THE CASE STUDIES OF FIVE HIGH SCHOOL DROP-OUTS

by

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A. B. (San Jose State College) 1947

THESIS

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

AT THE

SACRAMENTO STATE COLLEGE

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Date January 21, 1955
The writer of this thesis is indebted to the drop-outs, their friends, teachers, parents, and others who graciously gave of their time for interviewing. Without their cooperation this study could not have been made.

The writer appreciates the interest and help of Mr. Ray Jones and Mrs. Jessie Hawkins of the Sacramento County Probation Office.
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CHAPTER I

INTRODUCTION

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to attempt to determine why five students did not complete high school. The case study method was used.

Importance of the study. Research studies made in high schools throughout the country indicate that between forty and fifty per cent of the students attending will drop out of school.¹

The making of this study has helped the writer (a teacher) to understand better the problems children face, both in and out of the classroom. It has increased her awareness of some of the difficulties facing the schools in their attempt to help youth.

II. DEFINITIONS OF TERMS USED

Adolescent. An adolescent is an emotionally immature individual in his teens approaching the culmination of his

¹See Chapter II, Reasons Students Give For Leaving School, pages 8-11.
physical and mental growth.\textsuperscript{2}

\textbf{Cutting.} This is a slang expression which means being truant from school.

\textbf{Delinquent.} A delinquent is a child or adolescent who habitually reacts in an aggressive and unapproved manner to the stresses and strains placed upon him, thus bringing him into conflict with society approved behavior.\textsuperscript{3}

\textbf{Drop-out.} A drop-out is any student who on his own volition leaves school before graduating.\textsuperscript{4}

\textbf{Truant.} A truant is one who habitually misses school by his own desire.\textsuperscript{5}

\section*{III. Procedure Used in Making This Study}

The writer spoke with many people who work with young people in the schools, including Mrs. Florence Parker, Executive Director, Youth Services Council of Sacramento City and County; Mr. Leo Palmiter, Director of Research in Sacramento County; Mrs. Maude Fithian, Director of Attendance for Sacramento County; Mr. Donald Kitch, of the Bureau of Guidance for


the State of California; and Mr. Ray Jones, Chief Probation Officer for the County of Sacramento.

Names used in the case studies are fictitious; except Sacramento (City and County), California, references to research material, or those footnoted. Names of schools, cities, teachers, friends, and members of families are all disguised, as the writer promised that actual identities would not be revealed.

The principal of Jefferson High School was interested in having a study made concerning their drop-outs. He gave the writer permission to use the school's drop-out files. Drop-outs of the school year 1950-1951 were used for the case studies.

From the hundreds of names of drop-outs on file at Jefferson High School, the writer gathered 105, seventy boys and thirty-five girls. They had all entered Jefferson High School from an elementary or junior high school in Sacramento County.

Eighty-five of these drop-outs --56 boys and 29 girls--were not used for one of the following reasons: high school records were not available, incomplete elementary school records (only went back as far as the seventh grade), no telephone numbers were listed to make first contact calls, or they had rural delivery addresses which made contact too difficult.

The eighteen remaining drop-outs were contacted by telephone to ascertain if they were available for interviews. Nine
were no longer living in the area. This narrowed down the original 105 names to nine. From these nine names, four out of the five used for case studies were chosen at random.

The drop-outs chosen for the case studies had the following common qualifications: their school records were accessible as far back as the fourth grade, the drop-outs were available for interviewing, and they were willing to be subjects of case studies.

All five of the drop-outs chosen for the case studies had attended Jefferson High School. The name of Eddy Jo Smith was given to the writer by the Sacramento County Probation Office.

From the files at Jefferson High School the writer secured the following information: name of drop-out, address, telephone number, age, former school attended, date of leaving school, and, in some cases, the reason given for leaving the school. The writer went to the junior high and elementary schools and secured further information from student records. The selected drop-outs were then contacted.

Albert Jones was the only drop-out contacted by telephone to make an appointment for an interview.6

Upon meeting the drop-out the writer introduced herself as a graduate student, interested in why students do not

6 It was after one refusal on the telephone that the writer decided to contact all further drop-outs in person.
complete high school. Each drop-out was told of other studies of school drop-outs and that some of the questions to be asked were taken from these studies. They were asked to tell exactly how they felt and thought about leaving school. Each drop-out contacted in person expressed willingness to cooperate in the study. The questions used in the interviews are found in Appendix C, pages 232-237. The drop-outs contributed much on their own initiative.

The writer took notes in the presence of the interviewee, making some additions later.

The writer told the drop-outs that she wished to interview their parents, teachers, and friends in an effort to make the study complete. In all cases except Eddy Jo Smith the drop-out supplied the writer with one or two names of friends who were available for interviewing. Occasionally a teacher or friend supplied additional names.

The parents available for interviewing were cooperative except the father of Donald Brown. Eddy Jo Smith's mother and father and the mother of Beatrice and Carlos Gonzales were not available for interviewing.

As a result of faculty turnover, some of the teachers were not available for interviewing.

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7 Some of the questions used in interviewing the drop-outs were taken from studies made in Maryland, reported by M. M. Chambers and H. M. Bell, How to Make a Community Youth Survey, American Youth Commission, Vol. III, No. 2, 1938, pp. 35-42.

8 In all cases it was done the same day as the interview.
The interviews were made in the spring of 1952, with research on Eddy Jo Smith done during the summer of 1952.

IV. LIMITATIONS OF THE STUDY

One must be aware of the limitations involved in the methods used for securing information for this study. By using the interviewing techniques the writer was completely dependent upon what the interviewees said. This presents certain problems. Some teachers may have failed to tell of discipline problems or incidents regarding the drop-out for fear it would be a reflection on their teaching ability. Parents and drop-outs might have withheld information, considering it too personal.

Neither Albert nor Eddy Jo spoke freely and perhaps did not reveal all of their feelings and attitudes. In contrast to them are Beatrice, Carlos, and Donald who spoke very freely, but discrepancies were found in their stories.

Beatrice and Carlos knew the interviewer was a teacher. This may have prejudiced them in what they said.

Another limitation of this study is the time element between some of the interviews. There was a period of several days between interviewing two of Albert's friends. The second friend interviewed said Albert and his friends had discussed their interviews. This might have influenced what he said. There was a space of time of two days between interviewing Beatrice and Carlos and then the father was not interviewed.
until about a week later. No doubt the interviews were discussed in the home, which may have had some influence on what was said or not said.

The use of interviewing did, however, give a personal touch necessary for understanding the background of the dropout.

V. ORGANIZATION OF THE THESIS

Chapter II includes a review of the literature on other studies of drop-outs, how the case study and interview methods were used in this research, and material on related subjects. The related subjects were chosen for their importance in relation to the case studies that make up this research study. The five case studies are then presented in the order in which they were interviewed. It is only by chance that they were interviewed in this order. The case studies are found in Chapters III, IV, V, and VI. Concluding each case study is a summary of how the basic needs were met for each individual. The final chapter of the thesis includes recommendations and a summary of the study. In the appendix are found two letters of introduction and the outline of questions used in making the interviews.

The writer felt it should be known to the reader whether the teacher interviewed was a man or a woman. This is indicated by the letter (f) for female, (m) for male.
CHAPTER II

REVIEW OF RESEARCH MATERIAL

I. STUDIES MADE ON THE DROP-OUT PROBLEM

"Half of this year's high school entrants will drop out before they graduate," predicted Ratliff in 1950, and studies made throughout the country give evidence that this prediction was often true.

A study made on high school drop-outs in Minneapolis, Minnesota reveals, according to Benson, "that the modern high school holds somewhat less than one-half of its entering students until the completion of the course." Gragg, reporting on studies made in Ithaca, New York and New Haven, Connecticut, shows that,

... only about fifty per cent of the boys and girls who enter high school today can reasonably be expected to emerge four years hence with a record of having achieved all the requirements set by their respective states for high school graduation.

The period from 1946 to 1950 was used for a study of the drop-out problem in Chicago, Illinois. The investigating


2 Viola E. Benson, "Intelligence and Later Scholastic Success of the Sixth Grade Pupils," School and Society, 55: 164, February 7, 1942.

committee reported to Dr. Harold C. Hunt, then Superintendent of Chicago schools, that during that three year period, forty-one per cent of Chicago's high school students had dropped out of school.  

Holbeck reports a study made in Passaic, New Jersey high schools, covering an eight year period from 1938 to 1946. It showed that 45.6 per cent of the students left school before graduation.

Although no reports on national figures were available, reports of schools in different sections of the United States indicate that between forty and fifty per cent of the young people who enter high school fail to graduate. Studies made in California gave similar facts. The California Guidance Bulletin Number 13, reports,

School officials in Los Angeles investigated the holding power of the high schools of that city and discovered that the drop-out rate in 1946-47 was approximately forty-three per cent, as calculated from the size of the same class when it entered the twelfth grade.

A study made in San Francisco showed "At least one-third of the youth of San Francisco who enter the ninth grade of the public schools do not remain to graduate from high school."

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7 Ibid., p. 7.
Stockton, California school department reported that forty per cent of out-of-school youth in that community had dropped out of school sometime during high school. Other young people had dropped out in junior high or grade school, making a total of fifty-three per cent who had not completed school.

II. REASONS STUDENTS GIVE FOR LEAVING SCHOOL

The question which occurs to the writer is, "Why do so many young people not complete their high school education?"

The United States Department of Labor undertook an intensive study on why young people leave school. Four hundred and forty Louisville, Kentucky youth between the ages of fourteen and nineteen years of age were interviewed. The following reasons were given by 438 of these young people: "Dissatisfaction with school, 47.7%; economic need, 19.4%; lure of job, 11.7%; marriage and pregnancy, 6.6%; other, 14.6%."  

A report on a survey of youth in Maryland, where 10,858 young people were interviewed, showed that economic reasons led the list of those young people gave for leaving school. Economic reasons, given in fifty-four per cent of

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8 Ibid., p. 8.


the cases, were divided as follows: lack of family funds, 34.1%; desire to earn money, 15.7%; and needed to work at home, 4.2%. This report showed 24.6% giving "lack of interest in school" as their reason for leaving school. This was divided as follows: lack of interest, 20.6%; disciplinary trouble, 2.2%; subjects too difficult, 1.8%.

In commenting on this report, Bell\textsuperscript{11} said,

\ldots the outstanding reason given by youth for leaving school was the financial inability of their parents to keep them there. In fact, almost four out of every ten --thirty-eight per cent-- of the out-of-school youth indicated that they would have preferred to remain in school, but that lack of family funds, or the need for their services at home prevented their continuing.

The National Child Labor Committee surveyed 1,360 early school-leavers in Cleveland, Cincinnati, Indianapolis, and Lansing and Jackson County, Michigan, in 1947-1948. Seventy per cent gave reasons relating to the school and twenty-one per cent said their decision was prompted by economic reasons.\textsuperscript{12}

Harold J. Dillon conducted a survey of drop-outs in which 1,360 young people were interviewed. Seventy per cent of the children again listed reasons relating school as their motives for leaving school. Twenty per cent, the next highest group, gave economic reasons.\textsuperscript{13}

\textsuperscript{11} Ibid., p. 66.

\textsuperscript{12} Howard A. Shiebler, "Half Our Audience is Walking Out," \textit{The School Executive}, 70:39, June, 1951.

Reasons related to school were given most frequently by the five students interviewed for the study presented in this paper, although economic reasons were also stated.

One may question how many young people have problems away from school, although they blame the school for their leaving. One may further inquire how many young people use economic reasons as an avenue of escape from a situation they did not enjoy. Those two thoughts should be kept in mind when reading the reports on these studies.

III. THE USE OF THE CASE STUDY

There are several procedures used in making case studies. The writer used the method of gathering data by use of school records and interviewing.

Winning the confidence and getting the cooperation of the interviewee is essential to making a good case study. Crawford\(^{14}\) gives the following suggestions for getting a person "to give up a secret which alone can solve the problem which his case presents,"

Assure him that what he says or confesses will in no way be used against him. Keep what he reports in the strictest confidence, so that he will know that his personal characteristics and intimate revelations will not become matters of general knowledge or public record. . . . Even when it is apparent that the information supplied is untruthful or inaccurate, accept it as if it were not suspected, and check up on it from outside sources, rather than attempting to cross examine the person supplying it. To manifest suspicion or disbelief simply encourages more lying.

The writer followed these suggestions.

IV. THE USE OF THE INTERVIEW

Limitations of interviewing. It is important for the interviewer to be aware of the limitations of interviewing. One difficulty of the fact-finding interview is that many factors and circumstances which affect the results are not easily recognized and controlled. The main difficulties are with the two interacting personalities of interviewer and interviewee. Bingham\(^{15}\) points this out,

The usefulness of the personal interview for reliable fact finding with reference to data about external conditions and events is limited by the interviewee’s knowledge, his memory, his ability to observe, by his understanding of what is wanted; and by his verbal capacity for clear and accurate expression of what he knows. Equally serious are limitations imposed by his feelings to determine his mental attitude toward the interviewer and his inquiry. He may be reticent or deceitful, fearing lest any information he discloses should be turned to his disadvantage; or he may be voluble and anxious to please, telling what he thinks the interviewer would like him to say.

This fact is not applicable to the interviewee alone.

\(\ldots\) the interviewer also is subject to the limitations of this same profound emotional characteristic of human nature. He, too, has his prejudices, his personal likes and dislikes, his pride of opinion, his fondness, perhaps for a hypothesis he would like to prove. \(\ldots\) Most difficult to overcome is his natural tendency to hear and record whatever harmonizes with his own wishes or expectations, while failing to notice counter-indications and exceptions.\(^{16}\)


However, the emotional hazards of interviewing are not insurmountable. If the interviewer is forewarned, he can avoid or at least minimize them. The interviewer should school himself to identify, analyze, and lay aside his own opinions and prejudices, and to cultivate a readiness to hear without any show of surprise or disapproval whatever the interview may reveal. 17

The writer attempted to be objective in making the interviews.

Preparing for the interview. The interviewer has to formulate the problem in his own mind. He has to know what information he wishes to obtain from the interview. The writer was seeking information as to why the students dropped out of school.

The interviewer should know the field about which he is inquiring. This helps in formulating important questions for inquiry and the interviewer can discuss the topic intelligently. The writer did much research on the subject of drop-outs before beginning the interviews.

Bingham 18 suggests the interviewer should have a letter or card from a responsible person which gives introduction,

17 Loc. cit.

recommendations, and authority for the interview. Such a letter often secures a hearing with the desired interviewee and shortens the process of explaining one's reason for seeking information. The writer had a letter from the head of the Department of Education, Sacramento State College, to be used if necessary. This letter was not used as no interviewee requested any such authority.19

The persons selected for the interviews should be chosen with care. They should be those who are in a position to have the information that is desired. The drop-outs were chosen after they met certain qualifications. This has been explained in Chapter I, pages 4 and 5.

It is advisable to know something about the interviewee before the interview takes place. School files thus aided the writer in getting acquainted with the background of the interviewees used for the case studies.

Great preparation and considerable thought should be given to the planning of the questions to be asked in the interviews.20 Several lists of questions were read and considered before the questions used in the Maryland study21 were selected as the pattern the writer used.

19 A copy of this letter is found in the Appendix, Exhibit A, p. 230.


Beginning the interview. The success of the interview depends on how well the interviewer "sells himself" to his subject. On beginning the interview it is important to establish pleasant associations, to help the interviewee to feel at ease and ready to talk.

Crawford encourages the interviewer to appeal to personal pride to further his end. He says,

Vanity seems to be an inherent attribute of practically all people. The interviewer should make it plain that not just anyone and everyone is being asked for interviews, and that the requests are being made of only a selected few who have much to contribute.

This suggestion was followed by the writer in making the interviews.

Some important points about establishing rapport between the interviewer and interviewee and conducting a good interview are given by Crawford. He suggests,

The interviewer should take his subjects into his confidence, telling them the nature of the problem being investigated. Any trace of secrecy immediately sets up psychological barriers that are almost insuperable. . . . The interviewer should be keenly interested in the questions himself, else he cannot expect his subjects to be interested. . . .

The interviewees were told about the study and the resulting questions and responses were observed with interest.

22 Crawford, op. cit., p. 160
23 Ibid., pp. 161-162.
24 Ibid., p. 160.
Conducting the interview. Crawford\textsuperscript{25} suggests following up a train of thought at the time it is under way instead of shutting it off merely because it is not the next thing on the list. The writer followed Crawford's suggestion of taking the impressions or statements from the person interviewed, just as they come, and to fit them into their appropriate categories later. When full cooperation between the interviewee and interviewer is secured, as is recommended by Crawford,\textsuperscript{26} notes can be openly taken by the interviewer.

