A STUDY OF THE SCHOOL
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A STUDY OF THE SCHOOL PROGRESS OF A SELECTED

GROUP OF JUVENILE DELINQUENTS

by

JAMES ANTONE REAVES

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INTRODUCTION

Juvenile delinquency is an acute problem confronting educators as they seek to meet the educational needs of our nation's youth. Many studies, including those of Kvaraceus and Ulrich,[1] and Havighurst et al.,[2] indicate that delinquent youth see little value in attending school and as a group experience little success in school. Ultimately a large majority of delinquent youth drop out of school early.

The apparent lack of success in school which seems to characterize a large majority of delinquents is not solely the school's problem. The fact, however, that the schools are in a position to make an effort to do something

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[1] William C. Kvaraceus and William E. Ulrich, _Delinquent Behavior Principles and Practices_ (Washington National Education Association, Juvenile Delinquency Project, 1959), p. 33.

[2] Robert J. Havighurst et al., _Growing Up in River City_ (New York: John Wiley and Sons, Inc., 1962), p. 66.

to alleviate the problems faced by delinquent youth is

stressed by Kvaraceus and Miller who stated:

> The schools alone will not solve the problems of
> juvenile delinquency, but they are in a strategic
> position to render help and assistance to the
> delinquent, his parents, and other professional
> workers in the community who are concerned with
> the prevention and control of norm-violating
> behavior.[3]

There is a considerable body of research focusing

on particular behavioral symptoms exhibited by delinquents

and potential delinquents. These data are valuable aids

in the detection of potential delinquents and may serve

as background information in the formulation of solutions

to the delinquency problem, but other kinds of data are

needed if the problem is to be imaginatively and produc-

tively faced. A critical facet of the delinquency problem

seems to be whether or not individual schools study their

students and attempt to provide curriculums based on their

students' learning needs. Such information about all stu-

dents is desirable but is particularly desirable for

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[3]William C. Kvaraceus and Walter B. Miller, "The
School As a Social Institution," Delinquent Behavior,
Culture and the Individual, ed., William C. Kvaraceus
(Washington: National Education Association, Juvenile
Delinquency Project, 1959), pp. 146-147.

potential delinquents or delinquents. Concerning the

importance of providing adequate curriculums to help

attack the delinquency problem, Kvaraceus stated:

> Basic to the delinquency problem which is closely
> related to school failure, lack of interest in
> education, and early dropout from school, is the
> necessity to focus on the curriculum needs of all
> children and particularly those with lower academic
> potential and interest. The typical school program
> does not make sense to many delinquents nor does it
> offer them even a remote chance for success. A direct
> attack on the delinquency problem by the schools will
> be forthcoming only when and as the good schools
> improve their curriculum opportunities for all youth
> who are required by law to attend school.[4]

One important aspect of curriculum planning is the

identification of individual and group needs of those for

whom the curriculum is planned. For example, an overall

growth need which all youth have is a wholesome, positive

self-concept.[5] When the self-concept is not adequate,

learning may be greatly deterred. This has been shown

to be especially true for juvenile delinquents. Research

indicates that a child's success in school depends in very

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[4]William C. Kvaraceus, "Delinquency," Encyclopedia
of Educational Research, ed., Chester Harris, 3rd ed. (New
York: The Macmillan Company, 1960), p. 368.

[5]Arthur W. Combs and Donald Snygg, Individual
Behavior (New York: Harper and Brothers, 1959), pp. 377-378.

large measure upon the kinds of concepts he has about himself.[6] Therefore, the development of a positive self-concept can influence an individual's ability to strive toward goals which are realistic and meaningful to him.

The identification and recognition of the goals toward which individual students strive is complicated by the fact that the goals may vary considerably between and among the individuals from the various social classes. Miller[7] indicated that children from the cultural milieu of lower class families often, by choice, select behaviors which violate the norms recognized by middle class families and their children as being essential to success both in and out of school. Even though lower class children may be very conscious of what the official rules of society are, they may engage in delinquent activities. The potential gains of delinquent activities in terms of prestige and peer status often outweigh lower class children's perceptions of the penalties that can be directed

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[6]Arthur W. Combs, "Seeing is Behaving," Educational Leadership (Washington: Association for Supervision and Curriculum Development, October 1958), p. 22.

[7]Walter B. Miller, "Norm-Violating Behavior and Lower-Class Culture," Delinquent Behavior, Culture and the Individual, ed. William C. Kvaraceus (Washington: National Education Association, Juvenile Delinquency Project, 1959), p. 65.

against them for engaging in specific delinquent acts.

By contrast, children from most middle class families strive toward goals which are usually recognized by teachers and middle class society as being of value.[8] Thus, curriculums which may be effective in meeting the needs of middle class youth may not effectively meet the learning needs of youths from lower class families.

Public school teachers need to be aware of the differences in the goals and ambitions toward which youths strive. It is because individual students are different that (a) their learning needs differ, (b) how they fulfill these needs differ, (c) how they achieve positive self-concepts differ, and (d) their motivational forces differ.

Though the professional teacher has information concerning the developmental characteristics of different age groups, these group characteristics are often not sufficient when the teacher attempts to diagnose the learning needs of individual students. Thus, whenever possible, students who attend public schools should be studied individually.

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[8]_Ibid._, p. 77.

Individual study can reveal something about a youth's life in and out of school. The information revealed, if properly used by the teacher, could help him glean insights which might be helpful in identifying some of the youth's learning needs and in planning curriculum activities to meet these needs.

The amount of information which a teacher could secure about an individual youth would probably be limited in scope. It is not likely that a teacher would have the time or resources necessary to obtain all the data which could be helpful in planning an individual youth's curriculum. Thus, it would probably be advantageous for a teacher to decide upon categories which he could use to secure desired information and to devise ways of procuring it.

Statement of the Problem

The purpose of this study was to obtain individual information about a selected group of juvenile delinquents from which inferences could be made for curriculum planning. In order to develop an effective curriculum for students, especially juvenile delinquents, it is necessary to have individual information about them. The information obtained about the students included in this study served as the

basis for suggesting curriculum changes for these students.

One category about which this study was concerned
is that of overall interests which the individual has,
inclusive of his out-of-school interests and his interests
in the total school curriculum. Whether or not he believes
that he should broaden or expand his interests will be
significant information.

A second category of desired information included
that of identifying some of the youth's attitudes or per-
ceptions toward school, his interests, his performance in
school, himself, others, his immediate environment and his
world. Authorities in the field of perceptual psychology,
i.e., Bills,[9] Combs,[10] Kelley,[11] believe that an individual's
perceptions are reality to him regardless of what his real
situation may be. Since perceptions are real to the youth,

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[9] Robert E. Bills, "Believing and Behaving: Percep-
tion and Learning," Learning More about Learning, ed.
Alexander Frazier (Washington: Association for Supervision
and Curriculum Development, 1959), pp. 57-58.

[10] Combs, loc. cit., p. 83.

[11] Earl C. Kelley, Education for What is Real (New
York: Harper and Brothers, 1947), p. 29.

then an identification of some of his perceptions might

prove to be of value to the youth's teacher when planning

a curriculum for him, and involving him in the planning.

The process of identifying some of the personal

attitudes or perceptions which an individual youth

possesses is very difficult for many reasons. One reason

is the time problem which teachers may encounter in having

personal conferences with students. However, if time can

be found to have these conferences, they may uncover

attitudes held by individuals. It seems desirable that

teachers should attempt to secure attitudinal information

from which they could make inferences about the attitudes

toward school which an individual youth has. The relation-

ship between a child's attitudes toward school and his

experiences in school is indicated by Loree who stated:

> The school is a major source of some of the child's
> attitudes. A favorable attitude toward a school
> subject is largely attributed to the child's
> experience in school.[12]

If an individual is found to possess negative

attitudes toward school or toward a school subject, it is

likely that his experiences in school are indicative of

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[12]Ray M. Loree, Psychology of Education (New York:
The Ronald Press Company, 1965), p. 434.

poor achievement and lack of success. Conversely, a favorable attitude toward school is likely to indicate positive achievement and success.

An awareness of the existing attitudes, especially toward school, which an individual student possesses, may provide teachers with insights which could be helpful in the process of designing curriculum opportunities which would enable the student to meet his learning needs more successfully. Getting juvenile delinquents and potential delinquents to examine how they feel about school and about themselves as individuals, could be a vital part of curriculum planning for these youngsters.

A third category about which information was desired includes a sampling of how the student feels about what he knows and the determination of how accurate his perceptions are. This would include a sampling of his knowledge about himself, about his immediate environment, and about his world. It would be difficult for a classroom teacher to investigate in depth all the areas of a student's knowledge, but a limited number of appropriate questions asked of an individual might provide some clues as to his knowledge in some specific areas.

A fourth category of desired information was the determination of the student's school performance in the

communication skills of listening, speaking, reading and writing. The degree to which a student is able to achieve success in these skills affects his performance in almost every other aspect of his life in school.

The information gained from the teacher's individual youth study can assist him and the student in cooperatively identifying goals and objectives which are realistic ard meaningful to the student in terms of what he is like as a person and what it takes to "turn on" his learning. These goals and objectives, in many instances, can be attainable within the curriculum of the regular classroom and the total curriculum of the school. The teacher, by being more aware of the individual student, will be in a better position to plan learning opportunities to enable the student to achieve the goals and objectives identified cooperatively.

In discussing the value of individual youth study in terms of how it benefits the classroom teacher, Burton said:

> Goals cannot be set nor teaching procedures organized without accurate knowledge of pupil needs, rates of maturation, previous school and life experiences, health, general home and cultural backgrounds, and any other phases of the pupils' lives. Learning

difficulties, behavior problems, and personality
maladjustments cannot be diagnosed and remedied without
accurate information about the past experiences of
the pupils involved, their abilities, and their
temperaments. Evaluations of achievement cannot be
attempted without the guidance which comes from
analysis of background information.[13]

A principle generally accepted in the professional
literature is that the overall school curriculum should be
flexible enough so that the classroom teacher in many
instances can plan a curriculum based on the needs of
individual students. This is especially true if the
teacher can get the help and cooperation of the students
and if the students can become actively involved in the
identification of their own goals. Thus, an individual
student's curriculum can approach meeting the needs
diagnosed as the result of individual appraisal, and more
precise objectives can be set up to meet these need's. If
the curriculum is found to be inadequate in relation to
the personal needs of an individual student, including his
perceptions of those needs, then appropriate curriculum
changes can be attempted.

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[13]William H. Burton, The Guidance of Learning
Activities, 3 ed. (New York: Appleton-Century-Crofts,
Inc., 1961), p. 216.

Justification of the Study

Research indicates that a large majority of juvenile delinquents drop out of school just as soon as they can.[14] Research also indicates that many juvenile delinquents see little value in attending school and that they have failing grades and records of truancy prior to their dropping out of school and prior to their becoming delinquents.[15]

There is a significant amount of literature in the field of professional education, i.e., Otto[16] and McMenemy, Shertzer and Stone,[17] and Taba,[18] which indicates that

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[14]Gordon P. Liddle, "Existing and Projected Research on Reading in Relationship to Juvenile Delinquency," Role of the School in Prevention of Juvenile Delinquency, ed. William R. Carriker (Washington: U. S. Department of Health, Education and Welfare, 1963), p. 49.

[15]W. L. Herbert and F. W. Jarvis, Dealing with Delinquents (New York: Emerson Books, Inc., 1962), pp. 76-77.

[16]Wayne Otto and Richard McMenemy, Corrective and Remedial Teaching Principles and Practices (Barton: Houghton Mifflin Company, 1966), p. 42.

[17]Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (Boston: Houghton Mifflin Company, 1966), p. 184.

[18]Hilda Taba, Curriculum Development Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 234.

knowledge of students can be of help to individual teachers

when planning a curriculum for them. An identification of

some of the feelings, perceptions, and attitudes of

students, and especially of juvenile delinquents, may

help teachers to gain some insights into how to bring

students into the process of curriculum planning and to

ultimately plan a curriculum of value to individual stu-

dents. Knowing about the individual needs of students

and being cognizant of their personal goals and objectives

may make it possible for teachers to plan a curriculum

which at last makes some sense to the students.

This study reveals the attitudes and perceptions

which a group of delinquent students possess toward certain

aspects of their lives in and out of school. It also

reveals information about the school performance of the

students in the communication skills of listening, speaking,

reading and writing. Information such as this can be help-

ful to classroom teachers when planning a curriculum for

individual students.

Delimitations and Limitations

The information about the students studied was

gained from answers to specific questions which were based

on categories of information desired. Therefore, the scope of the information about the students was limited to the categories used.

The sources of information were confined to an interview with each of eighteen delinquent students and with one of the student's teachers. Any conclusions from the data gathered would be limited to the group studied.

The study of the students' performances in school in academic areas was limited to the communication skills of listening, speaking, reading and writing. No specific conclusions about their performances in other academic areas can be made.

The information secured from the students was based on their answers to specific questions. These responses may not be indicative of the students' true feelings.

The information obtained from one of each of the student's teachers was limited to the teacher's knowledge of the student. This knowledge may not have been completely accurate.

Definitions of Terms

The following terms have been defined for the purposes of this study:

Attitude.--"An individual's tendency or predisposition to evaluate an object or symbol of that object in a certain way. An attitude itself cannot be observed."[19] For the purposes of this study, attitude also includes the students' set of beliefs as expressed in personal interviews with them.

Basic Selected Competencies.--The communication skills of listening, speaking, reading, and writing.

Curriculum.--The teacher's plan for learning based on a diagnosis of the learning needs of individual students.

Juvenile Delinquent.--A youth under sixteen years of age who was declared delinquent by the Calhoun County Juvenile and Domestic Relations Court and who, at the time he was declared delinquent, was in attendance at a junior high school in Anniston, Alabama.

Learning Needs.--Those individual needs of students which, when met, enable them to experience growth

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[19] Loree, loc. cit., p. 422.

in their personal lives. For this study, these needs
include those perceived by the students to be of value to
them.

Perception.--"An observable response that indi-
cates that a perceptual process has occurred through
which the perceiver has structured the stimuli in some way
as to give it meaning."[20] For the purposes of this study,
perception also includes those attitudes which the stu-
dents expressed about their personal lives and their school
progress.

Population.--The total number of delinquent stu-
dents in attendance at a junior high school in the city
school system of Anniston, Alabama, at the time this
study was conducted.

School progress.--Gradual betterment or advancement,
in school, toward objectives which students believe to be
of value to them and gradual betterment or advancement,
in school, toward objectives which the school believes to
be of value to students.

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[20] Ibid., p. 304.

School success.--Desirable outcomes in school as
determined by the school and by the individual students
in attendance at school.

Organization of the Study

In Chapter I a general description of the study is
presented. The nature of the problem is discussed and the
purpose, justification, delimitations and limitations, and
definitions are indicated.

In Chapter II a review of the literature pertinent
to this investigation is presented.

Chapter III contains a description of the pro-
cedures and methodology used by the investigator in con-
ducting the study. The population and instruments for
gathering the data are described.

Chapter IV consists of the presentation, analysis,
and interpretation of the data. The categories of informa-
tion set forth in the statement of the problem and further
described in Chapter III serve as the basis for this dis-
cussion.

The last chapter includes a resume of the study,
the conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

AND RESEARCH

Research studies concerning delinquent students
and students who drop out of school are extensive. There
is also a significant amount of literature in professional
education suggesting ways in which the school should
attempt to cope with potential delinquents, delinquents,
potential dropouts, and dropouts. Since this study was
concerned with all of these areas, it was necessary to
review the literature relating to them.

Because of the abundance of the literature concern-
ing dropouts, delinquents, and the role of the school in
teaching them, it was necessary to limit the reporting of
the literature reviewed to the more important phases of the
study. This was attempted by citing references from the
most authorative opinions possible so as to provide a
proper frame of reference for the study.

Significance of the Dropout Problem

The student who begins his school career and then
decides to quit school before finishing either elementary
or high school has been an area of concern for educators
ever since public schooling has been available to the major-
ity of the youth in the United States. However, the con-
cern about dropouts has intensified over the past decade
because of the decreasing number of occupations open to
those individuals who are not adequately trained.[1,2,3]

Another major area of concern about the dropout
and his effect on our nation is expressed by Faunce and
Munshaw who stated:

> The percentage of youth who leave school without
> being graduated has actually been decreasing,
> rapidly from 1900 to 1940 and more slowly since
> that time. There are compelling reasons, however,
> why the drop-out rate should be considered still
> much too high. The entire free world is
> threatened with domination by an ideology that is
> the antithesis of our own democratic traditions
> and ideals. We have built our defense on the

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[1]Bruce Shertzer and Shelley Stone, Fundamentals of
Guidance (Atlanta: Houghton Mifflin Company, 1966), pp.
326-329.

[2]Arthur J. Goldberg, "Keep Them in School,"
National Education Association Journal (April, 1961), p. 9.

[3]Richard H. Byrne, The School Counselor (Atlanta:
Houghton Mifflin Company, 1963), p. 197.

proposition that our national interest will be served best if we remain strong. It seems most unlikely that the United States can match population with the Soviet Union, to say nothing of China. It would seem, therefore, that our strength will have to be measured in terms of our technology and the quality of our human resources rather than the size of our manpower pool. Civilization has advanced to the extent that more and more education is required to produce the effective adult citizen. The time is probably near at hand when at least two years beyond high school will be a minimum for as much as two thirds of our population. It seems obvious that our nation can ill afford to continue to tolerate a condition in which 30 per cent of our citizens do not even complete high school.[4]

Conant,[5] Cervantes,[6] Reavis,[7] and many others

called attention to the seriousness of the dropout prob-

lem. The American Association of Secondary School Princi-

pals met in 1952 and went on record as recognizing the

dropout problem as one of the most serious issues con-

fronting the secondary schools.[8]

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[4]Roland C. Faunce and Carroll L. Munshaw, Teaching and Learning in Secondary Schools (Belmont: Wadsworth Publishing Company, Inc., 1964), p. 13.

[5]James B. Conant, Slums and Suburbs (New York: . McGraw Hill Company, 1961), p. 62.

[6]Lucius G. Cervantes, The Dropout Causes and Cures, (Ann Arbor: The University of Michigan Press, 1965), p. 4.

[7]William C. Reavis, "Lack of School Holding Power," School Review LX (April, 1952), pp. 189-191.

[8]Ibid.

Burrup emphasized how critical the dropout problem

is. He stated:

> The still high dropout rate of our schools continues
> to be a matter of national as well as local concern.
> Compulsory school attendance laws have not solved
> this difficult problem. Educational leaders are
> searching for solutions in broader programs, better
> teaching, and more effective counseling and guidance
> practices. The loss in human capital from drop-
> outs is a loss that the United States cannot afford
> to tolerate. Contrary to the opinions of many, the
> problem is nationwide. The problems created by this
> loss in one part of the country must, of necessity,
> be the concern of all the people--the bad effects of
> poor or inadequate education accompany the recipients
> wherever they go.[9]

It is difficult to determine the exact extent of

dropouts because of the differences in methods of studying

and identifying them. There is an area of disagreement

among various researchers concerning the exact percent-

ages of dropouts and stayins. Culbertson called atten-

tion to this:

> Most dropout studies focus on the high schools.
> Many have marked limitations in problem definition,
> research design, and validity of data. . . . Such
> limitations plus the great variety of school situa-
> tions studied have produced diverse findings.[10]

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[9] Perry E. Burrup, The Teacher and the Public
School System (New York: Harper and Row, 1967), p. 32.

[10] Jack Culbertson, "School Attendance," Encyclopedia
of Educational Research, ed. Chester Harris, 3rd ed. (New
York: The Macmillan Company, 1960), p. 99.

However, Shertzer and Stone minimize the differences in

the findings:

> Regardless of variations in numbers, the dropout
> problem is of such magnitude that one need not
> be concerned with a difference of a few percent-
> age points: the fact remains that 30 to 40 per
> cent of all students who begin high school fail
> to complete it.[11]

For a number of years many dropout studies have

been conducted by local schools, local school systems,

states, and by groups studying the problem nationally.

For example, in 1935 Bell conducted a two-year study of

the Maryland schools to determine if the needs of youth

were being met. He concluded that the dropout problem was

the most serious problem facing the Maryland schools.[12]

Phillips and Eaton conducted a study of the hold-

ing power of Indiana schools from 1944 through 1951. They

found that in 1944-45 about 46 per cent of the pupils

entering the ninth grade completed their high school years

by graduating. The figure increased to about 57 per cent

by 1951.[13]

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[11]Shertzer and Stone, loc. cit., pp. 21-22.

[12]Howard M. Bell, Youth Tell Their Story (Washington, D.C.: The American Council on Education, 1938) p. 16.

[13]Beenan N. Phillips and Merril T. Eaton, "Holding Power or the Schools in Indiana," National Association of Secondary Schools Principals Bulletin, XXXXIX (May, 1955), pp. 41-45.

The National Education Association released figures

which indicated that in 1951 48 percent of the students

enrolled in grade five in the United States would not

remain to finish high school.[14] Penty predicted that in

the 1960 decade at least twelve million students in the

United States would become dropouts.[15] Schreiber predicted

in 1962 that about half of the students who entered the

first grade would not finish high school.[16]

Even though various studies over a period of years

have produced different figures concerning the extent of

dropouts there are some general areas of agreement. These

areas of agreement include:

1. The percentage of dropouts varies in different

schools and in different sections of the United States.

2. The percentage of dropouts is gradually

decreasing but it is still too high.

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[14]National Education Association Research Review,
School Drop-Outs (Washington, D.C.: National Education
Association, 1955), p. 1.

[15]Ruth C. Penty, Reading Ability and High School
Dropouts (New York: Bureau of Publications, Teachers
College, 1959), p. 275.

[16]D. J. Schreiber, "School Dropout: Fugitive from
Failure," Bulletin of the National Association of Secondary
School Principals, XLVI (May, 1962), p. 233.

3. The federal government and many other professional and lay groups view the dropout problem as being one of the most serious facing the public schools in the United States.

4. Even though extensive efforts are being made to alleviate the dropout problem, there seems to be no predictions that it will be solved in the immediate future.

Causes of Dropouts

The literature in professional education is replete with the results of studies which have attempted to explain why students leave school before graduation. Some studies report lists of characteristics of dropouts while others have attempted to identify isolated factors thought to contribute to a student's dropping out of school. However, none of the studies have claimed that a final answer has been found.

