

AN INTERVIEW FIELD-STUDY THAT COMPARES FRESHMAN MALE DROP-OUTS
(1950-1953) FROM NORTHEASTERN OKLAHOMA A & M COLLEGE WITH
FRESHMAN MALE NON-DROP-OUTS OF THAT INSTITUTION

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CHAPTER I

THE PROBLEM

This study concerns the drop-out problem of the junior college. The drop-out problem is one of the many problems of the junior college that appears to be associated partially with its rapid growth. It appears, therefore, that an attempt to understand more fully the present investigation should begin with some knowledge of the junior college movement. This movement in the United States is "perhaps the most significant mass movement in higher education that this or any other country has ever witnessed in an equal period of time."¹ In 1900 there were eight junior colleges in the United States with a total enrollment of one hundred students² as compared with 583 junior colleges with a total enrollment of 575,216 students for the school year of 1950-51.³ Of these junior colleges 321 were public junior colleges with an enrollment of 204,356 regularly matriculated students, including 132,675 freshmen and 71,681 sophomores.⁴

¹Carl E. Seashore, The Junior College Movement (New York, 1940), p. iii.

²Phebe Ward, "Development of the Junior College Movement," in American Junior Colleges, ed. Jesse F. Bogue, American Council on Education (Washington, D.C., 1952), p. 9.

³C. C. Colvert and H. F. Bright, Junior College Directory, 1952, American Association of Junior Colleges (Washington, D.C., 1952), p. 3.

⁴Ibid., p. 4.

There are several reasons for the rapid growth of the junior college. Among these reasons are: (1) the junior colleges offer the academic work characteristic of that offered during the first two years by the senior colleges; (2) the junior colleges are widely dispersed and thus tend to make college work more available to many students who would not otherwise consider it; and (3) the junior colleges have made a real effort to provide types of training not always to be found elsewhere.⁵ Junior college advocates have faith in the continued growth of the junior college, which appears to them necessary for the "American way of life." If something of the future attainment can be determined by the past display of growth, such observation as this voiced by Horn can have real meaning: "In our day, I believe that at least two years of post-high-school education is essential....I expect to live to see junior college education as common as high school education is now."⁶

Associated with the idea of making the junior college as universal as the high school is the so-called junior college philosophy that education on the junior college level should be for all youth. One of the junior college advocates states:

That the advantages of the junior college education may be available to all American youth is fast becoming the primary objective of American educational advance. That all American youth has a right to such educational opportunity is no longer the question.⁷

Although the junior college reaches for all youth, it does not attempt to educate them en masse. The junior college deals with the

⁵C. C. Colvert and H. F. Bright, "Analysis of Junior College Growth," Junior College Journal, XXI (November, 1950), 130.

⁶Francis H. Horn, "Improving Junior College Education in Maryland," Junior College Journal, XXII (October, 1951), 76, 77.

⁷William C. Jones, "The Junior College in American Education," Junior College Journal, XXXIII (May, 1953), 482.

individual. Any failure to develop to the fullest extent the capacities of any one individual, so far as the junior college is concerned, is a matter of national concern. Gilchrist, discussing the role of the junior college, mentions why the training of youth is of national concern:

There is no greater need in our country than that individuals be able to think clearly and critically in reaching decisions. Our democratic way of life demands that citizens be able to do this. Otherwise we can come under the spell of a demagogue without realizing that we are being "sold down the river."⁸

The Junior College and the Drop-Out Problem

Junior college advocates, although proud of the phenomenal growth as well as other accomplishments of the junior college, are aware of problems to which have not been found adequate solutions. One of the perennial problems of the junior college is what to do in regard to the large number of male students that drop out before completing the two years of training offered by the college. Approximately one-half of the young men who enrolled as freshmen during the years 1950-1953 did not remain to complete the sophomore year.⁹ For an institution that has as its aim the education of all post-high-school youth this is not in keeping with that aim; furthermore, the existing situation causes the interested observer to question the careful attention which the junior college supposedly affords each individual. It is fortunate that

⁸Robert S. Gilchrist, "What is the Current Role of the Junior College?" National Association of Secondary Principals Bulletin, XXXVI (March, 1952), 89.

⁹Information was taken from successive issues of the Junior College Directory. Male drop-outs were not listed separately. It, however, appears universally accepted by junior college leaders that more men than women withdraw from these institutions.

junior college leaders recognize this lag and want to do something about it. The editor of the Junior College Journal has this to state:

The answer to the question of why some students drop out...is an important one. The junior college has long prided itself on the individual attention it gives. This claim cannot be justified on a limited basis. It must extend to all individuals enrolled. To dismiss a part of the student body from the consideration imposes an unjustifiable limitation.¹⁰

To recognize that a drop-out problem exists is one thing, but to do something about it constitutes something else. Continuing his discussion, the editor mentions:

The tracing of students who have dropped out of school is no easy task. Quite frequently the student involved is not classified as a drop-out until many weeks after he has ceased attending. This lapse of time contributes materially to the difficulty of the task.

Once the student is located, it is often difficult to learn his true reasons for withdrawal. He may not actually know why he withdrew....A maximum of ingenuity may be needed to discover the real cause for withdrawal.

The problem of learning causes for drop-outs is a time-consuming one. Many junior college staffs do not have an opportunity for such activity because of the pressure of other responsibilities. The assignment of one staff member to this duty is costly, and many junior college budgets are inadequate to permit the additional expenditure required.¹¹

Reynolds' concluding statement as to what needs to be done appears apropos:

Perhaps what is now needed is (1) a recognition by all junior college administrators of the importance of this activity, and (2) a sharing through the Journal of techniques which have been successful. These steps might do much to increase even further the services of the junior college to the communities represented.¹²

¹⁰James W. Reynolds, "Responsibility for Drop-Outs," Junior College Journal, XXI (February, 1951), 324.

¹¹Ibid.

¹²Ibid.

The Need for the Present Study

General Need

There is always a need for drop-out studies that concern particular institutions during specific years because of the social changes that take place in a dynamic society. General economic conditions, international conflicts, shifts in occupational opportunities and interests, and attitudes regarding higher education as necessary preparation for vocations--these, and many other factors, directly or indirectly influence students to withdraw from specific institutions.

Junior College Need

As mentioned before in this chapter, the junior college leaders are very much concerned in knowing why they are losing so many of their students. One leader, commenting on the need for research in this area, makes this statement in a letter to the writer:

There has been a need for some time of a special study of drop-outs in the junior colleges themselves. We need something of a continuous study on this in order to see what trends are, and also, what changing conditions bring. I am very hopeful that your study will initiate such a movement that we can through continuous investigation find out how to eliminate so many drop-outs from junior colleges....I am very much interested in your proposed thesis.¹³

The writer learned from the various presidents of the state-controlled junior colleges of Oklahoma that at each institution approximately one half of the boys who enroll as freshmen do not remain to be graduated.¹⁴ At the college involved in the present study, school records show that

¹³Part of a letter to the writer from Dr. C. C. Colvert, Director of Research for the American Association of Junior Colleges, University of Texas, Austin (June 14, 1954).

¹⁴These state-controlled junior colleges are located at Lawton, Miami, Tishomingo, Tonkawa, Warner, and Wilburton.

of the 189 entering freshman boys for the school year 1950-51, only eighty were among the 1952 graduates. The ratio was about the same for the 1951-52 and 1952-53 classes.

General Statement of the Problem

The problem is to find out whether or not there are any major characteristics, or pattern of characteristics, of freshman male drop-outs from the Northeastern Oklahoma Agricultural and Mechanical (A. & M.) College, Miami, that would distinguish them from a similar group of non-drop-outs of that institution.

Purpose of the Study

The purpose of the study is to discover, if possible, answers to the following questions:

(1) What were the factors related to withdrawal of the freshman male students from the Northeastern Oklahoma A. & M. College before they completed the first year of the program offered by the college?

(2) What were some of the characteristics of the freshman male drop-outs from the Northeastern Oklahoma A. & M. College that would distinguish them from those male freshman students who remained in that institution?

Scope of the Study

Unfortunately, the drop-out problem is so extensive that only a small portion of the problem can be examined in a single study such as this one. The present study was an effort to investigate the effect of certain factors concerning the drop-out problem in a particular institution, the Northeastern Oklahoma A. & M. College. The study does not attempt to generalize concerning the broad influences of the findings

beyond the institution studied; furthermore, the study does not attempt to implement the data in terms of revised curricula and improved guidance techniques suggested to increase the holding power of this institution. The study is presented with the hope that it will stimulate and aid the planning of other studies concerning the drop-out problem.

Selection of the Subjects

The subjects selected for the experimental group were 125 male freshmen who withdrew from the Northeastern Oklahoma A. & M. College, Miami, during the school years 1950-1951, 1951-1952, and 1952-1953 and a control group of an equal number of male freshmen enrolled at that institution during the last month of the Spring Semester of 1953. All subjects of both the experimental and the control groups, at the time of enrollment, were between 18 and 25 years of age, resided in an area¹⁵ not exceeding sixty miles from the campus, and were of similar economic background.¹⁶ All subjects were white American boys. It is assumed that the 250 subjects comprising the population for the study are representative of the parent population from which the sampling was drawn. It may be inferred that unless a major change occurs within a subsequent population, differences applying to the population used in

¹⁵This area with its thousands of acres of grain and grazing land (for cattle) appears to be primarily agricultural; however, there are lead and zinc mines within a few miles of the college and oil wells at a greater distance. Miami, the largest city covered in the study, has a population of about twelve thousand people. The Goodrich Rubber Plant mentioned by the drop-outs (see Chapter V, the free responses) is located in the northwest section of Miami.

¹⁶The majority of the students that attend this junior college appear to be from economically poor homes. The term "aristocratic" does not apply to the students of the Northeastern Oklahoma A. & M. College at Miami, Oklahoma.

the present study would tend to be in the same direction for the subsequent population.

Drop-Outs Defined

The drop-outs comprised the experimental group. In this particular study the drop-outs consisted of those male freshmen who enrolled for twelve or more hours of college credit at the Northeastern Oklahoma A. & M. College and then voluntarily withdrew from that institution before completing the school year. A total of 277 male freshmen whose names were recorded as drop-outs fitted the above specifications of age, place of residence, and economic background. One hundred and twenty-five of these 277 drop-outs were available for personal interviews; these 125 drop-outs comprised a random sampling that was the population basis used for the experimental group.

Materials Used in the Study

The following two types of materials were employed in the present study: (1) those used to supply objective data were (a) high school and college records, (b) three standard psychological tests, and (c) a Personal Data Sheet devised by the writer, and (2) those used to elicit attitudes and opinions were two forms of an Opinionnaire devised by the writer.

Psychological Tests Used in the Study

The writer felt that some of the differences that might exist between the two groups could be brought out by psychological tests. Three psychological tests were utilized in the investigation to determine for each individual in both the control and experimental groups his

intelligence, reading proficiency, and field of occupational interest.

These three tests are:

American Council on Education Psychological Examination for College Freshmen (ACE), prepared by L. L. Thurstone and Thelma Gwinn Thurstone and published by the Educational Testing Service. This sixty-minute test was especially designed for the appraisal of a person's scholastic aptitude, or general intelligence. At the beginning of each school year concerned in this study the counselor at the Northeastern Oklahoma A. & M. College administered this test to entering freshmen. The test gives raw scores that can be converted into percentiles. Percentile norms based on several hundred junior college freshmen were supplied by the publisher for the counselor. Percentile values based on these norms were used by the writer to show the level of intelligence for each subject.

Nelson-Denny Reading Test, prepared by M. J. Nelson and E. C. Denny and published by the Houghton Mifflin Company. This thirty-minute test was especially designed to measure a person's ability to comprehend vocabulary as well as paragraph-meaning. The combined scores of the two present the student's raw score for general reading-comprehension, which was converted into percentile values. Percentile norms based on several thousand college freshmen were supplied by the publisher for the writer. Percentile values based on these norms were used in this study to show the level of reading-proficiency for each subject. The writer administered this test during the interview procedure.

California Occupational Interest Inventory (Advanced, Form A), devised by Edwin A Lee and Louis P. Thorpe and published by the California Test Bureau. This thirty-to-forty-minute inventory was

especially designed to aid a person in discovering his basic occupational interests. Among other factors, six fields of interest are identified on the test: personal-social, natural, mechanical, business, the arts, and the sciences. The counselor at the Northeastern Oklahoma A. & M. administered this test to entering freshmen at the beginning of each school year concerned in this study. The test presents a raw score for each interest-field that can be converted into a percentile value. Percentile norms based on several thousand cases were supplied by the publisher for the counselor. The area of interest selected for this investigation was the interest scale having the highest centile value.

Treatment of the Data

Treatment Accorded Tabulated Data

The responses given by the members of both the control and experimental groups to each item appearing on the Opinionnaire and the Personal Data Sheet were individually tabulated in pairs for comparison and examined for statistical differences.

Treatment Accorded Free-Responses of the Drop-Outs

The free-responses of the drop-outs were grouped into major areas of factors related to their withdrawing from college, and under each of these areas the free-responses appear verbatim.

CHAPTER II

REVIEW OF THE LITERATURE

The earliest research dealing with school drop-outs appeared at the beginning of the twentieth century and was largely a count of the number who were leaving school. As early as 1911 educators realized that research concerning drop-outs should represent more than just an effort to trace numerically the life of a given school class. To merely "count" (see p. 12) was not enough; drop-outs should be more clearly identified and described. As the years went by, investigations of withdrawal concerning the drop-out himself, his home, his family, and his community cumulatively gained proportion. A great deal of the research in the 1930's was concerned with how to identify the potential drop-out. It has been in the last few years, especially since 1940, that the evaluation of findings in terms of improving school curricula has received much attention. Methods of investigating school-leavers rarely appear outmoded. Each type of investigation has contributed, and probably will continue to contribute, further information related to the problem.¹

Search for Related Material

By far the greatest number of drop-out studies deal with the elementary and high school problems. A very few concern four-year

¹Rudolph F. Sando, "How to Make and Utilize Follow-Up Studies of School Leavers," National Association of Secondary Principals Bulletin, XXXVI (March, 1952), 67.

colleges and universities, and investigations pertaining to junior colleges are very much limited. The desired related materials would have been studied on a junior college level dealing with comparisons that had been made between the characteristics of drop-outs and non-drop-outs. Educators consulted and literature examined led to no such studies. A letter from the Executive Secretary of the American Association of Junior Colleges informed the writer that related studies of this type were, to his knowledge, not available.² The literature reviewed in this chapter was surveyed mainly for what it had to offer concerning methodology. Factors related to withdrawal from school are continued in the following chapter, where it was necessary to review further the literature dealing with drop-outs so as to classify items of the Opinionnaire.

Related Literature

Two "count" methods are commonly used for research on school drop-outs. The one used by the United States Office of Education for computing "school survival rates" for the entire nation bases its calculations essentially on fifth-grade enrollments in relation to enrollments in later years. The fifth-grade is considered a practical basis for comparison mainly because beyond that grade children begin to be released from compulsory school laws. Many investigations stem from these surveys, for example, this from a well known study:

² Sections of a letter to the writer from Secretary Jesse P. Bogue, New York, August 21, 1953:

Your study...will have to stand almost wholly on its own feet since there are not other materials available on this particular kind of inquiry....I do not know of any persons who are working on this specific problem....It is a new approach....I do not know of literature bearing on this specific problem....

Calculating from 1946 enrolment data, it appears that of every 1000 pupils who attend public elementary schools only 453 are still in school when the final year of high school is reached. Somewhere along the line the other 547 have dropped out of school,³ from disinterest, discouragement, or for other reasons.

A similar study utilizing information contained in a survey conducted by the United States Office of Education in 1945-46 supplements the above analysis with college data. This study mentions that, for the nation as a whole, of the approximate 420 who do graduate from high school fewer than 120 enter college, and only fifty of that number remain to graduate from college.⁴

The other "count" method commonly used to enumerate school drop-outs consists in subtracting the number of youth in school from the number of school age. For illustration, the Bureau of Census reports that of the 4,070,000 sixteen-and-seventeen-year-olds in the United States during October 1950, only 2,901,000 were enrolled in school, and 1,169,000 (28.7 per cent) were not enrolled in school.⁵

Very few, if any, investigations of drop-outs have been quoted more than that made by Harold Dillon under the auspices of the National Child Labor Committee. Dillon supervised a survey of 1,360 young people from five separate school communities who left school voluntarily in 1945-46. They were studied to determine the role in leaving school

³547 Have Gone, prepared by the Research Division of the National Education Association, 1201 Sixteenth Street, Northwest, Washington 6, D.C., Federal Aid Series No. 3 (March, 1948), p. 1.

⁴Walter H. Gaumnitz and Ellsworth Tomkins, Holding Power and Size of High Schools, Federal Security Agency, Office of Education, Circular No. 322 (1950), p. 1.

⁵School Enrollment of the Civilian Population, United States Department of Commerce, Bureau of Census, Current Population Reports, Series P-20, No. 34 (July 26, 1951), 12.

early of such factors as family background, school attendance records, intelligence, failures by grades and subjects, and attitudes toward school jobs. Data obtained from school records as well as from students and teachers were supplemented by questionnaires. The results of the survey show that, though economic stress must be recognized as one of the causes of withdrawal from school, reasons related to school have a higher frequency than do financial reasons. Dillon feels that, if young people were more enthusiastic about their schools, probably they would not leave school. He identifies seven symptoms of leaving school early: (1) a decline in achievement from elementary grades to junior and senior high school, (2) grade repetition in elementary school, (3) frequency of grade or subject failure in the junior and senior high school, (4) decline in attendance, (5) frequent transfers from one school to another, (6) signs of insecurity or "lack of belonging" in school, and (7) lack of interest in school work.⁶

Weaver's data picturing the potential drop-out from two separate school communities appear to be in line with those of Dillon mentioned above. He states that a low score on a standardized intelligence test which places the student in the lowest tenth of those tested could be used as one of the factors to predict dropping out of school.⁷

Mullen investigated truancy in relation to disorderly conduct in the classroom. From the 1,628 cases studied she found that truancy

⁶ Harold J. Dillon, Early School Leavers--A Major Educational Problem, National Child Labor Committee, Publication No. 401 (New York, 1949), 94.