Crawford further states,

\ldots as a general rule, the more pronounced the note taking procedure the more important does the subject feel and the more willing he is to open up his heart and express himself.\textsuperscript{27}

An attempt was made to record the responses in the speaker's own words at the time of the interview.

"It is well to leave \ldots the way open for a second interview," says Crawford,\textsuperscript{28} "in case it is discovered later that any essential items have been overlooked." The writer did this, and had a second interview with all drop-outs except Carlos and Eddy Jo, who were not available.

\textsuperscript{25} \textit{Ibid.}, p. 169.

\textsuperscript{26} \textit{Ibid.}, p. 171.

\textsuperscript{27} \textit{Loc. cit.}

\textsuperscript{28} \textit{Ibid.}, p. 162-163.
Recording the interview. Crawford emphasizes the importance of the care the interviewer should take in recording the interviews.

The faith which the reader will put in a book which has been written from interview materials will depend upon how thoroughly the interviewer has done his work. Consequently, it is necessary to accompany the book by a record of the procedure and sources of data used.

A record of the procedure used in interviewing for this study is found in Chapter I, PROCEDURE USED IN MAKING THE STUDY, pages 2 - 6.

V. THE BASIC NEEDS

Raths and Fleet point out that teachers should realize that students are continually changing. There are changes in physical appearance, and with this comes "changing needs and urges and powers." They present a list of eight emotional needs, pointing out that teachers must operate on the assumption that people have emotional needs, and that certain behavior will indicate if these needs have or have not been met. These needs must be identified and ways must be found to satisfy the needs.

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29 Ibid., p. 173.

Havighurst\textsuperscript{31} in his chapter on "Developmental Tasks of Adolescence", lists nine developmental tasks facing adolescents.

Fenton\textsuperscript{32} has a list of seven general headings of classification of needs which is used in making the summaries of the case studies of this thesis. Fenton's list is an outline for the study of the individual student in terms of needs. Under each general heading are questions or subtopics which, when answered, give a rather complete picture of whether a child's needs are being met. Only the questions that seemed to the writer to be related to this study were used.

Fenton's list is as follows:

1. The need for a healthy body and good physique and appearance.
2. The need for feelings of security.
3. The need for social adjustment and recognition.
4. The need for feelings of competence.
5. The need to accept the conditions, the realities, of his own life.
6. The need to experience curiosity and pleasure and to acquire active and varied interests.
7. The need to be considered a developing personality.\textsuperscript{33}


\textsuperscript{33} Ibid., pp. 185-200.
1. The need for a healthy body and good physique and appearance. "The acceptance of self is ... a fundamental factor in mental health." Physical disabilities sometimes hinder a child in his acceptance of himself as he is.

   a. Is the student weak or otherwise physically handicapped?
   b. Are his attitudes toward health reasonable and wholesome?
   c. Does he have any actual disfigurement ... and does he worry over any unbecoming traits?

2. The need for feelings of security. Horrock36 says it is important to the proper development of a child "that he have a sense of security, of belonging, and of being wanted."

   Fenton37 states, "The morale of the home is usually the key to the presence or absence of the feelings of security." It is greatly affected by the attitudes of the parents toward each other and the child's feelings about the relationship of his parents to one another. 38

   But far more fundamental for wholesomeness in his life is the child's feeling of security in his own relationship with his parents, the assurance of being wanted and loved. ... The security which comes to the child from satisfying relationships with his parents is basic to his general welfare. 39

34 Ibid., p. 190.
35 Ibid., p. 185.
36 Horrock36, op. cit., p. 38.
37 Fenton, op. cit., p. 186.
38 Ibid., pp. 186-187.
39 Ibid., p. 187.
a. Is there good morale in the home, expressed by common interests, affection among the members of the family, mutual goodwill and forbearance, and a good sense of humor?
b. Are there enjoyable family activities (trips, games, reading aloud, etc.)?
c. Does the student feel secure in his home? Wanted by both parents? Do his parents seem consistent in their treatment and attitudes?
d. Is there illness or any other trouble in the home (a feeble-minded, crippled, delinquent sibling or invalid relative)?
e. Do financial limitations or economic fears exist in the home which disturb the student?
f. Is the home stable? Is the student anxious about the possibility of his parents being divorced or separated?

3. The need for social adjustment and recognition.

The child's attitude toward himself, whether or not he accepts himself is again stressed. If he accepts himself reasonably well, then he is ready to meet others with self-confidence and assurance. If he rejects the kind of person he is or imagines himself to be, then he meets others with this discord already present in himself.41

a. Is the student accepted as a member of the group at home without resentment and jealousy by others there? Without favoritism or preference? Does he feel jealousy or resentment toward any in the home?
b. Does he feel that he belongs to his group at school? Does he feel accepted by other children? By the teachers?

d. Does he need to seek recognition through show-off behaviors or other unwholesome attention-getting devices?

40 Ibid., pp. 188-189.
41 Ibid., p. 189.
22

e. Does he have some special friends in school? In the neighborhood?

f. Does he give evidence of prejudice or antagonism (racial, religious, social, sex) which influence his choice of associates, or lead to the avoidance of certain classmates?  

4. The need for feelings of competence. Fenton points out that "the origin of feelings of inferiority or incompetence is an important problem in mental hygiene." It is a teacher's obligation to help give the children friendly, supporting relationships.

- Does he feel adequate, self-assured in his general approach to life situations? Does he expect to fail in any type of situation?
- Does he have ambitions which he feels are within his power to accomplish?

5. The need to accept conditions, the realities of his own life. One measure of mental health is the ability to face reality, to accept the conditions offered by the environment without resorting to any of the customary evasive or escapist behaviors.  

- a. Does he accept his own personal assets with a reasonable self-esteem? His appearance? Physique? Clothes?
- b. Does he accept his limitations without compensatory or escape reactions such as excessive daydreaming, stealing, bullying,

42 Ibid., pp. 192-193.
43 Ibid., p. 193.
44 Ibid., p. 194.
lying, revenge, or notable self-pity?

d. Has he reasonable control of anger and other emotions? Is he quarrelsome or disagreeable at home? In school? With playmates?

f. Is he reasonable cooperative in his relationships with adults? With classmates?

6. The need to experience curiosity and pleasure and to acquire active and varied interests. The curiosity, wonder and hope that are the heritage of children should be treated tenderly by parents and cherished by the schools. These are the riches, sources of joy, and inspiration for living. How the student thinks of himself and what he would like to become are of great importance in the definition of his personality.47

c. Has he any actual or potential abilities in mechanical or manual skills, science, art, or music, indicated by observation or tests?

d. Does he sustain any interests or hobbies?

f. Can he formulate plans and carry them out with self-direction appropriate to his age? Discuss in relationship to the level of aspiration, the expressed ambitions of the student?

h. Does he seem to enjoy life, to be vivid and happy and to find the spirit of adventure in his work and play?48

7. The need to be considered a developing personality. Fenton49 points out that "the child needs the satisfaction of an accepted status in the home and in the school --a friendly

46 Ibid., p. 195.
47 Ibid., p. 196.
48 Ibid., p. 197.
49 Ibid., p. 198.
and sympathetic treatment of him as a personality by his parents, his teachers, and other adults in his life."

a. Do his parents give evidence of knowing in general what to expect of a student of his age? His teachers?

b. Can his parents accept his immaturities and limitations as such and not as faults to be blamed? His teachers?

c. Is he being allowed to grow up, to become progressively independent of parental guidance and domination? Are the parents excessively concerned over any of the student's problems?

d. Does he accept authority reasonably at home? At school? Is he inclined toward overabject obedience or submissiveness?

e. Has he a wholesome adjustment, for one of his age to the meaning of private property and the rights of others at home? In the community? At school?

VI. THE PROBLEMS OF ADOLESCENTS

In addition to these basic needs, the five drop-outs also had to face the problems and needs peculiar to adolescents. So that one may understand this better, one needs to consider the problems of adolescence.

Adolescence is a time of seeking status as an individual. The adolescent attempts emancipation for childish submission to parental authority, and there is a struggle against relationships with adults where the adolescent is subordinated on the basis of inferiority in age, experience, and skill. It

50 Ibid., p. 199.
is a time when vocational interests emerge and develop and the adolescent strives toward economic independence. 51

During adolescence group relationships become of major importance. The adolescent desires to attain recognition by his age mates and also secure status with them. He wants intensely to conform to the actions and standards of his peers. At the same time, emerging heterosexual interests bring complexity and sometimes conflict with emotions and activities. 52

The physical development of an adolescent is rapid. During this period there is altering of the body, and physical maturity is attained.

Adolescence tends to be a time of intellectual expansion and development, plus academic experience. The adolescent finds himself in the position of having to adjust to increasing academic and intellectual requirements. 53

During adolescence there is a re-evaluation of values. The adolescent finds himself faced with conflict between his youthful idealism and reality. 54

Fenton 55 reports that "Kirkendall found in his group of high school students an increase in conflict and poorer school adjustment in their adolescent years."

51 Horrocks, op. cit., p. 20.
52 Loc. cit.
53 Loc. cit.
54 Loc. cit.
55 Fenton, op. cit., p. 154.
VII. THE RELATION OF TRUANCY TO DROP-OUTS

Truancy was noticeable in the case studies of Albert Jones, Donald Brown, and Eddy Jo Smith. In fact, it was essentially as a result of truancies that Eddy Jo came under the care of the California Youth Authority. Since truancy was prominent in the school histories of the three before-mentioned students, it is understandable that a review of truancy and its relationship to drop-outs be included here.

A study was made on truancy by The Citizens Committee on Children in New York City. Their report \(^{56}\) says that truancy "seems to represent a symptom, a sign of trouble." The report goes on to state that the roots of truancy "lie in the school, in the child's home, or in the child himself."

Truancy is serious for if the causes are not discovered and corrected, the truant student generally drops out of school. Delaney \(^{57}\) in reporting about the drop-out study made in Chicago, said that "repeated absence from school is a common symptom of school leaving." The Chicago study showed,

Schools in underprivileged areas reported 73 per cent of the "drop-outs" were frequently absent or truant prior to school leaving. City-wide records indicated that approximately 35 per cent were chronic absentees and that more than 50 per cent had truancy records. \(^{58}\)

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57 Delaney, op. cit., p. 23.

58 Ibid., p. 22.
It is the "habitual" truants that most often become drop-outs, so it is important that one understand what makes a "habitual" truant. According to an article in The Nation's Schools59, J. J. Van Hoff, school superintendent at Verdigre, Nebraska, is quoted as saying that "long experience has revealed that habitual truants stay out of school for a definite reason." Van Hoff then gives a list of what he believes are the reasons for truancy. His list includes many of the reasons given by drop-outs for leaving school:

... dislike for teacher, dislike for school because of pupil's inability to make a creditable showing, bad associates, compulsory attendance law, local conditions such as the presence of a good fishing spot, a pool hall or a moving picture theater.

Just as the schools cannot be blamed entirely for some students dropping out of school, neither can they be blamed entirely for students being truant. Fornwald60 believes certain conditions outside the school are accountable for much irregular attendance. He blames "increasing laxity in the home, unsettled economic conditions, employment, outside interests, and even the connivance of parents."

In the case study of Albert Jones one of his teachers said that his mother had written notes for Albert when he had been truant. Bratton61 emphasizes this and the difficult


61 Dorothy Bratton, "What About the Truant?" The Grade Teacher, 64:12, September, 1946.
position in which it places the school. He says,

There are some parents who will send a note stating that a child was at home ill when they really have no notion where he was. The teacher is handicapped in such a case, since, without reflecting on a child's home, she must nevertheless make it plain to him that getting to school is his own responsibility.

The influence of the home and parents has a great deal to do with whether or not a child becomes a truant and a dropout. In the case study of Donald Brown the writer felt that the home situation was one of the main causes of Donald's problems. Rogers, Kell, and McNeil\(^\text{62}\) seem to be describing Donald and the situation that would cause him to leave home and be truant from school. They say,

Very often truancy is a course of action that the child adopts in order to escape from a situation in the home or in the school which he finds distasteful or regards as intolerable. Perhaps home is a drab, repressive place, which provides merely the bare material essentials of physical existence. Needs of the mind and spirit are not even recognized, much less met. The child feels that there is discrimination in favor of more attractive brothers or sisters. A feeling of frustration develops, and he takes French leave.

VIII. HOME INFLUENCES AND THE PERSONALITY OF THE DROP-OUT

Farnham\(^\text{63}\) in her chapter on delinquency says that the basic problem with delinquents is of personality and that it, in turn, depends on the kind of rearing the child has had.


"This is not a question, entirely or even largely, of material wealth, but of emotional qualities and especially of family relationships."

Children have conflicts between the need for approval and the feeling they lack it. "The need for approval and acceptance may be taken to be an inevitable and valuable part of every human being's equipment."64

The feeling that one cannot obtain approval or does not deserve it "can be traced to the early years of the child's life when he is trying to establish his personality and develop his character."65 Family instability and parental rejection may be a great force on the child's life. A child is born without any evaluation of himself. "Only through the acceptance that he receives from his parents . . . can he acquire a sense of worth."66

These remarks seem especially applicable to Donald Brown and Eddy Jo Smith. Farnham goes on to say,

... such circumstances as a broken home and desertion by a parent are of enormous consequences. ... Unable to change conditions, helpless to control them, powerless to understand them he can only draw his own conclusions and make the best defense against them he is able. His conclusions are often false and his defenses often the kind that lead to later difficulties. Feeling unloved and unwanted, he may, as soon as his powers permit, begin to seek compensations. This attempt may prove to be delinquent.67

64 Ibid., p. 148.
65 Loc. cit.
66 Loc. cit.
67 Ibid., p. 149.
Albert Jones was the withdrawing type of student. Morris states that the withdrawn child needs much attention from parents and teachers. Yet, because of being quiet, they are often neglected, especially in the classroom.

... these very quiet children are often disregarded. The reason is that they do not cause any trouble. The dreamy child who doesn't speak up or act up in class, who walks by himself and doesn't join in escapades with other children, is generally left thankfully alone. The more noisy, disorderly ones receive the attention, although they are apt to be the more normal children and less of a real problem.

Morris goes on to suggest some steps teachers can take to help the "quiet" children. He says the greatest help can be given by "understanding their deep and continuing need for affection, respect, and 'social security' of a personal sort." The quiet children can be helped by having bestowed upon them as much interested attention as is bestowed on their more unruly companions. A teacher should remember in all her dealings with children that "recognition protects mental health as vitamins protect physical health and belongingness is as necessary and warming as are clothes."


69 Ibid., p. 143.

70 Ibid., p. 146.

71 Loc. cit.
IX. THE EFFECT OF THE TEACHER'S PERSONALITY AND
THE CURRICULUM ON THE DROP-OUT SITUATION

"The role of the teacher . . . is strategic," states Wallin.72

Whether a pupil likes school or not, whether he develops an appetite for learning, whether he grows into a philosophy of life that makes for mental and social health . . . those things depend in a large measure upon his teacher.73

Wallin believes that teachers should take courses in mental hygiene, mental health, and on the formation of personality traits so that they will be better equipped to help rather than hinder the children in their classrooms.74

A teacher should do all she can to be an interested and helpful guide to all of the students in her classroom. A personal interest by a teacher is a great help in keeping a student in school. Ratliff75 says that developing an interest in the student is the first step in combating the drop-out threat. He believes "our school programs . . . should follow the lead of top industrialists, manufacturers, and government officials. It should emphasize the individual."76

72 J. E. Wallin, "Fugitive Children," National Parent Teachers, 34:15, October, 1939.

73 Loc. cit.

74 Loc. cit.

75 Ratliff, op. cit., p. 647.

76 Loc. cit.
Bailey\textsuperscript{77} follows along this same idea of individual attention, stating,

A good teacher recognizes the fact that individuals differ and that these differences must be provided for in every class. She tries to find out why a child reacts as he does and then organizes her plans so as to care for the needs of each class member.

The need for more teachers, especially those trained as counselors is emphasized by Shiebler.\textsuperscript{78} He says schools "must have a sufficient number of guidance counselors to consult with pupils, teachers, and parents with respect to individual problems." Counseling should begin earlier in the school life of a child than it does at present, but it does not because of the lack of personnel.\textsuperscript{79}

According to Shiebler\textsuperscript{80} the schools are mainly responsible for drop-outs.

The holding power of the high school appears to depend largely upon the extent to which the school has adjusted its courses of study to the interests, needs, and abilities of children.\textsuperscript{81}

Schools that have made changes in their curriculum in order to lower their number of drop-outs have seen some interesting results. In New York City the number of high school drop-outs was lowered to 30 per cent by instituting a course

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\textsuperscript{78} Shiebler, \textit{op. cit.}, p. 40.