Many of the personal characteristics an individual possesses which may cause him to drop out of school are in existence long before he actually enters school.[17] Non-school problems are included in many of the lists which

[17]Howard W. Hightower and others, "Mystery of the Elementary School Drop-outs," Phi Delta Kappan, Vol. 38 (November, 1956), pp. 62-63.

attempt to identify characteristics of dropouts, thus the schools must deal with problems over which they have little control.

In one study the National Education Association attempted to analyze the opinions of a group of dropouts. The observation was made that the two most prominently mentioned reasons were lack of financial resources and a dislike for school.[18]

Carrino identifies ten attributes which he thought helped to determine whether or not a student would stay in school: (1) intelligence, (2) reading achievement, (3) extra-personal relationships, (4) scholast' > achievement, (5) retention in school, (6) general attitude toward school, (7) socio-economic factors, (8) occupation of parents, (9) education of parents, and (10) health and attendance.[19]

The dropout problem in Smith High School in Atlanta, Georgia was studied by Cook. He asked students who had quit

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[18]Research Division, National Education Association, For Your Information (Washington, D.C.: The NEA, 1955), p. 5.

[19]Augustus Carrino, Identifying Potential Dropouts in the Elementary Grades (Unpublished Doctoral Dissertation, Western Reserve University, 1965), p. 56.

school to reveal why they decided to withdraw. The reasons

they gave are arranged according to the frequency given,

as follows: (1) going to work, (2) dislike of school,

(3) marriage, (4) failing, (5) needed at home, (6) leaving

home, and (7) being expelled.

The counselors in Smith High School were asked why

they thought the students had dropped out. The reasons

they gave are arranged according to the frequency given, as

follows: (1) failing subjects, (2) home circumstances,

(3) marriage, (4) feeling unwanted, and (5) a dislike for

school.

Cook concluded from his study that the different

answers given by the students really did not explain their

genuine feelings and that there was really very little

difference in the answers they gave.[20]

Schreiber gave the following picture of a dropout:

Let me give you a picture of the dropout, based
on some recent studies. In one state 60 per cent of
the dropouts quit school during or before their
sixteenth year, 40 per cent of them with less than
ten years of education. A total of 45 per cent were

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[20]Edward S. Cook, Jr., "An Analysis of Factors
Related to Withdrawal from High School Prior to Graduation,"
Journal of Educational Research, L (November, 1956), p. 192.

reading at the sixth grade level or lower, although
60 per cent had scores above the minimum generally
considered necessary to complete high school.
Seventy per cent had never participated in any school
activity--athletic or other. Of their parents 52
per cent were either unemployed or in unskilled jobs,
and 80 per cent had not finished high school.[21]

Jacques listed the traits that he believed to be

exhibited by many dropouts. The traits he listed are:

(1) excessive absences, (2) low mental ability, (3) broken

homes, (4) low family education, (5) low economic status,

(6) male sex, (7) lack of school activities, (8) school

retardation, and (9) low reading skill.[22]

A survey of the reasons that 5,393 pupils dropped

out of Alabama schools in 1963-64 revealed the following

statistics: 24.5 per cent dropped out to get married;

19.4 per cent dropped out because the school did not meet

their needs; 13.8 per cent were unable to succeed in regu-

lar classes; and 12.1 per cent were failing. Other reasons

less frequently mentioned included behavior problems,

entered armed services, illness, emotional disturbances,

and conflicts between pupils and teachers.[23]

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[21] Daniel Schrieber, "The Low-down on Dropouts," The
PTA Magazine (November, 1963), p. 5.

[22] William T. Jacques, "Hasting High School Works
on the Drop-out Problem," Personnel and Guidance Journal,
Vol. 35 (September, 1956), pp. 390-40.

[23] Dan C. Henderson, "State-Wide School-Leaver
Survey," The Counselorgram, Vol. IV, No. 6, Alabama State
Department of Education Publishers, (May, 1964).

The Maryland State Department of Education conducted a survey of why 13,715 students dropped out of Maryland schools. The four reasons given most frequently were lack of interest (35.5 per cent); lack of success (17.8 per cent); economic reasons (10 per cent); and marriage and pregnancy (14.5 per cent).[24]

One of the most predominately mentioned characteristics of dropouts which appeared on many lists was that of a lack of intelligence. However, there was an area of disagreement as to whether it was a primary cause or whether it merely contributed to many students' dropping out of school. For example, Boggan found that the intelligence quotient was a factor when it was extremely low but not necessarily the most important cause when it was slightly below average or average.[25] Examples of other studies which listed I.Q. as an important factor included studies

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[24] Percy V. Williams, "School Dropouts," _National Education Association Journal_ (February, 1963), pp. 11-12.

[25] Earl J. Boggan, "What Are the Major Causes of Student Drop Outs and What Should the School Do About the Present Condition?" _Bulletin of the National Association of Secondary School Principals_, Vol. 39 (April, 1955), p. 84.

by Dresher,[26] Lanier,[27] and Young.[28] Bent and Kronenberg

summarized the feelings of many authorities this way:

> Intelligence as a primary cause of elimination has
> been overrated. It is true that many pupils find
> the courses of studies beyond their mental capa-
> cities and eliminate themselves or are eliminated
> by constant failures. However, it would be safe to
> say that only a small percentage of adolescents are
> so deficient in mental ability that they cannot
> profit by some kind of high school work. Although
> pupils with low I.Q.'s do finish high school, their
> chances of finishing are somewhat reduced because
> of competition with those of average and above-
> average ability.[29]

Reading deficiencies seem to characterize a much

higher percentage of school dropouts than their peers who

remain in school. Schreiber indicated this by saying,

"Studies from every section of the country testify that

the average dropout is at least two years retarded in

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[26]Richard H. Dresher, "Factors in Voluntary Drop-
outs," Personnel and Guidance Journal, XXXII (January,
1954), p. 288.

[27]J. Armand Lanier, "A Guidance Faculty Study of
Student Withdrawals," Journal of Education Research,
XLIII (November, 1949), pp. 205-12.

[28]Joe M. Young, "Lost, Strayed, or Stolen," Clear-
ing House, XXIX (October, 1954), p. 90.

[29]Rudyard K. Bent and Henry H. Kronenberg,
Principles of Secondary Education (New York: McGraw Hill
Company, Inc., 1961), p. 215.

reading ability by the time he quits school."[30]

Williams, summarizing the results of a study con-cerning dropouts in Maryland, said, " . . . the one single skill which is thought to be paramount is reading. In the Maryland study, 45.5 per cent of the dropouts were reading at the sixth grade level or below."[31] Other studies such as those reported by Bledsoe,[32] Hall,[33] and Nash[34] sub-stantiate the conclusion that inability to read is a major characteristic of many dropouts.

The home environment of students is considered by many researchers to be of great significance as to whether or not a youth remains in school. For example, Hollingshead

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[30]Daniel Screiber, "School Dropouts," National Education Association Journal (May, 1962), p. 52.

[31]Percy V. Williams, "School Dropouts," National Education Journal (February, 1963), pp. 11-12.

[32]Joseph C. Bledsoe, "An Investigation of Six Correlates of Student Withdrawal from High School," Journal of Educational Research, LXXX (September, 1959), pp. 4-6.

[33]Nason E. Hall, Jr., "Saving the Trouble Prone," National Education Association Journal (April, 1965), p. 28.

[34]Clifton Nash, "School Leavers," The Counselorgram, Vol. VIII, No. 2, (Alabama State Department of Education, November, 1966).

indicated that an unfortunate family background is one of

the most potent factors underlying students' decisions to

withdraw from school.[35] The educational level of parents

is one of the attributes of the family which seems to

affect their childrens' desire to stay in school.[36]

The socioeconomic status of the family is also con-

sidered to play an important part in whether or not a

pupil finds school attractive. Many youths find it diffi-

cult to purchase textbooks and other supplies.[37] Another

home condition that may be one of the factors in a student's

dropping out of school is the attitude which the parents

have toward school and the values that they hold toward

schooling for their children.[38]

Some reasons that may cause a student to drop out

can be grouped under a general category of conditions

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[35]August B. Hollingshead, Elmtown's Youth (New
York: John Wiley and Sons, 1944), p. 340.

[36]Elaine Barnes, "School Dropouts: Local Plans,"
National Education Association Journal (May, 1962), p. 55.

[37]Bent and Kronenberg, loc. cit., p. 217.

[38]E. Dale Davis, Focus on Secondary Education
(Atlanta: Scott, Foresman and Company, 1966), p. 69.

within the school. The dropout feels that he does not
belong in school, especially if he has been failing in
school, has not participated in school activities and has
not made many friends at school.[39] Very closely related
to a child's success in school is how he really feels
about school and how he thinks his peers and his teacher
feel about him.

It is evident that many of the causes of dropouts
which appear on the various lists are not mutually exclusive
of other causes. For example, a student's socioeconomic
status may affect his relationships with his peers at
school. Or, a student's inability to read may affect his
performance on a group intelligence test. Conversely, a
low level of intelligence would affect the student's
ability to learn to read.

It is also evident that many students who drop out
of school and students who stay in school have similar
characteristics. Thus, it is not possible to be completely
accurate in identifying all students who will drop out of
school. The research completed thus far, however, has
helped to identify many dropouts and has some common areas

[39]Cervantes, op. cit., p. 102.

of agreement as to some of the causes of dropouts.

In. summary, one of the most often repeated quota-
tions concerning the characteristics of a typical dropout
is as follows:

> The average drop-out is 16 years old; often he
> has been marking time, waiting to reach the age when
> he may legally quit school. He is most likely to
> quit between the ninth and tenth, or between the
> tenth and eleventh grades. It is especially likely
> that he will not return after a summer vacation. As
> a rule, the drop-out has shunned participation in
> extracurricular activities, and he has failed to
> become part of a social group within the school.
> Usually his relationships with his teachers and with
> many of his fellow students indicate tension, suspi-
> cion, and strain. His poor attendance record, lack of
> interest, and failure to cooperate have contributed
> to his being retarded by about two years. Before
> leaving school, he may have spent as many years there
> as one who graduates, but because he has probably
> been held back rather than promoted regularly, he
> will not have completed the full program by the end
> of his attendance period. The typical drop-out's
> parents are unimpressed with the value of education;
> often they openly scorn "book learning." In addition,
> the family is likely to regard school as a financial.
> burden; not only does it cost something to keep a
> child in school, but the family is deprived of the
> money which the boy or girl could be contributing to
> the budget.[40]

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[40] High School Drop-outs, National Education
Association Research Bulletin, Vol. 38 (February, 1960),
pp. 11-12.

The Significance of the

Delinquency Problem

Juvenile delinquency is one of the most acute social problems facing the entire citizenry of the United States. This is evidenced by the frequency with which newspapers, magazines, television, and other means of mass communication report acts of delinquency. It is also evidenced by the increased amount of money spent at all levels of government in support of programs designed to help to prevent delinquency. In spite of such programs, however, juvenile delinquency seems to be increasing.[41]

Kvaraceus stated in 1959 that the appearance of juveniles in the courts doubled between 1948 and 1956 and that in recent years the number of cases included in court referrals of youngsters has exceeded by three or four times the increase in population in the seven to seventeen age bracket.[42] More recent figures cited by Schafer and Polk indicate that juvenile delinquency is at an all time peak

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[41] Walter A. Luden, Statistics on Delinquents and Delinquency (Springfield: Charles C. Thomas, Publisher, 1964), p. 5.

[42] William C. Kvaraceus and Walter B. Miller, Delinquent Behavior, Culture and the Individual (Washington: National Education Association, Juvenile Delinquency Project, 1959), p. 16.

in this country and is still increasing. In 1965 the
percentage of the youth population handled by juvenile
courts reached an all-time high.[43]

An extensive study of the delinquency problem in
the United States was made by President Johnson's Task
Force on Juvenile Delinquency. This study reported that
delinquency is the "single most pressing and threatening
aspect of the crime problem in the United States."[44] The
study also revealed that one in nine children in the United
States will be referred to the juvenile courts for an act
of delinquency before his eighteenth birthday.[45]

The report of the Task Force indicated that the
arrests of persons under eighteen for serious crimes

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[43]Walter E. Schafer and Kenneth Polk, "Delinquency
and Youth Crime," as Appendix M in Task Force Report:
Juvenile Delinquency and Youth Crime, A Report by President
Johnson's Commission on Law Enforcement and Administration
of Justice (Washington: U. S. Government Printing Office,
1967), p. 222.

[44]"The Administration of Juvenile Justice--The
Juvenile Court and Related Methods of Delinquency Control,"
Task Force Report: Juvenile Delinquency and Youth Crime,
A Report by President Johnson's Commission on Law Enforce-
ment and Justice (Washington: U. S. Government Printing
Office, 1967), p. 1.

[45]Ibid.

increased 47 per cent in 1965 over 1960. The increase in
the age group population for the same year was only 17
per cent.[46]

The Task Force called attention to the fact that
serious crimes committed by juveniles has reached an
alarming rate. This conclusion is supported by the
following statistics:

> In 1965, persons under 18 referred to juvenile
> courts constituted 24 per cent of all persons
> charged with robbery, 52 per cent of all persons
> charged with burglary, 45 per cent of all persons
> charged with larceny, and 61 per cent of all
> persons charged with auto theft.[47]

These figures call attention to the fact that
persons under eighteen years of age commit more than half
of the burglaries and car thefts in the United States.
The statistics become even more meaningful when it is
understood that serious crimes committed by youths under
eighteen years of age are usually committed by youths
from thirteen through seventeen years of age. When compari-
sons are made between crimes committed by those under
eighteen and those eighteen and over, about six years of
persons' lives are compared with all persons over eighteen

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[46]Ibid.

[47]Ibid.

years of age. Thus, youths who are from thirteen to

eighteen years of age are committing a negatively dis-

proportionate number of crimes when compared with those

of all other age groups combined.

Luden provided additional statistical information

concerning the extent of delinquency:

Many persons may find solace in the statistical
fact that in any one year the number of delinquents
only constitutes from 1 to 3 per cent of the total
child population in the ten through seventeen year
age group, but one should note that of this yearly
figure the majority are new cases. When accumula-
tive figures, instead of the annual number, are
used the number of delinquents in court amounts to
about 17 per cent of that age group. If the data are
further defined for males in the same age group, the
information reveals that 20 per cent have a delin-
quent record. Stated quantitatively, therefore, the
number of young adults in the nation today who have
been before the juvenile court exceeds 1,700,000
individuals.[48]

The extent of the delinquency problem becomes even

more complex when it is realized that most statistics

concerning the rate of delinquency deals with reported

cases. It is impossible to accurately determine the true

rate of delinquency. Many youths commit delinquent acts

and are either not caught or are sent home by policemen and

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[48]Luden, op. cit., p. 31.

other law officers without being officially charged.[49], [50]

For example, in 1946, in Fort Worth, Texas, a survey was made comparing the offenses charged against boys brought before the juvenile court with a group of college males. The number of violations admitted by the college boys exceeded those charges against the adjudged delinquents.[51] However, the study compared admitted offenses of the college group and offenses charged against the juveniles. It is revealing, nonetheless, that statistics concerning delinquency are usually based on actual cases and the extent of delinquency is higher than is reported.

Another difficulty faced when attempting to determine the extent of delinquency is that the term "delinquent" is ambiguous.[52] The term does not indicate the seriousness or nature of the behavior of the offender. For example, a

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[49] Kvaraceus and Miller, _Culture and the Individual_, loc. cit., pp. 118-119.

[50] Luden, _op. cit._, pp. 22-23.

[51] Austin L. Porterfield, _Youth in Trouble_ (Fort Worth: The Leo Potishman Foundation, 1946), p. 16.

[52] Kvaraceus and Miller, _Culture and the Individual_, op. cit., p. 42.

youth who runs away from home may be declared delinquent.
However, most juvenile courts usually do not officially
declare a youth delinquent unless he has a history of
repeated acts of norm-violating behavior which are con-
sidered delinquent.

The determination of the exact extent of delin-
quency is complicated by other problems. For example, in
some states youths are classified as juveniles up to the
age of sixteen while in other states they are considered
juveniles up until they reach eighteen years of age.

Another factor which affects the reporting of
delinquency is that some communities have juvenile courts
and some do not. Thus, it is possible that communities
which have juvenile courts may report more official cases
of delinquents than communities which do not have juvenile
courts; yet the true rates of delinquency could be approxi-
mately the same.

Even though it is not possible to determine the
exact rate of delinquency in the United States, there
are some generally accepted areas of agreement concerning
the delinquency problem. For example, many authorities
would agree with the following statements:

1. The number and percentage of youth under eighteen years of age who are committing crimes in the United States is rising.

2. The number and percentage of serious crimes committed by youths under eighteen years of age is rising.

3. The number and percentage of youths who are declared delinquent is small compared to unreported and undetected cases of delinquency.

4. The extent of delinquency varies from locality to locality in the United States, but is more pronounced in urban areas.

5. Juvenile delinquency is considered one of the most pressing national problems facing the United States.

Fine indicated that the delinquency problem must be solved if our American way of life is to be preserved. He said:

> We know that the fight against juvenile delinquency is necessary for the preservation of the American way of life; we know that the future of our nation depends upon the courage, the ideals, the character, the strength, the initiative, and the stability of our children and of their children. We must recognize that juvenile delinquency is not a passing phenomenon-- it is not a flying saucer observed by a few--but a

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dark and all too real facet to our modern way of
life, and distressing to all of us.[53]

Schafer and Polk cited three major reasons why
national concern should be given the delinquency problem.
They contend that delinquency is "anchored into social,
educational, political, and economic conditions that
transcend local communities and even single states." The
second reason that they give is that delinquency has
national consequences in that it affects the human resources
of a nation and the manpower supply. Their third area of
concern is that local efforts to reduce and prevent
delinquency have proved to be ineffective.[54]

A report by the United States Department of Health,
Education, and Welfare attempted to relate the delinquency
problem as an early indicator of the dysfunction of our
present society in the United States. The society in
the United States, according to the report, is character-
ized by rapid changes and is not taking into account the
problems which are being caused by change. The report

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[53]Benjamin Fine, 1,000,000 Delinquents (New York:
The World Publishing Company, 1955), p. 39.

[54]Schafer and Polk, op. cit.

charges that the major socializing institutions including the family, school, law, and church are failing in their efforts to help youths to adapt to the changes that are taking place in the United States. The report further charges that these socializing institutions are becoming decreasingly responsive to the realities of all peoples' lives that this is having a direct influence on the delinquency problem. Concerning the dysfunction of American society, the report makes this prediction:

> Until this dysfunction is widely grasped, until it becomes the basis for new approaches and new programs; until many persons across the country, both within and without positions of power in the courts, police, schools, the business community, service fields-- recreation, welfare, etc.--become committed to re- directing society and its institutions; we can and must expect to live in the midst of increasing unrest, higher delinquency rates, larger and more widespread riots.[55]

Luden cited fourteen points concerning juvenile delinquency which he thinks have evolved over the past half- century. The points he outlined are as follows:

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[55]"Delinquency and the Schools," A Report by the Office of Education, U. S. Department of Health, Education, and Welfare as Appendix N in the Task Force Report: Juvenile Delinquency and Youth Crime, A Report by Presi- dent Johnson's Commission on Law Enforcement and Administra- tion of Justice (Washington: U. S. Government Printing Office, 1967), p. 278.

First: With minor exceptions delinquency has been increasing during the past fifty years.

Second: There is evidence to show that delinquent offenses have become more serious in nature.

Third: Delinquency is no longer an urban problem because it has been increasing in rural and suburban areas as well as in the cities.

Fourth: Youthful offenses are no longer limited to the poorer or near-poverty level classes of peoples and nations.

Fifth: Those nations which may be classified as more advanced with state welfare programs display as much or more delinquency than the less well developed countries.

Sixth: Except for some few rare instances, current methods of treating delinquent offenders have proved to be unsatisfactory.

Seventh: Almost every approach to the treatment of delinquents has been based on a medico-psychological framework to the neglect of the value systems in society.

Eighth: Most juvenile offenders have been considered to be maladjusted individuals without due consideration of the total configurations in which they live. In all probability the delinquent may be a "normal" person living in a delinquent society.

Ninth: Most authorities have approached the problem of delinquency as a minor or temporary factor and fail to relate the problem to the total culture of the society. Knowingly or unknowingly they have overlooked the fact that adults and juveniles live according to basic moral and legal principles. Ultimately that which determines how an individual conducts himself depends upon the value system of a people.

Tenth: Only a very few individuals have attempted to analyze the problem of delinquency in terms of anomie or the normlessness of contemporary society.

Eleventh: With minor exceptions investigators have given little or no attention to how social mobility or mass migration has affected the conduct norms of a population.

Twelfth: Some authorities have attempted to explain the increase in delinquency in terms of a transition of the "inner directed person" to the "other directed person" pointing to the fact that in time new standards will arise out of group consciousness or a "situation directed" type of behavior.

Thirteenth: There appears to be some evidence to point to the fact that unless other means arise to deal with the increase in delinquency those in positions of authority and the general population will resort to more severe methods of dealing with juvenile offenders to the neglect of certain psycho-social methods.

Fourteenth: Thus far only a very few men have dealt with the problem of delinquency as part of a larger process of the disintegration of Sensate Culture. Its crumbling means, among other things, disintegration of its moral, legal, and other values which from within control and guide behavior of individuals and groups. When human beings cease to be controlled by deeply interiorized religious, ethical, aesthetic and other values, they become the victims of force and fraud as controlling factors of their relationships with destiny.[56]

In summary, much of the literature concerning juvenile delinquency focuses upon these points:

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[56] Luden, op. cit., pp. 9-10.

1. Juvenile delinquency results in a loss of individual human potential.

2. Juvenile delinquency results in a loss of potential for society.

3. Juvenile delinquency results in large expenditures of money to prevent and control delinquency and in attempts to rehabilitate offenders.