⁷ Glen L. Weaver, "School Drop-Outs," The Education Digest, XIX (May, 1954), 5-7.

increased with age and that incidence of disciplinary cases decreased.⁸ This study indicates that students who have been chronic absentees in high school will continue the pattern in college and thus heighten chances for withdrawal.

Tomkins,⁹ Dillon,¹⁰ and Hand¹¹ are among the investigators who present evidence to show that more boys than girls drop out of high school. The percentage of male drop-outs was higher in all studies surveyed by the writer in which a comparison appeared. It appears that for any grade level--elementary, high school, or college--more boys than girls withdraw (see pp. 5, 6).

Cragg calls to mind some of the factors which describe the individual's leaving school when the school is less responsible for his withdrawal than are some outside influences. For this survey, census data were instrumental in providing information which the author feels was not available through other sources. He found among factors less associated with the school: (1) living in low-rent areas, (2) low educational attainment of adults in the neighborhood in terms of the number of adults who completed four years of high school and in terms of the median number of school years completed, (3) lack of central

⁸Frances A Mullen, "Truency and Classroom Disorder as Symptoms of Personality Problems," Journal of Educational Psychology, XLI (February, 1950), 97-109.

⁹Ellsworth Tomkins, "Where Are the Boys?" School and Society, LXX (July 2, 1949), 8-10.

¹⁰Dillon, op. cit., p. 23.

¹¹Harold C. Hand, Principal Findings of the 1947-48 Basic Studies (Springfield, Illinois, 1949), p. 13.

heating in dwellings, and (4) a high incidence of unemployment among the workers in the neighborhood.¹²

Bell mentions the restricted educational opportunities of youth that are related to the father. He found that youth tends to remain in the educational boundaries in which his father lived. His findings indicate that a youth whose father is in the lower educational, economical, and occupational levels will probably not go very far in school. Size of family is also linked to withdrawal from school. The larger the family, the greater the probability that the youth from that family will not attain an educational level beyond the grades.¹³

A publication presented by the Commission on Life Adjustment for Youth is concerned with the needs of the 60 per cent of youth who neither attend college nor enter skilled trades. This report lists the following characteristics of this group whose needs are not being met by existing academic conditions. "They often, if not usually

1. Come from families the members of which are engaged in unskilled and semi-skilled occupations.
2. Come from families with low incomes.
3. Come from families with low cultural environments.
4. Are retarded in school.
5. Begin school later than other children.
6. Make considerably poorer scores on intelligence tests.
7. Make considerably lower achievement test scores for age than the average.
8. Make somewhat lower achievement test scores for grade than the average.
9. Make lower marks than other students.
10. Are less emotionally mature--nervous, feel less secure.
11. Lack interest in school."¹⁴

¹²William L. Gragg, "Utilization of Census Data in Statistical Analysis of School Drop-Out Problems," Journal of Experimental Education, XVIII (December, 1949), 151.

¹³Howard M. Bell, ed., Youth Tell Their Story (Washington D.C., 1938), pp. 51-66.

¹⁴Life Adjustment Education for Every Youth, U.S. Office of Education, prepared by the Division of Secondary Education, Superintendent of Documents, Washington, D.C., 1948, p. 49.

Students often drop out of school because of unsolved problems. The trend in recent investigations to determine problem areas may be among the important steps retarding withdrawal. Douglas and Rack sent questionnaires to 3,000 students in twenty-six Texas junior colleges. Students were to check items that would indicate their major problems. Results were received from 1,956 students representing twenty colleges. The students checked eight general problem areas as follows: (1) social relations, (2) home and family, (3) adjustment to school work, (4) preparation for the future, (5) religion and morals, (6) recreation and use of leisure, (7) health and physical development, and (8) problems relating to finances. Eight specific statements were listed under each of the eight areas above. Each student was asked to rank each category numerically "1" through "8" in the order of their importance to him as a source of distress. When each student had indicated choices for the eight groups with eight problems in each groups, the ten problems of greatest concern for public junior college students were as follows:

1. Do not have enough time for social functions.
2. Can not concentrate.
3. Have too little time for recreation because of school assignments.
4. Do not know how to develop a philosophy of life.
5. Do not have enough time for sleep.
6. Have too little money for social expenses.
7. Uncertain as to how religion can be worked into everyday life.
8. Concerned about finding a job when college work is completed.
9. No organized recreation is available.
10. Whether to work summers or continue in school in order to finish as soon as possible.¹⁵

¹⁵O. B. Douglas and Lucille Rack, "Problems of Junior College Students," Junior College Journal, XX (March, 1950), 377-389.

Meyer in his investigation sent to counselors (or whoever handled guidance) of southwestern junior colleges a tally sheet listing thirty-five problem areas. To determine the frequency of these problems, each guidance director was asked to check daily each problem on the tally sheet as it occurred. Other areas were to be added as necessary. The forty-one junior colleges reporting ranked problems of highest frequency in this order: (1) choice of curriculum, (2) dropping a course, (3) absences, (4) registration, (5) getting a job, (6) change of curriculum, (7) use of college facilities, (8) drop-outs, (9) official withdrawing, and (10) vocational testing.¹⁶

Investigators of school leavers during the early 1930's found unfavorable economic situations were the factors most related to attrition. Bell surveyed youth in school as well as out of school, but no comparisons were drawn. The study was done during the economic depression of the 1930's; accordingly youth gave causes for leaving school related to economic security.¹⁷

Snyder for five semesters in the late 1930's investigated the reasons for withdrawal of 3,000 students from California junior colleges. Each student was asked to write a brief statement as to why he was leaving college. Of the reasons given, those dealing with economic needs were paramount (46 per cent).¹⁸

¹⁶A. M. Meyer, "Frequency Table of Student Problems in Junior Colleges," based on a questionnaire study by A. M. Meyer, Amarillo College, Amarillo, Texas, 1954, pp. 1-3.

¹⁷Bell, op. cit., pp. 51-99.

¹⁸Louise May Snyder, "Why Do They Leave?" Journal of Higher Education, XI (January, 1940), 26-32.

Mitchell investigated the reasons for withdrawal of 1,389 freshman men at Michigan State College during the years 1937-40. Reasons for withdrawal were obtained in personal conferences and by correspondence. Two major reasons for withdrawal were low marks (36 per cent) and lack of money to continue (21 per cent). Of the low-mark group, 14 per cent had test scores indicating average or above average ability.¹⁹

The Faculty Committee of the Joplin Junior College made a follow-up study of the graduates and non-graduates of that institution. Questionnaires requesting varied information were mailed to 1,500 of the former students. Of these, 311 non-graduates responded. A part of the questionnaire permitted each non-graduate to check one of six stated reasons for withdrawal. Each item and the number of non-graduates checking the item follows: "(1) financial, 50; (2) curriculum, 89; (3) marriage, 18; (4) armed services, 43; (5) honor points, 12; (6) other reasons, 99."²⁰

Counselors of eight California junior colleges asked each of ninety-eight withdrawing students to check cause of withdrawal on a questionnaire which included nine possible reasons for withdrawal. The student chose his reason for withdrawal before any discussion with the counselor. Some gave more than one reason. They checked as follows:

39 To work full time
 18 To enter the service
 12 Health
 0 Social
 3 College work too difficult

¹⁹Fred T. Mitchell, "Why Freshmen Leave College," Journal of Higher Education, XIII (January, 1942), 95-100.

²⁰"A Follow-Up Study of Joplin Junior College Graduates and Non-Graduates from 1940-1949, report of the Faculty Committee, Joplin, Missouri, 1950, p. 12.

- 6 Loss of interest
- 3 Can not continue both school and work
- 10 Home responsibilities
- 21 Other reasons.

After the student had indicated his reason (see above), he entered into a discussion with the counselor to see whether or not some common understanding of the real reason could be reached by both. In seventeen cases the counselor felt that the real reason was one other than that reported by the student on the check list. "Poor work" and "lack of ability" were felt to be the real reasons in nine cases, and other explanations were too frequent to be noted. The fact that thirty-nine students reported a need to work full-time did not seem to be consistent with the lack of financial need.²¹

Jones concludes: (1) there is an element of truth in the statements made by youth as to why they leave school, but there is a question in the minds of educators as to whether or not these statements can be accepted absolutely at their face value; (2) there is evidence that more serious and fundamental conditions are basic, frequently regardless of the reasons given; (3) there is too much generalization wherein students "just don't like school"; and (4) there is a stressing of economic difficulties by some students in order to cover the fact lack of intelligence brought about their dropping out of school.²²

The counselor of the Joplin Junior College interviewed thirty-four potential male drop-outs who had verbally made known to the Dean's secretary their intention of withdrawal. They were interviewed by the

²¹ Junior College Drop-Out Study, Junior College Institute Guidance Committee of California, Los Angeles, 1953, pp. 1-15.

²² Galen Jones, "Report to Work Conference on Life Adjustment Education," Why Do Boys and Girls Drop Out of School and What Can Be Done About It? (Washington, D.C., 1950), p. 17.

counselor to see whether or not they would give the same reasons for dropping as they had given the secretary. The reasons given the counselor were: (1) they wanted to join the army, 10; (2) they wanted to earn more money, 8; (3) school and outside work proved too much, 4; (4) they wanted to go to another college, 3; (5) they did not like a certain teacher, 2, and (6) other reasons, 7. The reasons were about the same as those reported to the secretary with the exception of reason "3" and reason "5." In each case one student had reported a desire to go to work.²³

Reynolds appears to believe that the junior-college student may not actually know why he withdrew other than that he had a lack of interest (which could mean almost anything), or his reasons for withdrawing may be something personal which he does not care to discuss. Reynolds feels that between-semester losses of students can be caused by transfer to another college or unsuitability of the educational program.²⁴

Medskin, writing his opinion as to what causes students to drop out of junior colleges, implies that they are so confused by the unrest and uncertainty of the times that they appear unable to collect their bearings as to just what to do or how to plan.²⁵

²³Lloyd L. Dryer, "Reasons Given to the Counselor for Wanting to Withdraw from Joplin Junior College," unpublished paper, Joplin, Missouri, 1953, p. 11.

²⁴James W. Reynolds, "Responsibility for Drop-Outs," Junior College Journal, XXI (February, 1951) 324.

²⁵Leland L. Medskin, "Junior Colleges in This Period of Crisis," Junior College Journal, XXII (January, 1952), 249-256.

Summary Statements

1. Methods of investigating school leavers rarely become obsolete. They are more often combined for a better approach to the problem.

2. Numerous investigations of holding power of schools have been reported that concern elementary and high schools; only a few investigations have been reported that concern junior colleges. Studies that compare junior-college drop-outs with junior-college non-drop-outs seem to be lacking.

3. The extent of school-attrition can be determined from census data. Census data supply pertinent information that can be utilized for continued investigation of the drop-out problem.

4. Investigators have discovered that certain characteristics seem to describe the potential drop-out. Behavior patterns appear to become established in the early grades and are quite stable by the time of enrollment in college. No one investigation surveyed compared junior-college drop-outs with junior-college non-drop-outs in regard to behavior patterns.

5. Studies surveyed seemed to indicate that more male students than female students withdraw from college. Public junior colleges of Oklahoma during the school years of 1950 to 1953 reported that approximately one half of the male students that enrolled as freshmen did not complete the sophomore year.

6. Factors related to withdrawal from school seem to be both psychological and sociological. A student's decision to withdraw from college probably results from complex pressures involving self, school, family, and community. The student himself may not be able to give a

true reason for desiring to withdraw from school, or he may have a tendency to over-simplify the reason where a complexity of causes exist.

7. In contrast to the emphasis laid upon economic needs for leaving school in the earlier studies, the more recent studies seem to indicate the relative unimportance now associated with economic needs; however, the financial needs of students remain a part of the drop-out problem and will probably continue to do so.

8. Recently, investigators have busied themselves locating student-problem areas and thus possibly provide the "ounce of prevention" element for the drop-out problem. Such studies tend to point out that something should be done that would cause students to be more enthusiastic about their schools.

The findings seem to present evidence that the factors related to withdrawal from school are multi-causal and, therefore, complicated. They appear relevant to time, location, and individual difference. Although there are many factors related to withdrawal, in general it appears that almost all of them can be classified under these broad categories: personal, financial, school, family, vocational, health, and military.

CHAPTER III

DESIGN OF THE OPINIONNAIRE AND THE PERSONAL DATA SHEET

During the interview two instruments designed by the writer (see p. 8) were employed to obtain from the respondents the responses that were later treated quantitatively to determine the difference between the characteristics of the drop-outs and the non-drop-outs. The purpose of this chapter is to present the design of these two instruments, the Opinionnaire and the Personal Data Sheet.

The Opinionnaire

The Opinionnaire employed in this investigation to elicit attitudes and opinions from all respondents was prepared by the writer for this particular study. Its primary purpose was to stimulate those interviewed toward exploration and expression of their feelings concerning items considered. From the data supplied by the Opinionnaire it was possible to compare the attitudes and opinions of boys who withdrew from college (experimental group) with a group of similar boys who remained in college (control group).

There are actually two opinionnaires used in this study, one for the control group (Appendix A) and one for the experimental group (Appendix B). The items of the two opinionnaires are phrased so that they may be treated quantitatively. This was done by phrasing the items in the control group in the present tense of the verb and the items of the experimental group in the past tense of the verb. For example, "Do you

feel...?" employed for the control group became "Did you feel...?" for the experimental group by changing the verb "to do" from the present to the past tense. Although two opinionnaires are used in the study, they are referred to in a singular sense (the Opinionnaire) in order to facilitate discussion.

General Characteristics

An effort was made to construct items for the Opinionnaire that would have the qualities of simplicity and conciseness without sacrificing informality and friendliness. To do this, some judgment of the level of verbal ability and reading comprehension of the respondents had to be considered. An attempt was made to keep the words as simple as possible and the ideas as clear as possible. As Remmers suggests, it is impossible to construct items that are equally clear and meaningful to everyone.¹ In any case, the informal simplicity characterizing the phraseology of the items seemed to promote friendliness as well as understanding.

As to brevity, the Opinionnaire contains only twenty items because of an effort to limit the items to as few as possible. Wheeler is among the experts who put the accent on brevity for better rapport and cooperation.² As one source indicated, to the extent that items annoy, irritate, tire, or bore the respondent, to that extent they will be answered hastily or not at all. "One must think of the psychology of the respondent."³

¹ H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York, 1954), pp. 142-147.

² Hubert Wheeler, Guidance Services Handbook for Missouri Schools, Publication No. 71 (Jefferson City, 1951), 15.

³ Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York, 1941), pp. 337-339.

The items were structured in order to require a "yes" or "no" response. The literature considered pointed out that the yes-no type of response was needed for items contained in an opinionnaire if the responses are to be treated quantitatively. As Good, Barr, and Scates suggest, there is a necessity for selecting items in which the responses can be summarized and with the yes-no instrument that can be done quantitatively.⁴

The idea of using the word "feel" as the key-word in the items structured to elicit attitudes and opinions from the respondent originated from literature explaining its use in non-directive counseling, especially the writing of Carl Rogers. It was probably the consideration given the word after reading Rogers⁵ that caused the writer to be in agreement with experts like Erickson who mentioned that it is better to begin the yes-no item with "You feel that,..?" procedure in order to reach the respondent's "feel" on the subject.⁶ (See Appendices A and B). The writer assumed that an opinion expressed on an item in this manner indicated a characteristic of the respondent.

Selecting and Classifying Items

The survey of literature showed that the factors related to dropping out of school seem to be multi-causal and relevant to time and place. It appears that an instrument devised to deal with all factors related to dropping out of school, even a particular junior college, would be

⁴Ibid., p. 338.

⁵Carl R. Rogers, Counseling and Psychotherapy (New York, 1942).

⁶Clifford E. Erickson, The Counseling Interview (New York, 1951), p. 78.

difficult to prepare. The writer prepared an instrument containing as many items related to withdrawal as were practical for its purposes and left one item open that would serve for a catchall (see Appendices A and B, Item 20).

Areas related to withdrawal from junior colleges were assembled from the following sources: related materials, educators (in conversation and by correspondence), and the writer's experiences in guidance. The writer, patterning after a method employed by Douglas and Rack⁷ in determining student-problem areas (see p. 17), surveyed these factors related to withdrawal in order to determine their frequencies and saw that the factors could be grouped under broad areas. The following areas were suggested by the literature: (1) personal, (2) financial, (3) school, (4) family, (5) vocational, (6) health, (7) military, and (8) other causes. From these eight areas were drawn the twenty items used for the Opinionnaire. There are actually seven specified areas and one catchall category. Those factors related to withdrawal that could not be classified into one of the specified areas were placed in "other causes."

Obviously, the classification is neither perfect nor "pure." Such a classification would be impossible inasmuch as factors related to withdrawal are many-sided and tend always to interact one with the other. For example, they are all in a sense "personal." As Bordin explains, any cause can be termed "personal" that presents a personal problem.⁸

⁷O. B. Douglas and Lucille Rack, "Problems of Junior College Students," Junior College Journal, XX (March, 1950), 377-389.

⁸Edward S. Bordin, "Counseling Points of View, Non-Directive and Others," in Trends in Student Personnel Work, ed. E. G. Williamson (Minneapolis, 1949), pp. 120-122.

This rough classification in which the major factor within the realm of causes appeared the most important, however, did facilitate selecting the items which seemed inclusive enough for this study. No attempt was made to stress these areas as isolated one from the other but as parts of a "whole" integrated pattern. Although it is not the concern of the writer to give more details concerning the "why" of the classifications, they do seem more realistic because of the following information concerning the areas which the items attempt to cover:

(1) Personal Factors---College living involves a plus-something that is akin to but aside from classwork, vocations, finances, and the like. That "something" can be loneliness, unpopularity, reclusiveness, moroseness, feeling of not-belonging, emotional instability, or any other quality leading to unhappiness. Here can be found the students who have too few (or too many) social activities, who have social personality-traits which may lessen professional opportunities, who need self-confidence and encouragement, and who feel that the world owes them a living.