\textsuperscript{79} \textit{Loc. cit.}

\textsuperscript{80} \textit{Ibid.}, p. 39.

\textsuperscript{81} \textit{Loc. cit.}
of study that leads to a general rather than academic diploma for students who do not intend to go to college. 82

In Allentown, Pennsylvania the drop-out rate of high school students was reduced from 50 per cent to 20 per cent by adding the following courses to the program of studies: machine shop, cabinet-making, auto-mechanics, printing, electricity, mechanical drafting, architectural drafting, retail selling, pattern making, wood working, metal crafts, general crafts, general art, and home economics (general and vocational). 83

Shiebler 84 also suggests a more effective guidance program, and expanding the work experience program in which the children attend school and hold jobs during alternate weeks throughout the school year. This is suggested to solve the problem of those who drop out for economic reasons.

Shiebler recommends,

... an extension of the industrial arts and home economics program, improvement of vocational education, wider use of community resources, and a more functional citizenship education program. 85

82 Ibid., p. 40.
83 Holbeck, op. cit., p. 36.
84 Shiebler, op. cit., p. 40.
85 Loc. cit.
Hampton\textsuperscript{86} believes the shop program or vocational school could do a great deal to keep students in school. He says,

\ldots while it would be difficult to say with finality that the vocational high school has solved the problem of the slow learner and the problem-pupil \ldots at least \ldots these pupils are happier than they were elsewhere in school, and that they remain in school longer, and are willing to return. \ldots These schools will prevent delinquency because they more nearly satisfy the desires of youth to learn his place in the world, to prepare for that place, and eventually to assume the responsibility of his calling.\textsuperscript{87}

Students must gain the sense of satisfaction that comes from achievement. Stinebaugh\textsuperscript{88} says that it is the pupil's own satisfaction of accomplishment that is a final factor in determining whether he will remain in school or not. Shiebler\textsuperscript{89} says that students "must not be urged to do what they are incapable of doing. They must be recognized as individuals, given responsibility, and made to feel that they 'belong'."

X. EXTRA-CURRICULAR ACTIVITIES AND THE DROP-OUT

Four out of the five drop-outs interviewed claimed no interest in extra-curricular activities. Though there were a variety of extra-curricular activities offered at the high

\begin{itemize}
  \item \textsuperscript{86}Vernon Boyce Hampton, "The Slow Learner, Truancy, and Delinquency," \textit{The Educational Forum}, 5:555, March, 1941.
  \item \textsuperscript{87}Loc. cit.
  \item \textsuperscript{89}Shiebler, \textit{op. cit.}, p. 40.
\end{itemize}
schools attended, only Donald Brown participated. He was on the high school boxing team.

The teacher should help the student to find the activity which he can enjoy. Shannon\(^90\) says,

> Every teacher should be vigilant to detect ways in which his pupils are endowed to shine in school activities. Then after discovering talent, teachers should encourage pupils to engage in activities in which they can give their talents expression.

> At the same time, the school should broaden its array of activities to provide expression for every pupil's talents and legitimate interests.

> Perhaps if the teachers of these four drop-outs had taken more interest in them and encouraged them to take part in some of the extra-curricular activities, school may have seemed more attractive.

XI. STUDENTS OF A BILINGUAL BACKGROUND IN THE SCHOOLS

As Mexicans, Beatrice and Carlos Gonzales had many additional problems to face. Added to their problems at home and school was that of being members of a minority group. Faltis\(^91\) (who at the time he wrote his article was a teacher at Woodland High School, Woodland, California), states that

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in California much emphasis is placed on the Spanish and Mexican heritage of the state. "However," he continues, "we fail to take cognizance of the people themselves who . . . still live among us."92 He says there is not only a dearth of gratitude to these people "but in many instances one can detect an attitude of prejudicial unconcern."93 Beatrice and Carlos were aware of this attitude and their awareness made school less enjoyable than it might have been.

Faltis gives some suggestions to teachers for aiding Mexican students with their necessary school adjustments.

Take a friendly interest in your Mexican students and in their background. . . . Make strong recommendations to scholarship award committees for Mexican students. Such committees are eager for outside opinions. . . . "Pull wires" to have these students run for school offices.94

Harvey,95 in reporting on a study made in Los Angeles comparing Mexican and American delinquents, states,

The problem of bilingualism, truancy, retardation, failure, and school withdrawal presents themselves a challenge to the educators in respect to planning an adequate school program to meet the needs of the Mexican boy.

His conclusions have the following information which is relevant to the study of Beatrice and Carlos Gonzales:

92 Loc. cit.
93 Loc. cit.
94 Loc. cit.
Mexican delinquents had a lower average intelligence rating than the American delinquents. . . . The higher frequency of mental retardation and deficiency on intelligence tests among Mexican delinquents may be due to environmental and cultural factors rather than to the direct effect of native intelligence.96

XII. SUMMARY

Studies made in different sections of the United States indicate that approximately fifty per cent of the young people of this country drop out of school before their graduation. Lack of interest in school and economic need are the main reasons given for leaving.

The case study method of gathering data by use of school records and interviewing was used in gathering material for this study. The use of the interview has several limitations. There are many factors and circumstances affecting the results, but they are not easily recognized or controlled. The main difficulties are with the two interacting personalities of interviewer and interviewee. It is necessary that the interviewer make detailed plans of preparation in beginning, conducting, and recording the interview.

Fenton's list of basic needs was used for this study. This includes needs for a healthy body, good physique and

96 Ibid., pp. 583-584.
appearance; feelings of security; social adjustment and recognition; feelings of competence; accepting the conditions and realities of one's own life; experiencing curiosity and pleasure; acquiring active and varied interests; and to be considered a developing personality.

Truancy is a symptom of something wrong either in the child himself, his home, or his experiences in school. Research has shown that in many cases truancy precedes dropping out of school.

The early years of a child's life are influential on the sort of person the child will become. Emotional qualities and family relationships determine personality. The withdrawn child needs much attention from parents and teachers. He is often neglected because parents or teachers are busy with the noisier children. It is vital to the personality development of the withdrawn child that he receive respect and understanding of his need for affection.

The teacher greatly influences whether or not a child enjoys school, and whether he becomes well developed mentally and socially. The teacher must recognize the individual differences of her pupils and provide for differences in her classroom. Schools should adjust their courses of study to the needs, interests, and abilities of the children attending. Research studies show an increase of "stay-ins" when schools were willing to make adjustment.

Teachers should encourage students to take part in
extra-curricular activities. Extra-curricular activities seemed to hold no interest for any of the drop-outs interviewed except Donald Brown who had been on his high school boxing team.

Beatrice and Carlos Gonzales have the added problem of being members of a minority group --Mexican-- and having a bilingual background. This intensified their problems at school, since they felt they did not belong. They spoke a different language in their home which hindered them in their learning. Teachers should take special friendly interest in minority group members and especially those who have a foreign language background. Anything that is done that makes their school experience a happy, rewarding time helps to keep their interest in school.

If solutions to the problems presented under the various related subjects could be solved, perhaps the drop-out problem would be solved. The drop-out problem is complex and the many subjects connected with it further bear this out.
CHAPTER III

THE CASE STUDY OF ALBERT JONES

INTRODUCTION

Albert Jones was a boy of seventeen when this case study was made in the spring of 1952. He had left Jefferson High School the year before, after attending three years. By the spring of 1951 Albert had failed five subjects. It was during this semester that he was dropped by the school for non-attendance. His I.Q., as given on records at Jefferson High School, is 94.

When Albert was interviewed for the first time in the living room of the small house in which he lived with his parents, his mother was present during the entire interview. The writer later returned for a second interview, hoping to speak with Albert alone. He was outside working on his car but suggested that they go into the house. As soon as they entered the living room, the mother came in and remained during the second interview.

Albert is an only child. At the time of his birth, his parents were living in a small town in southern California. Shortly after Albert had enrolled in school, the family moved to Sacramento, later returning to southern California.
When Albert was in the fifth grade the family returned to Sacramento. Albert's father is a bartender and his mother is a housewife. In the corner of the Jones's living room hangs the what-not holder that Albert made in woodshop.

ALBERT TALKS ABOUT SCHOOL

The summer after he left school, Albert worked in a can factory. He said,

Before summer vacation, I was thinking about it—whether I wouldn't go back. Then when I got my job, I decided. I worked for about two months after school started in the fall. I liked it pretty well. Then I got laid off. In the job I had, you didn't do the same thing twice. I was in the warehouse loading boxcars. It was all right, if you keep in shape. I wouldn't mind doing it again for awhile. I tried to find another job, but I couldn't. You have to be 18.

Albert went on to say that he would be 18 in a few weeks and that he might return to the can factory or try to get a job at an army airfield near Sacramento. Speaking about work at the airfield, Albert continued,

You can transfer around quite a bit out there. It's kind of hard to transfer, though. I'm not interested in any particular job, just something that has the most money in it. Right now I'm not doing much. I spend most of my time fooling around with my car.

THE COMMENTS OF ALBERT'S ELEMENTARY SCHOOL TEACHERS

Only one teacher who had had Albert in the elementary school was still teaching at the school. She was Albert's sixth and seventh grade teacher. She remembered Albert as,
...a very fine chap. He was business-like and seldom into mischief. He was quiet. He didn't like giving oral talks and never volunteered. His face was pimply, and it would flush up if he was called on too quickly. He would always have the answer and never refused to carry out an assignment. Albert was dependable, studious, conscientious -- the "salt-of-the-earth" type. In his work he was not retarded in anything but he was not the "shining light" type, either.

The principal of the elementary school could not remember Albert. "He apparently was not a discipline problem," he said, "and from that fact alone, I had little to do with him."

The principal looked over Albert's school record card and commented,

His attendance was excellent, citizenship was excellent, as was his respect for authority and courtesy. Other than that he was just about an average student. His behavior was very good. When a child is exceptional in respect for authority and courtesy, and is outstanding in sportsmanship, he is not a discipline problem.

Albert, talking about school, said, "I didn't mind grammar school--it was so-so--but when I got to high school, I just didn't like it."

There is quite a contrast between his attendance record in elementary school and high school. In the seventh grade he was absent only one day during the year. In the eighth grade he was absent one-half day all year. In high school he was truant sometimes two or three days a week, beginning in his sophomore year. In his junior year he did not go to school for a week at a time.

Albert's elementary school grades are recorded as far back as the fifth grade. He received a majority of B's, with
a few C's and D's. He received an A in physical education in the sixth grade—the only A on his school record. He received an F in oral English in the seventh grade and an F in history in the eighth grade.

**ALBERT'S HIGH SCHOOL RECORD**

Albert's record in the counselor's office gave the following information: when Albert came to Jefferson High School he had a total grade average of C. His study habits were recorded as "good" and his citizenship as "excellent." Albert's activity sheets were all blanks. In the counselor's office is Albert's attendance record: 22 absences for one semester, 13 excused and nine unexcused.

The counselor stated that if there was anything wrong with a student's health, a record of it was put in the files in the counselor's office. There was no such record in Albert's file.¹

In high school Albert received only two B's—one in general shop and the other in pre-aircraft. He received 16 D's, many of which were D-. To keep from completely discouraging a poor student, the school had a policy of not failing them. No doubt that is why Albert received so many D-'s. He failed five classes: English, twice; history, twice; and

¹The nurse at Jefferson High School was contacted but she had no health records for any of the five drop-outs.
mathematics, once.

ALBERT'S FEELINGS ABOUT SCHOOL AND TEACHERS

Albert said he remembered failing some classes. He said it was "no surprise" to him when he received an F for he "knew it was coming." He did not take part in any of the school activities. "I could have, I guess," he said, "but I never did."

He did not feel that school had helped him to earn a living in any way. "I didn't use anything I learned at school while I was working. I don't see where it helped any." He could not think of any way school could have been made more interesting for him. "I don't know if they could of" made it interesting for him. The way that school had helped him enjoy life more was that he had "met a lot of people there."

The only interest Albert said he had was his car. He took one course that had to do with cars -- internal combustion engines. Albert talked about this class as follows:

In there you learn about motors -- not just cars, but all kinds -- airplane motors. I couldn't get into auto mechanics. It was too full. They just take a few. It's three hours. I could of, I guess, but I didn't have my car then.

Albert claimed that he did not know much about cars. He said,

I keep mine running. It's a pretty good car. It's the third one I've had. I'm fixing the back end now -- customizing it. I painted the dashboard last week. I bought the radio and heater myself.
Albert had 25 different teachers in the three years he attended high school. Because of his choice, and because he took a vocational course, only one of these was a woman.

Albert said he did not know why he felt the way he did about high school, but he did not like some of his teachers. He said he liked

... a couple of the men pretty well. They were always joking. I liked men teachers better than women. You have a better time in their classes.

He said there were quite a few that he did not like, some were "just mean-like." He said he did not know what it was about them that he did not like, but he guessed it "was their attitude." There was one particular teacher that he did not like. This teacher, according to Albert,

... thought he was the only one in the world. He acted as if he knew everything. I don't think he did.

Albert said he did not like English. He went on to say,

I always hated English. It was hard for me. I always hated to give oral talks ... I just didn't give them ... you could usually make it up on something else. If you did real good in the rest of the work, they wouldn't flunk you; but you'd get a lower grade.

Albert liked woodshop "pretty well."

In there you could do about anything you wanted. We had projects, you could make things. If you didn't have a project, the teacher had things for you to do.

His feelings about the rest of the subjects were that they were "about the same." "I didn't stay with anyone," he
continued, "I changed around every semester. I didn't try to learn anything special."

When Albert was asked if any of the teachers seemed particularly interested in him, he said, "I guess they were. I didn't pay much attention. They were all about the same."

THE COMMENTS OF ALBERT'S HIGH SCHOOL TEACHERS

Twelve teachers remembered Albert well enough that they could tell what he was like in their classes. A few of the teachers looked up his picture in the school files to be sure they were talking about the right boy.

Albert took mathematics during his entire freshman and sophomore years. He had the same teacher (m) for the two years. The teacher said about Albert,

I found him a very interesting boy. He was pretty quiet, and he looked stupid, but he wasn't. He had friends in the same class, and they'd cut school. The next day they would have three different excuses. They were in different "regs" (homerooms) but all three were in this class together. One day they had borrowed a boat and had gone from the Fair Oaks Bridge to the H Street Bridge. I can't remember all they had done but whatever they told me, it was not wicked but was on a healthy plane. One of these episodes was dangerous. I put the attendance office "wise" and they checked on the three excuses. They were three different ones. They checked on the homes, and their parents didn't know. Checking back on their attendance, they found out all three had cut on the same days. The next days the boys told me they had done it once too often, and had been caught. That was the end of their cutting for the rest of that semester.

. . . Albert did his work and generally passed but he wasn't a good student by any means. It didn't bother him not to hand in work or to get an F.
His homeroom teacher (m) in his freshman and sophomore years remembered he was absent a great deal of the time. He said,

I called up his mother about it. She had signed some excuse notes for him that stated he had been sick in some manner. I talked to her a few times. In a conversation she admitted that she had lied on his notes. She stated he had been absent at times when she knew it. Sometimes when I would speak to her on the phone, she'd say he was absent half a day, and he'd been absent all day. She said some of the boy's friends had told her it was hard on them if they received unexcused absences, and she was trying to do the boy a good turn.

I spoke to the boy about it, and he said he understood. He wasn't mad at anybody but he just didn't like school. He couldn't make good in his school work.

He was very non-communicative, and barely spoke to any of the fellows in the reg -- just short sentences. He was very ineffective, sitting most of the time. There's nothing to do here except listen to announcements, and I check the attendance reports. It was after I'd made out several absent slips for him that I called his mother. She hemmed and hawed around and then she told me. He'd have about fifteen absences a semester.

He wasn't the type that would get upset over anything. He looked glum, rather worried sometimes, and never smiled. He had acne. He was here for two or three years.

His teacher for pre-aircraft shop remembered him as--

... a rather easy-going student. He didn't seem to have too much fire, but understood well, and caught on quickly. He seemed to have average intelligence and good ability to comprehend. He was a quiet fellow --more of an introvert. He had his group, two or three boys, that he ran around with. One was a Chinese boy who was very good.

He wasn't outspoken. He was the type that takes a back seat and didn't seem overly interested. He seemed well clothed, and one would judge that he had money for what he needed.
His English teacher (f), during his high sophomore term, remembered him immediately. She described him in the following way:

He was rather lethargic—sleepy all the time. His eyes are glazed and one can't make contact with him. It's like talking to a blank wall. He was not a problem in school but sat very quietly, as if dead to the world.