4. Juvenile delinquency of all types is increasing.

5. The seriousness of crimes being committed by delinquents is becoming more acute.

6. New and different ways must be found to deal with the delinquency problem.

7. Juvenile delinquency may be a reflection of the values of the society of which delinquents are a part.

8. There seems to be no predictions that the delinquency problem will be alleviated in the immediate future.

Causes of Delinquency

The problems of delinquency cannot be traced to any single cause which would be universally characteristic of all delinquents. Causes of all human behavior, including delinquent acts, seem to be rooted in many aspects of a

person's life. Some examples of factors which affect a person's behavior are: (1) His home life, (2) His community life, (3) His social status, (4) His economic status, (5) His religious beliefs, (6) His race or cultural heritage, (7) His level of intelligence, (8) His self-concept, (9) His relationships with peers, (10) His state of mental and physical health, (11) His school life, (12) His personal values, and (13) His personal maturation. These factors are among many others which may affect how an individual behaves at any given time.

It should also be noted that one aspect of a person's life is not exclusive of all other aspects. For example, a person's self-concept would be affected by his home life; or a person's school life would be affected by his level of intelligence; or a person's social status would be affected by his race or cultural heritage.

One delinquent act, or repeated acts of delinquency are caused by many factors within a person's life which often cannot be isolated. However, researchers have attempted to identify certain group characteristics of delinquents just as they have for dropouts, even though many characteristics of delinquents are also characteristics of dropouts. A

sampling of studies and literature specifically concerned

with delinquency is discussed in the following paragraphs.

Crow and Crow listed the following factors that

contribute to delinquency:

1. The relaxation of home control and parental
   supervision.
2. The moving of workers from small towns or
   rural areas to cities.
3. Economic conditions in the family and life
   that may cause neglect of children.
4. Poor health or physical defects which may
   result in feelings of inferiority, discourage-
   ment or bewilderment.
5. Inadequate recreational facilities.
6. Inadequate school buildings and equipment.
7. Inadequate teaching.
8. Public indifference.
9. Unsettled world conditions
10. Ineffectual attempts to prevent delinquency.[57]

Eleanor Glueck indicated that school personnel

should be concerned about the possibility of students

becoming delinquent if they: (1) are retarded in school,

(2) have difficulties in reading, (3) have feelings of

inferiority, (4) resent school restrictions and routines,

(5) are not interested in school, (6) desire to drop out

of school, (7) lack vocational ambitions, (8) have poor

peer relations, (9) are frequently truant, (10) cheat in

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[57]Alice Crow and Lester D. Crow, Adolescent Develop-
ment and Adjustment (New York: McGraw-Hill Book Co., Inc.,
1956), p. 327.

school, (11) are not reliable, (12) do not pay attention in class, and (13) are careless in their work.[58]

In discussing delinquency in the Passaic schools, Kvaraceus reveals a number of significant findings aimed to combat the factors which appear to predispose children toward delinquency. These major points include:

1. Many delinquent children in Passaic come from those school districts which neighbor on or center in the industrial-commercial areas.
2. More than half of the delinquents come from Grades 6-10 inclusive. The middle and junior high school grades hold the largest part of the delinquent population.
3. A significant difference was noted in the matter of nonpromotion. Almost all delinquents repeat one or more grades. Many repeat several grades. Girl delinquents repeat more grades than do boy delinquents.
4. Delinquents, almost without exception, receive very "low marks." Very rarely does a delinquent receive a mark of E, VG, or G. Scholastic failure or near-failure characterizes most juvenile offenders and significantly marks them from the general population.
5. A third of the delinquents were known to have been truant prior to their referral for some misdemeanor. A significant difference was noted between extent of truancy among the delinquent group as against the general population.
6. Two-thirds of the delinquents expressed a marked dislike for school in general or for some person connected with the school program.
7. A fifth of the delinquents were reported as having had unsatisfactory social adjustments in the school building. More delinquent girls were reported as not getting along with pupils and teachers than were boy delinquents.

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[58] Eleanor T. Glueck, "Predicting Juvenile Delinquency," Harvard Educational Review, Vol. 36 (Apring, 1966), p. 120.

8. About three-fourths of the total group were
    found to have moved and transferred from one
    school to another at least on one occasion.
    Many delinquents moved and transferred several
    times.

9. A very large proportion of the school children
    who were involved in some misdemeanor left
    school as soon as they reached "the leaving
    age" of 16. The junior high school is the
    terminal school for most delinquents.

In general, the school picture of the delinquent
presents an unsatisfactory, unsuccessful, unhappy,
and hence extremely frustrating situation which
precedes or accompanies undesirable behavior. The
delinquent group was found to differ significantly
from the general school population in many of the
factors studied.[59]

Kvaraceus summarized certain characteristics of

delinquents as indicated in studies by the Gl* uecks, Healy

and Bonner, Merrill, Sheldon and others, and Wattenberg.

The characteristics he outlined are as follows:

DEVIATION IN PERSONAL MAKEUP
Mean IQ of 89, Mesomorphic (muscular) with
endomorphic leaning, emotional malfunctioning ·
and disturbances, superego--delinquency identi-
fied; value system not internalized, assertiveness
strong, defiance high, resentfulness high,
ambivalent attitude toward authority, impulsive-
ness, high anxiety pattern in neurotic delinquent,
high hostility and resentment, strong distrust   ·
toward authority, aggression--overt and retaliatory,
unsocialized aggression, emotional lability and/or

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[59]William C. Kvaraceus, Juvenile Delinquency and
The School (New York: World Book Company, 1945), pp. 155-
156.

impulsiveness, egocentrism and self-indulgence,
suggestability strong, low frustration-tolerance,
adventurous spirit, moral psychopathic tendency,
hypomanic tendency strong, low neurotic pattern
in socialized delinquent with defective superego,
low self-concept: a "nothing" or "less than
nothing."

DEVIATION IN HOME, FAMILY, AND NEIGHBORHOOD
Contradictory social norms in home and/or neigh-
borhood, identified with delinquent subculture,
a typical home structure (broken home), inter-
personal relationships in home wanting, economic
stress, insecurity, and/or substandard economic
conditions, lack of moral conformity--spiritual
values lacking; little or nominal church contact,
criminality pattern, culture conflicts, deteriorated
neighborhood residence, discipline overstrict,
punitive, erratic, lax, lack of cohesiveness, super-
vision by mother inadequate or unsuitable, affection
of parents indifferent or hostile.

DEVIATIONS IN SCHOOL
Poor or failure marks, repeater, strong dislike and
hostility for school, truancy, intent to leave
school early, vague or no educational-vocational
goals, motivational problem, member of special class,
has attended many different schools, destroys school
material and property, does not feel he "belongs"
in classroom, does not participate in volunteer.
extracurricular school activities, seriously and
persistently misbehaving in school.[60]

Vedder, recognized many other factors of the

delinquency problem and indicated that he considered

economic and familial factors as the most powerful influence

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[60]William C. Kvaraceus, "Delinquency," Encyclopedia
of Educational Research, Edited by Chester W. Harris, 3rd
Edition (New York: The Macmillan Company, 1960), p. 367.

on youth's becoming delinquent. He contends that mental

attitudes are affected by both physical surroundings and

family living. These mental attitudes are formed early

and reinforced as the child becomes older. Vedder suggests

that families should suspect delinquency of their children

if they exhibit any of ten symptoms he listed. The symp-

toms are:

> (1) flagrant disobedience, (2) truancy, (3) cruelty
> to animals, (4) possession of articles not pur-
> chased, (5) unexplained cuts, scratches, and
> bruises, (6) unexplained late hours, (7) untidy
> appearance, improper dress (as boys' uncut hair and
> girls' skin-tight clothing), (8) friends who are
> not brought to the home, (9) possession of weapons,
> and (10) evidence of alcohol, drugs, or needle
> marks on the arms.[61]

Sheldon and Eleanor Glueck discussed the importance

of the family environment on childhood and the effect it

has on the child's behavior in several publications. For

example, they stated that the improper influence of

family life may cause a child's character and personality

to be crippled for life.[62]   In one of their studies on

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[61]Vedder, op. cit., pp. 31-38.

[62]Sheldon and Eleanor Glueck, Family Environment
and Delinquency (Boston: Houghton Mifflin Company, 1962),
p. 38.

delinquency, the Gluecks compared 500 delinquent boys with 500 controls equated for age, IQ, ethnic deprivation and residence in under-privileged neighborhoods. Some of the differences they reported included: (1) more delinquents' parents had backgrounds of mental retardation, emotional disturbances, drunkeness and records of criminality; (2) more families were on public welfare relief; (3) more fathers were poor workers; (4) there was more parental conflict in marriages; (5) more mothers failed to properly supervise their children, and parents in general knew less about their sons; (6) the fathers were less warm and sympathetic toward their sons and the sons did not feel that they wanted to emulate their fathers; (7) some mothers of the delinquents were overly protective while others were indifferent toward their sons; (8) the family back-grounds, in general, were less positive than that of the control boys.[63]

Writers such as McKay,[64] Rodman and Grams,[65]

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[63]Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), pp. 80-133.

[64]Henry D. McKay, "Report on Criminal Careers of Male Delinquents in Chicago," Task Force Report, op. cit., p. 107.

[65]Hyman Rodman and Paul Grams, "Juvenile Delinquency and the Family: A Review and Discussion," Task Force Report, op. cit., pp. 189-219.

Toby,[66] Burns and Stern,[67] Fine,[68] Haimowitz[69] and others
indicate that the family in which a child is reared is a
major determiner of the type of person he will become.
The family can be a stabilizing, comforting, and support-
ing factor in a child's life; or it can be a source of
conflict, confusion, and chaos for the child. Thus, the
family environment from which a child comes influences to
a great extent whether he will become a useful, productive
citizen or if he will become delinquent and possibily a
criminal. Burns and Stern emphasized the importance of a
child's family by stating:

> The family remains a social institution of undis-
> puted importance, particularly in a discussion of
> delinquency prevention. It is in the family that
> a child develops his personality, his attitude to
> authority, his moral code, and his adaptations to
> social institutions. . . . All efforts that

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[66]Jackson Toby, "Affluence and Adolescent Crime,"
Task Force Report, op. cit., p. 140.

[67]Virginia M. Burns and Leonard W. Stern, "The
Prevention of Juvenile Delinquency," Task Force Report,
op. cit., pp. 389-395.

[68]Fine, op. cit., pp. 54-82.

[69]Morris L. Haimowitz, "Criminals are Made, Not
Born," Human Development--Selected Readings, ed. Morris L.
Haimowitz and Natalie Reader Haimowitz (New York:
Thomas Y. Crowell Co., 1966), pp. 393-395.

strengthen the family as a viable and constructive agent in the socialization of children help to prevent the emergence of deviance.[70]

There are many factors of importance within the family in which a child is reared. Some writers place more emphasis on certain factors than they do others. However, most writers agree that the following aspects of family environments are extremely important: (1) the economic status of the family, (2) social class of the family, (3) values of the family, (4) goals and aspirations of the family, (5) educational level of the parents, (6) occupation of the father and/or mother, (7) cohesiveness of the family, (8) personal relationships among the various members of the family (i.e., father-dominated, mother-dominated, parent-centered, child-centered, "warmness," hostility, etc.), (9) self-concepts of the family, (10) religion of the family, (11) types of discipline and supervision of children, (12) health of family, (13) ordinal position of children within the family, and (14) the amount of time members of the family spend with each other.

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[70] Burns and Stern, op. cit., p. 389.

Some writers, i.e., Vedder,[71] Kvaraceus and
Ulrich,[72] Haimowitz,[73] and Schafer and Polk[74] indicated
that some conditions which exist in the public schools may
be contributing factors of youths becoming delinquent.
The following paragraphs include a discussion of some of
these factors.

Vedder stated that instruction in many schools
is geared to the needs of middle-class youngsters, to the
detriment of those in other socioeconomic groups. Many
teachers and administrators, according to Vedder, have not
been adequately trained to cope with students who come
from diverse backgrounds. He further contends that extra-
curricular activities are not being planned for many
students; instead only a few students receive any bene-
fit from participation in these activities. Another prob-
lem with which teachers are unable to cope is the fact
that many students resent the restrictions and routine

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[71]Vedder, op. cit., pp. 51-61.

[72]William C. Kvaraceus and William E. Ulrich,
Delinquent Behavior Principles and Practices, (Washington:
National Education Association Juvenile Delinquency Project,
1959), pp. 29-30.

[73]Haimowitz, op. cit., p. 391.

[74]Schafer and Polk, op. cit., pp. 228-244.

controls which are placed on them by the schools. Vedder indicated that schools have not made subject matter meaningful to students in that it is too far removed from the central life-experiences of the students.[75]

Kvaraceus and Ulrich have called attention to certain factors within the school which may contribute to the delinquency problem. They identified these factors as follows: (1) low teacher status, (2) poor morale among teachers, (3) skimpy special services, (4) traditional programs, (5) insufficient facilities, (6) rigid middle-class measuring rod applied to children of all backgrounds, (7) a lack of supporting agencies, (8) a lack of imaginative school-work programs to hold the interests of non-academically oriented groups, and (9) the failure of the school to reach parents through school projects and discussion groups.[76]

Schafer and Polk in a comprehensive discussion in which they reviewed studies concerning delinquency and the school focused upon weaknesses in school as they perceived

[75]Vedder, op. cit.

[76]Kvaraceus and Ulrich, op. cit., pp. 29-30.

them. For example, they indicated many schools are fail-

ing to respond to the changes our society is experiencing.

They further contend that failure to do so has contributed

to heightened delinquency.[77]

According to Schafer and Polk, schools are not

providing experiences for some students to achieve any

measure of success. The students' desire for success and

their accumulation of educational failures have contributed

to their lack of commitment toward school programs.[78] The

students perceive the education they are getting in school

as irrelevant to their personal goals or ambitions.[79]

Another charge made by Schafer and Polk is that

teachers often identify certain students as having limited

potential and, as a result, do not feel a sense of

responsibility for teaching them.[80] They also contend that

inappropriate teaching methods are being used[81] to 'teach

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[77]Schafer and Polk, op. cit., p. 226.

[78]Ibid., pp. 228-231.

[79]Ibid., pp. 231-232.

[80]Ibid., pp. 236-237.

[81]Ibid., pp. 238-240.

students from low income groups and that remedial education
and compensatory education are being neglected.[82]

A report by the United States Office of Education,
U. S. Department of Health, Education and Welfare indicated
three major deficiencies of schools which could contribute
to the delinquency problem. The report indicates that the
educational enterprise in many schools is not related to
the real world outside, especially the areas of employment
and the changing social conditions. The second deficiency
is that the school does not present itself as a pluralistic
society in that groups are being kept apart by ability,
race, and economic class. The report further indicates
that schools do not prepare youths for a mature adult
life.[83]

Haimowitz has placed emphasis on a youth's concept
of what is expected of him by those whom he takes seriously.
He relates this concept to the youth's school by stating:

> Street boys go to school. The teacher knows they
> have been in trouble and if anything out of the
> ordinary occurs in the classroom, she knows who

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[82]Ibid., pp. 242-244.

[83]"Delinquency and the Schools," op. cit., p. 278.

is to blame, she can guess who were the agitators. Because the street boys have more than average trouble at home, they may be more restless than the average pupils and not perform well in school. You can't want to please a teacher if this makes you a sissy, especially if this teacher is always picking on you or your friends. The teacher is not going to be his ideal or model. She could if she had a class of fifteen children instead of thirty to sixty and if her salary made it unnecessary to hold down an extra job or two, and if teachers had high morale, and if she had time to consult with parents, social workers, religious workers, a physician, a psychologist, a reading specialist, to discuss the boy's problems, and if she had professional training and attitudes. Sometimes she can do it without all these. But aren't we foolish to expect miracles of semitrained overworked teachers.[84]

In summary, most writers who call attention to school conditions which may contribute to delinquency do so realizing that the school is only one agency which affects the total life of the student. The home, the community, the legal structure, the church and factors within the youth himself are among those conditions which influence a youth's behavior. The school, however, is in a position in which it should attempt to meet the needs of the individuals whom it serves. When the school does not attempt to meet these needs, youths' problems re intensified.

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[84]Haimowitz, op. cit., p. 391.

Kvaraceus and Miller listed some commonly held misconceptions about causes of delinquency. For example, they state that many acts of delinquency are considered to be indicative of maladjustment on the part of the children who commit them. But in looking at the behavior from the individual child's point of view, his behavior is often a means through which he is attempting to adjust according to his essential frame of reference. Thus delinquent "malbehavior" is usually "adjustive behavior" for the child. It is maladjusted behavior only from the point of view of the outsider.[85]

Other misconceptions concerning causes of delinquency are those conditions which are often cited as universal causes. These include broken homes, working mothers, mental retardation, lack of recreational facilities, bad company, hereditary and idle hands.[86]

Miller expressed his belief that many youths become delinquent because of the value systems of the cultures in which they live. These value systems become

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[85]Kvaraceus and Miller, op. cit., p. 33.

[86]Ibid., pp. 31-41.

focal concerns which many individuals try to meet. For example, "achievement" is a generally recognized concern of most middle-class youths and is not a concern of many lower-class youths. Lower-class youths have dominant focal concerns such as "trouble, toughness, smartness, excitement, fate, and autonomy."[87] Youths from lower-class cultures are more prone to get in trouble with the police and to become delinquent because of their particular focal concerns and values.[88]

Miller recognizes that some delinquency is prevalent in middle-class cultures. However, he contributes these delinquent acts to (1) the borrowing of lower-class concerns by middle-class youth, (2) an upward diffusion of lower-class concerns into the middle-class community, and (3) pathological behavioral problems of the middle-class youth.[89]

Pine conducted a study in which he attempted to relate delinquency to the lower-class culture as Miller had done. Pine's conclusions were slightly different

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[87]Ibid., p. 62.

[88]Ibid.,

[89]Ibid.

from Miller's. Pine found that the aspirations of the

youth as to the social class with which he wants to

identify is more important than the social class in which

he is actually a part. Pine is quoted as follows:

> The primary conclusion of this study is that
> delinquent behavior is less a function of the
> class an individual is in at the moment and more
> a function of the class to which he aspires or
> toward which he is moving.[90]

A comprehensive study was conducted by Sheldon

and Eleanor Glueck concerning the community lives of

delinquents as compared with carefully matched non-

delinquents. They found that delinquents moved about

more than non-delinquents and were also subjected to many

more changes of environment than the non-delinquents.

The instability of the delinquents' families and a con-

tinual moving from one neighborhood to another prevented

the delinquents from establishing roots in any one neigh-

borhood. These factors could tend to cause the delin-

quents to engage in antisocial behavior.[91]

The Glueck studies also revealed that the

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[90]Gerald J. Pine, "Social Class, Social Mobility,
and Delinquent Behavior," The American Personnel and
Guidance Journal, Vol. 53, Number 8 (April, 1965), pp.
770-774.
　　[91]Sheldon and Eleanor Glueck, Unraveling Juvenile
Delinquency, op. cit., p. 167.

delinquents were more involved in adventuresome activities; sought recreation in neighborhoods distant from their homes; frequented cheap pool rooms and dance halls; and spent very little time in their own homes or in supervised playgrounds.[92]

Other community differences in the delinquents and the non-delinquents found by the Glueck studies revealed that (1) the delinquents were more inclined to gang membership, (2) the delinquents showed a marked dislike for supervised recreation, and (3) the delinquents attended church less regularly than the non-delinquents.[93]

A study by Fine revealed some findings which tended to support the Glueck findings relative to the instability of the delinquents' environment. He found that "time and time again the children in trouble had no community roots."[94] In interpreting his findings, Fine indicated that "when a child thinks of himself as a transient, he is much less inclined to be governed by

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[92]Ibid., p. 167.

[93]Ibid.

[94]Fine, op. cit., p. 100.

what society thinks of his behavior, and he has a harder

time finding constructive outlets for his energy."[95]

The Role of the School in Preventing

Dropouts and Delinquency

The public schools should be concerned with teach-

ing all students who attend them. The schools' obligation

does not end with the slow learner, the academically

gifted, the student from lower social cultures or the

students from middle-class cultures. Nor does the schools'

obligation end when teaching students who are likely to

drop out or who may be potential delinquents or delinquents.

The public schools in the United States should make an

effort to teach all youths who are in need of pursuing an

education.

This section will focus on the role of the school

in teaching two specific groups of students. These groups

are the potential dropouts and potential delinquents and

delinquents.

Often delinquents have histories of truancy and of

being dropouts from schools. Even though many dropouts

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[95] Ibid..

do not become delinquent, the incidence of delinquency among dropouts is significantly higher than the incidence of delinquency among students who do not drop out.[96] Thus, school programs may be designed to reduce dropouts and also be directed toward reducing delinquency.

Kvaraceus and Miller indicated that the schools are in a strategic position to help delinquents even though delinquent behavior is seldom the product of the school alone.[97] To support this viewpoint, they stated:

- The genesis and etiology of delinquency is complex, frequently well hidden, and always intricately involved with larger social forces, many of which are beyond the schools' orbit of influence. Delinquent behavior is seldom the product of the school alone. The school will not, indeed it cannot, solve the juvenile delinquency problem by itself. Teacher, administrator, and specialist need to review their unique functions and special responsibilities in the light of this conceptualization of the meaning and causes of norm-violating behavior, always taking care lest they assume a feeling of responsibility (and, ultimately, guilt) for the prevention and control of behavior that is outside their sphere of influence. The school is not a hospital.

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[96]National Education Association, High School Dropouts, Discussion Pamphlet No. 3, Research Division and Department of Classroom Teachers (Washington: National Education Association, September, 1959), p. 11.

[97]Kvaraceus and Miller, Delinquent Behavior, Culture and the Individual, op. cit., pp. 146-147.

It is not a custodial agency. It is a place where
the teacher motivates and guides the learning
process.[98]

Boggan, in a comprehensive discussion of how

schools could increase their holding power, listed twenty-

two implications:

1. The desire to work, earn money, and take an
   adult's place should be considered. This might
   include improving students' attitudes toward
   work, preparation for work, guidance, and part-
   time employment.
2. A program to help students like school should
   start early in the elementary school.
3. Placement service by the guidance department
   should help students needing financial assistance
   to find part-time jobs.
4. Counseling should attempt to find the best
   curriculum for the student.
5. Discouragement by failure and low marks should
   be lessened by a more realistic approach to
   evaluation, marking, and reporting on the part
   of the school.
6. The administration should change schedules
   for students who cannot adjust to a particular
   teacher, or where a teacher cannot accept the
   pupil.
7. The faculty and students should create a
   friendly, social situation whereby students
   who are unhappy, nervous, or shy would feel
   more at ease.
8. School personnel should work with the family to
   develop programs which would increase the hold-
   ing power of the school.
9. Three aspects of guidance should be emphasized:
   how to get a job, improving human relations, and
   planning further education.