(2) Financial Factors---Although the findings in some of the related materials pointed out the relative unimportance now attached to the financial causes for withdrawal, it appears that the old proverb, "For the poor shall never cease out of the land,"⁹ still holds. Various studies cited by Newman indicated that almost a fourth of all college withdrawals list financial needs as the major contributing factor.¹⁰

⁹Deuteronomy XV, 11.

¹⁰Samuel C. Newman, Employment Problems of College Students, American Council on Public Affairs (Washington, D.C., 1942), pp. 4-6.

Bennett mentioned the always-present economic needs of most college students as the prime reason why the college should attempt to match curricular with part-time employment so that the work experience could have vocational value.¹¹

In a national cross-section study of college admissions made by the American Council on Education, it was discovered that seventy per cent of all applications for college entrance in 1947 were influenced by economic considerations.¹²

Risty would like to make it known that it is from the lower-income group that more and more students are being drawn. GI funds are bringing about the enrollment of this lower-income group. He seems to believe that the relationship between college ability and economic level is not so consistent as some believe and that financial counseling is needed for the large number of potential drop-outs in the lower-income brackets.¹³

(3) School--Factors related to withdrawal which involve school situations are legion. They include problems associated with methods of instruction, frictions between student and teacher, exceptional IQ's, study habits, choice of courses, and conflicts in standards or attitudes. When this area is defined in a broad sense as it is here, it is understandable why so many counselors found school situations, above all other factors, the major causes for withdrawal from college.¹⁴

¹¹M. E. Bennett, College and Life (New York, 1952), pp. 41-56.

¹²On Getting into College, American Council on Education (Washington, D.C., 1949), p. 45.

¹³George B. Risty, "Financial Counseling," in Trends in Personnel Work, ed. E. G. Williamson (Minneapolis, 1949), pp. 211-231.

¹⁴Philip A. Boyer, "Conditions Affecting the Guidance Program," reported in Review of Educational Research, XXI (April, 1951), pp. 86-98.

(4) Family---It is difficult to analyze the extent to which the family determines personality and behavior, but people who understand human nature ascribe a great deal of human behavior (good or bad) to family connections. Hertzler, representative of the sociologists, recognizes the family as the chief agency in the socialization of man.¹⁵

Among the multitudinous family problems related to maladjustment and withdrawal from college are broken-family situations, over-dependence of the student, over-protective loved-ones, indifferent loved ones, need of money from student to support family, sibling conflicts, nostalgia, ad infinitum.

(5) Vocation---The vocational situation probably receives more of a counselor's attention than any other phase of student-withdrawal from college. He must forever be concerned with such problems as poor aptitude for chosen vocation, lack of goal, dearth of interest in any vocation, inadequate understanding in regard to professional choice, vague relationship between college courses and vocational demands, and vocational choice before adequate self-analysis. What Wrenn has to say "sounds a familiar note":

Our freshman has thought about his vocational or perhaps even a broader life goal, but the new impression and values of college make his previous thinking seem immature. He sees little relationship between freshman English or social studies and the vocational future he had dreamed about. Perhaps his abilities do not lie in the direction of the established goal---perhaps he is quite uncertain about his abilities and his goal. Furthermore, does the college curriculum he is enrolled in really lead to anything vocationally speaking? If not, then how can he justify staying in that curriculum even though some of the work taken so far appears interesting?¹⁶

¹⁵Joyce O. Hertzler, Society in Action (New York, 1954), p. 202.

¹⁶C. Gilbert Wrenn, Student Personnel Work in College (New York, 1951), pp. 15, 16.

(6) Health---Serious physical defects as well as minor ones (such as weak eyes) continue to cause students to drop out of college. There are those students who feel they are easily fatigued, those who are "just nervous all the time," those who feel an inability to do justice to courses because of intermittent illness, and those who "just don't feel like doing anything at any time."

Although schools have made progress in healthful measures having to do with physical check-ups, healthful diets, physical exercise, relaxation programs, mental hygiene, and preventive inoculations, it appears that the health issue will continue on the list of factors related to withdrawal from school. Since all that students do involves health, health may never completely fade from the withdrawal-picture.

(7) Military Factors---A great deal is heard about the need of trained experts in all branches of military service. If the college is the means for preparing these experts, it seems logical enough that the college not only maintain its present enrollment but also increase it. Education, however, should not be limited to the needs of national defense in a time of national emergency, for "Education at all times is for national defense."¹⁷

A boy getting out of high school has five possible choices concerning the military:

- (1) He may enter college, aiming for deferment.
- (2) He may enlist in the Navy or Air Force if willing to serve four years.
- (3) He may volunteer for immediate induction into the Army for two years of duty.

¹⁷Sturges F. Cary (ed.), New Challenges to Our Schools (New York, 1953), p. 203.

- (4) He may enter an apprentice-training course, offering deferment for two years.
- (5) He may take a job and wait for the draft call.

Few boys are drafted before they are 19, though the law permits their being called at 18 1/2. The chance that any one graduate will be required to go into military service before he finishes some college work, at least, appears not likely. Perhaps, so long as there are "wars and rumors of wars,"¹⁸ the military factor will survive among those elements related to withdrawal from college.

Determining Items for Related Areas

Since the specific elements related to withdrawal are to be located within the limits of the above categories (personal factors, finances, family, school, vocation, health, military, and "other causes"), the next step would be to structure items to cover each category.

Acting upon the advice of such experts as Good, Barr, and Scates, who suggest talking over items for questionnaires with others before submitting any final copy to respondents,¹⁹ the writer asked several educators for their suggestions. He then prepared a "Master List" of twenty-two items. The last item (Item 22) requests any other reason for withdrawal that has not been specified in the first twenty-one items. This list was administered during the dry-runs (see p. 35). After analyzing the findings of the dry-runs, the writer felt that he could make the Opinionnaire inclusive enough by limiting the items to twenty (see p. 35). Item 20 was to serve as a catchall which would

¹⁸Mark XIII, 7.

¹⁹Good, Barr, and Scates, pp. 337-339.

leave space for any other factor related to withdrawal that the respondent might have that had not been specified in the preceding nineteen items.

The items, numbered as they appear on the Opinionnaire for the experimental group (Appendix B), appear below listed with their representative categories:

(1) Opinions related to personal factors--

- 11. Did you feel that transportation to and from the college was inconvenient for you?
- 13. Did you feel that the students were friendly to you?
- 18. Did you feel that something could be done by the college that might cause your college life to be more pleasant?

(2) Opinions related to finances--

- 3. Did you feel that you could pull through financially in college but that you wanted more spending money than attending college would permit you to earn?
- 5. Did you feel that you found it difficult to stay in college because of money needs?
- 12. Did you feel that you found it difficult to stay in college because you wanted to find a job and get married?
- 19. Did you feel that attending some other college might permit you to earn more money on a part-time job?

(3) Opinions related to family--

- 2. Did you feel that going to college kept you from earning money needed to help out at home?
- 8. Did you feel that some situation existed in your home, or where you stayed, that kept you from doing your best studying?
- 15. Did you feel that some member of your family did not care whether or not you went to college?

(4) Opinions related to school--

- 4. Did you feel that a part-time or full-time job you had, added to your schoolwork, kept you from preparing your lessons?
- 10. Did you feel that there was at least one subject in college that you could not catch-on-to as well as could the average student in class?
- 14. Did you feel that at least one of your instructors did not like you?

(5) Opinions related to vocation--

1. Did you feel that going to college was better training for a future vocation than was working at a particular job?
16. Did you feel that you agreed with the college as to what courses you should take?
17. Did you feel that the college program was broad enough to meet your vocational needs?

(6) Opinions related to health--

9. Did you feel that some physical ailment kept you from doing your best work in college courses?

(7) Opinions related to the military--

6. Did you feel that just thinking about your status with the draft board kept you from doing your best studying?
7. Did you feel that you found it difficult to stay in college because you wanted to join some branch of the military service?

(8) Opinions related to any other reason not already specified--

20. Do you feel that there was another reason that is not mentioned above for your being displeased with the college?

Why certain items appear in certain categories is probably self-explanatory, with the possible exceptions of Item 11 and Item 12. The findings of the dry-runs (see below) indicated that out-of-town students commuting daily found it extremely difficult to be present for co-curricular activities and college-living in general. This apparent necessity of curtailing the social aspect of college life caused the item to be listed as "personal." As for Item 12, since many of the students associated with the college would be from economically poor homes, it would appear reasonable to assume that a student getting married would have to earn more money; so the item was placed in the financial category.

The items above appearing in their particular categories were listed as they appear on the Opinionnaire administered to the experimental group.

Items on the Opinionnaire administered to the control group were structured so that they would present the same meanings (see p. 24).

Justifying the Use of the Items on the Opinionnaire

The writer, acting upon the suggestion of Brewster, Zeran,²⁰ and Shartle,²¹ tried the Opinionnaire out first on a small sample of respondents to determine if the items on the instrument were the ones needed to elicit attitudes and opinions from the respondents in regard to the college. First, it was administered to thirty-four potential freshman male drop-outs at the Joplin Junior College during the Spring Semester of 1953. When the student reported to this counselor that he wished to withdraw from the college, the counselor explained to him that he was interested in knowing the reasons related to his desire to withdraw from the college. After rapport had been established, the student answered the Opinionnaire. Then he made a free-response concerning why he wished to withdraw from the college. Continuing this pilot testing, the writer made a dry-run on seventeen male drop-outs to be included in the study; furthermore, he administered the Opinionnaire to be used by the control group to twenty male freshmen attending the Joplin Junior College and twelve male freshmen attending the Northeastern Oklahoma A. & M. College. The pre-testing seemed to indicate that the respondents of the Northeastern Oklahoma A. & M. College did not show enough concern about two of the items on the Opinionnaire to warrant their being needed. Because of this lack of concern the two items were deleted from the instrument.

²⁰Royce E. Brewster and Franklin R. Zeran, Techniques of Follow-Up Study of School Leavers, Federal Security Agency of the U.S. Office of Education (Washington, D.C., 1943), p. 7.

²¹Carroll L. Shartle, Occupational Information (New York, 1952), p. 50.

These items were: (1) Did you feel that a suitable religious atmosphere existed at the college? and (2) Did you feel that you opposed the foreign students' attending the college?

The Personal Data Sheet

The Personal Data Sheet (Appendix C) employed in this investigation for procuring pertinent objective data concerning all respondents in both the control and experimental groups was prepared by the writer for this particular study. The literature suggested items that might be utilized in an attempt to gain pertinent objective data that could be employed as factors to differentiate the two groups. Items are the same for both groups. Responses applying to students of the control group, however, refer to the time the interview was taken; responses applying to drop-outs of the experimental group refer to the time of withdrawal. The items of the Personal Data Sheet and the sources employed to supply the responses are as follows:

- (1) Age? (from the registrar's records)
- (2) Residence, in town or country? (from the respondent)
- (3) Intelligence test score? (from the counselor's records)
- (4) Reading proficiency score? (from the investigator's records)
- (5) Field of occupational interest as indicated by inventory?
(from the counselor's records)
- (6) Curriculum in college? (from the registrar's records)
- (7) Veteran in college? (from the registrar's records)
- (8) High school grade-point average? (from the registrar's
copy of high school transcript)
- (9) Marital status? (from the respondent)
- (10) Occupation of father? (from the respondent)
- (11) Part-time job? (from the respondent)
- (12) Parents divorced? (from the respondent)
- (13) Brothers and sisters, number of? (from the respondent)
- (14) Educational experience of father? (from the respondent)
- (15) Educational experience of mother? (from the respondent)
- (16) Number of hours study a week in college? (from the respondent)

As indicated above, the respondent was called upon to answer nine of the items during the interview. The writer used the files in the registrar's office to supply answers for four more and the files in the

counselor's office for two others. The Nelson-Denny Reading Test was administered during the interview for the data necessary for answering the fourth item. The Personal Data Sheet, departing little from the usual format of devices of this kind, did not present any difficulties in construction.

CHAPTER IV

THE INTERVIEW

All interviewing involves conversation, but not all conversation involves interviewing. So far as the present study is concerned, the interview is a face-to-face conversation with a purpose; and it can be defined within the realm of that purpose. The purpose of the interview in the present investigation was to gain information from the person interviewed. During this interview with the investigator each member of the experimental group (1) answered the Opinionnaire designed for drop-outs, (2) orally gave his reason for withdrawing, (3) gave responses needed to complete the Personal Data Sheet, and (4) took the Nelson-Denny Reading Test. Each member of the control group did the same with the exception of giving the reason of withdrawal.

It would be desirable at this point to say that a definite method or technique of interviewing was followed during the interviewing, that each interview proved to be just like the one preceding it. This cannot be said, however, except in a general sense. As to procedure, each interview proved to be as individual as the person interviewed. This does not imply that the interview was not planned and controlled. Although there were instances when "this thing" or "that thing" failed to materialize as desired, the general procedure was halted only momentarily. Always the interview continued along its general course from the beginning contact, through the warm-up, into the Opinionnaire and the rest of the interview.

Shifts in methods and techniques, at least in a broad sense, were practiced in each interview as demanded by the situation. One can see later that at times it was necessary for the investigator to do the talking and that at other times it was necessary for the respondent to do the talking. Probably, as a method, the procedure utilized was more like the technique that Blum and Balinsky referred to as "non-authoritarian." This technique permits the investigator to shift methods and to use techniques such as suggestion, persuasion, and assurance.¹ Whatever the diversity involved in techniques, the technique employed by the investigator contained very little of the so-called "clinical" since there was no "therapy" intended by the interviewer, who was primarily interested in the information that the respondent had to offer. It can be said that the interview was (1) instigated and begun by the interviewer, (2) directed and controlled by him, and (3) terminated by him when he felt that the procedure had yielded optimum results for his study.

Locating the Drop-Outs

Finding the students of the control sampling presented no problem. They were usually located about the campus or college buildings. Finding the drop-outs, however, proved to be an extremely difficult task. Many of the boys eligible (see p. 8) for the study apparently were not available. This meant that, once a drop-out was located, to get him to cooperate was almost a necessity. Cautious planning of all possible contacts leading to the drop-out as well as with each drop-out became mandatory. This was chiefly due to the limited number available

¹Milton L. Blum and Benjamin Balinsky, Counseling and Psychology (New York, 1951), p. 106.

for the study. As set forth, drop-outs at the time of enrollment were between 18 and 25 years of age, resided in an area not exceeding sixty miles from the campus, and were of similar economic background. Since there were only 277 drop-outs eligible for the study, the great task of locating 125 of these boys turned out to be extremely laborious, time-consuming, and expensive.

During the summer months of June, July, and August of 1953 the interviewer, driving his car approximately 6,000 miles, visited thirty-nine towns and communities, some of them several times, to locate drop-outs. Many of them had moved away; some were in military service; others worked in the large industrial cities like Tulsa and Wichita and came home on certain weekends. In order to get in touch with each drop-out when he did return, whether he be on military leave, vacation, or anything else, the interviewer utilized varied types of strategy. He often had to establish rapport with townspeople, friends, and family before finally reaching the drop-out needed for the interview.

The Interviewer and the Interviewing Process

The interviewing process as utilized for the present study permitted the interviewer to put to use many of the tools acquired in academic endeavors as well as those skills he had acquired in counseling work.² The added element which supported the interviewer as much as any other was that he had resided for several years in the locality in which he did the interviewing. The habits, limitations,

²The writer served for five summers as a supervisor of recreation; one year as a YMCA physical director, and the last five years as a director of guidance in a junior college. He is a certified counselor (Missouri State Board).

and experiences of the people encountered were akin to his own. How important this proved to be can be ascertained in the discussion that follows.

For the interviewer to converse with the people of the area, conversation had to be within their frame of reference if interest and cooperation were to be maintained as desired. This involved more than just word-usage. Included also was a mutual knowledge of subject material. To this extent the interviewer was fortunate. He could usually enter into a conversation with these people on subjects of reciprocal interest and understanding; for example, if the conversation was about plants and animals and their chances of surviving the intense drought that summer, his living on a farm at the time led to an interchange of ideas. Sometimes the conversation involved working conditions in the oil fields or in the lead and zinc mines. On these occasions the interviewer, having lived among the nearby oil fields and having worked in the lead and zinc mines of the district, found entering into a mutual conversation a simple matter.

Besides knowing about things in general, the interviewer found it to be to his advantage to know a few things in particular. An assorted few that cropped up as conversational openers, or "retainers," are: names and events in the local news, "famous" townsmen (especially football players who starred at A. & M. or O. U. back in...), details concerning auctions, latest weather reports, success of local athletic teams, and places where fish were biting on Grand Lake.

The interviewer felt that his manner of dress was also important. Somewhere he had read or heard that ministers and politicians should be well-dressed when appearing among people in order to influence them and

gain their respect. This might be the practice with them. It was not the practice of the interviewer, whose dress caused him to be one not apart from those people working with him. This meant his leaving home each morning wearing clothing that included a clean open-neck shirt and inexpensive, washable slacks. Anything that could add to informality seemed another component that enabled the interviewer to talk with the people of this locale rather than to them.

Sources of Information for Locating Drop-Outs

People supplying information about drop-outs to be interviewed for the present study included townspeople, friends of the interviewer, friends of the drop-out, members of the drop-out's family, and the drop-outs themselves supplying information about one another.

The drop-outs were "worked" by towns. It was arbitrarily decided to visit the outlying small towns first and to stop by to interview rural drop-outs to and from the base of operation. When the interviewer entered a small town, he went to some focal point utilized by local citizens as a hanging-out place. There, after working-into the general conversation, he simply asked about the boys. He explained that these were the boys who once attended the junior college at Miami, that possibly they could return. These townspeople were friendly, talkative, and cooperative as they supplied the desired information. From these contacts information came concerning the whereabouts of several drop-outs. Talking with them before meeting the family of the drop-out or the drop-out himself supplied suitable "conversational hooks" that could be used for breaking the ice when the encounter did take place.

When the interviewer heard that the drop-out was no longer in town, his family was visited anyway in order to determine the possibility

of his returning for a vacation, military leave, or whatever the occasion demanded. Such family contacts were very important. The interviewer had to make an impression, or his cause would be forgotten. If the members of the family were not sure about the date of his return, one of the members (usually the mother) was given an addressed government postal card to relay the information when it became available. Twelve cards were used; two were returned. Sometimes the family was asked to telephone the information collect. The interviewer's family had been told how to receive "drop-out" calls during his absence.