He absolutely refused to do any homework. I gave the assignment about 20 minutes before the end of the class, so they could get half of it done in class, but he just curled up and went to sleep. I don't give it on weekends, so he had no complaints.

If I gave a test, he'd just hand in a blank paper and curl up and go to sleep. You'd try to encourage him, and he'd say, "Yeah, yeah, yeah," and go back to sleep. He's colossally lazy physically.

Did he join the navy? ... if he did, I feel sorry for him. What's his I.Q.? ... I didn't think he was too dull, but he's so lazy.

His physical education teacher (m) during his low junior year said,

He was a very quiet boy and did everything he was told. He wasn't an outstanding athlete in any sport, but the outstanding thing about him in my class was his deportment. He stripped every day, and he wasn't a problem. I don't know anything about his I.Q., but spiritually I'd say—a very clean-cut boy.

Albert's English teacher (m) during his low junior year looked up his picture before he would comment on him. He said,

I saw his picture and vaguely remember the boy. It was difficult to get anything out of him—phlegmatic type—lacking enthusiasm and interest. He's usually do what I asked him to do, but with no apparent enthusiasm. He said nothing, making no voluntary contribution to the class. It was very difficult to get to know him unless you'd take time out to talk with him. In a large class, you can't unless you're particularly interested in that type of problem.
Albert had woodshop from the same teacher (m) his entire junior year. This teacher said,

As I remember the boy he was rather slow and needed constant prodding. I would guess from the short time I had him that if he was in some type of occupation where he could learn a repetitious type of work he'd probably do OK. He didn't grasp things rapidly. I'd say he was an average student.

Albert's history teacher (m), his low junior term, looked up his picture to refresh his memory. He said,

As I remember the boy, he was very disinterested and negative in his attitude -- one of those who sits there and looks out of the window -- not any trouble, though. He was always below fifty per cent, as I recall. I don't think he's unintelligent, but disinterested and a poor reader . . .

The teacher noticed on the records that Albert had received an F. He said,

If the boy received an F it means he wasn't trying, because our classes are geared for a mixed group and if anyone tries he can make it. He just sat there. He would rarely bring a book with him. This is a required course, but his attendance was very poor.

Albert took the class in internal combustion engines his last term in school. His teacher (m) for that class said,

He was quiet and didn't seem to have too much ambition but wanted to sit around all the time. He never caused trouble in the class. He nearly always had to have some help; consequently, I couldn't give him any more than a passing grade.

The English teacher (m) whom Albert had during his last term stated,

He was rather sullen, slightly rebellious. His attitude was not a healthy one. Any attempt on the part of myself to cajole, wield, or coax, to keep him in good humor and to do a little work was useless. Various times I tried to find out what was the matter,
what was behind his attitude, what made him tick but I gained nothing. He fell asleep in class --but that's nothing-- lots of people fall asleep. I do not think he was maladjusted. I would just say he was not interested in school.

When Albert was demoted because of failing five classes, he was changed to another homeroom. His homeroom teacher (m) was also his physical education instructor his last semester in school. This is what he had to say about Albert,

I'd say he was average. He was always very quiet. In reg he just came up for roll call. He was one of those kids you don't get to know very well because they're so quiet. I guess we should get to know those kind better but we're so busy with the other kind.

He didn't participate. We have class parties and dances, but he didn't attend. He was friendly with the boys, no arguments or anything like that. He did not say much and so nobody said much to him.

I vaguely remember he was interested in automobiles. I did have two long talks with him during P.E. He was absent for a long time when he was transferred to my reg. His poor grades were probably because of his sporadic attendance. I don't know anything about the boy's I.Q., but if he didn't do well it was probably because of inattention.

In gym he participated. He stripped when he was here . . . he was nice and polite . . .

Albert's history teacher (m) during his last semester said,

I would say the boy lacked ambition, and was lazy. . . . In class he did not apply himself. His outward appearance was satisfactory as was his attitude. I just could never stimulate anything in him. . . . He was absent quite a bit. I'd say the reason for his dropping out was lack of interest in school.
ALBERT TALKS ABOUT HIS BEING TRUANT

Several of Albert's teachers mentioned that he was absent a great deal. Albert admitted readily he had "cut" school quite a bit. "Everybody does it," he said. He began being truant about his sophomore year in high school. Usually he and a few of his friends would "go swimming or take a trip some place." "I'd start over there and then decide I didn't want to go, so I didn't," he said. He had his own car part of the time he was in school, although he often rode with a friend, Douglas Black. Albert continued about his truancies,

When Doug would bring his Dad's truck we'd generally take off --just me and him-- or with some other guys. It was mostly during the summer when it got warm. I used to cut seventh period to get a ride home, so I wouldn't have to hitch-hike. Sometimes I'd cut first period --tell them I was late -- but generally it was half a day or all day. Sometimes I went to the dentist. Some of the appointments were in the afternoon and I wouldn't go back. Or else I'd go to the dentist in the morning and take the afternoon off.

Albert's mother said she was shocked when she found out he was cutting school,

They sent me a notice. Then a teacher called me one day. Of course, a lot of the time he went to the dentist. Then I guess he didn't go back to school. He couldn't get in the subjects he wanted. He wasn't interested in football or things like other boys. It seemed he was at a standstill. When we found he was cutting school we talked to him. We didn't imagine he'd do it again. I was all upset about it. I told my brother in Berkeley about it and he said it was nothing --all boys do that. Of course, Albert did it quite a bit. His father went out to the school and talked to the principal.
There are four boys who are Albert's best friends. Doug dropped out of school about a year before Albert and joined the navy, therefore he was not available for interviewing. Tom is the only one of the four friends who is still in school. He works in his brother's gas station after school. Bill, another friend, has known Albert since the eighth grade. Bill has also dropped out of school and works in a grocery store—a job he had part-time while going to school. Joe, a Chinese boy, was added to this group of friends during their freshman year. He is still in school. He works in a grocery store after his school hours.

Tom was interviewed at the gas station where he works after school. This was one week after the interview with Albert. Albert had not told him the interviewer would be coming to talk to him. Tom had this to say about Albert,

"Actually he's lazy. He's capable of doing quite a bit, but he won't apply himself. When we were all sophomores or juniors one of our buddies quit and joined the navy, and we all got the "bug." I think that's what Al uses for his excuse."

In grammar school and the first part of high school Al had pretty good grades, and then he started going downhill. At first we were all enthused, but then we all started "goofing off." I had to take a few subjects over, but Al figured he'd flunked and he wouldn't bother. He kind of lost interest.

We try to get him to go back but he doesn't seem to want to. There were four of us guys that used to run around together. I'm the only one still going to school. The others all dropped out. . . . Al

2 This refers to Douglas Black.
thought he was going to go to work, but that fizzled out. . . . He's quiet, but he's as much fun as any-
one could be. He's not what you'd call a "party pooper" by any means.

We'd cut about two or three days a week. We never got caught, though. . . . We used to go to Lake Tahoe or to Carson City. It was generally on warm days . . . that we'd cut. Sometimes we'd go up to Folsom3 and go swimming.

Al is always tinkering with his car, painting or something. He's handy with his hands. He could do a lot of things if he would. . . . He made a what-not holder at school but he took all term. He'd work on it for a while -- sanding away and kind of daydreaming-- and then he'd pick up something else and whittle on it for a while. If he'd really apply himself he could do something.

Bill was interviewed the day after the writer spoke with Tom. In between the two interviews, Tom and Bill had conferred and learned about the study from Albert. Bill was interviewed in his home. When he was asked why he thought Albert had dropped out of school, he said,

Well, really I don't know. We were cutting an awful lot and he was flunking too much. He had to take seventh period and we didn't. We had the cars and he'd cut seventh period to go home with us. Then he lost his credits.

When Doug came back from the navy last spring, Al and I cut about six weeks. It was near the end of the term. Doug was here two weeks, but after he left we just didn't go back . . . Al never went back.

He finally got a job. It's the first job he ever had. Al never worked.

3 The three places just mentioned are authentic names.
I doubt that Al will ever go back for he's too lazy-minded. In grammar school he was smart; but the way it is in high school, you don't learn anything unless you want to. Also his folks have babyed him too much. He has money for whatever he wants. Now he's lost his license again. They paid for that. They pay for everything.

He's a swell kid. He's big hearted and will give you anything he has. He is quiet and when he gets around girls he says nothing.

One thing he was really interested in was woodwork. He could make a lot of things, but it would take him six months to do it. . . .

When Al and I cut those six weeks -- that was the only long time we cut. Generally we'd cut a day or half a day. We got caught on the half days . . . you're supposed to have an early dismissal. They took us in and lectured us. It does some good, but we'd cut again when we felt like it . . . we didn't have anything against school. Someone would get the idea to go some place and it sounded like more fun than going to school. . . .

Al always wanted to join the navy . . . I think the reason Al never went back was because he was too far behind. He was a high sophomore when he was supposed to be a high junior. He got a whole year behind. He'll never work. If he gets in the navy, it'll kill him.

Joe Jang was interviewed at the store where he works after school. Before talking about Albert, he telephoned him to be sure it was all right. Joe was asked why he thought Albert had dropped out of school. He said,

I think he's lazy. He never knew what the heck he was going to school for and that doesn't keep interest.

We used to do a lot of skipping, and he got caught one time and got called up in the office. His mother got kind of disgusted. She knew, because they phoned up . . . he got demoted half a semester and that's one

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4 According to the school records, Albert was just one semester behind his grade.
of the main reasons he dropped.

He could be real smart if he'd try studying. He couldn't see anything in it. It had no value for him. If he was studying for some professional job, he'd know what he was working for, but he didn't know why he was going to school. Another thing, his father has that tavern and works late at night and he doesn't see his father much. And being the only kid in the family he gets away with murder. To tell the truth, I think his mother's kind of lazy, too. You know that little house over there --she used to have a maid!

I think he's the only one of us who didn't have to work. . . . Anytime he wanted money his Dad would give it to him, so that kind of made him lazy.

I've known him about three years. About a week after I met him, he, Doug, and I went up in the mountains. They'd been cutting for quite awhile. They said, "Hey, let's go up in the mountains." I said, "Sure, let's go," I thought they were kidding. That was the first time of cutting for me, but they'd done it quite often. I kept thinking, what will I do for an excuse? Is it worth it? My conscience bothered me. A lot of times it depends on who you go with whether it's worth it.

We cut quite often in our freshman year. Then our sophomore year we cut the most --just to be cut, to get away. A lot of times guys cut because their friends are doing it. That's the way with me --I didn't want to --I'd think, "I'll get behind in my studies, but what will my buddies think?" so I'd go. I'd do it socially, and that's why Al did it.

He's a great day-dreamer. I asked him one day, "Do you ever day-dream, Al?" He said, "Yeah." I said, "Where, in school?" I asked him, "What about?" And he said, "Going up in the mountains."

His mother knew he was cutting. She'd leave it up to his Dad and his Dad was never home to punish him. Also, his folks didn't push him far. No pressure was on him. They didn't encourage him to study . . .

He tore up his report cards. He took home the "C's" and "D's" and tore up the "F's." His mother said, "Where's the rest of them?" He said that's all there was. She got kind of disgusted but just told
him to work harder. I think it was because we were there that she didn't say much. You know, when your friends are there,

He didn't bring his books home. He goes out at night whenever he wants to... I'd say he quit because he had no interest. He was to get a diploma, but he didn't know why. He didn't have any goal.

As has been stated, most of the things Albert and his friends did when they cut school were just for fun --trips or swimming. One of the boys told the writer about one time two groups of boys cut school and went to the mountains. After a snowball fight, they broke into a cabin owned by the uncle of one of the boys. They had some lunch from the supplies of canned food in the house. They also found some beer and wine which they drank. This may have been the incident the mathematics teacher was referring to when he had the attendance office check on the three boys in his class.

THE COMMENTS OF ALBERT'S PARENTS

Albert was present when his parents gave their comments. His mother's reactions to his leaving school were,

Albert told us he wasn't going back. I didn't like it, because I've always wanted him to graduate. I tried to encourage him to go. He'll probably have to finish some day --that's what I tell him-- if he wants to get anything. I hope he does go back some day. We heard it was a good school when we moved here. Of course, it was only little then. It's much bigger now.

His father had this to say,

I've been trying to figure it out. I don't seem able to. There must be some reason why they leave school. He just seemed to have lost interest. I couldn't see any sense in forcing him to go. It would
just be wasting his time, his instructor's time, and the taxpayer's money. . . . Schools aren't like they were when I went to school. If they didn't mind, they would whip it out of them. I think the trouble is that the school is too big. We should have smaller schools, more individual attention. There's too big a variety of people going there. . . . If what I hear is true, I don't blame him for quitting. I have a tavern, and I hear a lot of things, and if they're true I don't blame him. In fact, I'm glad he's out of there . . . I wouldn't want to say what but I hear things.

ALBERT'S FINAL COMMENTS

When talking about why he left school, Albert said,

I don't know. I never like it. I began working during the summer and never went back after the summer vacation.

When asked how he felt now that he had been out of school awhile, he said,

Well, I don't miss it! While I was making money there I didn't mind, but now I'm not working . . . I'll never go back, I know that. I'll probably go in the navy pretty soon . . . . I seemed to have more fun when I cut, so I figured I might as well stay out all of the time . . . maybe I'll go to school in the navy. They have correspondence courses. You never can tell.

HOW THE BASIC NEEDS WERE MET IN THE LIFE OF ALBERT JONES

1. The need for a healthy body and good physique and appearance. Albert Jones gave the appearance of having a healthy body and good physique. There was no indication given on his school records or by anyone interviewed that he had been sick or had any physical difficulties. Two of Albert's teachers stated that he had acne during early adolescence, but this had cleared up by the time he was seventeen.
2. The need for feelings of security. The writer sensed a feeling of good morale in the home. Albert's parents were interested in the interview of their son. The mother was present during both interviews, and the father was present during part of the first interview.

Albert's friends felt his parents spoiled him. He did not have to have an after-school job as they did, and one friend pointed out that Albert's father gave him money whenever requested.

One of the high school teachers stated that Mrs. Jones admitted writing excuse notes for Albert when he had been truant from school. Though this was not helping Albert with good character building, the indication was that Mrs. Jones felt she was helping Albert.

Albert appeared secure in his home and it did not seem to bother him that his parents were present during the interview. In fact, on the second interview the writer hoped to speak with Albert alone, but he suggested that they go into the house.

3. The need for social adjustment and recognition. This need seemed to be met in Albert Jones's life. Albert's parents were interested in him, so much so his friends said they spoiled him.

Three of Albert's close friends were interviewed and indicated Albert was well accepted by them.
He was accepted by his teachers. He was not a discipline problem and other than his frequent absences, the only trouble he gave in the classroom was his refusal to do the school work. When Albert was asked if any of the teachers seemed to be interested in him, he answered, "I guess they were. I didn't pay much attention. They were all about the same."

Albert gave no evidence of prejudice of any kind. One of his friends was a Chinese boy, Joe Jang. This boy was well accepted by Albert and his friends. Albert's friends advised the writer to be sure and talk to Joe because he would be a good one to interview about Albert.

4. The need for feelings of competence. In both interviews the writer had with Albert, he gave the impression that he felt adequate and self assured in his approach to life situations, indicating that nothing bothered or excited him. He did not seem to care one way or another what happened.

He had failed some classes in high school. He expected to fail. He said it was "not a surprise" to him, "I knew it was coming."

Albert lacked a goal in life and did not seem to have much ambition. He was not interested in any particular job, "just something that has the most money in it." He said he would probably join the navy.
The feeling of competence was not met in his life because he had the attitude of not caring, he failed in some classes, and he had poor grades in others.

5. The need to accept conditions, the realities, of his own life. One sign that Albert did not accept the conditions of his life completely is that two of his friends said he liked to daydream. His friend, Joe, described Albert as a "great daydreamer." Joe told about asking Albert what he daydreamed about and Albert said, "Going up in the mountains."

Albert's dropping out of school indicates that he evidently could not, or did not want to, accept the fact that he should attend school. He was not interested in school, so to escape it he was often truant.

Albert apparently got along well with his peers and the adults with whom he came in contact. He was very cooperative in answering the questions for the writer and taking part in a second interview.

This basic need of accepting the conditions of his life does not seem to be met in Albert's life.

6. The need to express curiosity and pleasure and to acquire active and varied interests. Albert's main interest was his car, which was mentioned by his friends and one of his teachers.