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[98]Ibid., p. 146.

10. **All** students should be encouraged to participate **more** in school activities in which they are accepted socially.

11. **Ten** subjects should be added to the program of **studies:** automobile mechanics, behind-the-**wheel** driving, electricity, building trades, **personal** typewriting, occupations, homemaking, **consumer** education, reading, and cabinet making.

12. **The** principal and faculty should emphasize those **aspects** of the program which the seniors and ·graduates reported as reasons for remaining **in** school.

13. **The** evidence shows that in addition to the **commercial** curriculum with high standards, there **should** also be a program where less able students **could** study commercial subjects at their own **rate** and ability.

14. **In** household arts, there is an apparent need **for** overhauling of attitudes, philosophy, **purposes,** organization, administration, and **equipment.** The program needs to be popularized.

15. **There** is a need for re-evaluation of the . **industrial** arts curriculum, and a broadening **of** the program to meet the needs of more boys.

16. **Future** enrollment should be increased in the **trades,** industrial arts, household arts, **commercial,** and teachers' college curriculum, **and** decreased in the classical and civic ' **curriculums.**

17. **There** should be a study of the effect of try-. **out** courses on the selection of curriculums.

18. **The** faculty should study, revise, and experi-**ment** with the curricula to provide a level and **type** of work in which students can be success-**ful.**

19. **There** is a great need for a more suitable and **profitable** education for the slow-learners.

20. **The** program should emphasize the importance of **retention** of students during their first three **years** of high school.

21. **An** attempt should be made to modify the **multiple-curriculum** plan of organization **which** seemed to stratify the social structure **of** the student body.

22. A study of annual book reports from 1856 to
1950 showed that it often took ten to twenty
years for a new proposal of offerings to be
adopted by the school community.[99]

The National Education Association has listed ten

factors which should be considered in planning a curricu-

lum to help keep students in school:

1. Provide a wide variety of courses--academic,
general, business, and vocational--to meet
individual needs.
2. Provide different levels of instruction for
all basic courses.
3. Gear methods of teaching to the achievement
level of pupils.
4. Use a grading system which measures pupils
progress in terms of the individual's
capacity and effort.
5. Arrange special classes for the retarded and
maladjusted, reading problems, slow learners,
physically handicapped, and emotionally
upset.
6. Counsel pupils to help them choose the most
suitable courses.
7. Provide situations in which the pupil can
experience achievement while he is also
challenged to work harder.
8. Provide new material for grade repeaters.
9. Increase personal and vocational guidance.
10. Stress the practical aspects of each course.[100]

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[99]Earl J. Boggan, "What Are the Major Causes of
Student Drop-Outs and What Should the School Do About the
Present Conditions?" Bulletin of the National Association
of Secondary School Principals, XXXIX (April, 1955),
pp. 84-88.

[100]National Education Association Research
Division, School Drop-outs, (Washington: National Educa-
tion Association, 1955), p. 19.

The Association felt that such a program would tend to help students experience some success in school and thus be encouraged to stay in school.

Havighurst stated that dropouts are "marginal students to the school, to the labor force and marginal to the adult role."[101] He also indicated that boys who drop out, "(1) enter a period of aimless loafing and drifting, (2) indiscriminately seek excitement and status, (3) seek sex experience and (4) fight and drink."[102] Girls who drop out are usually "apathetic, uninterested in school, hostile to school and usually marry early."[103]

Havighurst called attention to two extreme viewpoints concerning the potential of dropouts. One viewpoint is that this group has the same potential as any other youth and that all they need is an educational program that will fit their particular needs. Another viewpoint is that this group is permanently and irrevocably stunted in mental development and have gone about as far as they

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[101]Robert J. Havighurst, "Unrealized Potentials of Adolescents," National Association of Secondary-School Principals Bulletin, Number 310, (May, 1966), p. 77.

[102]Ibid., p. 82.

[103]Ibid.

can go.[104]   Havighurst discounted both of these viewpoints

and made some suggestions for the school program:

1. It should be substantially different from the
    program they have had in the past, in which
    they failed.
2. It should contain a systematic remedial program
    for building mental skills, based on the best
    research data.
3. It should satisfy some major needs of the social
    type, such as excitement, challenge, money,
    young adult models for identification.
4. It should grow out of cooperation between the
    school system, the social agencies that deal
    with adolescents, and employees who are able
    to supply jobs for young people. That is, it
    should represent a serious and sober commitment
    to throw everything useful into the attempt to
    make such a program succeed. Among other things,
    it appears that raising the legal age for leaving
    school to 17 or 18 may be desirable. Doing this
    would require society to take formal responsi-
    bility for educative treatment of this sub-group--
    a responsibility not now recognized.[105]

Hoover contends that public schools "represent a

vital force in the attack against juvenile delinquency."[106]

He believes that the schools, for many youngsters, repre-

sent the only symbol of law and order. In comparing the

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[104]Ibid.

[105]Ibid., p. 83.

[106]John Edgar Hoover, "The School and Juvenile
Delinquency," Educational Forum, Volume XXV (November,
1960), p. 19.

cost of crime and cost of education Hoover has commented

that for every dollar spent on education, $1.11 is spent

on crime. He recommended that the schools specifically

attempt to do four things to help prevent delinquency:

1. Guide the interests of youths into wholesome channels.
2. Divert youthful energy into worthwhile channels.
3. Detect early signs of delinquency (antisocial behavior and truancy).
4. Cooperate with law enforcement officers.[107]

Tait and Hodges believe the schools should

provide for social work services and referral services

for students who may become delinquent. They view the

role of the teacher as that of instructor. In their

opinion, if adequate supporting services were made a part

of the school program, teachers could spend more time on

instruction and could refer students to others for help.[108]

Kvaraceus, as the result of a study concerning

delinquency in the Passaic, New Jersey schools revealed

that schools should begin their attack on the delinquency

problem by learning all they can about the children who

attend. This knowledge should then be used to alter

[107]Ibid.

[108]C. Downing Tait, Jr., and Emory F. Hodges, Delinquents, Their Families and the Community (Springfield: Charles C. Thomas, 1962), pp. 136-141.

curriculums based on the needs of the student population.
He also suggested that the schools work with all agencies
of the community who deal with youths. This multiple
approach would help more individuals to become involved
in delinquency prevention and would also help the agencies
to unify their efforts rather than each proceeding in a
piecemeal approach.[109]

Schafer and Polk linked the role of the school
with the delinquency problem by focusing on three condi-
tions which they said have heightened the delinquency
problem. The first condition is that the schools them-
selves have contributed to the delinquency problem. The
second is that conditions in the public schools are deeply
anchored in prevailing concepts and organization of the
educational system. The third condition is that proposals
for preventing, reducing, and controlling delinquency have
proven to be inadequate. To support the rationale for
their statements concerning the inadequacy for present
proposals in delinquency prevention, Schafer and Polk
stated:

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[109]Kvaraceus, _Delinquency and the School_, _op. cit._,
pp. 263-301.

> To stop short at such stop-gap and surface pro-
> posals as more counselors, more social workers,
> more truant officers, special classes for trouble-
> makers and tighter enforcement of attendance laws
> would simply be a failure to recognize the broader
> dimensions of the problem. Their implementation
> would have only the slightest effect on prevention
> of delinquency. Unless basic, radical, and im-
> mediate educational changes are made, delinquency
> will continue to increase--and will be accompanied
> by the spread of other social ills that stem from
> the same roots.[110]

Schafer and Polk indicated that the schools must face a

dual challenge if they are going to become effective in

the prevention of delinquency. The first challenge they

pose is "schools must organize their programs and efforts

in such a way that all youth get bound into legitimate

and acceptable pathways through adolescence."[111] The

second challenge is "schools must organize their programs

and efforts in such a way that students who fall behind

or stray from the legitimate pathways through childhood

and adolescence are 're-captured,' 're-equipped,' and

're-committed.'"[112]

In order to meet the first challenge identified

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[110] Schafer and Polk, op. cit., p. 258.

[111] Ibid.

[112] Ibid.

by Schafer and Polk, they suggested specific goals toward

which the school should strive. These goals are as

follows:

1. Schools must succeed in maximizing the chances of educational success by taking advantage of educational aptitudes and assets and by making up for any educational handicaps that may exist.
2. Moreover, they must continue to hold the interest and allegiance of all youth throughout the educational career, even in the face of strong pressure toward delinquency.[113]

To implement these goals, Schafer and Polk said that curriculum should be relevant to the present experiences and problems in the lives of pupils as well as to their future. They also propose that the curriculum provide alternative avenues in order that students with varying aptitudes, interests, and aspirations may profit from attending school.[114] They further suggested that schools give youth a larger share in (1) educational planning and decision making, (2) the exercise of authority, and (3) the instructional process.[115]

Schafer and Polk made four additional suggestions

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[113] Ibid.

[114] Ibid.

[115] Ibid.

for curriculum planning:

1. The schools must develop means for effectively involving parents in the educational process, so their general support of educational programs as well as understanding of and aid to their own children will be maximal.
2. The schools must have a built-in capacity to assess their programs and outcomes and to make needed adaptations when conditions demand it.
3. Innovations must be introduced into current operations in such a way that they will not be subverted or channeled into existing frameworks.
4. Teacher training institutions must feed into the schools new staff who are adequately prepared to teach students who are high risks in terms of failure and delinquency.[116]

A report by the Office of Education of the United States Department of Health, Education and Welfare summarized some indication of the schools' responsiveness to the needs of youth and the community. The report stated that schools must accept the responsibility for providing educational opportunities for all children up to the age of eighteen. The report stated that "all" includes dropouts, students who have been suspended or expelled, delinquents, young parents, unwed mothers and all others.[117] A synopsis of the school's responsibilities as identified

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[116]Ibid.

[117]"Delinquency and the Schools," Task Force Report: Juvenile Delinquency and Youth Crimes, op. cit., p. 283.

by the report is as follows:

1. Each student should have an opportunity to become actively engaged in planning and implementing his individual goals and objectives.
2. Teaching methods and the total school program should be structured so that students may receive preparation for employment and for further education.
3. The school should link itself to the community to the extent that its curriculum can be planned to assure the relevance of its offerings to immediate and projected employment opportunities and to other educational programs.
4. Linkage with the community should help assure adequate referral services for each child in order that the health, legal, welfare, employment, and other services will help him to remain and function adequately in school.
5. Assistance should be given to the student to either find work or to further his education at the termination of his school career.
6. School services should be extended to help meet community needs and those services should be easily available.
7. The school and community should combine their resources in order that educational opportunities for youth will be utilized to the fullest extent.
8. The school must do a more effective job of assessing its immediate and overall goals and practices and must devise ways to interpret these goals and practices to all those concerned with the educational needs of youth.[118]

In summary, in this section concerning the role

of the school in the prevention of dropouts and delinquency

a sampling of the opinions of certain writers was selected

to be included. It should be noted that, while their

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[118]Ibid.

opinions overlapped in some areas, they were different in others. For example, Hoover indicated only four responsibilities of the school;[119] Tait and Hodges would limit the school's role primarily to the identification of and referral of problem students to other agencies for help, while placing more emphasis on instruction;[120] the report by the United States Office of Education, and suggestions by Shafer and Polk would expand the role of the school considerably, even to include services to the community and to other agencies and would radically change present concepts of education.[121, 122] Much of the literature, however, is in agreement on some factors. Some of these factors are:

1. Schools are extremely important in the lives of students but they do not operate in a vacuum. Students come from families and communities over which the schools have no control. The out-of-school environments and factors within the students themselves affect the students' school progress.

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[119]Hoover, op. cit.

[120]Tait and Hodges, op. cit.

[121]"Delinquency and the Schools," Task Force Report, op. cit.

[122]Shafer and Polk, op. cit.

2. There exists a need for changes to be made in the schools to meet the learning needs of potential dropouts and delinquents. Merely encouraging them to stay in, or to return to school, without changes being attempted by the school will not get at the problem.

3. The schools must take cognizance of the different goals and aspirations of students and attempt to help them meet their individual goals.

4. The schools should offer more flexible curriculums.

5. Within existing and in proposed school programs, ways must be found to help students to achieve some degree of success in school.

6. Schools, communities, and families should work more closely together in attempting to provide help for students.

7. There seems to be no evidence that any particular school program will solve the dropout or the delinquency problem. Multiple approaches must be attempted.

8. There seems to be no evidence to suggest that the delinquency and dropout problem will ever be completely solved.

Summary

The literature reviewed indicated that the dropout problem is considered by many educators to be one of the most pressing concerns of our public schools. The predominately mentioned reasons for this concern include (1) the decreasing number of jobs open to persons who do not finish high school, (2) the loss in the individual potentials of those who drop out, and (3) the decrease in the quality of the human resources in the United States.

Various studies cite different figures as to the actual number and percentage of youths who will not finish high school. These figures vary from school to school and from state to state. However, from thirty to forty per cent of the youths who enroll in high schools throughout the United States will probably not complete their schooling.

The professional literature is replete with studies which have attempted to identify the causes of students' dropping out of school. The studies usually trace causes to (1) those within the personal makeups of the individuals; (2) environmental factors such as home conditions, neighborhoods, and peer groups; and (3) conditions within the schools which may contribute to the

dropout problem.

Many students who drop out of school come from families in low socio-economic groups and from families who do not have a high regard for education. Dropouts usually have records of failure, truancy, and an overall lack of success in any area of their school lives. Few students who leave school early have records which indicate that they participated in extra-curricular activities or that indicate that they were able to get along well with their teachers or their school peer groups. Often dropouts are not able to read well and score poorly on intelligence tests.

Many of the group characteristics of dropouts are also considered to be characteristics of delinquents. Most dropouts do not become delinquent, but the percentage of dropouts who become delinquent is significantly higher than it is among youths who complete their public schooling. The causes of youths becoming delinquent are multiple and are rooted in their total lives. Some writers have linked delinquency with the dysfunction of our present society. Others have indicated that delinquent behavior may be adaptive behavior in that youths often

attempt to conform to the standards of a particular peer group rather than to the legal and moral standards of middle class society. The overall picture of the typical delinquent is usually one of a troubled frustrated youth who is leading a dismal and unproductive life.

Juvenile delinquency is considered to be an acute national problem and seems to be increasing. The number and seriousness of crimes that are being committed by delinquent youths are becoming more intense. For example, high percentages of burglaries, car thefts, larcenies, and robberies are being committed by youths under eighteen years of age. The seriousness of the problem becomes more critical when it is realized that much delinquency is not reported or is undetected. There is no indication that the problem is going to be solved in the immediate future.

There are areas of disagreement as to the role of the school in the teaching of potential dropouts, potential delinquents, and delinquents. For example, some would limit the role of the school to that of being responsible for the academic progress of students and to refer to other agencies those students who are not able to adjust to school. Others would have the school expand its role to provide

jobs, medical services, and any other services that
students need. This expansion of the role of the school
would mean that schools would have to place great emphasis
on bringing community agencies and schools into closer con-
tact and for the schools to take the initiative in organiz-
ing groups to serve the total needs of youth. There,
however, is a consensus of opinion that the schools alone
cannot solve either the dropout or the delinquency problem.

Even though there are differences in opinion as to
the role of the school in meeting the needs of youth,
there are some generally accepted areas of agreement.
These areas of agreement primarily focus on the assumption
that individual students have different needs and that the
total school program should be flexible enough so that it
can attempt to serve as many students as possible.
Neither the dropout problem nor the delinquency problem
can be lessened by just encouraging students to stay in
school. School should be a place where students can attain
some degree of success in terms of their personal goals.
In many instances it may be necessary for schools to re-
examine some of their practices and seek new methods of
teaching large groups of youths who are different from
each other.

CHAPTER III

METHODOLOGY AND PROCEDURES

This study was designed to obtain individual information about a selected group of delinquent students as revealed through interviews with each student and one of his teachers. The information obtained about the students included (1) the students' perceptions of their interests; (2) the students' perceptions of their needs in regard to their interests; (3) the students' perceptions toward and knowledge of themselves, others, their immediate environments, and their world; (4) the students' perceptions of their performances in the communication skills (listening, speaking, reading, and writing); and (5) the perceptions of the students' teachers in regard to the information as listed above in items 1 through 4.

Presented in this chapter are descriptions of the student population, the teacher population, and the instruments used to gather the data. Also included is a description of the kinds of data sought, the procedures

used to gather the data and how the data were
processed.

Student Population

The delinquent students included in the study
consisted of eighteen youths who had been declared delin-
quent by the judge of the Calhoun County Juvenile and
Domestic Relations Court. At the time of this investiga-
tion these students were under the supervision of the
Calhoun County Juvenile and Domestic Relations Court.
Each youth was enrolled in a junior high school at the
time he was declared delinquent. The total population of
delinquent students in attendance in the junior high school
during the time this study was conducted is included in
the study. However, of the eighteen students studied, five
dropped out of school after reaching their sixteenth
birthdays. Thus thirteen of the eighteen were in attendance
in school at the time of the investigation and five had
dropped out.

Teacher Population

The homeroom teacher of each of the thirteen sub-
jects who were still enrolled in school was the teacher
selected to be interviewed. The homeroom teacher was

selected because he was in a better position to know about
the total school progress of the student than any other
individual teacher.

Of the five delinquent students who dropped out
of school after reaching their sixteenth birthdays, one
dropped out during the school year in which the investi-
gation was conducted. Four dropped out at the end of the
year preceeding the investigation and their homeroom
teachers were no longer employed at the junior high school.
Since their homeroom teachers were no longer available,
the assistant principal, who knew each of the four stu-
dents, was interviewed.

<div align="center">The Instruments Used</div>

The instruments used for this study were individual
interviews. An interview guide based on certain categories
of desired information about each of the subjects studied
was used. The categories of information are as follows:

I. Attitudes

    A. To what extent is he interested in any part of
       the school curriculum? (Examples: association
       with peers, participation in school student
       clubs, or particular part of course of study.)

To what extent would he like to broaden his

interests in any part of the curriculum?

B. How does he spend his time when not in school;

that is, what are his interests out of school?

(Examples: association with family, participati--

in adult-sponsored activities including church

activities, scouts, organized sports programs,

and Y.M.C.A.) To what extent would he like to

broaden his out-of-school interests?

C. What does he think of himself? (Examples: his

assessment of his ability to function well with

his peer group, his assessment of whether or not

he is usually happy, and how he really feels about

himself.)

D. What is his knowledge of self? (Examples: what

he thinks he is accomplishing in school; whether

he withdraws or is outgoing; and his state of

physical health.)

E. What is his perception of others?

1. What does he think of his friends, his

teachers, his family, his probation officer,

and other adults with whom he identifies?

2. Does he ever talk personally with any adults
   other than members of his own family?

F. What is his knowledge of others?

   1. What does he know about his friends, about
   his teachers, about his family, about his
   probation officer, and about other adults
   whom he identifies?

G. What is his perception of his immediate environ-
   ment?

   1. How does he feel about the neighborhood in
   which he lives?

   2. How does he feel about the city in which he
   lives?

   3. How does he feel about the school he attends?

H. What does he know about his neighborhood, his city
   and his school?

I. What is his perception of his world?

   1. How does he feel about the state in which he
   lives?

   2. How does he feel about the country in which
   he lives?

3. Is he aware of anything that is happening in the news concerning his state, his country, or outside his country?

J. What does he know about his state, nation, and world?

II. Performance in Selected Competencies

A. Perceptions of Communication Skills

1. Listening

a. Does he have any physical hearing impairments?

b. Is he usually able to comprehend what the teacher is saying?

c. Does he usually listen when the teacher is talking?

d. Is he usually able to follow directions which are given by his teacher?

e. What does he need to do to improve his listening skills? What can his teachers do?

2. Speaking

a. How does he feel about speaking?

b. Is he free of speech defects?

c. Is he willing to speak in class?

d. Is he able to answer questions to which he knows the answers, when he is called on in class?

e. Is his enunciation and pronunciation usually acceptable?

f. Does he use reasonably good grammar?

g. How is his ability to express himself influencing his progress in school?

h. What does he need to do to improve his speaking skills? What can his teacher do?

3. Reading

a. What does the student like to read about?

b. Does he have any physical limitations which would affect his reading?

c. Does he experience any difficulty with left to right eye movement?

d. Is he able to divide words into syllables?

e. Is he able to identify words by using context clues?

f. Can he understand most of the reading material in the textbooks he uses?

g. To what extent does he read outside of class?

h. Does he miss very many words when reading orally in class?

i. Does he read to learn about things other than assignments given in school?

j. What does he need to do to improve his reading skill? What can his teachers do to help?

4. Writing

a. How does he feel about writing?

b. Does he have any physical limitations which would affect his writing?

c. Is his penmanship legible?

d. Can he spell accurately?

e. How much writing does he do in school?

f. Does he ever have thoughts that he wants to write?

g. Is his vocabulary developed to the extent that he can express himself very well?

h. What does he need to do to improve his writing skill? What can his teachers do to help?

B. Teacher Information Regarding Delinquents' Performance
   in Selected Competencies of Listening, Speaking,
   Reading, and Writing

The interview guide was pre-tested on two students
and their homeroom teachers. A boy and a girl were selected
at random from the group of students who were under the
supervision of the Calhoun County Juvenile and Domestic
Relations Court but who were attending another school.

The interviewer posed broad, general questions
during the first pre-test interview. The purpose of these
questions was to determine if the desired information could
be secured without asking each specific question as it
appeared on the interview guide. It was found that after
the broad questions were asked, it was still necessary
to ask most of the more specific questions.

The second pre-test interview was conducted by
asking the questions as they appeared on the interview
guide. The length of the interview was shortened and the
student's responses were more easily obtained. This was
the method used in interviewing the students who were a
part of the study. The specific questions included in
the interview guide are included in Appendix A.

The interviews with the teachers were attempted with the investigator taking notes. The method worked successfully and was used in interviewing the teachers who were a part of the study.

Data sheets were compiled based on the categories of information desired about each student. A copy of a sample data sheet is included in Appendix B.

Soon after each student was interviewed, his responses were transcribed onto a data sheet. A separate data sheet was completed on each student interviewed.

The investigator completed a data sheet based on the information secured from each of the teachers interviewed. Some of the information was recorded immediately after the teacher gave a response. The remaining information was written on the sheet shortly after the interview with the teacher.