Mothers and sisters seemed to be the more cooperative members of the family, especially the mothers. A mother in Fairland, Oklahoma, mailed a card saying that her son was home on vacation for seven days. The interviewer was working the "northern route" at the time and delayed going to Fairland. The mother, thinking that her card had gone astray, called the interviewer person-to-person at her own expense. In Treece, Kansas, a kindly mother kept the interviewer posted concerning the coming home of not only her own son but also other local boys, including rural ones. Even after her son had been interviewed, she continued to aid the interviewer.

The part played by friends in locating drop-outs for the interviewer cannot be over-estimated. Without their help locating 125 drop-outs would probably have not been possible. In Picher, Oklahoma, a young mortician and his wife in charge of a funeral establishment and the two boys aiding them proved most helpful. They became interested in the study to the extent that they were not only on the lookout for drop-outs but also made telephone calls and inquiries to families and friends of the drop-outs in trying to locate boys or finding out when

they would be in Picher. They had been given a list of the withdrawals. They worked the list and reported the available respondents from time to time.

In Miami, Oklahoma, a close friend of the interviewer, the physical director of the local high school, managed the municipal swimming pool. This man and the five boys working at the pool with him seemed to know who were and who were not in town. They were given a list of those boys in and around Miami wanted for interviewing. When one of the drop-outs came to the pool, one of these men contacted the interviewer in person or by telephone. When Miami was being worked, the interviewer kept an almost hourly check on the swimming pool in the afternoons and evenings.

Where Drop-Outs Were Interviewed

Ninety-five (76 per cent) of the drop-outs were interviewed in their homes. A problem occasionally arose when it became necessary for the interviewer to ask the respondent's family or friends to leave the interview scene, as the interviews were conducted in private. Sometimes it was more tactful to withdraw with the respondent to the porch, yard, car, or somewhere else.

Some subjects were interviewed at work. Such interviewing necessitated the subject's being engaged in a type of work that permitted him to talk things over in private and also to take the reading ability test.

Boys who were too tired or occupied in the evenings to be interviewed were approached on Saturdays and on Sunday afternoons. The boys that worked out of town during weekdays were interviewed on weekends.

Favors were granted whenever possible and when the granting would not interfere with optimum results. For example, one subject said that

he would like to take the reading test with a friend the next day during their lunch hour at a machine shop. Since the interview was completed except for the objective test, permission was granted. On the next day the two took alternate forms of the test. Results were explained to them. This was one of the few occasions when the reading test was not given during the interview-visit. The interviewer knew from experience that if he did not administer the test during the interview-visit, he might not get another opportunity.

On one occasion, a very warm day in Afton, Oklahoma, the respondent asked to withdraw to a cool cafe to take the test. The test was administered after a Coca-Cola. In Afton a subject was also interviewed in a small hospital. He had been injured slightly in an automobile mishap that morning. An appointment had been made for the interview, and he agreed to the interviewer's coming to the hospital.

In all instances the respondent was made to feel as pleased as possible with his part in the program. His good-will was needed since each drop-out interviewed was utilized to set off a chain-reaction for acquainting the interviewer with other respondents in that locality. The interviewed-boy sometimes would accompany the interviewer to the home of a friend to be interviewed. This never failed to encourage the cooperation of the drop-out to be interviewed.

Controlling the Interview

To keep the interview moving toward the desired end, the interviewer had to control the interview. The tempo of the procedure was determined by the readiness of the respondent to react favorably as needed. For example, he was not asked to react to the Opinionnaire until he not only felt at ease but also had confidence in the interviewer.

In order to maintain the continuance toward optimum end results, the interviewer sometimes had to pull the respondent back into "business at hand." As an illustration, where there was a verbal "wandering off," expressions like "You were saying...." or "How do you feel this fits into what you were saying about...?" were used to get the respondent back on the subject.

None too frequently the respondent reached a point at which he wanted to "unload." This was permitted if it helped to work into an acceptance of the interviewer and the problem at hand. When the interviewer felt it necessary to reply, he made some statement like, "If that is the way you feel about it, well, that is the way you feel about it." Thus the interviewer maintained a permissive attitude.

The Interview Proper

The interview proper was that which occurred during the face-to-face encounter between the interviewer and the respondent. The description below applied to the drop-outs of the experimental group. Treatment accorded the students in the control group was too similar to warrant separate description. The interviewing process for the interview proper was continuous, but for descriptive facility the procedure is presented below in the following seven phases:

- Beginning the Interview
- Introducing the Purpose of the Visit in Detail
- Answering the Questions on the Opinionnaire
- Stating Orally the Reason for Withdrawal
- Supplying the Necessary Answers for the Personal Data Sheet
- Administering the Reading Ability Test
- Closing the Interview

Beginning the Interview

The interview was begun by calling the boy by his first name. There was usually a handshake but not necessarily so. The interviewer then stated his name and where he was from and said something about his being glad that the respondent was at home since the interviewer needed some help from him. After this the interviewer mentioned his study concerning boys who once attended the Northeastern Oklahoma A. & M. College and named some boys who were known by the respondent and who had already cooperated with him on the study that he was trying to complete. Opening remarks concerned the weather, a current happening, or anything of general content to arrest the attention of the respondent. If the respondent remained "cold," conversational hooks were let out in an attempt to discuss an achievement, hobby, or interest of the respondent. A statement like "I was just talking to..., and he mentioned that you and he had been...." rarely failed to break the ice.

Introducing the Purpose of the Visit in Detail

When the respondent indicated by his manner that he was in a frame of acceptance to the interviewer and what he might have to say, the interviewer began to explain the purpose of his visit in more detail. The study was explained, especially the important part that the subject was to play in it. The respondent was encouraged to ask questions, for it was felt that he would cooperate only to the extent that he was in sympathy with what the interviewer was trying to do. The respondent was told that perhaps others had wanted to know why he had withdrawn from the college and that he might have hesitated to talk about the real reasons for withdrawal because they included some things that he would rather not discuss; but, in this case, he could feel free to

admit those real reasons related to his withdrawal since everything he had to say would be kept strictly confidential in this manner: There were to be no names in the study; so there was not a chance in the world that anyone would ever know the information he was about to give concerning why he withdrew from college. What really counted was to be his opinions added to all the others who were discussing this situation, not names at all. He was told how his opinions, added to the opinions of other boys who had left college (just like him), would all contribute to the real reasons related to boys' leaving college. Necessary themes were repeated until the respondent felt that the information he was going to give was to be meaningful and useful to him and to others and that his responses, whatever they were to be, would never be known by others because there were to be no names used in the interviewer's study. Until the drop-out appeared to understand and believe what the interviewer had told him, he was not yet ready to answer the questions on the Opinionnaire.

Answering the Questions on the Opinionnaire

A readiness for the Opinionnaire was assumed when it appeared that the respondent trusted the interviewer and was ready to cooperate. His being handed the Opinionnaire was accompanied by a remark like, "Now with this in mind, let us see how you feel about a few things I have down here."

First, he was asked to read the entire Opinionnaire and to stop whenever he wished to ask a question. All questions were answered in a straightforward way. Care was taken not to imply, suggest, or indicate an attitude. Since the interviewer did not wish to say anything during

the answering of the Opinionnaire, the respondent was asked if he was certain he understood what was being called for by the instrument.

As to his response to each item, the respondent was told to first think over the item as much as he wished and then write either "yes" or "no" after each one to indicate his feeling on the subject. He was instructed to take the items in order and to be careful not to miss any one of them. When the respondent did ask a question or make a comment while writing his responses, the interviewer would answer: "That is up to you now. Put down either 'yes' or 'no' after you have thought it over." In almost every instance, once the respondent had begun the answering process, he did not ask questions or make comments until he had finished.

Stating Orally the Reason for Withdrawal

Immediately after completing the Opinionnaire, the respondent was asked to make an oral statement ("in your own words") as to why he withdrew from the Northeastern Oklahoma A. & M. College. His response was copied by the interviewer at the time in order that his remarks would be exactly duplicated in written form.

Supplying the Necessary Answers for the Personal Data Sheet

When the respondent had completed his oral statement as to why he withdrew from college, he was asked to supply what information was needed from him to complete the Personal Data Sheet. The interviewer usually wrote these remarks while the respondent took the reading test.

Administering the Reading Ability Test

The reading ability test did not present the problem that had been anticipated by the interviewer. When the test was handed to the respondent,

he was told, "There is just one more thing that you can do for me before I go..." The respondent was never asked whether he would like to take the test. This was the first time the reading test had been mentioned to him. When the respondent balked, which was not often, necessary measures were taken to induce his cooperation. Varied approaches were tried. One that seemed to work more often than others was to tell the boy how important it was that the interviewer could "count him in" or he would be unable to get the 125 boys needed for his study. Mentioning some of his friends who had taken the test also helped. Only one boy refused to finish the test. He started the test and after five minutes got up, went to his car, and drove away. Additional attempts to procure his cooperation proved futile, and his name was taken from the sample.

Closing the Interview

The reading ability test was the final information needed for the study from the respondent. The interviewer in closing the interview sincerely thanked the respondent for his part in the program. The interviewer's closing remarks were aimed at making the respondent feel that what he had done was worthwhile. Such continued good rapport was necessary inasmuch as the respondent could be the means for a friend's being interviewed.

Summary Statements

The purpose of the interview was to gain information from the respondents. There was no adherence to a specific structure. The control group presented no particular problem in locating them for the interview, but the experimental group did present a problem because there

were very few who were eligible (see p. 8), and they were not easily located. To locate them, the townspeople, the families of the respondent, the friends of the interviewer and friends of the respondent, and the respondents themselves all became involved. Most of the drop-outs were interviewed at their homes, but some were interviewed while they were at work and elsewhere. When the interviewer came face-to-face with the respondent, he did not ask for information until rapport was satisfactory. After rapport had been established, the interviewer administered the Opinionnaire, heard the reason for withdrawal given orally, received information for completing the Personal Data Sheet, administered the reading ability test, and then closed the interview.

CHAPTER V

CLASSIFICATION OF FREE RESPONSES

After responding to the structured items of the Opinionnaire, the drop-out was asked to state orally "in your own words" the reason for withdrawing from the Northeastern Oklahoma A. & M. College at Miami. Care was exercised in asking for this statement in order not to convey to the respondent the possible idea that his name would appear in the study. It should be borne in mind, however, that any one verbatim statement does not include everything the respondent had to say. It would be impossible to put in writing the number of details which evolved out of the two-way interview. The core of what the respondent had to say was taken at the time of the interview. The purpose of the present chapter is an attempt to show that, even though the responses were somewhat broad in scope and complicated in nature, they could be sorted, classified, and discussed as patterns in order to present a better understanding of the problem.

Classification of Responses

In order to facilitate discussion, the writer classified the responses under the same categories as were used to classify the items for the Opinionnaire (see pp. 33, 34). These classifications, as before indicated (p. 27), are far from being absolute. That would be impossible. In some instances a response was classified in one category that probably could just as well be classified in another. Each response was classified in one of the following eight categories:

Opinions Related to Personal Factors
 Opinions Related to Finances
 Opinions Related to Family
 Opinions Related to School
 Opinions Related to Vocation
 Opinions Related to Health
 Opinions Related to Military Service
 Opinions Related to Any Other Reason Not Already Specified.

Quoted below, in the particular categories, are the respondents' reasons for withdrawing from the college.

Opinions Related to Personal Factors

1. Didn't know what I was going for....Couldn't make up my mind to study....Always had to leave at noon....Never felt a part of the college.
2. Quit to get married....
3. Should make promises good to football players....Lived on practically nothing when football scholarship gave out.... Instead of helping me, they tried to make me pay for things that happened at the first of the year....just like the joint where I work, always had to take the blame for the other guy....
4. People who make good grades should have chances for jobs right along with football players....Mr. _____ had promised me a job, but I couldn't wait....Mom had borrowed the money for me to start; I wanted to pay it back.
5. They could increase the scholarships to athletes....Had promised forty dollars a week besides room and board....I wouldn't stay in the dorm....They were in no hurry to get me a job, and I had to stop and go to work to make car payments. They didn't buy my books or pay my tuition either; I done that....I went about six weeks.
6. Mr. _____ promised me a job if we would enroll. He said we had to be enrolled to help us. Jobs didn't amount to anything, and I had to quit and come home. Lost interest anyway....A fellow has to know the cost, and how much he can earn.
7. Why can't they improve their set-up that would get all jobs they offer....because I had a basketball scholarship they promised me a job, I didn't have any money, but I wouldn't take it, not the work they offered....
8. Mr. _____ was more in favor of entertaining athletes than teaching us something....should quit favoring athletes....I couldn't support a wife on the money I was making....

9. I was injured in football. The school should have gave me a letter because I did play before I was injured. When a player injures himself like that, the school should give him a letter....
10. Didn't realize the importance of college when I quit....Was going just for fun....thought I could do better on the outside.
11. Just couldn't get the urge to study....wanted to go out each night instead and did after work....went to school in the mornings and worked until six in the afternoon.

Opinions Related to Finances

1. I was failing a couple of courses anyway and thought I'd just quit, but I guess the main reason I was broke all time.
2. I didn't have the money to go on. I should have gone to Stillwater. I had a scholarship there that would amount to 550 dollars, but I let friends talk me into going here.
3. Mr. _____ and Mr. _____ couldn't find me work that would give me money to go....Folks couldn't give it to me, so I had to quit school.
4. I entered too late to get GI....thought I could make it at first....Lack of funds kept me from going....
5. Lacked the money....wanted aeronautics....I am a candidate for officers' training now...will make Army a career....
6. I want an education very much....no money to go on...put myself through high school....cripple in the family (small brother)..plenty of doctor bills....
7. I didn't have money for cigarettes or anything....I got tired of going on nothing....Will work this summer, get my glasses and go back next year, I hope.
8. No money and too much work on the place (a farm).
9. Couldn't make it for rent and supporting wife and baby on GI....We stayed with my sister....
10. Quit for money reasons....I just didn't have the expenses for driving and going to school (about 36 miles, round trip).
11. Had to quit school and go to work....making good money at the ordinance plant, so glad I did.
12. I wanted to make a little money and get married before going into the service. I was married in April and went into the service in June.

13. When I got married I needed more money than I could earn and go to school too....
14. I didn't have any money and had to quit.
15. I could earn more money at Coffeyville on a scholarship.... wish I hadn't quit at Miami though. The ROTC would have kept me out of the army.
16. Reason I left was to go to OU....got into an apprenticeship that will let me hold a job and make some money while working out an M. D.
17. It was costing me more than I could get out of a scholarship.... Why take a job paying forty a month when you can get one making seventy-five?
18. I could start making more money by changing schools....
19. I had a scholarship for room and board (at Miami) but could better this in Wichita while going to college, so to make players (football) happy they ought to raise the amount of money he could earn.
20. I had a chance to make more money at a four-year college.
21. I could make more money at a bigger university and play bigger football....
22. Not only could I make more money there (Kansas City, Missouri), but I could get the courses I wanted in art....got married right after quitting in Miami and needed more money.

Opinions Related to Family

1. There was sickness in the family, I had to stop and make some money....am the only one old enough besides Dad to make a little money....draft getting me in a few weeks....
2. Worked in a garage but needed more money to help the family along....
3. It was working a hardship (financial) on my family, and I didn't feel right going to school. I could have gone on, I guess, but I wanted to go to work.
4. Married and wife expecting a baby at the time....was working at Goodrich full-time. Wife and I decided what little I could make working here on the farm would help out that much.
5. I just couldn't see going to school and Mom and the kids needed things....needed me at home....

6. Several of us at home....needed to make some money....
7. The baby was new, and I got sick....couldn't make it on GI money.... was working and still am at Goodrich from midnight 'til eight in the mornings....
8. Wife wanted to go all the time, and then, when we were out somewhere she would make a scene. She lacked tact and intelligence....She is young and can work, but now she wants me to support her after she has her divorce....(Respondent married when he was seventeen years old).
9. Had a chance for promotion by taking a day job, so had to quit as I had a wife and baby to look after, and I needed money for that....needed to be home nights with them.
10. Trouble at home with the folks; they are divorced now (referring to father and mother).
11. Ma and Dad's trouble didn't help any (facing divorce).... couldn't manage to study and make money too....
12. Baby came and I had to help. The baby was not well; kept us up nights....couldn't work and find time to study....was working full time at the mill in Cardin.
13. I was working and going to school....with hard work to do at home, it was too much to do either right, so had to quit college....Wife said I should quit.
14. I stay with my Grandma...parents are in California...could get me a better place to live by going to Coffeyville Junior College....I wanted to get away.
15. Folks wanted me to go to a Catholic school....
16. Mother made me go....wasn't interested....I never did want to go and was cutting classes all the time; so I would get behind, and because of this Mother would let me quit....You know my sister was an honor student....

Opinions Related to School

1. School studies I couldn't get because I worked full-time and went to school at the same time....I couldn't go to school unless I worked full-time....Father is confined to a wheelchair.
2. I wanted gunsmithing. This school at Miami won't teach it. Only two colleges teach that, California and Colorado. Couldn't work and go to school also....work full-time....
3. Teachers there just taught for a living; certainly not interested in students....was sick a lot, too....got off from work at 8 a.m. and went right to school....

4. I fell behind at school trying to work and go to school at the same time....driving thirty-four miles a day to school and work....
5. My second try (respondent had attended another college) and can't get it here either (respondent referring to schoolwork).
6. I was having trouble with Chemistry I, and I wanted to work some before getting drafted. The chemistry teacher is tough; he flunked his own boy....
7. I didn't like chemistry and English and couldn't get it.... had a good start on the farm and thought I'd make the best of it....hard to get help (on the farm), so I went to work for my Dad on partnership....College should let me take just agriculture courses; that's what I needed.
8. I was failing, but you would too...._____yelled at me all the time (referring to one of the women that taught at the college).... She made me awful nervous. Mother makes me nervous, too. Since she is married again, I might just stay in the Navy.
9. I didn't like one of the teachers, and she didn't like me.... couldn't get her lessons....One day when I asked her to explain something, she said if I hadn't got it as many times as she had been over it, I would never get it.

