (1) "The Inner Circle" Unit pp. 150-209
- (2) Winter Thunder p. 709
- (3) When The Legends Die p. 525
- Refer to: WARRINERS (Third Course)
 - (1) Writing Composition p. 310
 - (2) Writing Complete Sentences p. 243

(any other selections needed for reinforcement)

TIME OUTLINE:

Approximately one week could be used for selections from "The Inner Circle" to stress symbolism and them, one week on <u>Winter Thunder</u> as an introduction to the novel as a literary type, and three weeks on <u>When the Legends Die</u> as a study of the novel and material on which to base the formal essay. The last week should include the introduction to and writing of a formal essay introducing the structure of the five paragraph theme or essay

Page 3

Example Lesson (2 days)

- A. Have students present a panel discussion on <u>When The Legends Die</u>, based on plot, characterization, setting, theme, symbolism, style, etc. to present an overview of the entire novel as a summary or conclusion activity. (As a part of this assignment, students should be taught how to interact on a panel, their responsibility, etc.)
- B. This panel discussion may be a product of group work with one member from each group's "round table discussion" participating on the final panel presentation.

APPENDIX B

LETTER AND RETURN CARD SENT TO PARENTS

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W. H. Adamson High School

Nolan Estes General Superintendent

February 21, 1979

Dear Parent:

During the first quarter of this school year your son/daughter tailed at least three courses because of non attendence, This situation has not improved during second quarter.

We are deeply concerned about this matter and know that you are concerned also. We hope that we have a solution to the problem.

During the third quarter which begins on March 6, 1979 we are placing your student into a special program to assist him with his attendence problem and to try to give him a successful learning experience. In order to make this program a success we need your involvement with this program.

We are having a parents meeting at 7:30 P M, March/1979, at W.H. Adamson High School and another one at the Anita Martinez Center 3212 N. Winnetka. By having a meeting at two different locations we hope that you will be able to attend at least one of these.

Enclosed you will find a stamped addressed post card. Please return it to us and tell us whether or not you will be able to attend one of the meetings.

If you are unable to attend one of them please tell us when you can come to school and meet with one of us about your child.

Thank you for your time and assistance.

Sincerely;

12 Win A. Artman, Ed. D Principal.

201 E. Ninth Street, Dallas, Texas 75203 • 942-6141



W. H. Adamson High School

Nolan Estes General Superintendent

February 21, 1979

Estimado Padre de Pamilia:

Durante el primer trimestre del presente año escolu, su bilo/ bijn ha reprobado por lo menos 3 cursos a causa de faltas. Esta situación no ha cambiado durante el segundo trimestre.

Nosotros estamos muy preocupados de este asunto y subemos que VI. lo estambién. Durante el Ber y último trimestre, el casi contenza el próximo 6 de marzo (1979), nosotros ponemos a estos estudiantes en un programa especial para ayudarlos con su problema de asistencia y tratar de darles una experiencia de aprendizaje afortunado.

Para hacer funcionar este programa, nosotros necesitamos que Vds. se invuelvan y que nos ayuden en este caso. Habra una reunión con los padres de familia el próximo l de marzo a las 7,30 n.m. en la escuela superior W. H. Adamson y sostendremos otra reunión en el Anfra Martinez Recreation Center, 3212 Winnetka en la misma fecha. Sosteniendo 2 reuniones en 2 localidades diferentes, nosotros esperamos que Vds. puedan asistir a la que este más cerca de su domicilio.

En este sobre encontrarán Vdz, una tarjeta postal con dirección. Por favor regrésenosia y avísenos si va a ir a cualquiera de estas reuniones.

Si Vds. no pueden asistir, tenga la bondad de avisarnos cuando pueden venir a la escuela y platicar con nosotros acerca de los problemas de su hijo.

Muchas gracias por su tiempo y su asistencia.

Sinceramente,

in A. Artman, Ed. D

201 E. Ninth Street, Dallas, Texas 75203 • 942-6141

I will attend the meeting on March 1 at 7:30 PM at (check one) Adamson High School Anita Martinez Center

I will be unable to attend either of the meetings but will be able to meet with you at school. I will come to school on

date	time
Please complete the following inform	ation:
Name:	
Student's Name:	
Address:	
Phone Number:	