After the completion of the interviews with the students; summary data sheets, based on the information included on the individual sheets, were compiled. The same procedure was followed with the data sheets compiled from the teachers' responses. The results of the information secured from the students and from their teachers are reported in Chapter Four.

The Interview Settings

The delinquents who were not dropouts were individually interviewed during school hours in a private room assigned by the principal of the school. No one was present during the interviews other than the interviewer and the student. Those students who were no longer in attendance in school were interviewed in a private office in the Calhoun County Courthouse. No one was present during these interviews other than the interviewer and the student being interviewed. Tape recordings of all student interviews were made.

The following procedure was followed in interviewing the students:

1. The interviewer would explain the purpose of the interview by saying: "I am interested in knowing just how you feel about certain aspects of your personal life and about how you really feel about school. You will notice that I am going to record what you say on tape in order that I will not have to write while we are talking. I am not going to call you by name so that only you and I will know what you, as an individual, have said. I plan to talk to other young people about your age and then, after I am through, I hope that I will be able to offer

some suggestions as to how we might make school more helpful. Do you have any questions?"

2. The questions from the interview guide were then asked of each delinquent. Some sample questions are as follows:

(A) Tell me about some of the things that you like to do when you are in school? (B) Tell me about some of the things that you like to do when you are not in school? (C) Tell me about what you think you are accomplishing in school? (D) When you are in classes in school, to what extent do you usually listen to what your teachers say in class? (E) When you are in classes in school, how do you feel when a teacher calls on you to answer a question out loud? (F) Tell me about some of the things you like to read about. (G) What can your teachers do to help you to improve your reading? What can you do?

Questions were asked of the students and their teachers to obtain the same types of information about the students. The teachers were interviewed in the same room in which the students were interviewed. The interviews were conducted with no one present other than the interviewer and the teachers. The teachers' responses were

written either during or immediately following the
interviews. The following procedure was followed in
interviewing the teachers:

1. The investigator would explain the purpose
of the interview by saying: "I am interested in gathering
some information about a group of delinquent students who
are in attendance in school here. Since you are the home-
room teacher of a particular student included in the study,
.I would like to talk with you about this student. Your
name will not be used. I hope that, as a result of this
study, I will be able to suggest how the school program
for this group of students might be improved. Do you
have any questions?"

2. The questions from the interview guide were
then asked of one of each of the subject's teachers.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was concerned with obtaining individual information about a selected group of juvenile delinquents from which inferences might be made by teachers for curriculum planning. The information is categorized into areas which include (1) the students' perceptions of their interests; (2) the students' perceptions of their needs in regard to their interests; (3) the students' perceptions toward and knowledge of themselves, others, their immediate environments, and their world; (4) the students' perceptions of their performances in the communication skills (listening, speaking, reading, and writing); and (5) the perceptions of the students' teachers in regard to the information as listed above in items 1 through 4.

Data were gathered from personal interviews with the students and with their teachers. These data are presented in this chapter in tabular and narrative form. The data in each category is presented in a sequence which

is consistent throughout the chapter. The sequence
includes (1) the data obtained from the students; (2) the
data obtained from the teachers; and (3) a comparison of
the students' and the teachers' perceptions.

Nature of the Population

The total number of students studied was eighteen.
All eighteen had been declared delinquent by the Calhoun
County Juvenile and Domestic Relations Courts. They were
in attendance in a junior high school at the time they
became delinquent.

Sixteen students were boys and two were girls.
Ten students lived with both parents; five lived with only
one parent; and three lived with neither of their parents.
The number of siblings in the student's families ranged
from zero to nine with a mean of 3.9. Twelve of the
students lived in neighborhoods considered by the juvenile
court authorities as being high delinquency areas.

The ages of the students ranged from fourteen to
sixteen years. Four were fourteen years of age; nine were
fifteen; and five were sixteen years of age.

The grades the students reached in school ranged

from seven through ten. Three reached the seventh grade;
ten reached the eighth grade; three reached the ninth
grade; and two reached the tenth grade. All five of the
students who had reached their sixteenth birthdays dropped
out of school.

The Students' In-School Interests

The first category of desired information included
the students' interests in the school curriculum. The
specific interests about which the students were questioned
were (1) their association with peers; (2) their participa-
tion in student clubs and organizations; (3) their interests
in the school's course of study; (4) other school interests
identified by the students; and (5) the extent to which
the students would like to have broadened their interests.
The information about the students' interests was secured
from the students and from their teachers.

The Students' Perceptions

All eighteen students expressed an interest in a
subject area of the school program. Physical education
was cited as being of interest to fifteen students. Other
specific school subjects mentioned were auto mechanics by
four students; mathematics by three students; science by
three students; band by three students; art by two students;

and English and social studies by one student each. Table

1 shows the number of responses given and the percentage

of students who gave the responses. Since some students

gave more than one answer, the percentages will total

more than 100 per cent.

TABLE 1

INTERESTS IN SCHOOL SUBJECTS

Subject	Number of Responses	Percent of Students Responding
Physical Education	15	83
Auto Mechanics	5	28
Band	3	17
Mathematics	3	17
Science	3	17
Others	3	17

Five of the students indicated that they were

interested in associating with their peers at school.

Three revealed that they were interested in associating

with their teachers. Thirteen of the eighteen students

studied did not express an interest in associating with

their peers at school.

School clubs and organizations were not initially

mentioned by any of the students as being an area of

interest. However, when specifically asked about how they

felt about them, two revealed that they were members of a

club; six said they were not members and had no desire to

become members; six indicated that they might want to

become members; and four would not express an opinion.

Four responses indicating different points of view are

as follows:

> I do not want to join any. I do not like to join
> anything because I do not like to. I do not like
> them, I ain't never joined any. I have been asked
> but I just do not want to.

> I belong to the band and to the school "Y" club.
> I think they help me physically and mentally and
> help me learn to do things right.

> I am not a member and have never been asked to
> join. I do not know anything about them.

> I am not a member. I was asked but did not want
> to join because some of the people in them think
> that they are better than me.

When the students were asked about what they thought

would be exciting for them to learn in school, only four

mentioned anything other than a particular school subject

or subjects. Two said they were not interested in learning

anything. Twelve named a particular subject or subjects.

The students, as a group, seemed to equate learning

in school with the mastery of a particular subject or sub-

jects taught in school. There was very little evidence

that the students could really verbalize any particular

area of interest about which they really wanted to know

something.

The students were asked if they would like to

broaden or expand their interests in school. Ten stated

that they would; and eight expressed no desire to broaden

their interests. However, the ten students who said they

wanted to broaden their interests gave answers such as

"I would like to be in clubs later," or "I would like to

be more active." None of the students identified schools

as a means by which a particular goal might be met.

The Teachers' Perceptions

The teachers were questioned to determine their

perceptions of the students' interests in school. The

teachers throught that six students were not interested

in any part of the school curriculum. Four of the stu-

dents were thought to be interested in a school subject

or subjects; four were thought to be interested in

sports; seven were thought to be interested in associating

with other students; and one student was considered to be

interested in associating with his teachers. The teachers

thought three students were thought to be interested in

clubs and organizations.

In response to a question asking the teachers to
identify what they thought the students wanted to learn
in school, the teachers' answers revealed that they con-
sidered only five students as interested in learning
anything in school. Thirteen of the students were believed
not to be interested in learning anything in school.

The teachers' perceptions of the students' desires
to broaden their interests in school were assessed. The
teachers thought that only three students were interested
in broadening their interests. Fifteen students were
thought not to be interested in broadening their interests
in school.

Comparison of Teachers' and
Students' Perceptions Toward
Students' School Interests

These data concerning the students' interests in
school reveal that the teachers' perceptions and the
students' expressed interests were quite different. The
more important differences were those concerned with the
interests of the students in a particular subject in
school; the students' interests in wanting to learn in
school; and the students' desires to broaden their school
interests. In each of these areas, the teachers evaluated

the students' interests as being much less than those
expressed by the students.

The Students' Out-of-School Interests

The next category of desired information was con-
cerned with the students' out-of-school interests. The
specific information sought was how the students spent
their time when not in school. This included (1) the
extent to which the students associated with their
families; (2) the extent to which they participated in
adult-sponsored activities (church, organized sports,
scouts, and the Y.M.C.A.); (3) other interests identified
by the students; and (4) the extent to which the students
would like to broaden or expand their interests.

The Students' Perceptions

In response to questions concerning their family
activities, the students' answers revealed that twelve of
the eighteen students did devote part of their time to
family activities. Three of the students said that they
attended movies with their families; three said that they
just liked to talk with their families; three students
indicated that they watched television with their families;
two students said that they went on picnics with their
families; and two students said they rode around with

their families.

Family activities mentioned only once included Bingo, attending church, eating out, fishing, golf, and hunting. The total number of responses exceeded the number of students since some students described more than one activity. Six students, however, said that they seldom participated in family activities. Those six students did not identify any activity.

The students were asked if they participated in the adult-sponsored activities available to them. The specific activities about which they were questioned included church activities, organized, sports, the scouts and the Young Men's Christian Association.

Twelve of the eighteen students identified at least one adult-sponsored activity in which they participated. Five of the students said that they attended church regularly and three said that they went occasionally. It is of interest to note that when describing their family activities only one student said that he attended church with his family.

None of the students were members of the scouts but eight were members of the Young Men's Christian Association. Five of the students participated in organized sports. No

other adult-sponsored activities were identified by the
students.

The Teachers' Perceptions

When asked about the out-of-school activities of
the students, the teachers could not identify a single
activity of nine of the students. Only one teacher indi-
cated any knowledge about a student's family activities.
This student was known to have a paper route with which
his father helped him.

The teachers thought that four of the students
probably participated in activities in which they should
not participate. However, the teachers indicated no
knowledge about any specific activity. The teachers'
answers revealed that four of the students participated in
sports; two were said to participate in "usual" teen activi-
ties; one was thought to be a sex problem; three were
thought to spend time at the Young Men's Christian Asso-
ciation; one student was thought to spend time reading;
and one student was known to have a paper route. The
teachers indicated that, to their knowledge, none of the
students participated in the scouts, and one student
participated in church activities.

Comparison of Students' and Teachers' Perceptions

A comparison of the students' answers and the teachers' answers is not possible because of the limited information the teachers had about the students' out-of-school interests. The teachers knew very little about the students' families, their participation in adult-sponsored activities or whether or not the students attended church.

The Students' Perceptions Toward Themselves

The next category of information was concerned with how the students perceived themselves as getting along with their school and neighborhood peer groups. It was also concerned with the students' assessments of whether or not they were happy, and how they really felt about themselves.

The Students' Perceptions

The students were asked to assess their abilities to get along with their classmates at school. Their answers were categorized into three areas which were (1) above average, (2) average, and (3) below average. Eight of the students' answers revealed that their relationships with their classmates were above average; seven were below average; and three were average.

Earlier in the interviews only five students said
that they were interested in their school peer relation-
ships. Yet when asked to evaluate how well they were
getting along with their school peers, eight said that
their relationships were above average. One possible
explanation for the differences in their answers is the
fact that the first series of questions were open ended.
The specific request for the students to "tell me how well
you get along with your classmates at school," elicited
a slightly different response. However, in each series
of questions, the students' answers indicated that more
of them were interested in their neighborhood peers than
in their school peers. Seven of the students recognized
that they were not getting along very well with their
peers at school.

The students were asked to assess their abilities
to get along with their neighborhood friends. Their
answers were classified into three areas which included
(1) above average, (2) average, and (3) below average.

Six of the students thought that their relation-
ships with their neighborhood friends were above average;
nine were average; and three were below average. In

comparing the answers of the students' assessments of their abilities to get along with their school peers and neighborhood peers, it seems significant that fifteen students thought they were either getting along average or above the average with their neighborhood peers, while eleven thought that they were getting along average or above average with their school peers. The students' answers consistently showed their apparent high regard for their neighborhood peers. To a lesser degree their answers showed that the majority of the students were interested in associating with their school peers.

The students were asked to identify the things about which they were happy. All but three indicated at least one area of happiness. The most frequent responses were "being at home," by four students; "being in school," by two students; "I do not drink," by two students; "I can do as I please," by two students; and "having friends," by two students. Many of the areas of happiness identified by the students were not positive responses. For example, "I do not drink," and "I do not have enemies," have negative emphasis. Only two students mentioned any part of school life as being an area of happiness. One

student's answer about being happy is as follows:

> Quitting school. I am going to quit tomorrow.
> I'll be sixteen and I do not like to go to
> school. I do not like the school. I do not like
> the teachers. They suspended me last week
> because I called a nigger a baboon and they
> suspended me. They have too many rules, they
> will not let us chew gum or smoke.

Three students said that they were not happy about anything. It is difficult to imagine a student's being interested in school or in learning if he cannot think of anything in his whole existence about which he can find something to be happy. The responses the students gave concerning their areas of happiness and the number and percentage of students who gave each response is shown in Table 2. Since some of the students gave more than one answer, the total percentage will be more than 100 per cent.

When asked to indicate what they were unhappy about, six said that they were not unhappy about anything. Five of the students specifically mentioned school as being an area of their lives about which they were unhappy. No other single area of unhappiness was mentioned more than one time. The areas mentioned once were as follows: war in Viet Nam; trouble with police; had to get his hair

TABLE 2

AREAS OF HAPPINESS

Responses	Number of Students	Per Cent of Students
Being at home	4	22
Not anything	3	17
Being in school	2	11
Does not drink	2	11
Freedom to do as pleases	2	11
Having friends	2	11
Has car	1	6
Healthy	1	6
Moving to Arizona	1	6
Moving to Florida	1	6
Mother has job	1	6
No enemies	1	6
Quitting school	1	6
Waking up every morning	1	6

cut; nothing to do; father got killed; recent car wreck; unhappy with sisters; and dad is in Korea.

The students were asked to explain how they really felt about themselves. The interviewer experienced more difficulty in getting responses to this question than with any other question asked. In every interview the question

had to be repeated at least once. Some representative

answers are as follows:

> I never thought of it. I'm here just like every-
> body else. I'm happy.

> I'm dissatisfied with myself. I'm sorry that I
> stole that car. I'm dissatisfied with myself.

> I feel fine and all right. I'm glad that I am
> alive.

> I do not get mad too easily. I guess I am all
> right. I get along with my friends, neighbors,
> and family.

In response to the question asking the students

how they felt about themselves, four said that they were

happy with themselves; three indicated that they were dis-

gusted or felt guilty about themselves; three were unable

to answer the question; and two students said that they

felt they could get along well with people. In addition

to the multiple responses, single responses were: "I'm

here like everybody else;" "I can do as I please;" "I do

not get mad easily;" "I am an average person;" and "I

enjoy being in groups." All eighteen of the students had

difficulty in answering the question. Not one student

could answer the question without probing from the inter-

viewer.

The Teachers' Perceptions

The teachers' perceptions were assessed as to how they thought the students were getting along with their classmates. The teachers' responses were classified into three areas. The areas of classification were (1) above average, (2) average, and (3) below average. The teachers' responses indicated that eleven students' relationships with their peers were below average; four were above average; and three were average.

The teachers were asked if they could identify any area about which they thought the students to be happy. Eight of the students were thought not to be happy about anything. Five were thought to be happy about some aspect of school; three were thought to be happy about their peer relationships; two were thought to just seem happy; one was thought to be happy with sports; and one was thought to be happy with auto mechanics. One teacher did not express an opinion about one student.

The teachers were asked to identify some things about which they felt the students to be unhappy. Six students were thought to be unhappy about their school adjustments; three were thought not to be unhappy about

anything; two just seemed generally unhappy; two seemed

unhappy about their families; one was unhappy about any

kind of control being exerted on him; and one seemed un-

happy about current racial problems. The teachers expressed

no knowledge as to how they felt about the unhappiness of

three of the students.

Comparison of the Students' and Teachers' Perceptions

The students' assessments of their abilities to

get along with their classmates in school and with their

neighborhood friends were different from their teachers'

assessments. The teacher did not think the students were

getting along as well as the students thought they were.

The students' and teachers' identification of

the area of happiness and unhappiness of the students was

also different. The teachers had little knowledge about

these areas. The only area of agreement was that both

groups indicated the students' unhappiness with school

as the more predominately mentioned area of unhappiness.

The Students' Knowledge of Themselves

The next group of questions were asked to discover

what knowledge the students had about themselves. The

specific information desired was (1) what the students

were accomplishing in school; (2) whether the students were

withdrawn or outgoing; (3) the students' state of physical

health; and (4) the students' abilities to reveal facts

about themselves.

The Students' Perceptions

Table 3 shows the responses the students gave con-

cerning what they thought they were accomplishing in

school. The number of responses will exceed the number

of students since some students gave multiple answers.

TABLE 3

ACCOMPLISHMENTS IN SCHOOL

Responses	Number of Responses
Not anything	6
Getting an education	4
Preparing for a job	3
Learning to get along with people	2
Learning English	2
Learning Mathematics	2
Learning sports	2
Meeting people	2
Others (single)	7

The students' answers concerning their school

accomplishments were void of any indication that school

was serving as a means to help them reach future goals.
Ambiguous answers such as "getting an education," or
"learning English," did not reflect any real identifica-
tion of values which the school could help them to develop.
The only answer which might have been construed as an
identification of future goals was "preparing for a job."
This answer, within itself, had little meaning because
the students did not say how school was helping them to
prepare for a job nor did they indicate the job for which
they were being prepared.

The students were asked to indicate whether they
usually participated in class activities. Their answers
were categorized into three areas which were (1) outgoing,
(2) withdrawn, or (3) neither outgoing nor withdrawn.

Eight students' answers indicated they were with-
drawn; and eight answers indicated that they were out-
going. Two students' answers could be categorized neither
withdrawn nor outgoing. Some representative answers are
as follows:

> I usually join in, I holler out and talk. I
> participate in everything that goes on in the
> classroom.

> I try to join in when I know the lesson.

> I'm not too good in answering questions. I
> do not join in.

> I let the others. It would be wrong if I said
> anything anyway.

The students were asked to say whether or not they were physically healthy. Fifteen students said that they were healthy. Three indicated that they had some problems with their health. No student had a serious health problem.

The last question concerning the students' knowledge of themselves was, "Tell me what you really know about yourself." The interviewer experienced some difficulty in obtaining answers to the question; even though the students seemed to understand the question. Thirteen students gave a total of twenty-eight responses. Five students were unable to cite a single fact about themselves. Some representative answers are as follows:

> I am five feet seven and weigh 145 pounds. I
> have brown eyes and hair. I do not have a
> disease of any kind.

> Not much. A person really does not know much
> about himself. I know that I am not going to
> get in any more trouble and that I am going to
> make something out of myself.

> I ain't really intelligent. I know enough to
> get through school but I'm no genius. I like
> to have fun.

I never really thought about it.

Only one response was given as many as three times. That response was, "I like sports." Responses given twice are as follows: "I am healthy;" "I like to be with people;" and "I get along well with people."

The Teachers' Perceptions

The teachers were asked about what they thought the students were accomplishing in school. Their answers revealed that twelve students were not accomplishing any- thing. Only one student was thought to be above the average in performance in his school subjects. One stu- dent was thought to be average in his performance in his school subjects. Three students were considered to be below average in their performance in school subjects, but they were thought to be accomplishing something in school. An analysis of the teachers' answers concerning the specific accomplishments in school of the six students who they thought were accomplishing something in school is as follows: Five of the students were thought to be accomplishing something in their school subjects; two of the six students were thought to be learning to get along with people; and one student was thought to be developing leadership qualities. Only three different areas of

accomplishment were identified for the six students. The teachers' answers revealed that they thought the students were accomplishing very little in school.

The teachers were asked to express their opinions as to whether the students were outgoing, withdrawn, or neither outgoing nor withdrawn in class. Their answers revealed that ten of the students were withdrawn; seven were outgoing; and one was neither outgoing nor withdrawn.

The teachers were questioned to determine their perceptions of the health of the students. Their answers revealed that seventeen of the students were healthy and that one student had health problems.

Comparison of the
Students' and
Teachers' Perceptions

The students thought that they were accomplishing more in school than their teachers thought they were accomplishing. However, the students' and teachers' answers revealed that the students were making very little progress in school.

The students and teachers thought that most of the students could be classified as either outgoing or withdrawn in class. Their opinions differed in that the

teachers thought that more students were withdrawn than the students thought were withdrawn; and the students thought that more students were outgoing than the teachers thought were outgoing.

The students' and teachers' assessments of the students' health were very similar. None of the students were thought to have a serious health problem by either the students or teachers.

The Students' Perceptions of Others

The students and their teachers were questioned as to the students' perceptions of others. Specifically they were questioned about the students' friends, families, teachers, probation officers and other adults whom the students and teachers could identify. For the purposes of analysis, the students' and teachers' answers were categorized into four areas: (1) positive feelings, (2) negative feelings, (3) neither positive or negative, and (4) no answer.

The Students' Perceptions

The students were asked about their feelings toward their friends. All eighteen students answered the

question and gave a total of twenty-four responses. Of

the twenty-four responses given, only one was considered a

negative response. Twenty-three responses were considered

to be positive. Some of the students' responses are as

follows:

Just normal, just like I would be with most people.
I feel free to say what I wish and they feel the
same way. Sorta like being with your dog, you
can do what you want to.

Feel that I am as good as they are and I like
to have fun. I am relaxed.

I feel good. I like them, we go off together.
They do not get drunk and start fighting and
things like that. They try to help me.

If I know them, I feel okay. When I first know
people, I feel kinda nervous.

Great, you can joke around with them. You feel
like you have known them all of your life. You
feel like you can have a good time. They have
about the same views as me. You can feel like
yourself.

The students were asked about their feelings toward

their families. They gave a total of twenty responses,

eighteen of which were categorized as positive feelings

and two of which were categorized as negative feelings.

Some of the examples of their answers are as follows:

Sorta hard to answer. Most of the time pretty
good. You have to walk a chalk line and do
what is right.

That's a different story. I like to be with mom but dad is always grouchy and is fussing.

.Normal, but I have to not do some things that I want to when I am with them, you know, just like anybody else would feel with their family.

Just normal. I have plenty to eat and a place to stay.