Opinions Related to Vocation

1. I was transferred to this store where I am manager now...had worked full-time for them while going to junior college.
2. Got a job...didn't want to lose it, so didn't return. Draft Board found out I wasn't in school and drafted me...more concerned building up my reputation at the rubber plant now that I am out of the service.
3. I quit to take a good job in Bartlesville with an oil company.
4. I thought I would go to Wichita and get a good job and make some of that money up there so I could make car payments. I want to pay for the car before going into the service.
5. I had a chance of a job in Texas and didn't want to go to school anyway.
6. I just wanted to get a job and went to Tulsa to an employment agency. When they saw that I could type, I got on right now.... I can work up where I am.
7. I already had enough school courses to help me find a job, so when my GI gave out I took a job...I have already had two promotions.

8. I enrolled in business and the "ag man" just hit the ceiling. I told him I wanted to be in the Air Force and thought business would help me more. He talked me into changing my schedule to agriculture, and I had already enrolled in business...wasn't satisfied in agriculture like he said I would be and quit....I was on the honor roll in high school and college; never cracked a book though....Yes, the college had given me a scholarship in agriculture....
9. I wasn't learning anything in those beginning courses that would help me since I already know this work....was married and needed a job....was learning things I already know.
10. All day working on the job (manufacturing clothing) would help me more than what I was learning....My folks ain't here; no one to push me....I'll be getting married before long and will have to work.
11. I was employed in a funeral home and quit school when I had a chance to work full-time....Yes, this was better than going to school because I wanted to learn embalming....
12. I had a chance to take X-ray work in a hospital. I wanted to be a technician (X-ray) and thought I had to have a college education, but when I found out I didn't have to have one, I quit, and that's what I am doing now.
13. I had to help with the chickens....was sure I could make a living on the farm, school or no school.
14. They should have more advanced courses for farm boys (agriculture) I already knew that beginning stuff....got married and thought I needed a job....should give more parties without dancing all the time.
15. College is unimportant and incomplete so far as job-training. Who wants to go four years to college and still have to work into a job?
16. I felt that I could get as much opportunity and money as I would if I went to college....
17. I couldn't get the courses I wanted and needed money....wasn't interested in college....
18. I withdrew to go to a Bible college in Joplin....wanted more courses in ethics....
19. I liked the advantages of a small college but needed more advanced piano than I could get in Miami....I plan to continue at Columbia in New York in the winter and work in a government office in Washington in the summer.

20. I quit because I couldn't get courses in television in the morning....The place where I work wants me to know all about television but won't give me time to study it....There should be more courses in television and shop at the college, especially in the mornings.
21. I wanted more courses in industrial arts that would count towards teaching, so went to KSTC.
22. They should give diesel mechanics; could really use it in the Army....socials no good unless you dance....
23. They had no more speech courses that would transfer on my major for my degree in speech. A third course wouldn't transfer because it would be on a junior-college level.
24. More shop courses should be offered in the morning; person working in the afternoon doesn't have a chance to take all of them.
25. I transferred to business college because it gave me more practical experience....far too many courses a student has to take to get the courses he needs; all right for teen-age kids, but I couldn't stick around two years.
26. They didn't offer courses I could get in a big college. I worked full time for the telephone company, too, while I went to school.
27. I took all the courses I could on forestry (at Miami)....am now at Oklahoma A. & M. (Stillwater).
28. They need more courses in refrigeration. They offer just enough to get you interested but not enough that you can really do the job....I joined the Navy to get refrigeration, but I didn't....
29. Could get along about as cheap at a bigger school and get more courses in accounting....
30. Liked it fine here, no kick whatsoever, but had a chance to go to a big Bible school (OBU) and work, too....

Opinions Related to Health

1. I had to go to the hospital for a kidney operation...was sick five weeks. I wanted to go back...thought I shouldn't.
2. Sinus trouble forced me to give up....couldn't stay awake in class....long commuting, full-shift work, and school; figure that one out....

3. My eyes are not too good and awful jittery at times. Army won't have me for that reason.
4. I had pneumonia and was out five weeks...too much to make up; would only make "F" trying it, as it was I could quit and get a "W."

Opinions Related to Military Services

1. I quit to get a job; discouraged because I couldn't get a job because I was draft age...and just joined the Air Corps; wanted to anyway.
2. Like every one else I got tired of wondering how, when, and where I would go when drafted, so joined to find out.
3. I thought I was going to be drafted when school was out, so I quit early so I could go into the Air Corps. After I enlisted I found out I wouldn't have to go because my grades were good.
4. I took out to join the Marines when I found out I was going to be drafted in the Army....couldn't get a job because I was draft age.
5. I knowed I was to be drafted anyway...wasn't working....in the service I could send a little money home....
6. I was all stirred up about the Army getting me. I wanted to join the Air Force before being drafted into the Army, so I quit and joined (the Air Force)....
7. It worried me what he (Father) would do if I was drafted and no one to do the work....Dad is too old and sick to manage the farm (500 acres) alone. I never wanted to go (to college) anyway.
8. I expected to be called all the time....When I quit, I was going to be drafted but was deferred because my grandmother died....wanted out all the time....
9. I was drafted although my grades was passing, and I was taking ROTC; the whole business kept me worked-up all the time....
10. I was worried about going into the Army...thought I'd just quit and get it over with and finish up when I get out.
11. My girl wanted me to get a job, and Mother wanted me to go to school....I quit school to go into the Army....
12. I didn't know what to do, so just joined....will use GI money to go back....

13. I wasn't doing anything anyway (in college), so thought I may as well join and get it over with.
14. I quit to join the Marines.
15. I dropped out to join the Marines...might go back (to college).
16. I quit to join the Army....worked full shift at the rubber plant, in the factory part where tires are made; didn't like the guy running it; worked us to death....
17. Quit to join the service....too much work at home and go to school at the same time....
18. I was in the Navy Reserves and got called back in for active duty.
19. I quit to join up and get it over with.
20. I quit to join the Air Force.
21. I quit to go into the service....could use some money too.
22. I dropped out to join the service. You have to have money to be an engineer; I'll have the GI when I get out.
23. I quit to go into the Army....thought I might as well get it over with; have to join sooner or later anyway...more advantages if you join instead of being drafted.
24. I wanted to join the Air Forces....quite a drive to make every day (about forty miles round trip to college)....
25. I wanted to join the Navy...am making it a career....
26. I took out (of college) when I found I could get radar in the Navy; really like it....
27. I wanted to quit to join the Air Force....couldn't get interested in college; that was my second try at it....I guess I didn't want to go...always behind in grades....

Opinions Related to Any Other Reason Not Already Specified

1. What caused me to drop out I was sleepy and tired. I couldn't keep up with my work and was working a hardship on my teachers and me also....didn't want to quit though; they have a wonderful English teacher; learned more English from her than anyone....
2. What's the use to go to school when the guys who finish don't make as much money (that is, as much money as those who do not have a college education).

3. I took some tests in high school. This fellow found out the high grades on these tests I made and offered me a job, and took it....I am doing all right....
4. I don't need to earn money anyway (Indian, drawing money from the government)....wasn't interested....like to go to football games the reason I went....
5. I have a wonderful family but felt I should be away too.... just wanted to be away at a big school like OU or A. & M. I am the president of the student council next year at A. & M. (Stillwater).
6. I just wanted to play football mostly....went about four months. I didn't take time to study....

Frequency of Responses

An arrangement of the categories in order of highest number of responses reads:

- 30 Opinions Related to Vocation
- 27 Opinions Related to Military Services
- 22 Opinions Related to Finances
- 16 Opinions Related to Family
- 11 Opinions Related to Personal Factors
- 9 Opinions Related to School
- 6 Opinions Related to Any Other Reason Not Already Specified
- 4 Opinions Related to Health

Since each drop-out's response usually contained more than one reason for withdrawal, all the reasons were counted by the writer and tabulated as follows:

Reasons Related to Vocation

Nineteen felt that the college program was not broad enough in subject-matter content.

Sixteen chose jobs in preference to college training for future betterment.

Five did not agree with some college official as to what courses would be best for them.

Reasons Related to Military Service

Twenty-seven mentioned some phase of the military service that caused them to withdraw. They were rarely drafted but volunteered.

Reasons Related to Finances

Eight wanted to make more money; temptation appeared too strong; so they withdrew from college in order to make more spending money.

Eight mentioned that they dropped out of school because they lacked sufficient funds to continue.

Seven transferred to other colleges where they could make more money while they were completing their education.

Five said that they needed to earn more money because they wished to marry or were already married.

Reasons Related to Family

Nine said that withdrawal was due to home situations that would not permit optimum study.

Eight said that they could not go to college and at the same time meet the financial needs of the family.

Four remarked that their families were indifferent as to their attending college.

One, at his parents' request, withdrew to go to a Catholic school.

Reasons Related to Personal Factors

Four boys implied that they could not become interested in the co-curricular activities because they had to commute long distances and could not come to the college for them.

Four believed that the college could have done something to cause them to be more pleased than they had been with college life.

Three appeared not to know why they had ever gone to college.

Reasons Related to School

Eleven stated that they withdrew when schoolwork, and the part-time or full-time job became more than they could manage.

Six mentioned poor or indifferent teachers as reasons for being dissatisfied with the college.

Five said that the school should keep its promises regarding employment. They felt that the college officials should not promise jobs for students that could not be supplied.

Three said that they could not study.

Eleven others mentioned varied reasons for their not being adjusted to school.

Reasons Related to Health

Five mentioned illnesses in the family as preventing their doing their best in school.

Four withdrew because of poor health.

Some of the Reasons Not Mentioned in the Above Categories

A few of these are: (a) I have a wonderful family but felt I should be away; (b) I just wanted to play football; (c) I don't need to earn money anyway, and (d) I was sleepy and tired....

Summary Statements

The free responses present evidence that no single factor appeared to be responsible for the student's withdrawal from the Northeastern Oklahoma A. & M. College. Even in those few singular responses such as "I quit to join the air force," and "I quit to get married," there could be any number of behind-the-scene reasons leading to withdrawal.

Perhaps the four drop-outs whose responses were listed in the "health" area came closer to dropping out for a single reason than any of the others.

At least half of the drop-outs indicated that a substantial reason for withdrawal from the Northeastern Oklahoma A. & M. College was that they became uninterested in or discouraged with its program. Twenty-four (20 per cent) either wanted more courses or other courses than the college seemed to offer. Sixteen others (13 per cent) mentioned or strongly implied that more was to be gained from on-the-job training than from attending college. Six mentioned poor or indifferent teaching. Five mentioned, and others hinted, that the college officials did not hold to promises concerning student employment.

Several drop-outs mentioned or implied that some form of financial concern or difficulty was related to their withdrawal. The trend, however, appeared hardly the same as it was in the 1930's when students were forced to leave college because they lacked money for food, clothing, and shelter. Some students withdrew because they did not have money for both the necessities of life and for college, but it appears that many more withdrew because of the lure of high salaries (and possibly better opportunities in general) offered by industry. Some of these young men seemed to select colleges not only for the educational advantages but also for the financial advantages that the college or community had to offer them while they at the same time received a college education.

CHAPTER VI

TREATMENT OF THE DATA

As described earlier, the Opinionnaire and the Personal Data Sheet employed for gathering data during the interviewing process were structured so that the opinionative data as well as the objective results obtained from the respondents could be treated quantitatively. The attempt to explore some of the significantly statistical differences between the control and experimental groups is treated below.

In the testing of the outcomes by means of chi-square technique the writer set up an hypothesis that assumed that the responses of the experimental and control groups to each of the items were alike, that is, homogeneous.¹ In other words, if the P value of the chi-square of a particular treatment were significant, it could be assumed that the responses of the two groups to an item were not alike. In this investigation the level of significance considered acceptable is the .05 level or less. This implies that it can be expected with reasonable confidence that such an outcome is not likely to be expected to arise as a result of chance fluctuations in random sampling, or, in other words, in subsequent samples drawn from the parent population the outcomes would occur in the same direction.

¹E. F. Lindquist, Statistical Analysis in Educational Research (New York, 1940), pp. 43-46.

The Opinionnaire

The twenty items on the Opinionnaire that were classified into eight categories (see pp. 28-34) appear below under those classifications. The discussion of each item within the category begins with the item as it appears on the Opinionnaire administered to the drop-outs (Appendix B). The responses associated with the members of the control group apply to the time of the interview, and the responses associated with members of the experimental group apply to the time of the respondent's withdrawal from the Northeastern Oklahoma A. & M. College, Miami. All members of both groups responded to all items.

Opinions Related to Personal Factors

Did you feel that transportation to and from the college was inconvenient for you?—Associated with inconvenient transportation are many elements that can be related to withdrawal from college. Inconvenient transportation might cause continuing absenteeism or tardiness that could lead to withdrawal. Another element to be considered is that students who commute greater distances have less time to give to co-curricular activities and college living in general. The hypothesis that the item was responded to similarly by members of the control and experimental groups was tested by chi-square (Table I). A chi-square of 2.96 with one degree of freedom does not reach the .05 level of confidence. It can be assumed that homogeneity of response to this item exists with the result that the item appears to be of little value in differentiating the two groups in this respect.

TABLE I
OPINIONS CONCERNING WHETHER TRANSPORTATION
TO AND FROM COLLEGE WAS INCONVENIENT

Response	Control Group	Experimental Group	Both
Yes	31 (37)	43 (37)	74
No	94 (88)	82 (88)	176
Both	125	125	250

df = 1 chi-square = 2.96 P > .05

Did you feel that the students were friendly to you?--The usual college student desires an attitude of friendliness from his classmates. Unfortunate feelings develop when this friendliness is not in evidence in accordance with his particular needs. A feeling of not-belonging or being unwanted can conceivably bring about withdrawal during the freshman year when the student is making a number of adjustments to the new program. A chi-square test of homogeneity was applied in order to test the responses of the two groups to the item (Table II). The evidence

TABLE II
OPINIONS CONCERNING WHETHER STUDENTS WERE FRIENDLY

Response	Control Group	Experimental Group	Both
Yes	118 (121.5)	125 (121.5)	243
No	7 (3.5)	0 (3.5)	7
Both	125	125	250

df = 1 chi-square = 7.20 P < .05

reveals that the two groups did not respond alike to the question which asked whether or not students were friendly. The outcome indicates that a significantly greater number of the drop-outs signified by their responses that the students were friendly. The evidence suggests that possibly the students who did not survive found the other students to be so friendly in bull-sessions and social affairs about the campus that the former were distracted from their academic duties.

Did you feel that something could be done by the college that might cause your college life to be more pleasant?—Some students feel that, if the college would do do-and-so, they might be happier than they now are. Some students take full advantage of the social life of the college but neglect everything else. The chi-square test of homogeneity was applied to see whether or not the responses were similar in respect to the feeling that the college could do something to make college life more pleasant (Table III). A chi-square of 25.97 gives a P value that

TABLE III

OPINIONS CONCERNING WHETHER COLLEGE COULD DO SOMETHING
TO MAKE COLLEGE LIFE MORE PLEASANT

Response	Control Group	Experimental Group	Both
Yes	75 (55)	35 (55)	110
No	50 (70)	90 (70)	140
Both	125	125	250

df = 1

chi-square = 25.97

P < .05

is less than .05. A greater number of controls than drop-outs felt that the college might do something to make college life more pleasant

than it now is. This can mean that the drop-outs found college life very pleasant indeed. Perhaps some of the drop-outs became so involved in the social life of the college that the real objectives of college were lost. These drop-outs may be representative of those students who enjoy college but receive very little from it in an academic sense.

Opinions Related to Finances

Did you feel that you could pull through financially in college but that you wanted more spending money than attending college would permit you to earn?—Students in college are often hard-pressed for spending money. Sometimes this feeling reaches a degree that causes withdrawal in favor of a job that will provide spending money; moreover, students who feel that they do not have enough spending money become conscious of the advantages of those who appear to have plenty to spend. The chi-square test of homogeneity was applied to test the resemblance of the responses of the two groups on the item that going to college prevents earning spending money (Table IV). A chi-square of 1.03 gives a P value

TABLE IV

OPINIONS CONCERNING WHETHER ATTENDING COLLEGE
PREVENTED EARNING SPENDING MONEY

Response	Control Group	Experimental Group	Both
Yes	56 (60)	64 (60)	120
No	69 (65)	61 (65)	130
Both	125	125	250
df = 1	chi-square = 1.03		P > .05

of $>.05$, a result that is not significant. It can be assumed that the two groups were alike in response to this item, and no significant difference is discernible.

Did you feel that you found it difficult to stay in college because of money needs?---Some students do not continue in college because they feel that lack of money affords no other choice. Those who feel that they lack money but manage somehow to remain in college make many sacrifices to obtain the benefits to be derived from a college education. The chi-square test of homogeneity was utilized to evaluate the similarity of responses to the item that concerned the difficulty of remaining in college because of financial needs. Table V shows that

TABLE V
OPINIONS CONCERNING WHETHER IT WAS DIFFICULT
TO STAY IN COLLEGE BECAUSE OF
FINANCIAL NEEDS

Response	Control Group	Experimental Group	Both
Yes	8 (17)	26 (17)	34
No	117 (108)	99 (108)	216
Both	125	125	250
df = 1	chi-square = 11.03		P < .05

a chi-square of 11.03 with one degree of freedom gives a P value of $<.05$, an outcome revealing that the responses of the two groups were not alike concerning this item. A significantly greater number of drop-outs than survivors felt that they found it difficult to remain in college because of financial needs. It appears, as the "going got rough" as far

as finances were concerned, the drop-outs became representative of individuals who can not, or will not, make the necessary sacrifices to remain in college.