One of his friends said that Albert was "handy with his hands," but that it took him a long time to finish everything. Albert's mother showed the writer the what-not holder that he had made in wood shop.
Albert seemed to have a good time with his friends. One of his teachers told of an experience Albert and his friends had told him about when the boys floated a raft down the river one day when they were truant from school. Albert's friend Doug said that often when they were truant they went swimming or went on a trip, generally in the mountains.

This need of expressing curiosity and pleasure and having active and varied interests seems to have been satisfied in Albert's life.

7. The need to be considered a developing personality. There was not enough evidence obtained from the interview with Albert's parents for the writer to state their viewpoints regarding Albert. It was evident that Albert's parents were interested in him and accepted him. Albert had evidently made the decision to drop out of school and although opposed to this, his parents gave their permission.

Albert's mother continued to protect him with excuses to cover his truancies, Albert's father provided spending money whenever requested, thus not permitting him to develop any independence.

One of Albert's friends told of an incident in which Albert took part when a group of truant high school students broke into a mountain cabin. Whether Albert was a leader or a follower in this episode is not known.
His friends accepted him as he was, but since his parents "spoiled" him, this need of being considered a developing personality does not seem to have been adequately met.

**Summary.** Most of the basic needs in Albert Jones's life seemed to be satisfied. He had a healthy body. He had security in his home and with his friends. He seemed to get along with his parents and his friends. His ambitions in life were not high, and as he had not set a goal for his life he was not troubled by a lack of accomplishment. Albert had an interest in cars and he enjoyed the companionship of his friends.

There were three needs that did not seem to have been satisfied. He probably did not have feelings of competence because he failed some classes in school and had poor grades in others. He did not face the realities of his own life because he was prone to daydream, which was mentioned by his friends and teachers. His parents evidently did not consider him a developing personality, for parental protection continued as Albert grew older. This was manifested by Mrs. Jones writing absence excuses for Albert's truancies and his father continuing to be a source of easy money. There was no need for Albert to have out-of-school employment because all he desired was supplied.
Albert did not feel that any of his teachers were particularly interested in him. He said, "They were all about the same." However, in interviewing teachers for this case study there were two who were especially interested in him. They were his shop mathematics teacher and his homeroom teacher during his last semester, who was also his physical education instructor.

His shop mathematics teacher seemed to have a good understanding of him. He evidently had the confidence of Albert and his two friends, Doug and Bill, because they told this teacher of their experiences when being truant.

His homeroom teacher was the only one out of twenty teachers interviewed who mentioned Albert's interest in cars. This teacher had taken time to have two long talks with him.

If more teachers had really taken an interest in Albert his school experience would probably have been different. These two teachers mentioned were interested in him and would have been willing to help him, but evidently Albert was unable to see that they were willing to help him.

From the material gathered it is difficult to say what the school could have done to help Albert Jones. It is obvious that he was not interested in school. He could suggest no way in which school could have been more interesting for him. Albert stated he dropped out of school because he was "not interest," which was further proven by parents, teachers, and friends. Since the only things that seemed to interest
Albert were his car and having fun with his friends, the school had a definite problem in trying to help. There were classes he could have taken in which he would have learned about cars, although he had taken one course in the study of motors. He said the auto mechanics class was too full, and he did not have his car then.

So the writer concludes the case study of Albert Jones, not knowing why he dropped out of school except that he was "not interested." It is difficult to know what schools can do to help those who show no interest in classes of any kind. All the schools can hope to do is to make their program as varied as possible, in an endeavor to meet the interests and needs of as many students as possible. Jefferson High School, where Albert attended, seemed to be following this program.
CHAPTER IV

THE CASE STUDIES OF BEATRICE AND CARLOS GONZALES

INTRODUCTION

Beatrice Gonzales, age 17, and her brother Carlos, age 16, have both dropped out of high school. They are of Mexican ancestry, but both were born in the United States. Their small house in the country is set back about 100 feet from the road. The house is white shingled and looks neat from the outside. Inside it is bare. Torn and faded linoleum takes the place of rugs on the living room floor. The living room is furnished with a couch, table, heater, chair, and an end table on which is a radio-phonograph. A large archway separates the living room and bedroom. There are two more bedrooms, a bathroom, and a kitchen. At the time of the interviews, some small chicks ran about the house. Their coop was by the heater under the living room window.

Beatrice and Carlos have two older stepbrothers who are married and live elsewhere. Children younger than Beatrice and Carlos are boys, age fourteen, eleven, and eight years old; and girls age thirteen and six years old. The mother left the family in the summer of 1951 and now lives in Los Angeles. The father lives with Beatrice and Carlos and the younger children.
BEATRICE'S SCHOOL RECORD

She graduated from the eighth grade in the spring of 1949 and enrolled in Adams High School in September, 1949. She almost completed a school year there but withdrew on June 9, 1950. She enrolled at Jefferson High School in September, 1950 and withdrew on November 17, 1950. She was then a low sophomore. She has not returned to school since. According to the Hemmon-Nelson test given October 10, 1950 at Jefferson High School, Beatrice's I.Q. is 77.

BEATRICE'S FEELINGS ABOUT ADAMS HIGH SCHOOL

The real reason why I left school was because in gymnasium I had to have a bathing suit and things like that. We couldn't afford them, so that's why I left school.

I thought it over the first year of high school. Then it was the second year, about two months after I'd started to school, that I left. I left two times. The first time I just stopped going and they called up my mother and asked why I didn't go to school. She told them I'd quit school and they said I couldn't quit school unless I checked out. So then I went back for about a day and then I just stopped going to school and never went back anymore.

I liked school pretty well, except that I had to take home economics and I had to bring cloth, scissors, needles, and every little thing and we couldn't afford it. There are seven of us -- two in high school and the rest in grammar school -- and I quit to give them a chance. Every time you didn't bring something they'd flunk you. I told the teacher but she said that was my problem and that I had to bring the things.

They used to have counselors, but I felt ashamed to go in there and tell them my troubles, so I didn't 'cause I was ashamed. The only times the counselor called you in was to see about my special reports -- about making no effort and using poor methods and things like that.
I used to sign my mother's name to the reports, and they thought I didn't show my mother the reports and that I forged my mother's name. But I showed them to my mother. She'd say, "You sign it." She didn't feel like signing it. They'd ask me, "Which are the ones your mother signed?" to see if I'd tell the truth. My father would sign them --my mother, never.

BEATRICE COMPARES ELEMENTARY SCHOOL WITH HIGH SCHOOL

I enjoyed grammar school very much. In grammar school I didn't have to take nothing. They supplied everything to me. In high school there was nothing I enjoyed. It was practically paying your way through school.

I began to feel differently about six months after I started going there. You know what made me feel different was --the kids ignored me-- and I thought it was because I was a Mexican. And every time something was missing --earrings, or money, or something like that-- the girls used to talk about me. They'd say, "I betcha Beatrice took it." The counselors used to call on me and they'd say, "Did you see anyone take the money?" I felt she meant me. She'd say, "Who was there?" I'd say, "I was" and somebody else and tell her who. She'd say, "OK." But I'd feel self-conscious, like she thought I'd taken it. My Dad never gave me any money, that's true, but I never had any hunger for money that I'd steal it. It made me feel bad. I used to come home crying from school. My mother said when she went to school they treated her the same way. Whenever oranges or apples or things like that were missing from people's lunches they'd say, "Mary took them."

That was at Adams (high school). I went there my freshman year. Then I went to Jefferson (high school) for a couple of months my second year. Nothing like that happened there. I guess it was because they didn't know me very well. I only went there two months.
In grammar school my favorite subject was spelling because I got better grades in it. In high school my favorite subject was English. I got good grades in it. There weren't any other subjects I liked.

I didn't like mathematics, science, and gym. In mathematics I couldn't understand the triangles and rectangles and things like that. In science I couldn't understand like -- you know -- they ask what makes a heart beat and things like that. I couldn't understand them. They were too difficult. My science teacher tried to help me, but it was still too difficult. In gymnasium I didn't like it because, well, at home you're used to taking a shower by yourself. At Jefferson you had to take a shower all together. I think they call it community shower. At Adams they wouldn't excuse you from taking a shower if you had a cold or were sick.

There was none of the teachers I liked a lot. They were all mean to me. One tried to understand my problem more or less. Maybe she couldn't help but she'd try to help me in her kind of way. She'd leave her desk and come to me and say, "These are the verbs and the adverbs," and like that. . . . I'd tell her "I don't have paper or pencil" and she'd say, "I'll give you some today but don't forget to bring some tomorrow." I guess she thought my other brothers who were in school could give me some. In grammar school they'd give you the paper, pencil, and erasers, but not in high school.

My mother -- maybe she didn't have any money -- but the stores would give her credit and she'd get me nice clothes. But we couldn't afford the other things they would ask for.

I had plenty of teachers I didn't like. With some of the teachers you'd say, "I don't have something" or "Teach me how to sew a seam," or something. They'd say, "Why weren't you listening that you don't know?" And I was listening, but I didn't understand what they meant. You feel funny that you're a Mexican, that they look down on you. It wasn't their actions, but they paid attention to the other kids, but didn't to me.
BEATRICE TALKS ABOUT HER SUCCESS IN SCHOOL AND EXTRA-CURRICULAR ACTIVITIES

Beatrice said she was never truant although she repeated both science and mathematics because of "flunking." "... I didn't feel bad because I thought maybe I got an F because I didn't understand it."

Beatrice said she never took part in any of the extra-curricular activities at school.

No, never. I didn't take anything like that cause I didn't have no interest in it. I never attended any of the football games or anything.

I like crocheting and embroidering. If the teachers would ask me anything now I could tell them. I taught myself. I make odds and ends like dish towels, aprons, pillow cases and sheets.

BEATRICE TALKS ABOUT HER FAMILY AND FRIENDS

"We're poor as you can see. I never used to invite any girls over to my house because I'm Mexican and I didn't think they'd come. One day I brought a girl over here and she said, "I thought you were like other Mexicans--dirty and trashy-- but you're not. I see you're different." Her mother used to tell her not to run around with me 'cause I was a Mexican, so that's what broke our friendship.

My mother told me, "Any place you go, they'll always look down on you 'cause you're Mexican and they'll always say, 'that Mexican, I bet she doesn't know anything'.'"

My father is different. He doesn't want us to go any place. He wants us to stay here. Because if we go to other people's houses and something gets broken or is missing they say we did it. He has lots of patience, but sometimes he takes so much and then he gets mad... He can't express himself --how he feels-- very well in English.
Sometimes I wish I'd stayed in school 'cause I can't get a job. I get along pretty well because I do housework for ladies and work in the cannery in the summer. . . . There are seven of us and it's too hard for my father to take care of all of us. My brothers and sisters need things, and then I need shoes or a dress and we had to take our turns getting things. Then when we all have something we start over again. My father adopted two boys. They're older and married now. But I'm the oldest of the real children. My mother and father separated about nine months ago. My mother is in Los Angeles now. My father tries to take care of what we need, but it's hard.

I'm not working right now . . . I do ironing and housework. When I first got out of school I started looking for a job. I did housework for six months.

**BEATRICE TALKS ABOUT HOW SCHOOL HELPED HER**

Beatrice felt that not having graduated from school had not stopped her from getting jobs she wanted because she wasn't interested in "secretarial or stenographer." Beatrice said,

> You have to try to understand the teachers as much as they have to try to understand the kids. I always thought they were looking down on me 'cause they didn't help me.

Beatrice was asked what she would like to do if the job was available and she had the training. She answered immediately, "a surgical doctor."

Since I was eight years old I wanted to be a doctor. I've just seen what they do in books. We used to play doctor and I'd always be the doctor. I always wanted to go through high school and do my profession, but yet I didn't make it.
Beatrice said she had thought about going back to school, "but I don't want to go back. I thought of going to high school at home by taking correspondence courses."

My father likes us to stay at home. He figures we've suffered enough at school. Instead of us getting into gossip with the neighbors, he has us stay here.

My mother inherited this land from my grandmother. We built our own house. We had ten thousand dollars and I don't know where it all went. We worked two whole summers, and winters too, to get it --picking grapes and peaches and other things. A lot of people say, "Look at those happy-go-lucky kids" but you don't know half the story. The whole story --oh, it's long. You don't know what we've been through! We've had it hard.

When Beatrice was asked if she thought school had helped her to earn a living, she said,

No, I don't see how. I don't use mathematics. My mother taught me how to iron and clean house. The English helped me a little bit. I didn't know very well how to say the words and the meanings.

School didn't make life nicer. I thought I was going to have fun but it never turned out that way. It helped me to learn how to get along with other kids. I didn't know what to say when I met people. I learned it in English. I read it in a book. My teachers say I am a fast reader. I read some of the books the kids bring home. I like to read geographies and history, also Secret Romance and movie star books.

When asked how school could have helped her more, Beatrice said, "If the teachers had been more friendly and the kids didn't accuse me of taking stuff I didn't take."
Beatrice said she had few friends at school and most of those who knew her were no longer there. Beatrice said Mary Ellen Black knew her well.

The mathematics teacher at Adams High School, who was the first one interviewed, was surprised that Beatrice had mentioned Mary Ellen as a friend. The teacher said Mary Ellen "tries to be very sophisticated --runs around with, you know, not the nicest boys" and that she was engaged. This teacher suggested another girl, Marjorie Wilson, who knew Beatrice.

Mary Ellen, who had known Beatrice since the fifth grade, said,

I didn't go around with her but I knew her in the classrooms. Well, she didn't have any dates or anything, and she didn't have any girls that she went around with at school. I know she ate her lunch alone.

She did her work. The last time I saw her we had home ec. together. She seemed to be good, --she wasn't dumb-- but she was like me; we couldn't get our work in on time.

I know she was always talking about quitting school. She'd say, "You can't have any fun here or anything." Once in awhile she'd be in a real depressing mood. She was always going to these dances in town... The way she'd talk about the guys she met there and everything, it sounded like she had a good time.

At school she was lost. She was having fun out of school --the kind of fun she wanted-- then when she came to school there was nothing for her.

She had a brother who was three or four years older. I remember she always looked up to him. He was kind of mentally unbalanced or something. He was about nineteen or twenty when he was in grammar school.
He was a lot older than the kids and was teaching them wrong things. They put him in the navy. I remember she felt bad when he left.

I didn't know her other than in class . . . she was the only Mexican at this high school then. Now there are some Mexican boys. Here the kids are pretty good about how they treat them. They don't show any difference. Then there weren't any other Mexicans.

I don't really think she should have given you my name. I didn't go around with her. I just knew her.

Marjorie Wilson had this to say about Beatrice:

I knew her my freshman year. I had her in general math. She was a nice kid as far as I knew. I got along with her OK. She's laughing all the time. Sometimes she came in late.

She got along fine in class. We'd talk about the subject. I'd ask her how to do some problems and things and she helped me. She talked to the boys quite a bit. The boys liked her. She got along all right in that class. She liked to go out all the time --go to shows and skate.

Marjorie could not suggest the names of any other girls or boys who knew Beatrice well. She said, "Most of the boys and the kids who knew her have dropped out of school."

THE COMMENTS OF BEATRICE'S ELEMENTARY SCHOOL TEACHERS

Beatrice's permanent record card was missing from the files of the elementary school she attended, but the principal remembered some of her teachers who in turn suggested other teachers who had had Beatrice. The principal (m) said this about Beatrice,

The thing I remember about Beatrice was that she was never in the classroom where she was supposed to be. She was always wandering around.
Her class had a unit on Mexico and she did contribute quite a bit in the way of talking and like that. That was the only time she really contributed anything.

Beatrice's sixth grade teacher (f) had this to say,

She certainly was not an outstanding girl because her mentality was so inferior you couldn't give her anything with responsibility. She was nil. She was not a discipline problem. I had Beatrice and another girl care for the bulletin board. It had to be planned out exactly as it was to be arranged.

Beatrice was a very large girl for her age and developed much more than an average girl of sixth grade—I believe of Mexican background. She tended to be effusive, probably because of lack of ability. She was about third grade ability.

My observation is if there had been facilities for handwork and home economics she could have developed into a good household worker. She had too much academic work thrown at her.

She wasn't eligible for the special class because her I.Q. wasn't low enough, but she should have been in a low mentality class. She liked to do things with her hands. She liked to help the teacher . . . with 50 in the class, I didn't have time to find things for her to do.

She was not a discipline problem. Her problem was that she was mentally handicapped. I think she was a problem in the seventh and eighth grades in regard to the boys. They weren't particularly attracted to her but she was to them.

When Beatrice's seventh grade teacher (f) was asked if she remembered Beatrice, she said,

Oh, yes, that Mexican girl. Like so many of that nationality she became easily angered. She was a very good worker. She helped in the kitchen with the lunch program. . . . She was dependable, quick to boss others, very clean.