When asked about their teachers, the students gave a total of twenty-five responses. Sixteen of the responses were indicative of negative feelings; eight represented positive feelings; and one response was neither negative or positive. Some of their responses are as follows:

With some, o.k.; with others, sorta scared. With some of them if you have a problem, they will help you. The others feel like that they have spent too much time with you already.

Sad. I do not know much about homework and books and things like that.

Nervous. I am afraid that they will ask me to do something that I can't do.

I do not feel so good. Mostly I do not like the school. Some of the teachers are all right but most of them are not. I think that they are grouchy.

They fuss on me because I do not do my work.

Sorta hard to say, every time I say something, everybody starts laughing. This is O. K., because it is better to leave people happy than to leave

them sad. I do not feel friendly toward them.
It is hard to get to know them.

I feel pretty good. I think my teachers are
interested in me. I'm not nervous when I am
with my teachers.

Questions were asked of the students concerning
their feelings about their probation officers. Four of
the students would not express themselves. Eight stu-
dents had positive feelings and three had negative feel-
ings about their probation officers. Three answers could
be categorized as neither positive nor negative. Some of
the students' answers are as follows:

I like to be with her. She has done a lot for me.

I feel nervous.

All right. I think he is interested in me.

All right sometimes. All nervous inside sometimes
because I am afraid that he may have found out
something I have done wrong.

You do not know what is coming next. You never
know when you are goners. Pretty nervous.

In summary, the students made more positive
statements about their friends and families than they did
about their teachers and probation officers. They made
more negative statements about these teachers than about
anyone else. This information is shown in Table 4. The

number of responses exceeded the number of students since
some students gave multiple responses.

TABLE 4

STUDENTS' PERCEPTIONS OF OTHERS

Categories	Number of Positive Responses	Number of Negative Responses	Number of Neither Positive nor Negative	No Answer
Family	18	2	0	0
Friends	23	1	0	0
Probation Officer	8	3	3	4
Teachers	8	16	1	0

The students were asked to identify adults other
than their families, their teachers or their probation
officers with whom they had good relationships. Six
students did not identify anyone. Nine students mentioned
one other adult and three students identified more than
one. Adults mentioned more than once included relatives,
neighbors, a service station owner.

The students were asked to identify adults other
than their families, their teachers and their probation
officers with whom they had poor relationships. Thirteen
students did not identify anyone. Four students identified

relatives. One student said he did not get along with anyone who "smarts off to me."

In summary, these students as a group indicated that they did not associate with many adults other than their families, teachers and probation officers. Not one student identified a law enforcement officer as a person with whom he associated.

The Teachers' Perceptions

Questions were asked of the teachers to determine their perceptions toward how they thought the students felt about their friends, families, teachers, and probation officers. The teachers' responses to these questions are summarized in Table 5 as to the number of positive responses, number of negative responses and if the teachers did not respond.

The teachers were asked to identify any adults other than the students' families, teachers, and probation officers the students associated. None of the teachers was able to identify any.

Comparison of Students' and Teachers' Perceptions

The most significant comparison is that of the students' perceptions toward their teachers. The students'

TABLE 5

TEACHERS' PERCEPTIONS OF STUDENTS'
FEELINGS TOWARD OTHERS

Categories	Number of Positive Responses	Number of Negative Responses	Number of No Responses
Families	4	4	10
Friends	10	3	5
Probation Officer	0	0	18
Teachers	5	13	0

answers revealed that they had more negative feelings

toward their teachers than toward anyone else. The

teachers' opinions substantiated these negative feelings

of the students in that thirteen of the eighteen students

were thought to have negative feelings about their teach-

ers. The students' answers concerning their feelings

about their friends revealed that their feelings were

highly positive. The teachers thought that ten of the

students had positive feelings about their friends and that

three students had negative feelings.

The Students' Knowledge of Others

The next category of desired information included

the students' knowledge of others. Specifically the

students were asked to cite some facts which they knew

about their friends, their teachers, their families, their

probation officers and other adults whom they identified.

The teachers were asked to express their opinions as to

the extent of the students' knowledge about the same

individuals.

The Students' Perceptions

When asked to "tell me some things that you know

about your friends," six students gave from five to six

facts; five gave from three to four facts, and four

students gave one fact. One student was unable to tell

anything about his friends.

Answers to previous questions about their friends

were indicative of the students' apparently high regard

for their friends. Yet, the students seemed to be unable

to verbalize very much about their friends. It seems

significant that one half of the students interviewed

could not relate as many as three facts about their

friends.

In response to a question asking the students to

indicate some things they knew about their families, the

following data were obtained: Eleven students gave from

three to six facts, and six students gave from one to two

facts. One student was unable to tell anything about his

family. These students should have had extensive knowledge

of their families, yet they seemed unable to relate very

much information. Some representative answers follow:

> Mother likes to visit grandmother. They like to
> ride around in cars. They are nice.

> Daddy works in the day time. My grandmother is
> sick and weak.

> My sister is real nice to me. My mother works
> all the time. We all get along well.

> They are relaxed sometimes and nervous sometimes,
> especially when my little brother gets sick.

The students were asked to indicate some things

that they knew about their teachers. Eight students did

not identify anything. Four students gave from four to

six facts and six students gave from one to two facts.

In relating information about their probation

officer, six students gave from three to six facts; ten

students gave from one to two facts; and two students were

unable to cite any facts.

Five of the students had previously identified

adults with whom they associated other than their families,

teachers, and probation officers. Those five students

were asked to relate some things that they knew about the

adults whom they had identified. Four of the students mentioned a total of eighteen facts about the adults. One student was unable to cite any facts.

The Teachers' Perceptions

The teachers were asked to comment on the extent to which they thought the students possessed knowledge about their friends, families, teachers, and probation officers. The teachers had not previously identified any other adults with whom the students associated. The teachers' answers were put into three categories which were (1) adequate knowledge, (2) limited knowledge, and (3) no response.

The teachers' responses indicated that seven students had adequate knowledge of their friends, seven had adequate knowledge of their families, and one student had an adequate knowledge of his teachers. The teachers expressed no opinions as to the knowledge the students possessed about their probation officers or other adults.

A Comparison of the Students' and Teachers' Responses

Because of the teachers' apparent lack of information about the students' knowledge of their families, friends,

probation officers and other adults; it was not possible

to compare their answers with the students' answers. The

teachers' and students' answers concerning the students'

knowledge about their teachers seemed to be consistent.

The teachers thought that only one student had an ade-

quate knowledge about his teachers and that sixteen stu-

dents had a limited knowledge. The students' answers also

revealed that, as a group, the students were unable to

express much knowledge about their teachers.

<div align="center">The Students' Perceptions of Their
Immediate Environment</div>

The students were questioned as to how they felt

about (1) the neighborhoods in which they lived, (2) the

city in which they lived, and (3) the school they attended.

The students were asked to specifically identify what they

liked and what they would like to change about their neigh-

borhoods, city, and school.

The Students' Perceptions

In regard to the neighborhood in which they lived,

the students' answers revealed that they liked twenty-four

things and that they wanted to change fourteen things.

Some examples of their answers concerning what they liked

about their neighborhoods are as follows:

> The cleanliness of the neighborhood. People do not throw garbage around. They keep their dogs up.

> It is quiet and it ain't noisy. The people will do anything for you.

> I like the boys in the neighborhood.

> Everybody on the street is kin to everybody else. It is a good thing that everybody knows each other and gets along well together.

Some examples of the students' answers concerning desired changes in their neighborhoods are as follows:

> I do not like it really. A lot of people say that it is not a respectable place to live, and you have to live with that too. However, it is a place to live and eat and sleep.

> I would move some of the old women out. They are always running their mouths and griping about something.

> The rules. Some of the sorry people should move out.

Thirteen of the eighteen students gave a total of thirty-four answers regarding the city in which they lived. Some examples of their answers are as follows:

> There are a lot of places to play like the Y.M.C.A. and the football field.

> I've been living here fifteen years and I like everything about it.

> The skating rinks; the dances in the city auditorium.

It is a fitten place to live; the police try to
keep it clean and do not allow people to roam
around the streets at night. It is a nice size
city, it is not huge and it is not little. It
is growing.

Eleven of the eighteen students gave a total of

seventeen responses to the question regarding things which

they wanted to change about their city. Some representa-

tive answers are as follows:

Ain't nothing I would like to change.

The smoke house should not be there, it is where
men play pool and gamble and do thinks like that
and it needs new stores.

Would like to have the slums and colored sections
cleaned up then the colored people would quit
yelling.

I would like for the town to be dry. I would like
for all the liquor and beer to be poured down the
drain. It sells, liquor, whiskey and beer. Get
that stuff out of here. A lot of teenagers like
me get drunk, rob stores, and if we could not get
the liquor, we would not do it.

The colored people should get along with the
whites; the whites should get along with the
whites; they should not go around fighting.

The students were asked to indicate the things

they liked about the school they attended. Eleven stu-

dents indicated from two to four aspects of school which

they liked; and each of two students listed one thing

they liked. Five students said that they did not like

anything about school. The total number of responses given

was thirty-four. Some representative answers are as

follows:

I do not like nothing about it.

I like it because my friends go there. The
teachers will help you if you want to learn.
The teachers are fine and it is a good school;
but the teachers will not help you if you act
like you do not want to learn. They will just
let you sit there. I do O.K. in school, though.

My friends and the gym and that's all.

I like the food, physical education and math and
where you learn to build things.

Good clean walls and clean classrooms; having
clean walls and classrooms helps us; the way
it is run; they have nice teachers.

The students were questioned as to the things

they wanted to change about the school they attended.

Eight students verbalized from two to three aspects of

school which they would like to change and seven stu-

dents mentioned one. Three students did not mention

anything. The students gave a total of twenty-five

responses to the question. Some examples of their

answers are as follows:

I would like to change the colored and the
white. You know, make the colored go to one
school and the whites to another.

Some of the teachers; the desks and chairs need to be replaced; they have marks all over them.

Would like to c, ange the teachers and that's all; it would be nice to have new teachers up here.

New teachers and a new principal and to change the rules about smoking and gum chewing.

Some of the teachers show favoritism. You can see this. Those who do not have enough money do not get fair treatment. I would like for schools to have clothes like academies where everybody dresses just alike. Some students wear rags and some wear expensive clothes. Teachers show favoritism toward those who we : expensive clothes. If everyone dressed alike, everyone would be treated equally.

Burn it down is the only thing I would like to change.

The Teachers.

Not anything wrong with it.

The colored should go to their own school.

The teachers' attitude toward the students.

In summary, the students numerically identified more things that they liked about their school than they disliked. However, the intensity of some of their answers revealed a genuine dislike for school. Statements such as "burn it down" and "get new teachers and a new principal," are indicative of rather intense feelings. The students' answers concerning the things they wanted to change about their neighborhoods and cities did not

reveal their intense feelings as did their answers about the school they attended.

The Teachers' Perceptions

Only three teachers expressed an opinion as to what they thought the students liked about their neighborhoods. The teachers who did respond said that one student probably liked his peer group; one student probably liked the neighborhood recreation facilities; and one student was thought not to be interested in anything about his neighborhood. None of the teachers expressed an opinion as to what they thought the students wanted to change about their neighborhoods.

Only one of the teachers expressed an opinion as to what he thought a student liked about his city and what the student wanted to change about his city. This teacher revealed that the student probably did not like anything about his city and that the student probably would like fewer restrictions on his behavior by the city.

All of the teachers responded to the question concerning their opinions as to what the students liked about school. The teachers' answers revealed that eight

students did not like anything about school and that

three students liked most of the things about school. The

teachers thought that seven students liked certain phases

of school, but that the things they liked were very

limited. For example, six of the seven were thought to

like their peers; two were thought to like sports and one

was thought to like the band.

Only four of the teachers responded to the ques-

tion concerning their opinions as to what they thought the

students wanted to change about school. The teachers'

responses indicated that three of the students wanted

fewer restrictions and that one student wanted school to

be made easier for him.

A Comparison of the Students' and Teachers' Perceptions

It was not possible to compare the students' and

teachers' responses concerning the students' feelings

about the neighborhoods and cities in which the students

lived or about the things the students wanted to change

about school. It was possible, however, to compare the

students' and teacher's answers about what the students

liked about school. The teachers thought that the

students did not like as many things about school as the students said they liked. However, both the students' and teachers' answers revealed that the students, as a group, had serious deficiencies as far as their liking very much about school.

The Students' Knowledge of Their Neighborhoods, City, and School

Questions were asked of the students and their teachers to determine if the students had any basic knowledge about their neighborhoods, their city, and their school. The students' answers were analyzed as to the number of facts they could cite. The teachers' answers were analyzed as to whether they thought the students' knowledge was (1) adequate, (2) limited, or (3) unknown to the teacher.

The Students' Perceptions

The students were asked to tell some things that they knew about the neighborhoods and city in which they lived. The eighteen students gave a total of thirty-six statements about their neighborhoods and thirty-four facts about their city. Some examples of their answers about their neighborhoods are as follows:

CONTINUED

It is a sorry place to live. They have rules that
I do not like. The rules will not allow you to
play around the buildings.

It is quiet.

It is a nice neighborhood. There is a park in
it. I do not like the highway that goes in
front of it.

It is a rough side of town. Everybody lowrates
it, but they do not come over and tell us.

Some examples of the students' answers concerning

their city are as follows:

It is in northeast Alabama; I know where every-
thing is in Anniston; it's population is
about 70,000. Jacksonville State University is
located just north of Anniston. Ft. McClellan
is nearby.

Everybody has to go by the law.

Not much fighting on streets; streets are clean;
good police force; a good place to live.

A pretty good place to live; not very big;
not as big as Birmingham or Gadsden; has a
lot of nice people in it.

The students were questioned as to their knowledge

of the school which they attended. Their answers are

analyzed as follows: Eight students were able to cite

from three to six facts about their school and five stu-

dents gave from one to two facts. Five students could

not give any factual information about their school. The

total number of answers given was thirty-four. Some

examples of the students' answers are as follows:

> Its nice; has I.W.P. (independent work period);
> I like I.W.P.; has a sports program; has a shop
> to learn a trade.

> There are some mean boys who go there. The
> colored go there.

> I can't think of anything.

> Not too much.

> Had rather not say; after the accident, I do
> not like the school; before my accident they
> did not search the colored people and did not
> protect us, if they would have my accident
> would not have happened. It is big and the loca-
> tion is good. (NOTE: The accident to which he
> refers involved him and a Negro boy in an inci-
> dent where he was cut during a fight with the
> other student.)

In summary, all of the students were able to

give some factual information about the neighborhoods in

which they lived even though the information was limited.

Five students were unable to give any information about

the city in which they lived and five students did not

give any facts about the school they attended. Table 6

summarizes this information.

Teachers' Perceptions

The students' teachers were asked to indicate

their opinions as to the extent of the students' knowledge

TABLE 6

NUMBER OF STUDENT RESPONSES ABOUT FACTS CONCERNING THEIR NEIGHBORHOODS, CITY AND SCHOOL

Number of	Number of Students Responding		
Statements Given	Neighborhood	City	School
Six	0	1	0
Five	1	0	1
Four	0	2	1
Three	5	3	6
Two	4	4	2
One	8	3	3
Zero	0	5	5
Total Students	18	18	18

of their neighborhoods, city, and school. The teachers'
answers were categorized into three areas which were (1)
adequate knowledge, (2) limited knowledge, and (3) no
response.

The teachers' opinions as to the students' knowl-
edge concerning their neighborhoods revealed that seven
students were thought to have an adequate knowledge; and
nine students were thought to have a limited knowledge.
Two teachers did not express an opinion.

The teachers were asked to assess the students'
knowledge of the city in which they lived. Every teacher

responded to the question and indicated that sixteen

students probably had a limited knowledge and that two

students had an adequate knowledge of their city.

The teachers' opinion as to the students' knowledge

of the school they attended were assessed. The teachers

thought that eleven of the students had a limited knowledge

and that six students' knowledge was adequate. One teach-

er did not express an opinion.

A Comparison of
the Students' and
Teachers' Opinions

The answers from both the students and the teach-

ers revealed that the students expressed very little

factual information about their neighborhoods, city, or

school. This was indicated by the small number of

facts the students could cite and by the teachers'

appraisal of the students' knowledge as being limited.

The Students' Perceptions of Their World

The students and their teachers were questioned

as to the students' perceptions of their world.

Specifically they were asked about the state in which

they lived, the country in which they lived, and about

their interest in news happenings. The students were
asked to identify what they liked and what they wanted
to change about their state and country.

The Students' Perceptions

The students were asked to identify some things
that they liked about the state in which they lived.
Five students did not identify anything. Thirteen stu-
dents mentioned forty-five things which they liked about
their state. Some examples of their answers are as
follows:

> A nice place to live; the way it is run; the
> laws.

> The hunting grounds, fishing areas, cheaha park;
> a nice state; it is clean; the odor is good.

> It is my home. I like Birmingham and other
> places like that. It is not the number one
> state to live in but it is all right. I have
> learned to like it because I have lived in it
> all of my life.

> It is hard to explain, I don't know. I couldn't
> tell you nothing about it.

> The lakes, forests, and outdoors.

> I do not know what I like about it. I never
> thought about it.

The students were asked to tell what they would
like to change about their state. Only three of the

eighteen students said that they wanted to change anything.

Those three students' answers are as follows:

The slums around some of the big cities.

Get all the whiskey and beer and stuff out of it.

The racial situation. All that stuff like fight-
ing and the bad name that Alabama has. We need
to stop the trouble if we have to let the colored
stay in school with the whites or if we have to
make them go to separate schools. A solution
needs to be found regardless of who it hurts.

The students were asked to tell what they liked

about the United States. Only three of the eighteen

students did not respond to the question. Fifteen stu-

dents gave a total of fifty-six answers. Some represen-

tative answers are as follows:

Strongest nation in the world; democratic; the
war in Viet Nam. You can worship God like you
want to. You can do pretty well what you please.

The people; the stores in it; the skating rinks.
The army tries to protect us.

It is anti-Communist, helps other countries who
are anti-Communist; it is presently at war with
North Viet Nam on the side of South Viet Nam.
As a whole, other countries look up to the U. S.
It acts as a leader for other countries. The
United Nations is in New York because it keeps up
the morale of other countries.

Plenty of schools and industries and I can't
think of anything else.

I don't know. We are free. We ain't got nobody
over us like Cubans or Russians. You can do
things that you want to. You can go where you
want to any time the day or night.

I just like it.

I just can't think of anything.

Six students said that they could not think of
any changes about the United States. One student identi-
fied two changes and eleven students cited one change
each. The total number of desired changes was seventeen.

The students' concerns over current news happen-
ings were assessed. Fourteen of the students verbalized
concerns about news happenings. Eleven students gave
from two to six responses and three students gave one
response each. Twelve of the fourteen students who re-
sponded to the question specifically mentioned the war in
Viet Nam as being of concern to them. Four students were
concerned with racial problems and two students were con-
cerned about people being hungry. In addition to these
multiple concerns, twenty-one other single areas of
concern were identified. The students gave a total of
thirty-nine different responses. Table 7 summarizes these
areas of concern. The number of answers totals more than

eighteen because some students gave multiple responses.

TABLE 7

MOST FREQUENTLY MENTIONED AREAS OF
CONCERN OVER NEWS HAPPENINGS

Areas of Concern	Number of Students Identifying Areas
War in Viet Nam	12
Racial Problems	4
Hungry People	2
No Concern	4

The Teachers' Perceptions

The teachers were asked to express their opinions
as to the students' feelings about the state in which they
lived. When asked what they thought the students liked
about their state, only one teacher responded. That
teacher said, "He just does not like it." Seventeen
teachers did not express an opinion. None of the teachers
responded to the question asking them to identify what they
thought the students wanted to change about their state.

The teachers were asked to indicate what they
thought the students liked about the United States. None
of the teachers responded to the question. None of the

teachers would express an opinion as to what the students

wanted to change about the United States.

The teachers were asked to indicate what, if any-

thing, the students seemed concerned about current news

happenings. The teachers' answers revealed that twelve

students were not concerned about anything. Five students

were thought to be concerned but the teachers could not

identify any particular area of concern. One student was

thought to be concerned with racial problems.

Comparison of Students' and Teachers' Perceptions

It was not possible to compare the teachers'

responses and the students' responses of the students'

perceptions toward their state or nation. The teachers

did not express their opinions in these two areas. Their

knowledge about the students was limited as far as these

two areas were concerned.

The teachers did, however, express themselves as

to how the students felt about news happenings. They did

not think that the students were as interested in news

happenings as the students' answers indicated that they

were.

The Students' Knowledge of Their World

The students and their teachers were interviewed to determine if the students had any basic knowledge about their state and nation. The students were asked to tell some things that they knew about their state and nation. The teachers were asked to indicate what they thought the extent of the students' knowledge was concerning their state and nation.

The Students' Perceptions

Six students were unable to cite a single fact about the state in which they lived. Five students mentioned from two to eight facts and four were able to cite one fact. The total number of facts given was forty-two. Some examples of their answers are as follows:

I do not know anything about it.

Nothing much, I do not travel any.

It has a pretty good governor. He gave us free textbooks. Lurleen is governor now but he will still be in office. Parks; lakes; camping reserves; has big cities like Birmingham and Montgomery; has good clean water.

It is a growing state; it is a nice state to live in.

I do not know what I know.

Birmingham is the biggest city; Montgomery is the capital; the University of Alabama is in Tuscaloosa.

The students were able to identify forty-two different things that they knew about the state. Yet, they indicated forty-five things that they liked about the state and four things that they wanted to change. Students' answers such as "a nice place to live," or "it is my home," are indicative of their feelings but are not necessarily indicative of any basic knowledge. Four students were unable to state any facts about the United States. One student was able to state ten facts, and thirteen students stated from two to seven facts. The total number of facts given was sixty-two. Some examples of the students' answers are as follows:

It is in a war right now.

Alaska is the biggest state; Washington is the capital; a lot of nice people.

Has its nose where it does not belong. Viet Nam is where the Communists belong and is on that side of the water. American troops are getting killed for one little piece of land that is not even ours. Freedom of the press; you can start your own business; you can work if you want too and you do not have to work if you do not want too. In Communist Countries, you have to work. Here, what you produce is yours and you do not have to give it away.

Johnson is president. Alabama is one of the states.
You have freedom. You can say what you want too
any time you want too.