Did you feel that you found it difficult to stay in college because you wanted to find a job and get married?--Boys and girls tend toward casual dating during high school days. The dating often extends into courtship, and associations become more serious upon entering college; furthermore, girls who have reached what they consider the best age for marriage do not oppose the more serious attention of their male companions. Some students do marry during their freshman year. Students involved in the present study were economically poor; accordingly, financial status associated with marriage appears to be related to withdrawal. Responses of the two groups to the item concerning marriage were tested by chi-square for homogeneity (Table VI). The results of the

TABLE VI

OPINIONS CONCERNING WHETHER IT WAS DIFFICULT
TO REMAIN IN COLLEGE BECAUSE OF A DESIRE
TO FIND A JOB AND GET MARRIED

Response	Control Group	Experimental Group	Both
Yes	9 (11)	13 (11)	22
No	116 (114)	112 (114)	228
Both	125	125	250

df = 1

chi-square = .80

P > .05

calculations of Table VI, which compares the responses of the drop-outs and the controls, give a chi-square value of .80 and a P value of

>.05. This outcome proposes that the two groups were alike in their responses to the item. The outcome suggests that no real difference existed between the two groups, and the hypothesis of homogeneity cannot be rejected.

Did you feel that attending some other college might permit you to earn more money on a part-time job?--Some students are constantly concerned with the feeling that attending some other college might permit the earning of more money on part-time jobs while they are obtaining an education. Subjects in the control and experimental groups were asked whether or not they felt that attending some other college would afford this opportunity. The responses of the two groups were tested to determine whether or not the hypothesis of homogeneity could be rejected (Table VII). The test of homogeneity gives a chi-square

TABLE VII

OPINIONS CONCERNING WHETHER SOME OTHER COLLEGE MIGHT
PERMIT EARNING MORE MONEY ON A PART-TIME JOB

Response	Control Group	Experimental Group	Both
Yes	68 (50)	32 (50)	100
No	57 (75)	93 (75)	150
Both	125	125	250
df = 1	chi-square = 23.60	P < .05	

value of 23.60, a result that is significant beyond the .05 level of confidence. The evidence shows that the survivors more than drop-outs felt that attendance at some other college might permit earning more money on a part-time job. It is possible that, although the control

group may have felt that another college might afford better part-time-job opportunities, it was better to leave well enough alone until another year. It would be most interesting, in this connection, to learn the ratio of transfer to other colleges for the sophomore year.

Opinions Related to Family

Did you feel that going to college kept you from earning money needed to help out at home?--Some students feel that their families are financially unable to send them to college. In other instances the earning power of the student helps to supply the necessities of life for his loved ones. The feeling that while he is in college he is using money that is needed at home can be the motive related to his withdrawal from college. The responses of the two groups to the item were tested by chi-square (Table VIII). The chi-square test of homogeneity gives

TABLE VIII

OPINIONS CONCERNING WHETHER GOING TO COLLEGE PREVENTED
EARNING OF MONEY NEEDED TO HELP OUT AT HOME

Response	Control Group	Experimental Group	Both
Yes	35 (46.5)	58 (46.5)	93
No	90 (78.5)	67 (78.5)	157
Both	125	125	250

df = 1

chi-square = 9.06

P < .05

evidence that the responses were not alike. With one degree of freedom and a chi-square value of 9.06, the outcome gives a result below the .05 level. This result suggests that a greater number of experimental than

control subjects showed by their responses that they felt the need of supplying financial assistance to the home.

Did you feel that some situation existed in your home, or where you stayed that kept you from doing your best studying?--Sometimes in the home environment of the student there remains very little that would encourage concentration for optimum study. Crying babies, bickering parents, and arguing brothers and sisters seem to compete with radio and television to distract him from his studies. A room set aside for study is almost non-existent. The student is indeed fortunate who has a table that can be utilized for study only. The item concerning some situation in the home preventing optimum study was tested, and the chi-square value of .30 with one degree of freedom (Table IX) shows that no real

TABLE IX
OPINIONS CONCERNING WHETHER SITUATION IN THE HOME
PREVENTED OPTIMUM STUDY

Response	Control Group	Experimental Group	Both
Yes	40 (38)	36 (38)	76
No	85 (87)	89 (87)	174
Both	125	125	250
df = 1	chi-square = .30	P > .05	

difference existed between the two groups in response to this item. It is assumed that, since the evidence suggests that the responses were alike, the hypothesis of homogeneity cannot be rejected.

Did you feel that some member of your family did not care whether or not you went to college?--When a student feels that loved ones are

indifferent and uninterested as far as his academic endeavors are concerned, his motivation reaches a low level that can be related to withdrawal from college. The chi-square test was used to test the homogeneity of the responses of the two groups to the item (Table X). The responses

TABLE X
OPINIONS CONCERNING WHETHER FAMILY WAS INDIFFERENT
TO STUDENT'S ATTENDING COLLEGE

Response	Control Group	Experimental Group	Both
Yes	9 (12)	15 (12)	24
No	116 (113)	110 (113)	226
Both	125	125	250
<hr/>			
df = 1	chi-square = 1.66	P > .05	

made by the members of the control and experimental groups to the item concerning some member of the family not caring whether or not the student goes to college were very similar. The chi-square value of 1.66 with one degree of freedom gives a P value of $> .05$, an outcome that does not reach the .05 level; therefore, it is assumed that the item appears to be of little value in differentiating the two groups in this instance.

Opinions Related to School

Did you feel that a part-time or full-time job you had, added to your schoolwork, kept you from preparing your lessons?—The majority of the male students of the Northeastern Oklahoma A. & M. College have part-time or full-time jobs, according to William Russell,

director of guidance at the college. The item does not ask whether or not the student has a part-time job but whether or not a part-time job prevents preparation of lessons. The chi-square test of homogeneity was applied to determine the similarity of the responses given to the item by the members of the control and experimental groups. Table XI reveals

TABLE XI

OPINIONS CONCERNING WHETHER PART-TIME JOB PLUS
SCHOOLWORK PREVENTED THE PREPARATION OF LESSONS

Response	Control Group	Experimental Group	Both
Yes	38 (43.5)	49 (43.5)	87
No	87 (81.5)	76 (81.5)	163
Both	125	125	250

df = 1

chi-square = 2.13

P > .05

that a chi-square of 2.13 with one degree of freedom does not reach the .05 level of confidence. It can be assumed that homogeneity of response exists between the two groups for this item. The result is that the item appears to be of little value in differentiating the two groups as far as the interference of jobs with the preparation of lessons was concerned.

Did you feel that there was at least one subject in college that you could not catch-on-to as well as could the average student in class?--Students who believe that they cannot understand material being presented in class so well as the average student seem to have feelings of inferiority that appear to be related to withdrawal from college. Subjects of the control and experimental groups were asked to

respond to an item concerning their feelings as to whether or not they felt they understood subject-material as well as the average student in class. The responses of the two groups were tested to determine whether or not the hypothesis of homogeneity could be rejected (Table XII). The results of the computations of Table XII give a chi-square of 46.12 and

TABLE XII

OPINIONS CONCERNING WHETHER THERE WAS AN INABILITY
TO UNDERSTAND SUBJECT-MATTER AS WELL AS
THE AVERAGE STUDENT IN CLASS

Response	Control Group	Experimental Group	Both
Yes	79 (52.5)	26 (52.5)	105
No	46 (72.5)	99 (72.5)	145
Both	125	125	250
df = 1	chi-square = 46.12		P < .05

and a P value of $< .05$. This outcome indicates that there is a real difference between the responses of the two groups, and the hypothesis of homogeneity can be rejected. The indication is that a significantly greater number of controls than drop-outs felt unable to understand subject-matter as well as the average student in class. It may be that the control subjects are representative of those students who swallow their pride and go ahead to make the best of the abilities they feel they possess. The drop-outs might well be those students who because of inability to make this adjustment (tired of being the "dumbbell") dropped out of college.

Did you feel that at least one of your instructors did not like you?—It appears that if a student feels that he is liked by his teachers, his learning process is favorably stimulated, and his desire to stay in school is increased; however, if a student feels that he is not liked by his teachers, his learning process may be unfavorably affected, and his desire to stay in school is lessened. Members of the control and experimental groups stated an opinion as to whether or not they felt that at least one teacher did not like them. Responses of the two groups were tested for homogeneity. As indicated in Table XIII, a chi-square of

TABLE XIII

OPINIONS CONCERNING WHETHER THERE WAS A FEELING
OF BEING DISLIKED BY A TEACHER

Response	Control Group	Experimental Group	Both
Yes	51 (32.5)	14 (32.5)	65
No	74 (92.5)	111 (92.5)	185
Both	125	125	250

df = 1 chi-square = 28.46 P < .05

28.46 with one degree of freedom gives a P value below the .05 level of confidence. This outcome suggests that the responses were not alike, with the members of the control group indicating to a greater degree than the members of the experimental group that teachers disliked them. It appears plausible that, although the control subjects may have thought that teachers disliked them, they considered this as one of the unhappy circumstances associated with a college education but not challenging enough to cause withdrawal from college.

Opinions Related to Vocation

Did you feel that going to college was better training for a future vocation than was working at a particular job?--Students often make a choice between college training and on-the-job training as better preparation for a particular vocation. On-the-job training not only allows students to avoid undesirable academic techniques and procedures but also permits them "to earn while they learn." Educators appear to believe that on-the-job training may have its benefits but fails to present a program that leads to "complete living." Members of the control and experimental groups were asked to indicate a preference between the two types of training. Their responses were tested by chi-square technique for likeness. Table XIV shows that the chi-square

TABLE XIV

OPINIONS CONCERNING WHETHER COLLEGE TRAINING
WAS BETTER PREPARATION FOR A FUTURE VOCATION
THAN WAS ON-THE-JOB TRAINING

Response	Control Group	Experimental Group	Both
Yes	111 (102.5)	94 (102.5)	205
No	14 (22.5)	31 (22.5)	45
Both	125	125	250
df = 1	chi-square = 7.83		P < .05

of 7.83 is significant below the .05 level of confidence. This result suggests that the two groups did not respond alike to this item. The outcome indicates that the larger number of the members of the control group favored the college training for a future vocation.

Did you feel that you agreed with the college as to what courses you should take?--Students are not always in agreement with the college as to the courses they should take. They cannot (or will not) understand why certain courses are required for particular vocations. Once the student knows that he is required by the college officials to take a course that he definitely dislikes, and possibly sees no purpose for its being required, his tendencies toward withdrawal from college are strengthened. Respondents in both the control and experimental groups were asked whether or not they were in agreement with the college as to the courses they should take. The chi-square test of homogeneity was employed to test the similarity of their responses. Table XV shows

TABLE XV

OPINIONS CONCERNING WHETHER THERE WAS AGREEMENT
WITH COLLEGE AS TO WHAT COURSES TO TAKE

Response	Control Group	Experimental Group	Both
Yes	84 (94.5)	105 (94.5)	189
No	41 (30.5)	20 (30.5)	61
Both	125	125	250
df = 1	chi-square = 9.56		P < .05

that a chi-square of 9.56 gives a P value below the .05 level of confidence, an outcome that suggests that the responses given by the two groups were not similar. The evidence indicates that a significantly greater number of drop-outs than survivors felt in agreement with the college as to what courses to take. It appears feasible to suggest that the drop-outs may not have known enough about their plan of study

to indicate disagreement with the college. Their not knowing might be the result of indifference to curricular requirements, or perhaps they had been too much occupied with non-academic responsibilities to learn about a plan of study. They may not have known, for example, that chemistry was required for a major in agriculture. The control group of students would be more aware of required courses than the drop-outs and would indicate opinion accordingly.

Did you feel that the college program was broad enough to meet your vocational needs?--The small junior college is limited in its program. As a community institution it focuses its program to meet the community needs as much as possible. Many students, especially entering freshmen, expect to find in the two-year program of the junior college the courses and facilities associated with senior colleges and universities. They often fail to find the expected program and become dissatisfied with what the junior college has to offer them. Subjects in the control and experimental groups expressed opinions on the item indicated above, and the responses were tested for homogeneity (Table XVI). This table shows

TABLE XVI

OPINIONS CONCERNING WHETHER COLLEGE PROGRAM WAS
BROAD ENOUGH TO MEET VOCATIONAL NEEDS

Response	Control Group	Experimental Group	Both
Yes	85 (87.5)	90 (87.5)	175
No	40 (37.5)	35 (37.5)	75
Both	125	125	250
df = 1	chi-square = .48	P > .05	

that the chi-square value does not meet the critical level of confidence, an outcome that makes it untenable to reject the hypothesis of similarity of response to the item.

Opinions Related to Health

Did you feel that some physical ailment kept you from doing your best work in college?--There are those students who feel that some physical ailment keeps them from doing their best work in college. Whether the ailment is actually psychological or organic makes but little difference as long as the student believes in its existence. The respondents in both the control and experimental groups were asked whether or not they felt that some physical ailment kept them from doing their best work in college. The hypothesis that their responses were alike was assessed (Table XVII). This table shows that the responses were not

TABLE XVII
OPINIONS CONCERNING WHETHER PHYSICAL AILMENT
PREVENTED OPTIMUM WORK IN COLLEGE COURSES

Response	Control Group	Experimental Group	Both
Yes	7 (13)	19 (13)	26
No	118 (112)	106 (112)	224
Both	125	125	250
df = 1	chi-square = 5.19		P < .05

alike; the chi-square of 5.19 gives a P value that falls below the .05 level of confidence. This outcome makes it possible to reject the hypothesis of homogeneity and indicates that a real difference exists

in the responses between the two groups. A significantly greater number of drop-outs than survivors felt that some physical ailment prevented optimum work in college courses, consequently linking the item with college attrition.

Opinions Related to Military Service

Did you feel that just thinking about your status with the draft board kept you from doing your best studying?--Youth eligible for the draft do a great deal of thinking and planning concerning their potential military careers. They think and plan not only for themselves but also for others who are to be affected by their entering the service. Some students feel that they are on the verge of a "slip" with the college and risk induction. Students can become so obsessed with ideas concerning military possibilities that they think very little about anything else. The chi-square test of homogeneity was utilized to evaluate the similarity of the responses to this item (Table XVIII).

TABLE XVIII

OPINIONS CONCERNING WHETHER THINKING ABOUT STATUS
WITH DRAFT BOARD INTERFERED WITH OPTIMUM STUDY.

Response	Control Group	Experimental Group	Both
Yes	19 (27.5)	36 (27.5)	55
No	106 (97.5)	89 (97.5)	195
Both	125	125	250
df = 1	chi-square = 6.74	P < .05	

The chi-square of 6.74 with one degree of freedom gives a P value below the .05 level of confidence. This outcome signifies that the responses of the two groups were not similar. A significantly greater number of drop-outs than survivors felt that thinking about status with the draft board interfered with optimum study, and this concern might have contributed much to creating feelings of doubt as to the advisability of remaining in college.

Did you feel that you found it difficult to stay in college because you wanted to join some branch of the military service?—Students continually worked-up about the uncertainty of their status with the draft board enter the service "just to get it over with." Some students feel that the military will have something to offer them of academic or vocational value. "To enlist or not to enlist" is a major topic for discussion on college campuses. The subjects in both the control and experimental groups were asked to respond to the item that concerned whether or not they found it difficult to remain in college because of a desire to join some branch of the military services. Responses of the two groups were treated by the chi-square technique. Table XIX

TABLE XIX

OPINIONS CONCERNING WHETHER IT WAS DIFFICULT TO STAY IN
COLLEGE BECAUSE OF A DESIRE TO JOIN
THE MILITARY SERVICE

Response	Control Group	Experimental Group	Both
Yes	15 (23.5)	32 (23.5)	47
No	110 (101.5)	93 (101.5)	203
Both	125	125	250
df = 1	chi-square = 7.57		P < .05

shows a chi-square of 7.57 with a P value that is less than the .05 level of confidence. This outcome indicates that the responses of the two groups are not alike and that a real difference exists between them in regard to this item. A larger number of drop-outs than survivors felt that it was difficult to stay in college because of a desire to join the military services. This, perhaps, would represent an acceptable escape from an undesirable situation.

Opinions Related to Reasons not Already Specified

Do you feel that there was another reason that is not mentioned above for your being displeased with the college?—This last item on the Opinionnaire is in the miscellaneous category. The respondents had an opportunity here to indicate that some other reason not previously mentioned on the Opinionnaire caused dissatisfaction with the college. Responses to the item were tested for homogeneity (Table XX). The chi-square of 10.86 with one degree of freedom gives a P value below the

TABLE XX

OPINIONS CONCERNING WHETHER SOME OTHER REASON
NOT ALREADY MENTIONED CAUSED
DISSATISFACTION WITH COLLEGE

Response	Control Group	Experimental Group	Both
Yes	40 (29)	18 (29)	58
No	85 (96)	107 (96)	192
Both	125	125	250
df = 1	chi-square = 10.86	P < .05	

.05 level of confidence. This outcome discloses that the responses to this item were not alike. A larger number of the members of the control group indicated this to be true. This outcome apparently suggests that it might be possible to assume that the drop-outs had been freer in expressing the true reasons for withdrawal but that the survivors did not air all of their complaints since they might not have felt it worth the effort.

Personal Data Sheet

As previously mentioned, the items on the Personal Data Sheet concerning pertinent objective data supplied responses that could be treated quantitatively. All members of both control and experimental groups responded to all items. The responses associated with the members of the control group apply to the time of the interview, and those responses associated with the members of the experimental group apply to the time of the respondent's withdrawal from the Northeastern Oklahoma A. & M. College, Miami.

Chronological Age

Students usually enter college at seventeen or eighteen years of age; however, some of them do not enter until they are somewhat older. In a college where the younger students are in a majority, parties and co-curricular activities may be planned primarily for the younger students. The older students may begin to feel that they "just do not belong with the college." It can be assumed further that the older students have more responsibilities aside from college than have their younger classmates. These factors and many others associated with older students can be related to withdrawal. The t-test technique was

employed to test the significance of the difference between the means of the chronological ages of the members of the control and experimental groups. The evidence indicates (Table XXI) that a significantly greater

TABLE XXI

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE TWO GROUPS IN CHRONOLOGICAL AGES

	Control Group	Experimental Group
Mean	19.00	19.46
S.D.	1.29	1.52
df	248	
t		2.5
P		<.05

number of drop-outs was older than the survivors. In this instance the older students appeared to have less staying power than the younger ones.