She was not interested in her school work but she did work. When we studied Mexico, she brought in much material. . . . She told about what they did at home—food they'd had, experiences her mother had related to her.
She was liked by all the others. She seemed to feel that she was there to work and she did not play. She was larger than the other children -- more mature.

The teacher Beatrice had for arithmetic (m) in the eighth grade said this,

I'd say she dropped out of school because she did not have enough on the ball. With this particular girl, knowing her family, it is of importance that she's of Mexican descent. Mexicans seem to drop out more often than others. In her work she was a poor student . . . she was a nice girl, a very likeable person, a sweet person.

Beatrice's eighth grade teacher (f) said,

Beatrice comes from a large family, I believe Mexican. She was rather slow and not particularly interested in being a good student. She was dependable but lacked ability. She worked as a server. Probably there wasn't stress placed upon good scholastic standing in the home. She seemed to be one of these people, slow and quiet, always in the background. She did fairly well in physical education but she was not especially adept for it.

That's as I remember her -- large, dark, rather slow, not particularly good in school work. She stood back and looked on -- didn't have too much personality. If anyone teased her she would hit back. The boys would tease her to get a rise from her.

THE COMMENTS OF BEATRICE'S HIGH SCHOOL TEACHERS

Beatrice attended Adams High School her freshman year. The counselor (f) there showed the writer Beatrice's file containing the notes written for her absences. They were all marked "cuts." She received two deficiency notices the first quarter, one the second quarter, and three the third quarter. Teachers at this school hand in check lists and repeatedly checked on Beatrice's list were: incomplete work, uses poor
work methods, does not apply what is learned, makes little effort, absent frequently, does not contribute to class, inattentive, disturbs class.

Only three of the six teachers Beatrice had at Adams High School were still teaching there. Her mathematics teacher (f), who had commented on Beatrice's friends at school, had this to say about Beatrice,

She was the type that irritated me. I had to move her a few times. She liked to talk and her interests were cheap jewelry, shows, movie stars. She was fairly intelligent but a habitual absentee. I don't know if it was pressure from the home --to help out at home-- or what.

She could do the math, it was just general math. She had nice handwriting, but she was just lazy. She wouldn't do it. I remember I would reprimand her frequently. But I don't think she held grudges. At Christmas she sent me the nicest card reading "To my favorite teacher." She probably wrote the same to all her teachers.

She refused to follow directions and wouldn't do her work. She was a habitual talker. She forged her mother's signature on her absentee slips. The handwriting was very much like hers. She dressed fairly nice.

At first Beatrice's home economics teacher (f) could not place her. When she did she said,

The most outstanding thing I remember about her is her loud gum chewing. She just smacked her gum. The next most important characteristic to me was her inherent laziness. She was impervious to everything. If she felt like moving, she did.

I always felt it was too bad she didn't take more interest in the class because it was a semester of clothing and a semester of food, but she just made the minimum of effort. The counselor probably assigned her to this class thinking she might drop out. . . . If she had wanted help, she probably would have responded. She received a D-.
If she had been a terrific discipline problem... I would have remembered. She was well accepted by her particular group. She was happy, slow, care-free—Mexican characteristics. When she came to school that was all right. When she didn't, that was all right, too.

Beatrice's science teacher (m) at Adams High School described her this way,

She was a non-reader. She was overweight but was very neat.... Her handwriting was very good. She had a tendency to be absent a great deal.... Talking, disturbing those around her, that was all she did. She was never insolent or anything like that.

This is purely opinion, but her greatest difficulty in here was because she was a non-reader....

The next fall, in September, 1950, Beatrice enrolled at Jefferson High School. She was not remembered by any of her former teachers for she attended there only two months. Her counselor (m) looked up her record in the files. He said,

She just came and passed through the doors, that's all I can say. She was only here from September 11th to November 17th. She was at Adams before.

INTRODUCTION OF CARLOS GONZALES

Beatrice was interviewed on a Saturday morning in her home. Carlos was not at home at the time. During the course of Beatrice's interview the phone rang twice. After answering the phone for the second time Beatrice said to the writer, "That was for my brother. His girl friends are always calling up. He has so many girl friends." Beatrice said he would not be home that day. She continued,
He won't be home until tomorrow night. When he gets with his friends he doesn't know he has a home. . . . The reason he quit school is because he stutters and the kids would laugh at him. He didn't start school until he was six 'cause he didn't even talk up to then. My mother got a shock before he was born. That's why he stutters.

An appointment was made to interview Carlos on Monday morning. When the writer arrived at their home, Carlos was there. His sister had explained about the study but the writer explained it again.

**CARLOS'S SCHOOL RECORD**

Carlos's school career follows a different pattern than his sister's. He began attending school in a small town on the outskirts of Sacramento. His family then moved to the city of Sacramento and he attended the first grade in a city school. When his family moved to their present home he enrolled in the Greenwood Elementary School, where Beatrice had attended. Carlos attended Greenwood from the second through the sixth grade. He is two years younger than Beatrice and was two grades behind her. From the sixth grade he was put in a special class, which at that time was being held in another school.\(^1\) After two years in the special class, he enrolled as a freshman in Jefferson High School in

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\(^1\) The records of Carlos's work in the special class have been misplaced. The teacher does not have them in her files. She thought they were in the County Superintendent's office. There the secretary found records of Carlos's step-brothers, but no records for Carlos could be found.
September, 1950. He attended there almost one semester, dropping out on January 10, 1951. The note on file at Jefferson School said he wanted to go to Hoover High School because his friends\(^2\) went there and it was much closer to home.

He attended Hoover High School during the spring and fall terms of 1951. He enrolled on September 17, 1951 and left on October 11, 1951. He re-enrolled on January 7, 1952 and left January 23, 1952.

Carlos's record at Jefferson High School indicates that he was given the Henmon-Nelson Test B on September 29, 1950. His I.Q. from this test was reported as 76. On October 23, 1950 he was given the SRA Non-Verbal test. His I.Q. from this test was reported as 84.

CARLOS'S FEELINGS ABOUT SCHOOL

This is what Carlos had to say about his experiences in school and why he dropped out:

I didn't like that there weren't any other Spanish boys except me and my brother. I was out of place. The other boys wouldn't hang around with me. Besides, I didn't learn anything. At Jefferson I liked it OK. There were a whole mess of Spanish boys and we'd talk. At Hoover there were about three boys who were friendly. They weren't Spanish.

I tried to learn. I felt that I didn't belong. I quit because no one of my nationality was there.

\(^2\) It was a cousin who attended Hoover High School when Carlos first went there. A year later his younger brother started attending there.
I just stayed out. I thought about quitting. I said, "No, I'd better not" and then "Yes, I'd better!" So I sent my books with my brother and didn't go back. He's going to drop as soon as he's 16. He's 14 now so he can't quit now. ... I told him you can't get a job without a diploma. But he'll probably quit ... for the same reason as I -- when you talk to a guy and he walks off and leaves you -- I felt funny.

When Carlos was asked, "How did you feel about school while you were going there?", this is how he answered,

I didn't feel good. The boys wouldn't talk to me. I'd talk to them but sometimes they'd walk away -- left me standing there by myself or with my brother. I got tired talking to my brothers all the time. They wouldn't pay attention to us.

At Jefferson there were Spanish boys. We'd sit down in the lunchroom and talk. Some American boys would, but not many.

At some schools the Americans don't like us 'cause we're Mexicans. At Washington a bunch of boys would pick a fight with us for no reason. We mind our own business -- just walk by -- and a bunch of guys pop up and start a fight. The Americans must have a reason for not liking us. Just like we have a reason for not liking them.

In English class (at Hoover High School) this American boy cussed in Spanish. The teacher thought it was me and sent me out in the hall for nothing. The principal came by and gave me a lecture. The teacher thought because it was a cuss word in Spanish and I was the only Spanish boy, that I'd said it. But on the playground they cuss around and learn the words. This kid wised off. I told him (the principal) but he didn't give me a chance to explain. I thought he was going to slap me. He clapped his hands as he talked. I thought in my head "He is going to slap me. If he does I feel sorry for him." I try to have patience -- to hold back -- but sometimes you can hold back only so long. If he was a young punk I would have (hit him) but I have respect for an old man.

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3 His brother's I.Q. is recorded at Hoover High School as being 53. He was also in a special class for low mentality students in elementary school.

4 Washington is a high school in the city of Sacramento.
I quit school and went to work washing cars. I was steaming them. Someone stole a wallet. They called in three guys, including me was four. We were all Spanish. I had quit there and I went back and visited my older brother. They took me in for nothing. I didn't talk back to the cop 'cause it goes bad on a kid. I kept my mouth shut. It was the first time I was taken in. I was scared. I felt like I was going to cry. They told me to go back to school. They let me go and I went back to school.

When I went back, the principal said I begged him to let me back in school. I said, "I didn't beg you." He kept saying I did. Beggin' is getting down on your knees asking every day. I didn't beg him. I didn't like that part—that he said I begged him. He told the teacher that I begged him and she told me in front of the class. They all thought I was like an old woman—begging him! I didn't beg him! So I left school and didn't go back.

If they sent me a letter saying I had to go to school --if I got a letter from a policeman-- I'd go, if I could go to Jefferson. There were Spanish boys there and we talked.

"I liked grammar school. I got a big kick out of that."

When asked what he liked in grammar school, Carlos said,

They had recess --go play five minutes-- come back and you feel good. It's quiet. In high school the guys wise off, tell jokes. You can't concentrate.

Grammar school was more funner --play baseball and catch, talk to the girls. In grammar school American girls talk to you. When you go to high school they wouldn't talk to you. At Jefferson you talk to a Spanish girl, she'll talk with pleasure. You talk with American girls, they walk off.

CARLOS TALKS ABOUT HIS TEACHERS AND CLASSES

When asked about teachers who he liked in school, Carlos said,

I liked them all the same. They're all nice . . . the one that sent me out in the hall—when I came back he shook my hands and said he was glad to have me back. But the principal wasn't happy, I know that! I liked that teacher, but not very much.
There was one teacher, Mr. Brown, he was a good teacher. He was a nice man. I liked him a lot.

That other teacher didn't think it could have been an American boy who cussed in Spanish. He just thought it was me. It was the first class it ever happened. Some teachers are nice. If they treat me nice, I treat them nice. If not, I treat them rough. If you weren't a teacher, I'd tell you lots of things.

Carlos was asked if he had ever been truant from school. He answered that he never had at Hoover High School.

When asked if he had failed any classes, Carlos answered,

I flunk all of them, I think. I didn't try. If I tried I could of (not failed). I forgot my binder. I left it in my locker. I'd tell them I left it at home. I got two F's last year, I think. I never got my report cards. I left before they came out. I didn't try to do my work. I was thinking about school -- that I didn't like school -- instead of doing my work. Sometimes I'd draw pictures in my binder. In grammar school I was an expert artist, but not anymore. In Jefferson I was in Art 1 and 2. I liked that. At Hoover I didn't like it. At Jefferson we'd talk about cars, about girls, how cute they were. We'd lay our pencils down and talk. Some guys would talk to me like that.

When asked how he felt when he did not pass a subject,

5 Carlos knew the writer was a teacher as she had taught at the elementary school where he and his sister had attended.

6 His sister had only six periods. Carlos had been given a seventh period and he did not realize it.
Carlos said,

I felt the same. I'd have to take them all over again, I knew that. I took two or three over again. Science and English, I took them over. I couldn't take class notes. "Binocular" and words they'd use in general science are too hard. I'd just draw my pictures and let him sqawk all he wants. Then when he came around and asked me questions I'd be stuck.

CARLOS TALKS ABOUT EXTRA-CURRICULAR AND RECREATION ACTIVITIES

Carlos was asked if he belonged to any clubs or activities and he said, "No, none of them." He was asked if there had been any club activities centered around his interests, would he have joined. He answered, "Naw, I never wanted. I didn't pay any attention to them."

Carlos began speaking about hobbies:

I used to have one a long time ago but not anymore. It was collecting army funny books. I threw them all away. I said, "To heck with it." I used to save 'em and read 'em.

For fun Carlos said he liked to play catch with his cousin:

He lives next door. I go up to Sacramento, talk with my friends, play pool, go to the show to pass the time. I don't like westerns --Roy Rogers-- that's kid stuff. Or love, I don't like those kind of shows. You take a girl and she keeps looking at the picture. I like pictures like "The Bend in the River." That's a good show. I liked that one.

CARLOS TALKS ABOUT HIS ACTIVITIES SINCE LEAVING SCHOOL

Carlos said the reason he wasn't working was because,
no work for anybody. "No work, son" is what they say. I'll go to work next month, probably in the cannery. Then I'll travel --go to Mexico. I'd like to go see my mother first. She's somewhere in L.A.

When Carlos first quit school he found a job at the car wash. When he left school the second time he couldn't get a job, although he did work in the sugar beets on his uncle's ranch.

Carlos was asked what he would like to be if it was possible and he had the training and could have the job. He answered immediately, "Policeman, a patrol man, or the navy career. But I know I'll end up with a wife and a bunch of kids."

When asked why he picked a policeman he answered,

'Cause I like that job --giving tickets to all your enemies. No, I like that job. It's a good honest job, friendly job. People like you and they talk to you and get to know you better. It depends on how you act, too. Some cops people don't like.

Between jobs, Carlos said he came home and did as he does now --sit around, read funny books, listen to records or the radio. Sometimes his family goes to Mexican fiestas in Woodland.

They eat and drink and dance. If you get drunk you go home, but if you stay you have a nice time. You meet some girl and talk with her.

Carlos was asked if he thought he'd ever go back to school. He answered, "I think I might when I'm 21 or 23. Then I think I'll be older and I'll have sense to go."
CARLOS TALKS ABOUT HIS GIRLFRIEND

I was going to get married. She asked me. She told me she loved me, but I told her I didn't care. I want to wait until I have a job and a car and a house and friends, so I can support my wife and my kids. I don't want my wife walking the streets asking for money. I know how it is—the poor man—all the bills. I don't want to be up in bills to my neck.

This girl's father offered me their house. He said I could live with them. But I don't want them supporting me all the time. I want to have my own house and support my wife.

She brought it up. I didn't like that, even if she was in love with me. I didn't like her doing the proposing. It made me feel funny.

She broke it off. I don't care. There's lots of girls. She don't need to think she was the only one in the world. Like the girls phone me. They shouldn't do that. I don't like them to phone me. If I want, I'll phone them. If I'm lazy and don't feel like it, I don't. But they shouldn't phone me.

CARLOS TALKS ABOUT HOW SCHOOL HELPED HIM

When asked if he thought school had helped him earn a living, Carlos said, "I don't know if it did nor not. In some ways it did and in some ways it didn't. In English it helped me."

Carlos did not think that school had helped him to enjoy life more. He said, "You find by yourself that part."

To the question, "How do you think schools can be made better?" Carlos said there should have been "much more Spanish kids there" to make it better for him. He also said,
I'm regretting I quit school. Now I realize you need a diploma to get a job. They ask for my diploma and tell me I should go back to school. Except unless I want to dig ditches or work in the cannery, but I want to get a good job.

THE COMMENTS OF CARLOS'S FRIENDS

Carlos was asked for the names of friends who could be interviewed. He gave the writer the names of two boys at Hoover High School, but did not mention any of his Mexican friends.

When the writer told the school secretary of Hoover High School that Carlos had given her the name of Richard Nelson as a friend of his, the secretary said, "He's not like Carlos and those other boys. He has a high I.Q."

This is what Richard Nelson had to say about Carlos,

He's about average intelligence, I think. He's a pretty nice guy. I've known him about a year. He comes over to our house quite often. My mother likes him, thinks he's a nice boy. My Dad does, too. I haven't met anyone who hasn't liked him.

He calls me up once in a while. He called up last week. When he was going here I'd go to the show with him almost all the time.

I know he thinks a lot of his family and mentions them a lot. They have a big family. He always considers them... he says he cooks for them sometimes and he takes them to the show. He's a darn nice guy. A lot of guys I know wouldn't do that for their brothers and sisters.

When asked if he knew why Carlos had quit school, he answered,
I couldn't say for sure, but I think his mother left and he said he had to quit school to help out with his family. Knowing Carlos, that's probably it. He said his mother had been in L.A. for a long time . . . a little while after she left, he left school. Then he came back again but quit awhile later.

The other boy that Carlos suggested as a friend was John Cook. When the principal was asked for permission to interview John, he gave it immediately. Then he went to the files and informed the writer that John's I.Q. was 61. "I doubt that you'll get much help from him," the principal said.