The students identified sixty-two facts about the

United States. The students identified seventy-three

things that they liked or wanted to change about the United

States. The same observation can be made about the stu-

dents' feelings and knowledge of the United States as

was made concerning their feelings about knowledge about

their state. The students' feelings did not appear to be

based on very much factual information.

The Teachers' Perceptions

The teachers were asked to express their opinions

as to the students' knowledge of their state. The teach-

ers' answers indicated that only two students had very

much knowledge about their state. Sixteen students were

thought to have a very limited knowledge.

The teachers were asked to indicate their opinions

as to the students' knowledge of the United States. Only

three students were thought to possess any basic knowledge

about the United States.

Comparison of Students' and Teachers' Perception

The students' answers revealed that their knowledge about their state and nation was very limited. The teachers' answers substantiated those given by the students. The teachers thought that the students, as a group, knew very little about their state and nation.

Performance in Listening Skills

The students and the teachers were asked to express their opinions as to the students' performance in listening skills. Answers to the following questions were sought:

1. Does the student have any hearing impairments?

2. Is he usually able to comprehend what the teacher is saying?

3. Does he usually listen when the teacher is talking?

4. Is he usually able to follow directions which are given by his teacher?

5. What listening problems does he have?

6. What does he need to do to improve his listening?

7. What can his teachers do to help him improve his listening?

The Students' Perceptions

In response to the questions asked of the students concerning their listening skills, the following information was obtained: Two students said that they were hard of hearing; one student said he was deaf in one ear; and fifteen students said that they had no difficulty in hearing.

Twelve of the eighteen students indicated that they usually understood what their teachers said in class. Six students said that they could not understand their teachers.

Eleven students indicated that they listened most of the time in class. Four students said that they listened part of the time and three students indicated that they seldom listened in class.

Concerning their ability to follow directions in class, thirteen of the eighteen students revealed that they could follow directions. Five said that they could not.

Seven students identified specific listening problems. Three of the seven identified poor hearing as a

problem. Four of the seven identified four different problems. Their answers were: "being bored," "can't do the work," "just don't listen," and "I can't understand directions."

Sixteen of the eighteen students said that they needed to improve their listening. Their responses are summarized as follows: Ten students said that they needed to pay attention more; three said that they needed to quit daydreaming; and two said that they needed to quit looking out the window. Individual responses given one time were as follows: "I need to move to the front of the room," "get my head set on it," and "keep my eyes and ears open."

In response to the question concerning how their teachers could help them to improve their listening, seven students gave five different responses. Two students said that their teachers should talk to them personally about their listening. Two other students said that their teachers needed to "fuss at them" more. Another student thought that his teacher should have paddled him when he did not listen. Another student said that his teacher should try to explain things better. One of the students who had a hearing problem said his teachers should talk

louder.

The Teachers' Perceptions

In regard to the teachers' perceptions of the students' listening skills, the teachers were not aware that any of the students had hearing difficulties. The teachers thought that twelve of the eighteen students listened very little in class and that ten of the eighteen students could not follow directions given in class. The teachers identified four areas of listening weakness for fifteen of the eighteen students. The most predominately mentioned problem was the students' lack of interest in school. Other problems identified by the teachers were the students' lack of ability; vocabulary inadequacy; and lack of effort. One teacher said that one student just did not listen. This information is shown in Table 8.

The teachers did not suggest many specific ways in which the students' listening weaknesses could be helped, even though only three students were thought not to need any improvement. The teachers said that six students needed to be motivated but none of the six teachers offered any specific suggestions as to how the students could be motivated. Three students said that the overall needs of

the students, including their listening skills, needed to

be met. One teacher said that one student needed more

individual attention.

TABLE 8

TEACHERS' PERCEPTIONS OF STUDENTS' LISTENING PROBLEMS

Problems	Number of Students
Lack of Interest	8
Lack of Ability	4
No Problems	3
Vocabulary Inadequacy	2
Does Not Listen	1

A Comparison of the
Students' and
Teachers' Perceptions

The students' answers revealed that three students

had hearing problems of which their teachers were unaware.

The teachers identified more listening comprehension

problems than the students identified. The teachers did

not think that the students listened in class to the extent

that the students said they did. The teachers thought that

the students' inability to follow directions was more preva-

lent than the students considered it to be. Neither the

teachers nor the students offered any specific construc-
tive suggestions as to how the students could be helped
to improve their listening skills.

The Students' Performance in Speaking

Information about the students' performance in
speaking skills was obtained from the students and from
their teachers. Answers to the following questions were
sought:

1. How does the student feel when called on to
answer a question out loud in class? For example, does
he like to speak in class or does he dislike speaking in
class?

2. Is he able to answer questions to which he
knows the answers when he is called on in class?

3. Does he have any speech impairments, enuncia-
tion problems, pronunciation problems, or other speech
problems which would prevent his teachers from understand-
ing him?

4. Does he use reasonably correct grammar?

5. How is his ability to express himself influenc-
ing his school progress?

6. What does he need to do to improve his speaking ability? How can he help? How can his teachers help?

The Students' Perceptions

Nine students said that they did not like to speak in class. Some examples of their answers are as follows:

Nervous, I am afraid that I will get it wrong and everyone will start laughing.

I do not like it.   -

Not too good, I do not like to speak up.

I feel pretty dumb. I do not like to speak in class.

Kinda nervous and afraid I will make a mistake.

Six students expressed positive feelings about speaking in class. Their answers were:

I just answer it. I do not get nervous. I like to speak out loud.

I like to speak up.

If I know, I can tell it. I like to speak up in class.

It startled me if I was not listening, but I liked to speak up if I knew the people in class and if I knew the answers.

I like to speak out loud. My hands go all over the place because I like to speak in class.

Usually funny, because I usually was not listening. When I was listening and knew the answer, I liked to answer.

Three other students indicated that they neither liked

nor disliked being called on in class. Their answers were

as follows:

> I feel good when I know the answer but I do not
> especially like to speak.

> I just up and answer it. I don't mind.

> It does not hurt me. I do not get stage
> fright or anything.

The students placed emphasis on whether or not they knew

the answers to questions asked of them. The fear of

embarassment involved in missing a question was present

with many of the students.

Eleven of the eighteen students said that they

experienced difficulty in answering questions in class even

if they knew the answers. Four of the eighteen students

indicated some problems in getting their classmates and

teachers to hear them in class. Their answers were as

follows:

> I have to repeat myself because I do not speak
> loud enough.

> I have to repeat myself because I have braces on
> my teeth, but before then I had no difficulty.

> Most of the time I have to repeat myself. Most of
> the other students are talking to the other students
> and I have to holler out and answer and that's why
> I do not like to answer in class.

I have to repeat myself. I do not talk loud enough.

From the students' point of view, none had any permanent speech defects which prevented their classmates and teachers from understanding them. The student who had teeth braces had a temporary problem. The other three students said that they just did not talk loudly enough. Later in the interview, three students said that they had stuttering problems but none of those three said that they had any difficulty in getting people to understand them. Thirteen of the eighteen students thought that they used reasonably correct English.

Eleven students indicated that they thought their ability to express themselves was helping them in school. Two students thought that it was hurting them; and five students thought that it was not helping or hurting them.

Fourteen students identified nine different areas in which they could improve. The most predominately needed area of improvement was in English. Three students said that they stuttered and two students said that they needed to talk plainer. As previously mentioned, three students said that they needed to talk louder. Table 9 shows the different answers given and the number of students who gave each answer. The number of answers exceeds the

number of students since some students gave more than one
answer.

TABLE 9

STUDENTS' IDENTIFICATION OF NEEDED
IMPROVEMENT IN SPEAKING SKILLS

Areas of Improvement	Number of Responses
English	5
None	4
Stuttering	3
Talk Louder	2
Talk Plainer	2
Speech Lessons	2
Nervousness	1
Talking Through Nose	1
Teeth Brace Removal	1
Reading Out Loud	1

The Teachers' Perceptions

The teachers thought that nine of the eighteen
students disliked being called on in class and that only
two liked to speak in class. Seven students were thought
not to be concerned either way.

The teachers said that eleven students had diffi-
culties answering questions out loud even when they knew
the answers. The teachers also indicated that seven stu-
dents experienced no difficulty in answering questions

out loud.

Fourteen students could talk plainly enough to be heard by their teachers. The teachers experienced difficulty in understanding four of the students.

The teachers' answers indicated that fifteen of the eighteen students could not use correct grammar. Three students, according to their teachers, could usually use correct grammar.

The teachers' answers revealed that thirteen students' school progress was being impaired because of their lack of ability to express themselves. Four students' school progress was thought to be helped, and one student's progress was not being influenced either way.

Only two of the eighteen students were thought not to need help in improving their speaking ability. However, the teachers said that five of the sixteen students who needed help could not be helped because they would not help themselves. The teachers offered some suggestions as to how the students' speaking could be helped. The suggestions are as follows: "his overall needs should be met, including speaking," "he needs individual help," "his interest in speaking needs to be improved," "he needs

more understanding," and "programmed materials could help

him verbally."

A Comparison of the Students'
and Teachers' Perceptions

The teachers' and students' answers revealed that

nine of the eighteen students did not like to be called on

in class, that eleven students had difficulty in answering

questions out loud even when they knew the answers and that

four students could not be heard when they were called on

in class.

The teachers thought that only three of the

eighteen students could speak reasonably correct grammar;

the students thought that thirteen students spoke reason-

ably correct grammar. The teachers' and students' answers

differed in their perceptions of how the students' ability

to speak was influencing their school progress. The

teachers thought that more students' progress was being

impaired while the students thought that more were being

helped. Neither the teachers nor the students could offer

very specific answers as to how the students' speaking

skills could be improved.

The Students' Performance in Reading Skills

Questions were asked of the teachers and of the students to determine the students' performance in the skill of reading. Answers to the following questions were sought:

1. What does the student like to read about?

2. Does he have any physical limitations which would affect his reading?

3. Does he experience any difficulty with left to right eye movement?

4. Is he able to divide words into syllables?

5. Is he able to identify words by using context clues?

6. Can he understand most of the reading material in the textbooks he uses?

7. How much time does he spend in reading outside of classes?

8. When he reads out loud in class, does he miss very many words?

9. Does he read to learn about things other than assignments given in school?

10. What does he need to do to improve his reading ability? What can his teacher do to help?

The Students' Perceptions

Two of the eighteen students were unable to indicate anything about which they enjoyed reading. Four students identified only one area of reading enjoyment. One student identified two areas of reading enjoyment, four students identified three areas, five students identified four areas, and two students identified five areas. Biographies and sports were the two most frequently mentioned areas of reading enjoyment. Mysteries and animal stories were the next most frequently mentioned areas. Twenty-two other areas of reading enjoyment were identified by the students.

Sixteen of the eighteen students identified no visual difficulties. Two students indicated that they had visual problems. Those two students said:

Yes, sometimes I skip sentences but I do not know why.

Yes, sir, sometimes my eyes go black and my eyes are blurred.

Five students indicated that they did not try to determine the meaning of a word that they did not know. Their initial answer was they just skipped the word. Three other students said that if someone was near them,

they would ask what the word meant; otherwise, they

would usually skip the word. Three students said that

they would try to divide into syllables a word that they

did not know. If they could not do that, then they would

skip it. Their answers are as follows:

> First, I try to divide it into syllables and if
> I can't, I just skip it.

> I take it into syllables but usually I skip it.

> Divide it into syllables but most of the time,
> I skip it.

Five students who indicated two methods of word attack

said:

> I ask someone or look it up in a dictionary or
> encyclopedia to find out about places I do not
> know about.

> I take it letter by letter and try to pronounce
> it. If there is someone around I ask them,
> otherwise I skip it.

> I either ask someone or look it up in a dictionary.

> I try to sound it out in syllables or look it up in
> a dictionary, but I usually skip it.

> I try to pronounce it in syllables or look it up
> in the dictionary.

The two students who gave the most comprehensive

answers about analyzing a word that they did not know,

said:

Usually I try to take it into sections; sometimes
I ask the teacher if he is in class, sometimes I
look it up in a dictionary. Most of the time I
know the words. Sometimes I try to figure it out
from the other words in the sentence.

I divide it into syllables; then if I do not know
it, I will ask the teacher. Or I can look at the
other words in the sentences and try to figure it
out. However, if I am alone, I usually just skip
it.

Since some of the students gave multiple answers, their

number of answers exceeds the number of students. Table

10 denotes the different ways in which the students

attacked words that they did not know and it also shows

the frequency with which each response was given.

TABLE 10

WORD ATTACK METHODS IDENTIFIED BY STUDENTS

Word Attack Method	Number of Students
Skips	14
Syllabication	8
Asks Someone	8
Dictionary	5
Context Clues	2
Letter by Letter	1
Encyclopedia	1

Sixteen of the eighteen students said that they

understood most of the reading material in the textbooks

they used.

Four students indicated that they read more than
four hours a week. Of the four, one said that he read
about one-fourth of his spare time. One student estimated
that he read about four hours a day. One student indicated
that he read more than fifteen hours a week, and another
student said that he read from four to five hours a week.
Three students estimated the amount of time they spent
reading to be about three hours a week; three students
read two hours a week, and three students said that they
read about an hour a week. Six of the eighteen students
indicated that they read less than an hour a week and one
student said that he did not read at all.

Eleven students said that they did not miss many
words when they read out loud in class. Seven students
indicated that they missed too many words when they read
out loud. Sixteen students said that they read to find
out about things which they did not know.

Seven students thought that they did not need to
improve their reading. Eleven students identified seven
different ways in which they thought they could improve
their reading. Table 11 shows that the most frequently
mentioned way in which the students thought that they

could improve their reading was to read more. The other
ways were: learn not to skip words; learn not to miss
words; read more slowly; listen to others read; vocabulary
improvement; and take a course in reading. The number of
students who gave each response is shown in Table 11. The
number of responses exceeds the number of students because
some students gave more than one response.

TABLE 11

STUDENTS' IDENTIFICATION OF WAYS TO IMPROVE THEIR READING

Ways to Improve	Number of Responses
No Need for Improvement	7
Reading More	7
Read More Slowly	1
Reading Course	1
Learn Not to Miss Words	1
Learn Not to Skip Words	1
Listen to Others Read	1
Vocabulary Improvement	1

Only three students had suggestions as to how
their teachers could help them to improve their reading.
One student said that he thought the teachers needed to
pronounce words better. Another student said that the
teachers should give more reading assignments. The other
suggestion was that the teachers needed to require more
outside reading.

The Teachers' Perceptions

The teachers thought that ten of the eighteen students did not like to read about anything. Two students were considered to be non-readers. Three students were thought to read for pleasure, but their teachers did not identify what they enjoyed reading. The teachers thought that one student liked to read about cars and that another student liked to read about some of his school subjects. One teacher would not express an opinion.

The teachers thought that none of the eighteen students had any visual difficulties. The teachers thought that thirteen students did not know how to determine the meanings of words they did not know, and that three students could use dictionaries but could not attack a word by any other method. The teachers indicated that two students could use dictionaries, could use context clues, and could divide words into syllables. The teachers' answers revealed that only four of the eighteen students usually understood the material in their textbooks and that fourteen did not.

The teachers thought that twelve students spent very little time reading outside of class and that one student spent a large part of his time reading. Five

teachers did not express an opinion.

Answers from the teachers revealed that twelve students probably did not read to learn about things about which they wanted to know and that one student did. Five teachers did not express an opinion.

The teachers' answers revealed that thirteen students missed words when they read out loud in class, and that four students did not. One student missed words but not to a great extent.

The teachers' responses revealed that nine students needed remedial help in reading and that six students needed to be motivated to want to learn to read. Three students, according to their teacher, did not need any help in reading.

A Comparison of the
Students' and
Teachers' Perceptions

The teachers and the students were in agreement that the majority of the students were in need of help with their reading skills. This was especially shown by both groups' answers concerning the methods which the students used to attack words that they did not know. Only two of the students could attack a word as many as three

different ways.

The students' answers revealed that they thought they could read more proficiently out loud in class than their teachers thought they could. The students also indicated that they read to a greater extent outside of classes than their teachers thought they read.

Two students were experiencing some visual difficulties of which their teachers were unaware. These two students, along with three students identified earlier as having hearing difficulties, indicates that five of the students included in the study had physical impairments unknown to their teachers.

The students and teachers did not suggest very specific ways in which the students help themselves improve their reading, or ways in which their teachers could help them. The teachers thought that nine of the students needed remedial help in reading. The answers from the students and the teachers revealed serious reading deficiencies for the majority of the students. These deficiencies, although recognized by both groups, were not being dealt with by either of the two groups.

The Students' Performance in Writing

The last category of information about which the students and teachers were questioned was concerned with the students' performance in the skill of writing. Answers to the following questions were sought:

1. How does the student feel about his writing?

2. How much writing does he do in school?

3. Does he have any physical limitations which would affect his writing?

4. Does he ever have thoughts that he would like to write?

5. Is his penmanship legible?

6. Can he spell accurately?

7. Is his vocabulary developed to the extent that he can express himself very well?

8. What does he need to do to improve his writing skill? How can he help? How can his teacher help?

The Students' Perceptions

Nine students indicated that they liked to write in school and five students said that they did not like to write. Four students' answers revealed that they neither liked nor disliked writing. Five students indicated

that they did not write very much in school. Thirteen
students' answers revealed that they wrote a good part of
the time when they were in school.

None of the students identified any physical
disabilities which affected their writing. However, two
students said they had problems holding their pencils
correctly. Their answers are as follows:

I hold the pencil too hard and my hands get tired.

I just can't do my hand the right way.

Fourteen students indicated that they did not have
thoughts about which they wanted to write. These four said
they sometimes wrote letters. One of the four students
said he wrote his own views about some of the subjects he
was taking in school.

Regarding their writing in school, fourteen stu-
dents said that their teachers could read their writing and
four students said that their teachers could not read what
they wrote. Thirteen students said that they had no prob-
lems with spelling and five students indicated that they
did have problems with spelling.

Twelve of the eighteen students indicated that they
had difficulty in choosing words to express themselves.

Eleven students felt a need for improving their writing.
Six students said that they needed to "write more." Two
students said that they needed to "improve their spelling."
Six other areas of improvement were mentioned by six
students. The six areas were "use dictionary more," "try
harder," "improve penmanship," "take literature," "learn
more," and "express myself better."

Three students said that their teachers could
help them improve their writing by requiring them to write
more. One student thought the teachers could help by
offering him more encouragement.

The most serious area of writing deficiencies
identified by the students was their inability to choose
the correct words when writing. Their answers concerning
their ability to spell and write legibly suggested that
the students did not think that they were weak in these
areas. The students were not able to suggest specific
ways in which their writing could be improved.

The Teachers' Perceptions

The teachers' answers revealed that nine students
did not like to write in school and that two students did
like to write. The teachers thought that seven students

neither liked nor disliked writing. The teachers' answers indicated that sixteen students wrote only when told to do so. Two students, according to their teachers, wrote more than was required of them. The teachers could identify no physical problems which affected the students' writing.

Concerning the students' penmanship, the teachers thought that ten students did not write legibly. They thought that eight students did write legibly. Fourteen students, according to their teachers, could not spell accurately. The teachers thought that fourteen students had vocabulary weaknesses and that four students could select words without difficulty.

Sixteen of the eighteen students were thought to need help in writing skills. However, the teachers were not very specific in their suggestions as to how the students could be helped. No suggestions were offered for eight of the students. Four students were thought to need remedial help but no specific kind of remedial help was mentioned. One teacher thought that more instruction in spelling would help. Another teacher thought that specific help in word attack skills would help. Programmed materials were suggested for one student. One teacher said

that one student could not be helped.

The teachers' answers revealed that the students had serious writing deficiencies in their desire to write, in the amount of time they wrote, in their penmanship, in their spelling, and in their vocabulary. The teachers, however, did not suggest very many specific ways in which the students' writing skill could be improved.

A Comparison of the Students' and Teachers' Answers

The students and teachers were different in their appraisals of whether or not the students liked to write and their appraisals of how much the students wrote in school. In both instances, the teachers did not think the students were as interested in writing as the students indicated that they were. Neither the students nor the teachers identified any physical handicaps which were affecting the students' writing ability. The students' and teachers' answers were in agreement that most of the students did not have many thoughts about which they wanted to write.

The students' and teachers' answers concerning the legibility of the students' writing differed in that

fourteen students thought that they could write legibly while their teachers thought only eight students could.

The students' spelling ability was assessed differently by the students and teachers in that thirteen students thought they had no difficulty with their spelling, but their teachers thought only four students could spell accurately.

Both the students and the teachers recognized vocabulary weaknesses on the part of the students and neither the students nor the teachers were able to be very specific in suggesting ways in which the students' writing skills could be improved.

Summary

The purpose of this study was to secure individual information about a selected group of juvenile delinquents from which inferences might be made by teachers for curriculum planning. The purpose of this chapter was to describe the information secured from the students and from their teachers.

The information reported in this chapter was presented in narrative and tabular form. It included some representative answers quoted from individual

students and teachers. The chapter also included a
compilation of all the data secured from the students and
teachers.

The data reported in this chapter served as the
basis for formulating the major conclusions of the study
which are reported in Chapter Five. The data also served
as the basis for the suggested curriculum changes for the
group of students studied as well as for the recommenda-
tions for further research, both of which are reported in
Chapter Five.

CHAPTER FIVE

SUMMARY, MAJOR FINDINGS, CONCLUSIONS, AND

RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this study was to obtain information
about a selected group of juvenile delinquents from which
inferences could be made by teachers for curriculum planning.
The student population included eighteen students who were
declared delinquent by the judge of the Calhoun County
Juvenile Court while they were in attendance at a junior
high school.

The information about the students was obtained
through interviews with each student and with one of his
teachers. The interviews were conducted by asking specific
questions from an interview guide, a copy of which is ·
included in Appendix A. The questions in the interview
guide were based on categories of information which
included: (1) the students' perceptions of their
interests; (2) the students' perceptions of their needs
in regard to their interests; (3) the students' perceptions

toward and knowledge of themselves, others, their immediate
environments, and their world; and (4) the students'
perceptions of their performances in the communication
skills (listening, speaking, reading, and writing); and
(5) the perceptions of the students' teachers in regard
to these four categories.

Tape recordings were made of the interviews with
the students. Data sheets were compiled based on the
questions asked from the interview guide. The tape record-
ings were transcribed onto the data sheets, a copy of which
is included in Appendix B. Individual data sheets were
maintained for each student interviewed. The information
included on the individual data sheets was then summarized
for the group of students interviewed.