Place of Residence

Investigations on the secondary school level have shown that residing in the country is related to withdrawal. Literature on the college level appears to be lacking. Students who reside in the country not only have to commute but also have to do many chores that take time and energy. The homogeneity of response for members of the control and experimental groups to the item was tested by chi-square (Table XXII). A chi-square of 6.12 with one degree of freedom gives a P value that is significant below the .05 level of confidence. The evidence indicates

TABLE XXII
RESIDENCE IN TOWN OR COUNTRY

Response	Control Group	Experimental Group	Both
Town	78 (87)	96 (87)	174
Country	47 (38)	29 (38)	76
Both	125	125	250

df = 1 chi-square = 6.12 P < .05

that a significantly greater number of drop-outs than survivors resided in town. This may suggest that students residing in town have more temptations to lure them from academic interests. These "temptations" are not forms of entertainment necessarily. Students in town have more opportunities for the part-time jobs that are available in industry and elsewhere. Be this as it may, whether or not the student resided in the town or country appeared to be related to college attrition in this instance.

General Intelligence

Numerous investigations have pointed out that below-average scores on standardized tests of intelligence can be related to withdrawal from school and that potential drop-outs can be identified by their low scores. Studies seem to be lacking which compare college drop-outs with college non-drop-outs. The t-test technique was employed to test the significance of the difference between the means of the scores obtained by the members of the control and experimental groups on the ACE test for general intelligence. Table XXIII indicates

TABLE XXIII

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE TWO GROUPS ON THE ACE TEST IN GENERAL INTELLIGENCE

	Control Group	Experimental Group
Mean	46.46	44.54
S.D.	26.99	24.96
df	248	
t		.58
P		>.05

that the difference between the means of the control and experimental groups is not significant. Since no significant difference occurred, it can be presumed that the two groups were not different in general intelligence. This evidence suggests that intelligence was not a factor that differentiated the two groups.

Reading Proficiency

The ability to read is related to academic success, for a great deal of knowledge comes from the printed page. Inability to read with understanding is associated with low marks and consequently can be related to withdrawal from school. The t-test was used to test the significance of the difference between the means of the scores obtained by respondents of the control and experimental groups on the Nelson-Denny Reading Test (Table XXIV). The t-value indicates that the difference between the means of the control and experimental groups does not reach the .05 level of confidence. Since no significant

TABLE XXIV

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS
OF THE TWO GROUPS ON THE NELSON-DENNY TEST
IN READING PROFICIENCY

	Control Group	Experimental Group
Mean	44.78	43.18
S.D.	26.36	25.01
df	248	
t		.49
P		>.05

difference occurs, it can be assumed that the two groups did not differ in their ability to read.

Occupational Interest

The California Occupational Interest Inventory (see p. 9) indicates the occupational interest in six areas of the student at the time he takes the inventory. The inventory does not indicate ability. The area of interest selected for this investigation was the interest scale having the highest centile value. The chi-square technique was utilized in an attempt to determine the similarity of the fields of vocational interest of the control and experimental groups. Tables XXV-A, XXV-B, XXV-C, XXV-D, XXV-E, XXV-F indicate that occupational interests for the two groups appear reasonably homogeneous for all scales with the exception of the "Natural" scale. A significantly greater number of survivors than drop-outs indicated the "Natural" scale of interest as

their major area of occupational interest; thus it appears that the natural scale was related to survival-withdrawal.

TABLE XXV-A

OCCUPATIONAL INTEREST AS INDICATED BY THE CALIFORNIA
OCCUPATIONAL INTEREST INVENTORY: PERSONAL-SOCIAL

Response	Control Group	Experimental Group	Both
High	16 (19)	22 (19)	38
Low	109 (106)	103 (106)	212
Both	125	125	250
df = 1	chi-square = 1.12	P > .05	

TABLE XXV-B

OCCUPATIONAL INTEREST AS INDICATED BY THE CALIFORNIA
OCCUPATIONAL INTEREST INVENTORY: NATURAL

Response	Control Group	Experimental Group	Both
High	33 (25.5)	18 (25.5)	51
Low	92 (99.5)	107 (99.5)	199
Both	125	125	250
df = 1	chi-square = 5.54	P < .05	

TABLE XXV-C

OCCUPATIONAL INTEREST AS INDICATED BY THE CALIFORNIA
OCCUPATIONAL INTEREST INVENTORY: MECHANICAL

Response	Control Group	Experimental Group	Both
High	18 (23)	28 (23)	46
Low	107 (102)	97 (102)	204
Both	125	125	250
df = 1	chi-square = 2.66	P > .05	

TABLE XXV-D

OCCUPATIONAL INTEREST AS INDICATED BY THE CALIFORNIA
OCCUPATIONAL INTEREST INVENTORY: BUSINESS

Response	Control Group	Experimental Group	Both
High	34 (36.5)	39 (36.5)	73
Low	91 (88.5)	86 (88.5)	177
Both	125	125	250
df = 1	chi-square = .48	P > .05	

TABLE XXV-E

OCCUPATIONAL INTEREST AS INDICATED BY THE CALIFORNIA
OCCUPATIONAL INTEREST INVENTORY: ARTS

Response	Control Group	Experimental Group	Both
High	14 (11.5)	9 (11.5)	23
Low	111 (113.5)	116 (113.5)	227
Both	125	125	250
df = 1	chi-square = 1.20	P > .05	

TABLE XXVI-B
COLLEGE CURRICULUM: BUSINESS

Response	Control Group	Experimental Group	Both
Business	20 (27)	34 (27)	54
Other than Business	105 (98)	91 (98)	196
Both	125	125	250
df = 1	chi-square = 4.63	P < .05	

TABLE XXVI-C
COLLEGE CURRICULUM: EDUCATION

Response	Control Group	Experimental Group	Both
Education	6 (8.5)	11 (8.5)	17
Other than Education	119 (116.5)	114 (116.5)	233
Both	125	125	250
df = 1	chi-square = 1.58	P > .05	

TABLE XXVI-D
COLLEGE CURRICULUM: INDUSTRIAL TRAINING

Response	Control Group	Experimental Group	Both
Industrial	17 (18.5)	20 (18.5)	37
Other than Industrial	108 (106.5)	105 (106.5)	213
Both	125	125	250
df = 1	chi-square = .29	P > .05	

TABLE XXVI-E
COLLEGE CURRICULUM: ARTS AND SCIENCES

Response	Control Group	Experimental Group	Both
Arts and Sciences	28 (24)	20 (24)	48
Other than Arts and Sciences	97 (101)	105 (101)	202
Both	125	125	250
df = 1	chi-square = 1.65	P > .05	

TABLE XXVI-F
COLLEGE CURRICULUM: AGRICULTURE

Response	Control Group	Experimental Group	Both
Agriculture	27 (22)	17 (22)	44
Other than Agriculture	98 (103)	108 (103)	206
Both	125	125	250
df = 1	chi-square = 2.76	P > .05	

TABLE XXVI-G
COLLEGE CURRICULUM: GENERAL COURSE

Response	Control Group	Experimental Group	Both
General	5 (4)	3 (4)	8
Other than General	120 (121)	122 (121)	242
Both	125	125	250
df = 1	chi-square = .88	P > .05	

curricula for the two groups were similar in all instances with the exception of the business curriculum. A significantly greater number of the drop-outs had enrolled in business; thus, it appears that the business curriculum was related to survival-withdrawal. It is true, of course, that the program offered on the junior college level does not offer the diversity of curriculum found in larger schools. This absence of diversity of curriculum may be the reason for the similarity of responses for six of the seven curricula offered by the college; a more varied program might give contrasting outcomes.

Veteran Status

Veterans, because they are older than the other students, may have more responsibilities away from college than do their younger classmates; moreover, veterans sometimes find adjustment difficult for other reasons. They have been away, living in an entirely different atmosphere, and have difficulty "getting back into the swing of things." Social life at the college, since it is primarily for the younger students, may have little appeal for them. Veterans often withdraw from college before they can become adjusted to college living. The veteran status of the members of the control and experimental groups was tested for similarity by the chi-square technique. Table XXVII shows that a chi-square of 10.09 with one degree of freedom gives a P value below the .05 level of confidence. This outcome makes it possible to reject the hypothesis of homogeneity and indicates that a real difference exists between the two groups in response to the item. A significantly greater number of drop-outs than survivors was veterans. This outcome suggests that this factor appears to be related to withdrawal from the college in this situation.

TABLE XXVII
VETERAN STATUS IN COLLEGE

Response	Control Group	Experimental Group	Both
Veteran	8 (16.5)	25 (16.5)	33
Non-Veteran	117 (108.5)	100 (108.5)	217
Both	125	125	250
df = 1	chi-square = 10.09	P < .05	

High School Grade-Point Average

Grade-point averages for all members of both the control and experimental groups were obtained from high school transcripts. Grades could not be translated into numerical scores for evaluation since schools were not consistent as to numerical values applied to letter-grades; moreover, only some of the schools reported pluses and minuses for letter-grades. The chi-square test of homogeneity was applied to determine the similarity of the letter-grades received by members of the control and experimental groups (Table XXVIII). The table shows a chi-square of 5.82. This value with three degrees of freedom does not reach the .05 level of confidence and cannot be considered significant. Grade-point average was very similar for the two groups. This result suggests that, since no significant difference appeared, grade-point average did not seem to be a critical factor in this case.

TABLE XXVIII
HIGH SCHOOL GRADE-POINT AVERAGE

Grade-Point Average	Control Group	Experimental Group	Both
A	6 (6.5)	7 (6.5)	13
B	43 (37)	31 (37)	74
C	63 (62.5)	62 (62.5)	125
D	13 (19)	25 (19)	38
Both	125	125	250
df = 3	chi-square = 5.82	P > .05	

Marital Status (Married or Not-Married)

Whether a student is married or not certainly appears related to withdrawal from college. The married student attending college must carefully manage his time, energy, and finances if he is to remain in school. His many responsibilities serve as potential points of stress that can be associated with college attrition. The members of the control and experimental groups responded to the item concerning marriage. The responses of the two groups were tested by chi-square test of homogeneity (Table XXIX). The chi-square of 5.43 with one degree of freedom gives a P value of $< .05$. This outcome reveals that the responses of the two groups were not similar. A significantly greater number of drop-outs than survivors was married. This evidence suggests that marital status was related to withdrawal from college in this instance.

TABLE XXIX
MARITAL STATUS IN COLLEGE

Response	Control Group	Experimental Group	Both
Married	5 (10)	15 (10)	20
Not Married	120 (115)	110 (115)	230
Both	125	125	250
df = 1	chi-square = 5.43	P < .05	

Occupation of Father

Studies have been plentiful in which findings have indicated that occupation of father is related to dropping out of school. It is common knowledge among educators that youth whose fathers are in the lower occupational brackets probably will not enter college anyway; but if they do, the percentage of drop-outs among them will be higher than that for students whose fathers are in the upper occupational brackets (see p. 16). The chi-square technique was employed to find the similarity of occupations² of the respondents' fathers (Table XXX). The table indicates that the occupations for the two groups were not similar for all the occupational levels listed. In general, however, the findings agree with the literature. A very significantly greater number of drop-outs' than survivors' fathers was among the unskilled workers, and a significantly greater number of survivors' than drop-outs' fathers was among the professional and managerial group. It appears

²The United States Dictionary of Occupational Titles, Volume I, Second Edition, was used to classify the occupations.

TABLE XXX
OCCUPATION OF FATHER

Response	Control Group	Experimental Group	Chi Square	P	df
Professional and Managerial	8	1	9.65	<.05	1
Clerical and Sales	21	14	1.63	>.05	1
Service	24	19	.70	>.05	1
Agricultural	12	9	.47	>.05	1
Skilled	18	22	.48	>.05	1
Semi-Skilled	27	14	4.93	<.05	1
Unskilled	15	46	20.84	<.05	1

that students whose fathers were in the lowest occupational group had a lower survival rate in the academic situation.

Part-time Job

Students often have jobs that take more of their time than do their studies. Subjects in both the control and experimental groups reported having part-time jobs while in college. The responses to the item were tested to determine whether or not the hypothesis of homogeneity might be rejected (Table XXXI). The test of homogeneity gives a chi-square value of 10.06, an outcome that is significant beyond the .05 level. This result makes it possible to reject the homogeneity of response. The evidence suggests that more drop-outs than survivors had part-time jobs. The factor, according to the evidence, appears to be related to withdrawal from the college.

TABLE XXXI
PART-TIME JOB DURING ENROLLMENT

Response	Control Group	Experimental Group	Both
Part-time Job	55 (67.5)	80 (67.5)	135
No Part-time Job	70 (57.5)	45 (57.5)	115
Both	125	125	250
df = 1	chi-square = 10.06	P < .05	

Parents Divorced

Suitable socialization begins in the home. The student's father and mother have important roles in determining his behavior. That varied social and psychological difficulties do stem from homes in which the parents have voluntarily separated has been common knowledge for many years. Withdrawal from college is only one of the many adversities associated with broken homes. Responses to the item concerning divorced parents were treated by chi-square to see whether or not they were homogeneous for the two groups (Table XXXII). The results of the

TABLE XXXII
PARENTS DIVORCED

Response	Control Group	Experimental Group	Both
Divorced	4 (11)	18 (11)	22
Not Divorced	121 (114)	107 (114)	228
Both	125	125	250
df = 1	chi-square = 9.77	P < .05	

calculations give a chi-square of 9.77 and a P value that goes beyond the .05 level of confidence. This outcome suggests that the responses were not alike and that a real difference exists between the responses of the two groups. The outcome shows that the drop-outs have a significantly greater number of divorced parents. This element seemed to be a factor related to attrition at this college.

Number of Brothers and Sisters

Studies reveal that, as the size of a family increases, opportunities for educating the children within the family decrease (see p. 16). The t-test was employed to test the significance of the difference between the means of the two groups as to number of brothers and sisters. The evidence indicates (Table XXXIII) that a significantly

TABLE XXXIII

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE TWO GROUPS AS TO NUMBER OF BROTHERS AND SISTERS

	Control Group	Experimental Group
Mean	2.36	2.88
S.D.	1.80	1.98
df	248	
t		2.17
P		<.05

greater number of drop-outs came from larger families. The evidence seems to indicate that there is a tendency for the drop-outs in this study to come from larger families than the subjects in the control group.

Educational Experience of the Father

Studies relating the education of the father to that of the son have indicated that the son's education is often like that of his father's (see p. 16). If a father attended an educational institution for any period of time, he is considered in this investigation as a person with experience in the institution attended. The chi-square test of homogeneity was employed to test the similarity of the educational experiences of the fathers of the members of the control and experimental groups (Table XXXIV). The table indicates that a chi-square

TABLE XXXIV

EDUCATIONAL EXPERIENCE OF THE FATHER

Response	Control Group	Experimental Group	Both
College Experience	22 (13.5)	5 (13.5)	27
High School Experience	51 (45.5)	40 (45.5)	91
Grades Experience	52 (66)	80 (66)	132
	125	125	250
df = 2	chi-square = 17.97	P < .05	

value of 17.97 with two degrees of freedom is below the .05 level of confidence. This outcome suggests that the two groups were not similar in response to the item regarding education. The result shows that a significantly greater number of the survivors' fathers had college experience but that more of the drop-outs' fathers had failed to achieve academic experience at the college level. This finding agrees with the literature (p. 16).

Educational Experience of the Mother

The mother, for the present study, was considered as having the educational experience of the last school attended (grade school, high school, or college), although she may not have remained in the institution long enough to be graduated. The chi-square test of homogeneity was used to test the similarity of the educational experiences of the mothers of the subjects (Table XXXV). The chi-square of 26.03 with two

TABLE XXXV

EDUCATIONAL EXPERIENCE OF THE MOTHER

Response	Control Group	Experimental Group	Both
College Experience	22 (15.5)	9 (15.5)	31
High School Experience	61 (47.5)	34 (47.5)	95
Grades Experience	42 (62)	82 (62)	124
	125	125	250

df = 2

chi-square = 26.03

P < .05

degrees of freedom gives a P value of < .05. This outcome suggests that the two groups were not similar in educational experience. The result indicates that a significantly greater number of the mothers of the survivors had college experience. Men and women of similar educational background tend to marry one another, and it is not surprising that the outcomes for the mothers and fathers (Table XXXIV) are about the same.

Number of Hours Study a Week in College

Some educators believe that for each hour in class there should be at least three hours of preparation. Examination of Table XXXVI reveals that students of the institution being considered, on the average, probably did not spend half that time at study. The purpose here, however, is to determine the similarity of the number of hours of study as reported by the members of the control and experimental groups. The t-test was employed to test the significance of the difference between the means for the number of hours study a week in college (Table XXXVI).

TABLE XXXVI

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS
OF THE TWO GROUPS FOR NUMBER OF HOURS STUDY
A WEEK IN COLLEGE

	Control Group	Experimental Group
Mean	12.12	10.72
S.D.	6.25	4.95
df	248	
t		1.97
P		<.05

The evidence indicates that a significantly greater number of the survivors than of the drop-outs was spending more hours at study a week in college; thus, it appears that hours of study was related to withdrawal from this college.

Summary Review of Comments

A summary review of the comments concerning the Opinionnaire and the Personal Data Sheet appears below under the categories designed to cover the varied problem areas associated with dropping out of school. In the following comments, reference to an example to be found in the related literature will be designated by page number; reference to an example to be found among the free-responses will be designated by page number and item number; tabulated material will be referred to by table number and page number.

Opinions Related to Personal Factors

The two significant differences in this category indicate (a) that a greater number of drop-outs than survivors felt that students were friendly to them (Table II, p. 68) and (b) that a greater number of survivors than drop-outs felt that the college might do something to cause college life to be more pleasant (Table III, p. 69). Since the drop-outs seemed to have felt the friendliness of the students more than did the survivors and appear to have had less censure of the college than did the survivors, the drop-outs may be representative of those beginning freshmen who are well-liked and enjoy the social side of college immensely. They become involved, however, in "much ado about nothing" while neglecting their studies and finally drop out of school. Statements appearing among the free-responses seem to indicate that some of the drop-outs were primarily interested in athletics (p. 62, item 6), parties, or other co-curricular activities (p. 54, item 10) and suggest others as not knowing how to study (p. 53, item 1).