This is what John had to say about Carlos,

I was in special class with him at grade school. He was a good kid as far as I know. He got along all right with everyone, and he got along with the teacher--never got anyone in trouble. He had a sense of humor. His folks were very nice. I was at his house once. We'd go to the show together sometimes.

A teacher suggested Kenneth Johnson for interviewing. This is what Kenneth had to say about Carlos,

He seemed nice and was always cracking jokes. He was kind of a nice guy but he over-did things too much. Like he'd joke around while we were marching (in cadets) and somethings he'd give one too many. The junior officer would tell him to be quiet and he would quiet down.

He just didn't like school--period!! Not any subject especially but just school in general. I knew him pretty well. I had him in two of my classes. Another boy7 and Carlos and I went around together and we'd talk. We'd meet at the show Friday nights and Sunday afternoons.

He was treated just the same by the other guys. Of course, like all boys, there were some kids he did not like. But he seemed to like everyone, though, pretty much.

7 This refers to Richard Nelson.
THE COMMENTS OF CARLOS’ ELEMENTARY
AND SPECIAL CLASS TEACHERS

Only the principal and four teachers were available for interviewing at the elementary school Carlos had attended. The principal said this about Carlos,

The thing I remember about Carlos is that he was particularly free from trouble. He was well liked. When he went to another school, he used to come back and complain to me that the boys swore a lot over there. He didn't like it and wished he could come back. They (Carlos and Beatrice) have had a disrupted home life -- no motivation at home. None of them are successful in school. High school doesn't offer them anything they can do.

Carlos' case is different in that there are two teachers who are very interested in Carlos and concerned that he dropped out of school. They are Mrs. Anderson, the teacher of the special class Carlos attended, and her friend, Mrs. Bennett, the third grade teacher and also the speech correctionist. They both know his family. Carlos talks on the phone with Mrs. Anderson occasionally. He works in the garden for Mrs. Bennett, and also in the garden of her father.

When first interviewed, both of these teachers had the idea that Carlos had been expelled from Hoover High School. Mrs. Bennett told this to Mrs. Anderson. Mrs. Anderson was interviewed first, and she told the writer she had heard from a reliable source that Carlos had been expelled. Later Mrs. Bennett told the writer she had told Mrs. Anderson. The writer

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8 He went to another school for the special class for mentally slow children.
was able to clear this matter up for both of the teachers. After the interview with Mrs. Anderson, the writer went to the principal of Hoover High School a second time to verify that Carlos had not been expelled. The principal said, "He left of his own accord."

What Mrs. Anderson said about Carlos is given before the other elementary teachers as she was the one who first suggested the idea to the writer that Carlos had been expelled. When she heard this Mrs. Bennett -- sometime before she was interviewed by the writer -- had telephoned Carlos. He was not at home at that time. A few days after Carlos had been interviewed for this case study, he phoned Mrs. Anderson. He told her about the interview and also about his difficulties at school.

Mrs. Anderson said the following:

When I talked to him on the phone the other night he said the boys were calling him all kinds of Mexican names. He's very self-conscious about being Mexican.

His mother left abruptly and he's been emotionally upset ever since.

When he left here, I took him over to Jefferson and worked out a program with the counselor. The next thing I knew he was quitting. I just have his side of it. He said the Mexican boys at Jefferson were making fun of him; that they were getting him into trouble with marijuana. He said, "You know, Mrs. Anderson, those cigarettes you aren't supposed to smoke."

When he was here he was well adjusted. He was at Jefferson only a month or two. We had always been very close. He used to always call me. There was a very close relationship -- in fact, with his whole family. I knew his mother very well.
I had not heard from him for a few months when I heard that he'd been expelled from high school. I tried to reach him by phone, but Marie answered and wouldn't talk to me about it. Then he called me and I asked him what he was doing. At first he wouldn't tell any of his difficulties until I very tactfully prodded it from him. He said, "I've been busy" and hemmed and hawed around. Then he told me the whole story.

He was in the classroom and some boys were talking Mexican. He said, "and Mrs. Anderson they were talking terrible in Mexican." He said, "I cannot take that. I held back as long as I could." It sounded like he hit the teacher or the principal. It wasn't too clear over the phone. He said the principal does not like Mexicans.

He stutters and stammers. In here he'd got rid of a lot of that. He had developed so much self-confidence that a lot of the stammering had stopped. He was a great deal more relaxed in his speech.

They are a high-class Mexican family. Their mother was ashamed that her children "were dumb and had to be put in special classes." In referring to one of Carlos' brothers his mother said, "Just as dumb as his father."

Carlos was a boy with good principles and ideals in this class. But he has the feeling that he is rejected... if we don't make a place for rejected people in society where they can be happily adjusted members of mankind, they're going to find that place in society in a maladjusted way. Here's Carlos. We could have helped him. We want him to feel that we are interested in him and that he's just as important as the other boys in the class.

He was artistic. He'd draw and draw. The trouble is they don't have any special classes when they get to high school. After this, it just stops.

Here's an example of how sensitive Carlos was. He was given school lunch, but he wouldn't work for it.

9 Maria is the next oldest to Carlos. She was 14 at the time this study was made.
Not because he was lazy, because he wasn't -- he was glad to do anything-- but it would have been obvious to the other children that he was getting it free.

His mother was quite a gad-about. She was always having big parties or going places, leaving Maria to take care of the little children.

... in elementary school he stole a bike when he was in about the fourth grade. There again was a need. All of the other boys had bikes and he didn't. He never took anything in here. He had many opportunities, tools and everything were out.

When Mrs. Bennett was called on the telephone to make an appointment for an interview regarding Carlos, she gave the following information:

Carlos said that both the teacher and the principal didn't like Mexicans. The Mexican boys he was running around with at Jefferson were not a good influence on him so he left and went to Hoover. But at Hoover there's nothing to help him.

Later Mrs. Bennett was interviewed in her home.

I had Carlos one year in the third grade and one year in speech correction. At the end of the time he was in the third grade he began to stutter. His explanation was that an uncle or cousin teased him at home. Carlos began to stutter and then he (the cousin) teased him into doing it more. If he stuttered at all during the third grade I didn't notice it.

For three or four years they (Carlos, his brothers, and sisters) didn't start to school until November because they were working in prunes and apricots along the Pacific Coast to get enough money to buy food and their clothing, etc. With that happening they were always behind.

They always have been independent children and they sense their color very definitely. On the playground it was a constant source of trouble. But if you handled Carlos right you could get just about anything you wanted as far as cooperation goes.

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10 The Interview was taking place in the special classroom.
It'd be "They call me a dirty Mexican" or "They call me black boy." So we'd talk about the color of skin, how it doesn't mean anything, that we all have the same red blood. Then it would die down for awhile. They all have quick tempers and are quick to find fault, which seems to be part of their race.

Since I had him in school, I've had contact with him because he does gardening and farm work for my Dad. He's very good at it and he's learned a lot since he's been doing it. . . . I'm glad to hear that he wasn't expelled.

The mother was very ambitious for the children. She didn't get through school and wanted her children to get through school. I don't think she's a very stable person. I don't know if it was the lure of the big city or what, but she's left them. . . .

Carlos said there was a crowd of Mexican boys at Jefferson who used knives and he didn't want to get into trouble. He does have high morals . . . I don't know if it would do Carlos any good if he did go back to school.

Carlos' fourth grade teacher (f) remembered him as follows:

He was a nice boy, a good boy, no discipline problem. His work was poor but he did try. He always came to school clean. He was well mannered.

I only remember one incident about him. That was because he was dark, he said the children called him a "dirty black nigger." He said, "I'm not a nigger, I'm Mexican." He just came to me for help. We had a talk about it right then, with him right there in class.

One of the boys took a bicycle. I can't remember if it was Carlos.11 The reason he took it was because he wanted to ride a bicycle. His parents came to school. They felt bad about it and cried.

He was large for his class and he could play baseball which put him in solid with the other children.

11 Mrs. Anderson had referred to this happening also, see page 91. She said it was Carlos who had taken the bicycle.
THE COMMENTS OF CARLOS' TEACHERS
AT JEFFERSON HIGH SCHOOL

As has been stated, Mrs. Anderson went to Jefferson High School and worked out a suitable program for Carlos. It included English, remedial reading, art, general shop, military, and physical education. He received C's in all of his subjects except two. He received a D plus in remedial reading and D- in physical education. He was not remembered well by the teachers he had there but Jefferson High School is a large and crowded high school.

The cadets teacher (m) said, "Oh yes, Carlos. He's a good boy." He had one of the boys in the office get the file on Carlos. As he looked at it he said,

He was a worker -- a good citizen -- very interested in citizenship and the military department . . . he never caused us a bit of trouble in school.

He had a C when he left, which for the first year would be good. There's nothing against him on his record . . . he could be easily led. I think he could be encouraged to come back to school. He was a good natured kid.

Carlos' counselor (m) could not remember Carlos at all. He looked up his record card and commented on what was on it.

He was taking remedial reading -- evidently a very poor reader-- and also remedial English.\(^\text{12}\) We require arithmetic, but he couldn't handle our very simple arithmetic, which is about sixth grade or lower. He minded his own business pretty well and apparently didn't get into trouble, or I would have a record of it. He didn't put in a whole semester here -- checked out on January 10, 1951.

\(^{12}\) The remedial English and reading teacher (same person) was not available for an interview.
THE COMMENTS OF CARLOS' TEACHERS
AT HOOVER HIGH SCHOOL

When the writer first went to Hoover High School, she was checking to see if Carlos had been a student there. He had left Jefferson High School to go to Hoover High School, but no request had ever been made from Hoover High School for his transcript. When the secretary at Hoover High School was asked if Carlos was still a student there, she said, "He dropped out. He was a very poor student." On another visit of the writer to Hoover High School, the secretary made this comment,

He was never rude. He was always very courteous when he came to the office. . . . He wasn't by any means a problem, except that he just didn't like school.

This is what the principal had to say about Carlos the first time he was interviewed,

He was with us and then left. He begged and begged to come back. I didn't want to make it too easy for him to come back . . . I suggested he get in touch with the County Attendance Office. I wanted him to have a talk with Mr. Smith\textsuperscript{13} to encourage him. I wanted to make it a bit difficult for him to get back.

He was a little arrogant. I think one of the teachers made him sit out in the hall one day because he was disturbing the rest of the class. He didn't want to be good that day. Before, I could talk with Carlos, reason with him. But that day he wasn't going to behave--period!

He wasn't particularly in any other trouble. He had a decided impediment in his speech . . . Carlos attendance up to the time he first left\textsuperscript{14} was very

\textsuperscript{13} Mr. Smith is the County Attendance Officer.

\textsuperscript{14} October 11, 1951.
good. After he returned the second time he missed about two days a week for a few weeks and then stopped coming all together.

Only three of the teachers who had Carlos in their classes his first term at Hoover High School were available for interviewing.

His English teacher (f) the first term had this to say about Carlos,

He had a nervous speech disorder. When I talked to his mother on the phone, she claimed it was due to a fright she had while she was carrying him.

In class he didn't take part but I noticed in the halls he was different. He was what I call a "sitter." He had friends. He wasn't too dumb. One time he wouldn't give an oral talk before the class and I had him give it to me by myself. He did beautifully. It was on the Reader's Digest, so after that I knew he wasn't dumb.

When I talked to the parents over the phone they were very cooperative; but you know those Mexicans, they can be pretty smart and put on a good show.

Carlos did give a short oral talk before the class. I require about eight talks a semester--two each quarter. He only gave about two... he had no idea of sentences, but he could talk. I know that from his oral talk.

He dropped out. Well, it's just as well. I don't think they should be made to come to school. I spend all my time with the F students; I can't help the A's, B's, and C's. Carlos wasn't interested. I don't think he was as dumb as he made out to be. His knowledge of words was poor naturally.

Carlos' science teacher (m) said this,

The thing I remember about Carlos was that one day a mother called me about her boy and she swore at me over the phone. It was last fall and applied to something concerning his brother. She didn't say who it was but I know it was their mother because she was the
only one that speaks like that, with an accent. 15 Carlos found science very hard. He was a model as far as behavior was concerned . . . he did a minimum of work to get by . . . one of his big problems was his low reading level. He was very interested in cadets. . . . He was a platoon corporal when he left.

If you had time to spend with him, Carlos could do quite a bit, because he would respond. He was probably waiting to be helped. . . .

Carlos was one of the cases where the school didn't quite meet the needs. He could learn within a certain limit. This school is starting a program to better meet their needs.

Carlos' cadet teacher 16 (m) made the following comments about Carlos,

He originally came from Jefferson as a corporal. He dropped out of here and started to go in the navy . . . he was under age or something, and then he came back around the first of this year and stayed four weeks.

He was a nice kid in here. He always paid attention to business. He wasn't very smart. He wouldn't have made corporal here. He was corporal at Jefferson and they passed it on.

Carlos' English teacher (f) his last term in high school had this to say about him,

He was a Mexican boy and had a certain amount of language difficulty. His English was not too good, that is, his written English. They probably speak Spanish at home . . . he would talk and joke, but he wasn't necessarily a discipline problem. He wasn't able to do the work. He doesn't have the foundation for it. Frequently I'd give him a magazine to read silently.

15 Since Carlos' mother left Sacramento in the summer of 1951, this could not have been his mother.

16 This is the teacher who put Carlos out in the hall where the principal found him.
He was over sixteen when he left school and went into the army. He went into training and then got out. I don't know what grounds --maybe he told them his age. He started school here again and dropped out a second time.

Carlos had a generally sunny disposition, none of the negative attitudes. He wasn't antagonistic or openly rebellious toward school.

Carlos' junior business teacher (m) had this to say,

He just didn't like to work. He was continually talking with his neighbors. Personally he was a very good boy and he enjoyed life.

The junior business teacher and science teacher were together when they were interviewed. The junior business teacher asked the science teacher, "Did he ever go in the service? Some say he didn't. He had some kind of uniform." 17

Carlos' craft teacher (m) said,

He was older than the others and led the younger ones in the class. They followed his lead, which was not too good. He quit twice and went into the navy. He learned some tricks-of-the-trade in the navy which did not help him. He did as little work as possible. His attendance was rather superior, as if he was forced to be here and he didn't care.

When the teacher was asked if Carlos was a discipline problem, he answered,

At times he just sat and at times he led others into all sorts of escapades. He was kind of a bully. He was larger than the others, older looking and acting. Sometimes he acted rather childish, though, like all adolescents . . . as far as discipline, I'd say he was insolent. He talked back when he shouldn't and did not do what he should. He was picking on these other kids unmercifully and others followed his lead. There were two particularly that he picked on

17 Carlos did not mention anything about being in the service. This evidently was a rumor that was started at the school and was passed on.
in this class. He called them names and hid their binders. Others helped him.

He wasn't adapted to this sort of work. He should be off working --wasn't interested-- had to go to school. He should have been in a trade school.

THE COMMENTS OF BEATRICE AND CARLOS' FATHER

When the first interview was had with Beatrice, her father was not at home. The writer told her to explain to her father about the study and ask him if he would be willing to be interviewed. When the writer returned to the Gonzales' home, Beatrice said her father had agreed to be interviewed.

When Mr. Gonzales was interviewed, Beatrice acted as interpreter for him. Mr. Gonzales was asked how he felt about his children leaving school. Beatrice translated the question in Spanish. He answered in English.

"No, I don't feel good that way. She needed school but I can't support them to buy clothes. She have no mother to buy clothes. I have seven children. I can't support them.

He was then asked how he thought school might have better helped his children. Beatrice translated the question into Spanish at her father's request. He answered, "I don't know, I can't say that."

When asked if he had attended school in the United States, Mr. Gonzales answered, "In L.A. in 1928 for a few weeks, and here in Sacramento in 1938 about a week."

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18 Carlos was not at home during this interview. Since Beatrice was there, that may be why he said "she."
Mr. Gonzales was asked, "How do you think Beatrice and Carlos felt about school while they were going there?" He said,

She liked school, but the reason they didn't go because she need clothes. And Carlos, he need clothes, too. When they go to high school, they need good clothes.

He said he never had spoken to any of the teachers or to anyone else about their financial difficulties and had never attended any of the school meetings for parents.

Mr. Gonzales inquired of the writer if there were "Any classes to go to at night around here --to learn how to read and like that." This information was secured and the message given to Maria, the younger sister of Carlos and Beatrice, who promised to tell her father.

HOW THE BASIC NEEDS WERE MET IN THE LIVES OF BEATRICE AND CARLOS GONZALES

1. The need for a healthy body and good physique and appearance. This need seems to be met adequately in the life of Beatrice Gonzales. Carlos stuttered. He did not mention anything about his stuttering to the writer, but he did stutter a few times while being interviewed. His stuttering had been mentioned by his sister and teachers. He had been given speech correction when in elementary school.