Notes were taken of the interviews with the
teachers. Individual data sheets were compiled for each
teacher interviewed. The information included on the
individual sheets was summarized for the group of
teachers.

Major Findings

The five delinquents in this study who had reached
sixteen years of age had dropped out of school. The

literature concerning delinquency indicates that many
delinquents drop out of school as soon as they legally
can. This was the case with the five delinquents in this
study who had reached the legal age for dropping out of
school.

Only two of the eighteen students were members of
a school student club. The group of students studied did
not participate in school student clubs or organizations.
However, six students expressed an interest in becoming
members but indicated that they had not been encouraged
to do so.

The group of delinquents in this study were con-
sistent with many of their peers in that a lack of partici-
pation in extra-curricular activities is one of the
characteristics that is included on lists which portrays
typical dropouts and delinquents.

The majority of the students participated in
family activities and expressed positive feelings about
their families. Twelve of the eighteen students indicated
that they spent time with their families. Six students
indicated that they did not. The encouragement and
support of an individual's family can often help him to

face many of his problems, including the problems he would

have at school.

In indicating how they felt about their families,

eighteen of twenty responses given by the students were

considered positive responses. Only two of the twenty

responses were considered negative.

With respect to spending time with their families,

the delinquents in this study probably spent more time with

their families than most of the delinquents described in

the literature.

A majority of the students did participate in

adult-sponsored activities. Twelve of the eighteen stu-

dents identified at least one adult-sponsored activity in

which they participated. The activities they identified,

however, were limited to the Y.M.C.A., church, and sports.

The delinquents included in this study seemed to be unlike

those included in the review of literature. The literature

indicated that, as a group, delinquents generally show a

dislike for supervised activities.

The students' and teachers' answers indicated that

the students were accomplishing very little in school. Six

students thought that they were not accomplishing anything

in school. Twelve students could identify a total of

fourteen different areas of accomplishment. The teachers

thought that twelve students were not accomplishing any-

thing. The teachers could identify only three different

areas of school accomplishment for the group of students

studied.

These findings were consistent with the litera-

ture reviewed in Chapter Two in that dropouts and delin-

quents have histories of accomplishing very little in

school.

The students did not associate with many adults

other than their teachers, families, and probation

officers. Only three of the eighteen students identified

more than one adult other than their teachers, probation

officers, and families, with whom they associated. Six

students did not identify a single adult with whom they

associated.

Five of the eighteen students had physical

defects unknown to their teachers. One student indicated

that he was deaf in one ear and two other students said

that they were hard of hearing. Two students had visual

difficulties which affected their ability to see the

printed material in their textbooks. The students' teachers

were unaware of the physical defects of the five students.

Physical education was mentioned by fifteen students as being of interest to them. Only three of the eighteen students did not initially mention physical education as being an area of interest for them. The next most frequently mentioned subject was auto mechanics which was identified by five students.

The students seemed to equate learning with the mastery of school subjects. When asked to indicate what they would like to learn in school, only four students mentioned anything other than a particular subject or subjects. The writer was unable to detect any evidence that any of the students associated learning in school with the reaching of any personal goals other than knowing about a particular subject. This finding is consistent with research which shows that dropouts and delinquents see little value in their attending school.

The students' answers consistently showed a high regard for their peer groups. The students seemed to place a great deal of importance on the associations with their peers. They were more interested in their neighborhood peers than their school peers but they were

interested in both. Fifteen students thought that their

relationships with their neighborhood peers were either

average or above average. Eleven students thought that

their relationships with their school peers were either

average or above average. When specifically asked how

they felt about their friends, only one of twenty-four

responses was considered a negative response.

·The strong attachment which delinquents have

toward their peer groups is supported by much of the litera-

ture concerning delinquency. In fact, some writers

believe that the seeking of peer approval is one of the

strongest motivating factors in youths becoming delinquent.

The students' knowledge of their families, friends,

teachers, and probation officers was limited. The stu-

dents were unable to verbalize many facts about their

families, friends, teachers, and probation officers. The

eighteen students were able to relate fifty-nine facts

about their friends; fifty about their families; forty

about their probation officers; and twenty-eight about

their teachers. These data reveal that the students were

able to give fewer facts about their teachers than about

any other adult about whom they were questioned.

__The students were unable to relate very much__

__factual information about themselves__. Five students did

not relate a single fact about themselves. Thirteen

students cited twenty-eight facts about themselves. The

fact that the students had so much difficulty in respond-

ing to a question involving their knowledge of themselves

could have been indicative of their not ever having thought

about a question of this type. Yet, this type of question

may help them to begin thinking about what they are really

like as individuals.

__The students did not identify many things about__

__which they were happy__. Only two of the eighteen students

mentioned any aspect of school as being an area of

happiness for them. Their other responses to the question

were not indicative of their being very happy about many

things. Fifteen students were able to identify twenty-

two areas of happiness. Three students indicated that

they were not happy about anything.

__The students were unable to describe how they felt__

__about themselves__. Great difficulty was experienced in

getting the students to describe how they felt about

themselves. Every student had to be probed in order to

get a response to the question. Three students were unable
to answer the question even after being probed.

The students' expressed knowledge about their
state and country was limited. Six of the eighteen stu-
dents were unable to cite a single fact about the state
in which they lived. The twelve remaining students could
cite a total of forty-two statements which they considered
were facts about their state. Four students did not make
any statements about the country in which they live.
Fourteen students were able to make a total of sixty-two
statements about the country in which they live. The
students identified more things that they liked or dis-
liked about their state and country than the number of
facts they identified about their state and country. The
students made sixty-two statements about their country
and forty-two about their state.

The students were concerned over world affairs.
Twelve of the eighteen students specifically mentioned the
war in Viet Nam as being an area of concern for them. This
particular response was given by more students than any
other open-ended response throughout the interviews.

The students recognized a need for improving their

skills in listening, speaking, reading, and writing. Six-teen of the eighteen students recognized a need for improving their listening skills. Fourteen of the eighteen students said that their ability to express themselves verbally needed to be improved. Eleven of the students recognized that they had reading difficulties which needed to be improved. Eleven students said that they needed to improve their writing.

Many delinquents have histories of not being able to perform well in the communication skills. Reading is one of the most predominately mentioned areas of weakness of dropouts and delinquents.

Neither the students nor the teachers offered many specific suggestions as to how the students' communication skills could be improved. The teachers and students recognized that the students were weak in the communication skills of listening, speaking, reading, and writing. Yet their suggestions as to how the students could improve or how they could be helped to improve were nebulous and vague. The teachers did not seem to have enough information about the students to make any realistic suggestions as to how the students could be helped. The students' suggestions

were so superficial that they could not have been imple-

mented into procedures which could result in specific

behaviorial changes on the part of the students or

teachers.

The students' weaknesses in the communication

skills could affect their performance in almost every area

of their school lives. Almost all of the devices used to

evaluate the school progress of students require either

written or verbal responses. The students' inability to

effectively communicate with their peers and with their

teachers would aversely affect their ability to either

understand instruction from others or to seek self-

instruction for themselves.

The teachers were not aware of the students'

expressed interests in the school curriculum. The teachers'

answers concerning their perceptions of the students'

interests in the school curriculum were very different

from the answers secured from the students. The teachers

thought that the students were less interested in school

than the students said they were interested. This was

particularly true in regard to the teachers' assessments

of the students' interests in a particular subject in

school, the students' interests in wanting to learn in school; and the students' desires to broaden their school interests.

The teachers had little information about the out-of-school interests of the students. The teachers could not identify a single out-of-school activity of one-half of the students studied. Their knowledge of the out-of-school interests of the other half was very limited. Only one teacher expressed an opinion about how a student felt about the state in which he lived. No teacher expressed an opinion as to how the students felt about the country in which they lived.

The teachers expressed virtually no knowledge about the students' families. Only one teacher knew anything about the family of a student. The teachers did not relate a single fact about seventeen students' families.

The teachers did not think the students were getting along as well with their peers as the students thought they were. However, both the students and the teachers thought that the students' relationships with their neighborhood peers were better than their relationships with their school peers.

The teachers thought that the majority of the students had negative feelings about their teachers. The teachers' answers indicated that thirteen of the eighteen students had negative feelings about their teachers. The teachers' opinions were substantiated by the students' statements. In describing their feelings about their teachers, the students made a total of twenty-five responses. Of the twenty-five responses given, sixteen were negative responses.

The teachers thought that listening, speaking, reading, and writing were areas of weakness for the students. The teachers thought that fifteen of the eighteen students had deficiencies in the skill of listening. They thought that the school progress of thirteen of the eighteen students was being impaired because of their lack of ability to express themselves verbally; and that sixteen of the eighteen students needed to improve their speaking ability. Reading was considered by the teachers to be an area of weakness for fifteen of the eighteen students. The teachers' opinions revealed that sixteen of the eighteen students needed help to improve their writing.

Conclusions

The teachers should study the existing records of

the students. Throughout the interviews with the teachers,

it was evident that they verbalized very little knowledge

about the students. For example, only one of eighteen

teachers gave any information about a student's family.

Much of the literature concerning curriculum planning

gives emphasis to teaching the "whole child." The concept

of the "whole child" includes the gathering and studying

of background information about the child. The cumulative

record of each student in this study included some basic

information about which the teachers were unaware. The

school registers kept by the homeroom teachers contained

such information as the address and occupation of the

students' parents. The teachers seemed unaware of this

information. Studying the existing records of the students

would be the first step in attempting to diagnose their

learning needs.

The school should attempt to gather and record

additional information about the students. There are many

ways in which classroom teachers can obtain information

about their students. Some of the methods include the

use of sociometric devices, case conferences, open-ended

class interviews, personal interviews, autobiographies,

records of themes, standardized instruments, and others.

It would not be possible for every teacher to attempt

all of the methods of gathering information about every

student. However, by planning with other professional

staff members such as counselors, supervisory personnel

and others, it would be possible to focus upon implementing

a school-wide program for securing information about stu-

dents. The information secured could then become a part

of the students' individual folders. As the students

moved horizontally and vertically within the school curricu-

lum, the teachers could have access to the information

that other teachers and members of the school staff had

been able to secure. Thus, each teacher would not have to

depend solely upon information that he was able to secure.

The first step in curriculum planning should include a

study of the students who are to be taught. Merely gather-

ing information about the students is of little significance

if the information is not used in planning a curriculum

to meet the needs of the students.

The teachers should attempt to plan cooperatively

with the students ways in which the students may be helped
in school. Answers to questions asked of the teachers and
the students revealed that neither group provided very
much information about the other group. The answers also
revealed that neither the students nor the teachers
offered very specific suggestions as to how the students
might be helped to experience more success in their
progress in school.

It is suggested that the teachers make a deliberate
effort to work with their students at least to the extent
that they can learn something about the goals which are
meaningful to the students. It may be that the teachers
could help the students to identify personal goals and help
the students to begin to make progress toward the goals
they identified. No evidence was found that indicated
the students viewed school as a means by which they could
reach personal goals. Instead, the students seemed to
equate their progress in school with how well they were
able to "learn English," or to "learn more about science."
Perhaps a closer contact between the students and their
teachers could help both groups to become more conscious
of the importance of the students' identifying and striving

toward personal goals.

The student activities program should be expanded.

Only two of the eighteen students were members of a school

club or organization. Yet, six additional students ex-

pressed a desire to become members. Often membership in

school organizations is restricted by the social class of

the student, by the academic progress of the student, by

the cost of being a member, by the students who are members,

and other restrictions. It would be well for the teachers

to examine the rolls of the present clubs to determine if

the clubs are predominately serving a particular group of

students or if they are serving the general population of

the school.

One specific suggestion is that the students'

physical activities program be extended. Such a program

should be planned to capitalize on the students' expressed

interests in physical education without emphasizing com-

petitive sports. A program of this type would enable

students who do not excel in sports to become active

participants along with those students who do excel in

sports. A student program such as this might help students

to develop socially and physically and perhaps enable them

to become happier while they are in school.

Homeroom guidance programs should be attempted.
The teachers and the counselors should work together and
attempt to devise ways in which the homeroom period could
be used to help the students to know their teachers and
counselors better and to help the teachers and counselors
to learn more about the students. The homeroom teacher
would be in a position to work with the students in a
non-evaluative role; and in a helping-relationship role.
The teachers may be able to actually learn from the
students ways in which the school might be of greater
service to them. The teachers could also work with the
counselors either by using the counselors as resource
persons for the homeroom groups or by referring students
to the counselors for individual help.

This study revealed that the majority of the
students expressed negative feelings about their teachers
and that the majority of the students revealed very little
knowledge about their teachers. Perhaps a well-organized
homeroom period could reduce the barriers which apparently
exist between the students and the teachers. It would be
a positive step forward if every student could have at

least one person on the school staff with whom he could consult if he needed help.

The school needs greater information regarding physical characteristics of students. Five of the eighteen students in this study indicated that they had either defective hearing or seeing. Their teachers seemed unaware of these physical defects. It is possible for students to be given vision and hearing tests at schools either by parents or by teachers. These tests could help to identify students who would need to be referred to physicians. Students who need medical help and who cannot get financial help from their parents, can be helped through existing community agencies provided that they are referred by their school authorities. This seems to be an area in which the students in this study could receive aid.

Teachers should give attention to the feelings students have toward class participation. Eleven of the eighteen students indicated that they had difficulty in answering questions out loud in class even when they knew the answers to the questions. The embarassment involved in missing questions seemed to be an area of concern for students. Perhaps this embarassment was related to the

self-concept of the students in that they probably felt insecure when they were asked to participate with other students in the class. It is suggested that the teachers give emphasis to helping the students improve their relationships with other students and to help the students to become more involved in classroom activities.

The curriculum for these students should include developmental and remedial learning experiences in the communication skills of listening, speaking, reading, and writing. The students in this study had major areas of weakness in the basic communications skills. These weaknesses affected their total school progress in practically every aspect of their lives in school. The major difficulty seemed to be that the teachers knew very little about the students. At least two corrective steps should be considered. The first step would be for the students' present teachers to exert more effort in diagnosing their students' needs; and then, with the help of the other members of the school staff, determine if and how the students could be helped in their present classrooms. If it is determined that the students cannot be helped in their present classrooms, then perhaps remedial reading

specialists and other specialists might be added to the professional staff.

Recommendations for Further Study

As a result of the information obtained in this study, the following suggestions for further study seem appropriate:

1. The interview guide used in this study included many questions and was easy to administer. However, much of the information could not be used because it was not feasible to include all the data gathered in the permanent records of the students. It is recommended that a study based on computer programming be attempted to determine ways in which information about students can be stored and disseminated to teachers and to other members of the school staff.

2. It would be valuable if control groups of a normal school population and experimental groups of juvenile delinquents could be studied to compare the differences in their perceptions toward their teachers and toward certain aspects of a school curriculum.

3. This study was primarily concerned with the attitudes toward and performance in school of a selected

group of delinquents. A study which would prove to be helpful would be one which would assess teachers' attitudes toward teaching juvenile delinquents who are enrolled in certain public schools.

4. Changes in students' progress in school normally occur slowly over a period of time. Perhaps a longitudinal study of the effect which certain curriculum changes would have on a selected group of juvenile delinquents would prove to be of significance.

INTERVIEW GUIDE

Category I. Attitudes

1. Tell me about some of the things that you like to do when you are in school.

    a. Tell me about some of the school activities in which you enjoy participating with your friends.

    b. How do you feel about the school's student clubs and organizations?

    c. What kinds of things are exciting for you to learn in school?

    d. Are you interested in becoming more active in things that happen at school? Tell me about it.

2. Tell me about some of the things that you like to do when you are not in school.

    a. What kinds of things do you like to do with your family?

    b. What do you enjoy doing with your neighborhood friends?

    c. About how much time do you spend in
        1. Scout activities?
        2. church activities?
        3. Y.M.C.A. activities?
        4. organized sports programs?

3. Tell me about how well you get along with your classmates at school.

a. Tell me about how well you get along with your neighborhood friends.

b. What, if anything, are you especially happy about?

c. What, if anything, are you especially unhappy or dissatisfied about?

d. Tell me how you really feel about yourself.

4. Tell me about what you think that you are accomplishing in school.

   a. When things are going on in your classroom in school, do you usually join in or do you usually sort of let the other students participate in the activities?

   b. Are you usually healthy?

   c. Tell me what you really know about yourself.

5. Tell me how you really feel when you are with

   a. your friends.
   b. your family.
   c. your teachers.
   d. your probation officer.
   e. What other person older than yourself (grown-ups) are there with whom you find it difficult to get along? Explain in what ways it is difficult.

6. Tell me some things that you know about

   a. your friends. How do you know this?
   b. your family. How do you know this?
   c. your teachers. How do you know this?
   d. your probation officer. How do you know this?
   e. others (he identifies). How do you know this?

7-8

a. What do you know about the neighborhood in which you live?

b. What things do you like about your neighborhood?

c. What things would you like to change about your neighborhood?

d. What do you know about your city?

e. What things do you like about your city?

f. What things would you like to change about your city?

g. What do you know about your school?

h. What things do you like about your school?

i. What things would you like to change about your school?

9-10

a. What do you know about your state?

b. What things do you like about your state?

c. What things would you like to change about your state?

d. What do you know about the United States?

e. What do you like about the United States?

f. What would you like to change about the United States?

g. Is anything happening in the news which concerns you? What about local news? State news? News about the United States? News outside the United States?

Category II. Performance in Selected Competencies

(A) Listening

1. When you are in classes in school, to what extent do you usually listen to what your teachers say in class?

    a. Do you usually understand what your teachers are talking about?

    b. Do you have any difficulty hearing what your teachers say?

    c. When your teachers tell you directions for assignments, can you usually follow the directions?

    d. Do you think that you are having any particular problems in school as far as listening to and understanding what your teachers say?

    e. Do you think that you need to improve your listening? What can your teachers do to help you improve? What can you do?

(B) Speaking

1. When you are in classes in school, how do you feel when a teacher calls on you to answer a question out loud?

    a. Do you like to speak in class?

    b. When you know an answer to a question that your teacher asks, do you find it difficult to put that answer into words when you are called upon?

    c. When you do answer a question in class, do your classmates and your teachers usually hear and understand you or do you have to repeat yourself?

    d. Do you think that you use reasonably correct English?

e. How do you think that your ability to express
    yourself is influencing your progress in school?

f. Do you think that you need to improve your
    spreaking ability? How? What can your teachers
    do to help you? What can you do?

(C) Reading

1. Tell me some of the things that you like to read
    about.

    a. When you try to read, do you have any difficulty
        in seeing the words or in keeping your eyes
        from skipping words or sentences?

    b. When you come to a word that you do not know,
        what do you do?

    c. Can you understand most of the reading material
        in the textbooks that you are using?

    d. How much time do you spend in reading outside
        of class?

    e. When you read out loud in class, do you miss
        very many of the words?

    f. Do you ever read to learn about something that
        you would like to know about?

    g. Do you think that you need to improve your
        reading ability? How? What can your teachers
        do to help you? What can you do?

(D) Writing

1. About how much writing do you do when you are in
    school?

    a. Do you like to write?

    b. Do you have thoughts that you want to write?

c. Do you ever have difficulty in thinking of any-
    thing to say?

d. When you are writing, do you have any difficulty
    in holding or guiding your pencil?

e. Do your teachers ever complain about not being
    able to read what you write?

f. Can you usually correctly spell most of the words
    when you are writing?

g. Do you sometimes have difficulty in choosing words
    to use?

h. Do you think that you can write about as well as
    most of your classmates, or do you think that you
    need to improve to be able to write as well as
    most of them write? What can your teachers do
    to help you improve? What can you do?

DATA SHEETS

Category I. Attitudes

1. Things the student likes to do in school

    a. School activities enjoyed with friends

    b. Feelings about school's clubs

    c. exciting things to learn

    d. interest in becoming more active in school
        happenings

2. Things the student likes to do when not in school

    a. Things enjoyed with family

    b. Things enjoyed with neighborhood friends

    c. Amount of time spent in Scouts

    d. Church activities

    e. Y.M.C.A.

    f. Organized sports

3. How well he thinks he gets along with classmates

    a. How well he thinks he gets along with neighborhood
        friends

    b. Identification of areas of satisfaction

    c. Identification of areas of dissatisfaction

    d. How he really feels about himself

4. What he thinks he is accomplishing in school.

    a. Withdrawn or outgoing in class?

    b. State of health

    c. What he really knows about himself

5. How he really feels with

    a. friends

    b. family

    c. teachers

    d. probation officer

    e. other grown-ups with whom he gets along

    f. grown-ups with whom he does not get along

6. His knowledge of

    a. friends

    b. family

    c. teachers

    d. probation officer

    e. others

7-8

    a. knowledge of neighborhood

    b. things liked about neighborhood

c. things would like to change about neighborhood

d. things known about city

e. things liked about city

f. things would like to change about city

g. knowledge of school

h. things liked about school

i. things would like to change about school

9-10

a. knowledge of state

b. things liked about state

c. things would like to change about state

d. knowledge of the United States

e. things liked about the United States

f. things would like to change about the United States

g. concern over news happenings

Category II. Performance in Selected Competencies

(A) Listening

1. Extent to which he listens in class

a. Does he usually understand what the teachers say?

b. Any difficulty in hearing?

c. Can he follow directions?

d. Listening problems?

e. Identification of ways to improve speaking and ways teachers can help.

(C) Reading

1. Identification of some of the things he likes to read about.

    a. Identification of difficulty in seeing to read

    b. How does he attack a word not known?

    c. Does he think that he understands most of the reading material in the textbooks he uses?

    d. Amount of time spent in reading outside of classes.

    e. Does he miss very many words when he reads aloud in class?

    f. Extent to which he reads about something he wants to know (explain)

    g. Identification of ways to improve reading and ways teachers can help

(D) Writing

1. Extent to which he writes in school (explain)

    a. Does he like to write?

    b. Identify any thoughts that he would like to write.

    c. Does he have difficulty in thinking of anything to say?

    d. Does he have any difficulty in holding the pencils?

    e. Do his teachers ever complain about not being able to read his writing?

f. Can he usually spell most of the words he writes?

g. Does he have difficulty in choosing words?

h. Identification of ways to improve writing and ways teachers can help.

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