Opinions Related to Finances

The two significant differences in this category indicate (a) that a greater number of drop-outs than survivors found it difficult to remain in college because of financial needs (Table V, p. 71) and (b) that a greater number of survivors than drop-outs felt that attending some other college might permit their earning more money than they were earning on part-time jobs (Table VII, p. 73). The literature seems to indicate that the financial strain for students in college has lessened since the 1930's (p. 18); still the financial problem is related to withdrawal; so the findings of the present study support that observation. The literature also supports the view that possibly lack of finances has become the scapegoat for other causes of withdrawal. To be financially poor is quite common, and it seems that a student does not mind saying that he must quit school because of something related to a lack of money, when actually that is not the reason at all (pp. 21, 22). It appears plausible to believe that the survivors were just as hard-up for money as the drop-outs, but for the survivors determination and motivation in regard to education made the difference. The survivors thought about money, too; in fact, they indicated that they might be able to make more money on part-time jobs at another college (Table VII, p. 73). It appears possible that some of the survivors who felt that another college might provide opportunities for better part-time jobs might transfer to other colleges for the sophomore year. The element of lack of finances can be seen in all the categories of the free-responses except in the health category.

Opinions Related to Family

A significantly greater number of drop-outs than survivors disclosed by their responses that they felt the need of supplying financial

assistance to the home (Table VIII, p. 74). Students, because of their immaturity, may not understand fully the sacrifices that parents make to finance their lower-grade studies. They are more mature in college and become keenly aware of those sacrifices to the extent that they sometimes leave college in order that they can help finance the home. Projection may play a part in some of these withdrawals; and, if so, it would be almost impossible to draw a line between the personal needs of the student (possibly not financial) and the financial needs of his family (pp. 4, 19, 20). Several comments concerning withdrawal to help finance the home appear in the free-responses (see "Opinions Related to Family," pp. 55, 56).

Opinions Related to School

Two significant differences appear in this category. A greater number of survivors than drop-outs felt (a) that they were unable to understand at least one subject so well as the average student in class (Table XII, p. 78) and (b) that at least one of the instructors did not like them (Table XIII, p. 79). These two items favored by the survivors--not doing so well as the average student and instructors' not liking them--can be associated. There is a possibility that the survivors concerned are representative of the over-achievers found in freshman classes. The over-achievers may feel their academic inferiority, but determination and motivation drive them on, and they remain in college. The insistence of the over-achiever who believes that he possibly does not have average academic ability but at the same time feels that he must make grades acceptable to himself often challenges the patience of the teacher; resulting friction can result in the student's feeling that he is not liked by the teacher (p. 57, items 8, 9).

Opinions Related to Vocation

The two significant differences in this category indicate (a) that a greater number of survivors felt that college training was better preparation for a future vocation than was a particular job (Table XIV, p. 80) and (b) that a greater number of drop-outs felt in agreement with the college as to what courses to take (Table XV, p. 81). That the two groups differed in their opinions and that the differences favored the directions indicated by the evidence appear to be reasonable; that is, it would seem that the survivors favored college-training over job-training as better preparation for future vocations, or they would not be in college. As far as the drop-outs were concerned, perhaps ego-defense was involved. It may well be that if the drop-outs felt their voluntary withdrawal from college had been a mistake, the tendency would be not to admit the mistake. The evidence reveals that more drop-outs than survivors did hold part-time jobs (Table XXXI, p. 102). Responsibilities caused by the drop-outs' being older (Table XXI, p. 88) or married (Table XXIX, p. 100) might necessitate more drop-outs than survivors having to work while attending college. Whether or not the drop-outs actually wanted to work would be hard to determine. It appears that, when jobs offered advancements, the drop-outs were under more obligation, family and otherwise, to exploit the possibilities. Some of the free-responses imply that in some instances the drop-outs were none too happy about their jobs (p. 53, item 3); such evidence suggests that unfavorable behavior, perhaps practiced in school, had carried over to job situations.

The drop-outs, more than the survivors, agreed with college officials as to what courses to take (Table XV, p. 81). The former

may be representative of those freshmen who do not know enough about college curricular requirements to verify disagreement. Such freshman academic-naivete' often results from indifference to curricular requirements (p. 62, item 6) or remaining in college long enough to become acquainted with course requirements (p. 55, item 15).

Opinions Related to Health

A significantly greater number of the drop-outs than of the survivors felt that some physical ailment kept them from doing their best work in college (Table XVII, p. 83); consequently, these students associated health with dropping out of college. This outcome agrees with that literature which suggests that health is among those factors related to withdrawal from school (pp. 17, 19).

Colleges contain a number of students who, though not physically at their best, have learned to "live with their ailments" and continue their academic work. These students are so set on securing a college education that only some unforeseen, severely acute illness would deter them from their academic goals. Within the same colleges are students who have similar ailments but who cannot, or will not, adjust themselves to their ailments; and they withdraw from college because of them. Several of the free-responses identify those students who felt that some physical ailment caused withdrawal from college (pp. 59, 60, items 1-4).

Opinions Related to Military Service

Two significant differences appear in this category. The drop-outs more than the survivors felt (a) that just thinking about status with the draft board interfered with optimum study (Table XVIII, p. 84) and

(b) that a desire for joining some branch of military service was prevalent (Table XIX, p. 85). It should be recalled that, should students "stop to think it over," it seems rather likely that they could stay in college for at least the freshman year (p. 32), especially at the Northeastern Oklahoma A. & M. College with its ROTC program, which furthers the students' chances of not being inducted for military duty (p. 55, item 15). The youth at this college, however, tend to augment a pattern determined by the impetuous youth of the nation who are leaving school to join the military services (p. 21). Some of the free-responses seem to indicate the extent that the military appeared foremost in the thoughts of the drop-outs and their reactions to these thoughts (pp. 60, 61, items 1-27).

The investigator has found in his counseling experiences that students who have debated with themselves whether or not to join the services before entering college will withdraw from college upon the least provocation.

Opinions Related to Reasons Not Already Specified

The significant difference in this category indicates that a greater number of survivors than drop-outs felt that some other reason not already specified in the previous items caused dissatisfaction with the college. One might presume that, if a cause for discontent with the college were important enough to mention, the respondent would have answered the item in the affirmative as a significantly greater number of the survivors did. The evidence suggests that possibly more of the drop-outs felt that their reasons for dissatisfaction with the college had already been covered by the previous nineteen items. This would seem to indicate that the evidence concerning drop-outs is more

conclusive than that concerning the survivors, for a significantly greater number of survivors find some other reason than those mentioned for their not being pleased with the college.

Objective Material of the Personal Data Sheet

The outcomes for the objective material of the Personal Data Sheet (Appendix C) indicate that a significantly greater number of drop-outs than survivors (a) had fathers in the lower occupational group (Table XXX, p. 101), (b) held part-time jobs while going to college (Table XXXI, p. 102), (c) came from broken homes (Table XXXII, p. 102), (d) came from larger families (Table XXXIII, p. 103), (e) had parents with less education (Table XXXIV, p. 104; Table XXXV, p. 105), and (f) spent fewer hours at study (Table XXXVI, p. 106). Such evidence suggests that each of these elements was related to withdrawal from the Northeastern Oklahoma A. & M. College. Other investigators have found these elements related to withdrawal from school (pp. 12-22). The results further indicate that a statistically greater number of drop-outs than survivors (a) were older (Table XXI, p. 88), (b) resided in town (Table XXII, p. 89), (c) were veterans (Table XXVII, p. 98), and (d) were married (Table XXIX, p. 100). Literature narrating these elements on a junior college level seems to be lacking.

One of the interesting revelations of the present investigation was those outcomes derived from the objective data of the Personal Data Sheet that were not statistically significant. This evidence suggests that no one of the following factors can be used to differentiate the two groups: (a) intelligence (Table XXIII, p. 90), (b) reading proficiency (Table XXIV, p. 91), (c) occupational interest, except "Natural" (Table XXV, pp. 92-94), (d) curriculum preference, except the

business curriculum (Table XXVI, pp. 94-96), (e) high school grade-point average (Table XXVIII, p. 99). Similar findings relating to drop-outs might occur more often if more studies were devoted to comparing drop-outs and non-drop-outs on a junior college level.

CHAPTER VII

SUMMARY AND FINDINGS

The literature reveals that investigators have a great deal to state about the characteristics of students who drop out of school and the causes for their withdrawal. Factors related to withdrawal appear to be both sociological and psychological and seem relevant to the time, to the locality, and to the particular institution considered. The types of techniques employed in these investigations have presented useful information upon which other studies, such as the present one, can be undertaken.

Although that part of the literature describing the characteristics of students who withdrew from junior colleges appears reasonable, the writer when he began the study believed that students of similar characteristics remained in their classes; moreover, he felt that students who did not have the characteristics described in the literature likewise dropped out of junior colleges. Especially did this seem to picture the drop-out problem at the Northeastern Oklahoma A. & M. College, Miami, from 1950 to 1953.¹

¹This investigation was an attempt to determine the effect of certain variables on the drop-out problem in this institution. The study did not attempt to evaluate the broad influences of the findings or implement the data in terms of revised curriculum and improved guidance techniques suggested to increase the holding power of the institution. The study was made to develop a better understanding of the withdrawal situation at this particular junior college. It may have value for other institutions, but that was not its primary purpose.

In order to see whether or not the above-mentioned beliefs were correct the writer made an attempt to determine what differences, if any, existed between the freshman male drop-outs and the freshman male non-drop-outs of the institution being considered.

The writer interviewed 125 freshman male students completing the last month of the 1952-53 school year at the junior college being studied. Usually over an hour was spent with each respondent. During this time the student not only responded to two measuring instruments (the Opinionnaire and the Personal Data Sheet) designed for this particular study but also took a standard reading proficiency test. Then 125 freshman male drop-outs who had withdrawn from the college were interviewed in a similar fashion. Members of the two groups had been selected previously for similarity of age, of place of residence, of economic background, and of race. A pilot test had been run on the Opinionnaire to determine if the items on the instrument were the ones needed to elicit opinions from the respondents.

By treating the data supplied by the Opinionnaire and the Personal Data Sheet quantitatively, the writer was able to identify those characteristics of the freshman male drop-outs of the Northeastern Oklahoma A. & M. College that would distinguish them from those freshman male students that did not withdraw from that institution. Where

there were statistical² differences between the two groups, this investigator assumed that the factors concerned were related to withdrawal.

The evidence supplied by the opinionative data suggested that a statistically greater number of drop-outs than of the survivors seemed to feel--

- (1) that college life was pleasant
- (2) that the college offered as many part-time job opportunities as other colleges
- (3) that they could understand subject matter as well as the average student in class
- (4) that instructors liked them
- (5) that on-the-job training was better than college-training as a preparation for future vocations
- (6) that they were satisfied with the college
- (7) that students were friendly to them
- (8) that financial needs made it difficult for them to remain in college
- (9) that they were needed to offer financial assistance in the home

²It is necessary to bear in mind, however, that the chi-square and t-test employed to determine the extent to which confidence can be placed in the outcomes can have possible limitations. Although an outcome reaches the satisfactory level of significance when tested by one of these techniques, there is not always assurance that it will have practical significance and can be used in solving the drop-out problem. An examination of the tables is in order to determine the practicality of an outcome under consideration. It may be that further experimental work is necessary to determine whether or not an outcome can have extended usefulness although the results of this one investigation showed that from the statistical point of view it had limited significance in differentiating between those who leave school and the survivors.

(10) that they agreed with the college as to what courses to take

(11) that some physical ailment prevented optimum schoolwork

(12) that just thinking about status with draft board interfered with study

(13) that they felt a desire to join some branch of the military services.

The evidence supplied by the opinionative data suggested that statistical outcomes for the following factors were not significant enough to be used to differentiate the two groups:

(1) transportation to and from college

(2) desire to earn spending money

(3) desire to find a job and marry

(4) situation in the home preventing optimum study

(5) member of the family being indifferent to respondent's academic endeavors

(6) job plus schoolwork preventing preparation of lessons

(7) college program being broad enough for vocational needs.

The evidence supplied by the objective data suggested that a statistically greater number of the drop-outs than of the survivors--

(1) were older

(2) tended to reside in town

(3) were veterans

(4) were married

(5) had fathers whose occupations were in the lowest occupational level

(6) held part-time jobs while attending college

(7) came from broken homes

- (8) came from larger families
- (9) had fathers with less education
- (10) had mothers with less education
- (11) spent fewer hours at study

The evidence supplied by the objective data suggested that for the following factors statistical outcomes were not significant enough to be used to differentiate the two groups as to--

- (1) general intelligence
- (2) reading proficiency
- (3) occupational interest (except "Natural")
- (4) curriculum choice (except "Business")
- (5) high school grade-point average.

The value of this study does not terminate with the findings. Perhaps the greater value concerns the technique designed for the investigation. It has much to recommend it. To mention a few of the more salient features, this type of interview-field study permits a more representative sampling of the population involved than does the usual methods of investigating the drop-out problems in junior colleges; moreover, the technique appears more highly personalized than do the usual investigations dealing with junior college drop-out problems. Much more important than anything else, however, a technique, such as this, involving a comparison of drop-outs with non-drop-outs permits an investigator to point out to the interested educator the significant differences between the drop-outs and non-drop-outs. Such information appears indispensable for the educator who wishes to implement the findings in terms of revised curriculum and improved techniques of guidance aimed at increasing the holding power of the institution studied.

Since this type of procedure that compares the drop-outs with the non-drop-outs seems to have some unique features, it is sincerely hoped that the study can be of value as a basis for continued research dealing with drop-outs from junior colleges.

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APPENDIX

APPENDIX A

THE OPINIONNAIRE FOR THE CONTROL GROUP

1. Do you feel that going to college is better training for a future vocation than is working at a particular job? _____
2. Do you feel that going to college keeps you from earning money needed to help out at home? _____
3. Do you feel that you can pull through financially in college, but that you would like to have more spending money than attending college will permit you to earn? _____
4. Do you feel that a part-time or full-time job that you have, added to your schoolwork, keeps you from preparing your lessons? _____
5. Do you feel that you find it difficult to stay in college because of money needs? _____
6. Do you feel that just thinking about your status with the draft board keeps you from doing your best studying? _____
7. Do you feel that you find it difficult to stay in college because joining some branch of the military service appeals to you? _____
8. Do you feel that some situation exists in your home, or where you stay, that keeps you from doing your best studying? _____
9. Do you feel that some physical ailment keeps you from doing your best work in college courses? _____
10. Do you feel that there is at least one subject in college that you cannot catch-on-to as well as can the average student in class? _____
11. Do you feel that transportation to and from the college is inconvenient for you? _____
12. Do you feel that you find it difficult to stay in college because you want to find a job and get married? _____
13. Do you feel that students are friendly to you? _____
14. Do you feel that at least one of your instructors does not like you? _____
15. Do you feel that some member of your family does not care whether or not you go to college? _____
16. Do you feel that you agree with the college as to the courses you should take? _____
17. Do you feel that the college program is broad enough to meet your vocational needs? _____
18. Do you feel that something can be done by the college that may cause your college life to be more pleasant? _____
19. Do you feel that attending some other college may permit you to earn more money on a part-time job? _____
20. Do you feel that there is another reason that is not mentioned above for your being displeased with the college? _____

APPENDIX B

THE OPINIONNAIRE FOR THE EXPERIMENTAL GROUP

1. Did you feel that going to college was better training for a future vocation than was working at a particular job? _____
2. Did you feel that going to college kept you from earning money needed to help out at home? _____
3. Did you feel that you could pull through financially in college, but that you wanted more spending money than attending college would permit you to earn? _____
4. Did you feel that a part-time or full-time job you had, added to your schoolwork, kept you from preparing your lessons? _____
5. Did you feel that you found it difficult to stay in college because of money needs? _____
6. Did you feel that just thinking about your status with the draft board kept you from doing your best studying? _____
7. Did you feel that you found it difficult to stay in college because you wanted to join some branch of the military service? _____
8. Did you feel that some situation existed in your home, or where you stayed, that kept you from doing your best studying? _____
9. Did you feel that some physical ailment kept you from doing your best work in college courses? _____
10. Did you feel that there was at least one subject in college that you could not catch-on-to as well as could the average student in class? _____
11. Did you feel that transportation to and from the college was inconvenient for you? _____
12. Did you feel that you found it difficult to stay in college because you wanted to find a job and get married? _____
13. Did you feel that students were friendly to you? _____
14. Did you feel that at least one of your instructors did not like you? _____
15. Did you feel that some member of your family did not care whether or not you went to college? _____
16. Did you feel that you agreed with the college as to what courses you should take? _____
17. Did you feel that the college program was broad enough to meet your vocational needs? _____
18. Did you feel that something could be done by the college that might cause your college life to be more pleasant? _____
19. Did you feel that attending some other college might permit you to earn more money on a part-time job? _____
20. Do you feel that there was another reason that is not mentioned above for your being displeased with the college? _____

APPENDIX C
PERSONAL DATA SHEET

1. Age _____
2. Place of residence, town or country _____
3. Intelligence test score _____
4. Reading ability test score _____
5. Occupational preference as shown by inventory _____
6. College curriculum _____
7. Veteran status _____
8. High school grade-point average _____
9. Marital status _____
10. Occupation of father _____
11. Part-time job _____
12. Divorced parents _____
13. Number of brothers and sisters _____
14. Educational experience of father _____
15. Educational experience of mother _____
16. Number of hours study a week in college _____

Name _____

Hometown _____

VITA

Lloyd Lee Dryer
candidate for the degree of
Doctor of Education

Thesis: AN INTERVIEW FIELD-STUDY THAT COMPARES FRESHMAN MALE
DROP-OUTS (1950-1953) FROM NORTHEASTERN OKLAHOMA
A & M COLLEGE WITH FRESHMAN MALE NON-DROP-OUTS OF
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Date of Final Examination: November, 1955

THESIS TITLE: AN INTERVIEW FIELD-STUDY THAT COMPARES
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FRESHMAN MALE NON-DROP-OUTS OF THAT
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