2. The need for feelings of security. It is not known how Beatrice and Carlos felt about their home when their
mother was there. She had left the family about nine months before Beatrice and Carlos were interviewed. There seemed to be a feeling of pleasant association in the home. Both Beatrice and Carlos made statements that indicated they were aware that their father was working hard to keep the family fed and clothed. Beatrice was taking over as mother to the younger brothers and sisters.

Carlos seemed troubled by the fact that his mother had left the family. He said he would like to go and see his mother. His teacher in the special class said that Carlos had been emotionally upset ever since his mother had left the family.

One of Carlos' high school friends said that Carlos thought "a lot of his family," spoke of them frequently and was considerate of them.

Both Beatrice and Carlos were keenly aware of the financial limitations in their home. Beatrice said the reason why she left school was because her family could not afford to buy the required equipment for physical education and home economics classes.

Beatrice told of how the family worked in the fields and how she worked at the cannery during the summer and did housework for ladies. She said there were seven children in the family and that they took turns "getting things."
Carlos' awareness of the financial difficulties of his family is expressed in this statement, "I know how it is --the poor man-- all the bills. I don't want to be up in bills to my neck."

This need for the feeling of security does not seem to be adequately met in the lives of Beatrice and Carlos.

3. The need for social adjustment and recognition. Evidently both Beatrice and Carlos were well accepted by their younger brothers and sisters. Since they were the two oldest children at home, Carlos helped earn money for the family and Beatrice took the place of the mother.

Neither Beatrice nor Carlos felt that they "belonged" at school. They seemed to feel that this was because they were Mexicans. Beatrice said the students and teachers at Adams High School accused her of taking things she did not take. Although some of the teachers tried to help her, she felt many of the teachers did not give her the attention and help she needed. She said, "You feel funny that you're a Mexican, that they look down on you. It wasn't their actions, but they paid attention to other kids but didn't to me."

Carlos said the reason he left school was, because he did not like the fact that his brother and he were the only Mexican boys at Hoover High School. He said, "I was out of place . . . I felt that I didn't belong . . . I quit because no one of my nationality was there."
Carlos seemed to feel that the principal of Hoover High School did not like him. He had expressed this to the writer and to one of his elementary school teachers who is a friend of the family. He seemed to like most of his teachers and they all seemed to like him, with the exception of one who felt he was a trouble maker.

Excessive talking was attributed to Beatrice by a few of her teachers. This may have been an attention-getting device.

Carlos evidently had other friends in addition to those interviewed. Beatrice did not appear to have any close friends.

Feelings of prejudice were evidenced by Beatrice and Carlos when they stated some people who were not Mexicans discriminated against them.

The need for social adjustment and recognition did not seem to be met in the lives of Beatrice and Carlos.

4. The need for feelings of competence. Beatrice seemed to feel that she could do housework well. She told the writer she could "iron fast" and showed her some of her embroidery work. Her failures at school did not seem to cause concern. She said she felt the reason she had failed science and mathematics was because she did not understand them. Still, if she had had some measure of success in them, it no doubt would have helped her feelings of competence.
Carlos had failed some classes. He indicated he could have made better grades, but "I didn't try to do my work. I was thinking about school -- that I didn't like school-- instead of doing my work."

Beatrice said her ambition was to be a surgical doctor. This seems entirely out of her power to accomplish since her I.Q. was 77, and the financial condition of her family was poor. Carlos expressed his ambition to be a policeman. Seriously he described being a policeman as "a good honest job, a friendly job. People like you and they talk to you and get to know you better." This indicates that Carlos wanted to be liked. He also tried to get along with his teachers and classmates.

From the evidence that the case studies of Beatrice and Carlos presents, it can be said that the need for competence seemed to be met to some extent for Beatrice, but not in the life of Carlos.

5. The need to accept conditions, the realities of his own life. Both Beatrice and Carlos felt that they were treated differently because they were Mexicans. This, of course, did not help their self-esteem.

The only example of Carlos not accepting his limitations was that two teachers mentioned that while he was in elementary school he had stolen a bicycle from the school playground because he wanted to ride a bicycle. This incident is the only one mentioned that might be considered compensatory or an escape reaction.
Beatrice said she had been accused of taking things from school, but she said the accusations were unjustified.

One of Beatrice's elementary teachers said Beatrice got angry easily. All of the other teachers seemed to feel that Beatrice mixed well with her classmates and teachers. Carlos seemed to get along well with both peers as well as adults, although one teacher who had Carlos said he was a discipline problem.

This need to accept the conditions and realities of their lives does not seem to be met in the lives of Beatrice and Carlos.

6. The need to experience curiosity and pleasure and to acquire active and varied interests. The fact that Beatrice enjoyed embroidering has already been mentioned. Carlos mentioned that he liked to draw.

Beatrice did not say anything to indicate whether or not she could carry out plans with self-direction. Carlos said that he felt that he would be married within a few years. He said he did not want his wife's family supporting him, as one of his girl friend's father had offered to do, but that he wanted to earn his own way. This shows that Carlos had insight, and he does not want to depend upon others for making his way in the world.

Beatrice did not express anything that showed whether she enjoyed life or not. One of the girls who knew her at high school said that Beatrice often spoke about some dances
she had attended. Carlos spoke of going to Mexican fiestas and of the fun he had there.

This need seems to be met to some extent in both Beatrice and Carlos' lives, but it could be met even more adequately.

7. The need to be considered a developing personality. Since the father of Beatrice and Carlos did not seem to understand or speak English well, little was learned about his reaction to his children. Because of the share of responsibility they had in helping to care for their younger brothers and sisters, both Beatrice and Carlos had become progressively independent. It is not known how the father treats them or how they accept his authority. At school, Beatrice and Carlos evidently accepted authority reasonably.

The only incident known where Carlos did not abide by the rights of others is when he took the bicycle in elementary school.

As Beatrice and Carlos had to learn early in life to take responsibilities, the need of their being considered developing personalities would appear adequately met.

Summary. Many more of the basic needs in the lives of Beatrice and Carlos Gonzales were not met than those that were met.

Carlos stuttered. The mother left the family and the awareness of their poor economic condition caused them to feel insecure in their home. Both felt that they did not
"belong" at school and that some of the students and teachers were prejudiced against them because they were Mexicans. They both failed some classes. Beatrice's desire to be a doctor is beyond her mental ability.

Beatrice seemed to have more of the basic needs met in her life than Carlos did. She had no physical defects. She expressed confidence in being able to do housework and told of enjoying embroidering. Carlos found pleasure in drawing and he also told of the fun he had at Mexican fiestas. He showed self-direction when he told of his desire to be on his own after he got married.

Beatrice and Carlos can be considered progressively independent because they both had to take over responsibilities toward their family at an early age. They seemed to accept authority reasonably well at school and got along with the teachers and students.

Beatrice and Carlos are examples of that group of unhappy children who are found in any school, those who feel they do not "belong." In their case they felt it was because they were of another race than the majority of the students. This writer believes that more classes in understanding those of other races would be beneficial to any school curriculum.

The home situation in the lives of Beatrice and Carlos was very influential in their dropping out of school. Their poor economic condition caused Beatrice and Carlos to feel
that they should help out at home. Their mother left the father and children which upset Carlos emotionally and caused Beatrice to take over as "mother" to her younger brothers and sisters. Since they both had low I.Q.s and nothing much seemed to be done to help them in high school, school was very difficult for them.

If both Beatrice and Carlos could have had many classes in school in which they learned a trade—instead of the mainly academic subjects they took—school would have been more meaningful to them and perhaps they would not have dropped out.

To summarize why Beatrice and Carlos dropped out of high school, one can say that the pressures were social, economic, and mental.
CHAPTER V

THE CASE STUDY OF DONALD BROWN

INTRODUCTION

Donald Brown, a seventeen year old drop-out, was not at home when the writer made her first call at his home. When later contacted, Donald agreed to be the subject of a case study. He spoke freely and seemed without inhibitions. According to his mother, his parents went as far as the eighth grade and Donald's sister had also dropped out of school. His I.Q., as recorded at Jefferson High School, is 92.

Don, or Donnie as he is called by all those who know him, dropped out of school in March, 1951, a little over a year before this case study was made. At the time of the interview he had a job at an electric motor rewinding and repairing shop. He had been taught this trade by a cousin in whose shop he had worked for two summers.

DONALD TALKS ABOUT HIS FAMILY AND SCHOOL EXPERIENCES

... in our family there's my sister Mary. She's twenty. Then me. I'm seventeen, but you might as well put down approximately eighteen because I will be next month. Then my little brother, he's seven. Then my little sister, she's five. Then my little niece, she's practically a member of the family. Then my two ex brothers-in-law. Ex! My sister's been divorced once and she's getting her second one now.
Donald described his early school experiences in this way,

... my old man didn't really get settled down at one job until about 1938. Before that we moved around within the city limits. The first grade, I was in school in Fresno. Then in the second grade we moved right here to this house. Then I started to Rio Grande School.

Donald attended the Rio Grande Elementary School through the seventh grade. The seventh and eighth grades were then put in an intermediate school. Donald did not like this.

... just as I got to the eighth grade, they changed over to the junior high, so we didn't get to graduate. You know, after you've looked forward to it so long, it's too bad when you don't get to graduate.

He was graduated from the intermediate school on January 23, 1949 and then went to Jefferson High School where he attended approximately two years. He left school on January 26, 1951, returning January 30, 1951, and attended school for seven more weeks. He was at that time a low junior. He dropped out again on March 26, 1951.

Donald said he dropped out of school because,

I didn't get along with the teachers, and besides I was behind in math. I started off in shop math and got switched to another teacher and I couldn't understand what he was saying ... .

I had trouble with my shop teacher. One day I forgot to bring my plastic and another kid and I started talking. You know, when you don't have anything to do, how it is. The teacher started yapping at me and I yapped back. Then it got worse and worse and then he called the office.
Everyone joined in. They started laughing. They used to get a bang out of me every time I'd start talking back with the teachers. That started in the sixth grade. It started in the fourth as far as that goes, but it got worse in the sixth grade. Sometimes it was my fault, but you can't be a dead-head all your life.

In the sixth grade --that was the first time a teacher hit me. She swung and I ducked. She'd keep me in at recess and say, "Now, Donald, you're playing a role that's just too big for you." She was all right when it got right down to it, but she liked to wield it over us.

. . . I wouldn't mind going back, but see, you get to earning your own money and buying your own clothes and it'd drive me nuts to go back and then keep asking my folks for spending money. I like to go out with some guys, or take my girl, and it costs a lot. I couldn't go back and ask them for my spending money again. . . . You know how the styles change. Like the boys are wearing gauchos now. Up to now I was always two or three years behind the styles. When they started breaking out in suede jackets, I got myself one --after working a long time.

One day I cut for twenty-seven days straight. That's a long story. Me and this kid had a big urge to leave home and go to Oregon. We didn't tell anyone we were going. We just got over here on the freeway and started hitchhiking. We got up to Redding and we had only ninety-eight cents between us . . . and it was cold. We'd already spent one night outside sleeping by the tracks . . .

Donald continued the story, and telling of their decision to return home.

. . . this you gotta get, this kid, he'd rather smoke than eat, and I couldn't take that! Did you ever know anyone like that? What made me really decide to come home was, I phoned my mother collect and asked her if she'd send me some money. But she didn't have any to send me. This other kid phoned his mother and she sent two dollars.
With the two dollars the boys ate. They finally returned home by riding freight trains and hitch-hiking.

Donald sometimes stayed at friend's homes so his parents did not immediately realize that he had left home.

... the first night I was gone my folks didn't think anything about it. The next day my Mom asked my Dad if she should phone the police. My Dad said, "No, let him go, let him rough it for awhile and see what it's like."

That wasn't the first time I'd left home. The second time I took off, I just left 'cause my Dad was singing a song I didn't like and I told him to stop. He said, "If you don't like it, you know what you can do." So I went in and got a T shirt, put a jacket around my waist, and left. That time the cops from Dixon picked me up. Two boys from Marysville detention home had escaped and one of them was dressed exactly like me.

... I used to get mad over some silly thing and take off. Like sometimes he (father) wouldn't let me have the car and I'd promised some kids or a girl that I'd take her to the show or to the school dance. Then I'd come home --no car! So, bingo, I'd take off.

... when I was in the eighth grade I left home and went and stayed at my buddy's. I'd drop in at home and say "hello" real brief, though. I used to stay overnight anywhere; just go down to the river and camp out or anywhere. My mother got used to it. She had to, I guess. ...

You might as well put down that anytime someone says something smart or something like that, it bothers me and makes me mad. Like at the show yesterday, some old guy kept staring at me and my girl. We were sitting there and he kept turning around. I can be real sarcastic sometimes. I said to him, "What'cha looking at? You find something interesting with my wife?" Or like someone making a noise when they eat. My Mom, sister, and I are real nervous like that --at noises. If someone makes noises while they eat, or someone staring at me --like this old man in the show.
Donald said when he came back after leaving home, his family treated him just the same.

They treated me just natural, like I'd been there all the time. But they all looked better to me. . . . I always like to come home, everyone looks better to you. . . . I hate to help around the house but when I came home from that trip (as far as Redding) I worked around the house, did the dishes.

Donald got poison oak on the trip to Redding, so he did not return to school immediately. He tells of it like this:

. . . I laid around for awhile. Then my mother had to go to court about something and I was going to keep care of the kids. But the deputy sheriff came over to pick me up and he said to me, "You have to go with me." My mother explained the situation to him, how she had to go to court and I had to stay with the kids. She phoned the principal and told him about the situation. He said, "OK." She promised him I'd go within the next couple of days. Then this guy (the sheriff) got mad because he didn't get to do what he was supposed to do and my Mom told him to shove off and I did, too.

. . . I went to school the very next day. I don't think I cut anymore after that. If I was absent, it was 'cause I was sick or something necessary, like I had to go up town and pay some bills. I thought I wasn't going to go back in September, but that summer I got my teeth fixed1 and I went back.

I went until February. I made up my mind I'd do the best I could and put up with everything the best I could --you know, put up with the teachers. When you can't make head or tail out of what they are saying, you're lost. It varied so.

There were several things about school that bothered Donald, such as being put in the mathematics class of the teacher he did not like. He spoke of this several times.

1 This reference is elaborated upon on page 113.
For awhile there I got real earnest -- I really wanted to settle down to work -- but then I got shoved off on that other math teacher and he couldn't teach. I didn't have nothing against him but he talked so low and all mumbled up.

Another time Donald said, "Little things like that half hour for lunch, that kind of got me, too."

Donald had personal problems as well as school problems. Donald mentioned his teeth.

Then I was always conscientious about my teeth. I'd never been to the dentist until I was sixteen. My folks, they didn't want to force me but I wish they had. I remember the day I got my teeth fixed. I thought, "Now I can smile." You never know what it's like not to smile. You have to learn to smile. When I smiled they'd (the bad teeth) show. I'd have to catch myself. When I was around a girl I'd have to take off.

If it wasn't for my cousin I'd never have gone to the dentist. He made me go one summer when I worked as an apprentice for him. I'd think about it (going to the dentist) and then decide I couldn't but I'm glad my cousin made me.

As well as talking about school experiences, Donald had quite a bit to say about his family.

I really couldn't be treated better. As far as my folks go, I couldn't have any better folks. But I look at my little brother and I think, "He's wearing gauchos and levis -- he's got everything." I didn't have a pair of levis until I was twelve or thirteen, and all the other kids did. I look at my little brother and I think, "I could wring his neck." It's envy, I guess. I used to have hand-me-downs from my uncle. Of course, we're better off now.

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2 The writer believes he meant "self-conscious."
Donald's treatment of his younger brother and sister in the writer's presence bore out the intense feelings he had expressed regarding them. At one time during the interviews, he told his little sister to go and wash her face. As she left he said, "That's the one I can't stand."  

Later in the evening during the first interview, Donald's younger brother came in and sat on the couch. He started to go to sleep there. Donald noticed it and told him roughly to go in the other room if he was going to go to sleep. He did not seem to speak unkindly to his little niece who was about four years old. 

After relating his trip to Redding in much more detail than is given in this report, he mentioned that he had written it up for an English class. He went into the dining room and looked in a cupboard for the composition. His mother called out to him from the bedroom some directions for finding it. Donald answered her very rudely. The mother retorted rather angrily, "All right, I was just trying to help you find it. Find it yourself."

DONALD TALKS ABOUT HIS TEACHERS 

Donald had quite a bit to say about his teachers, as he did about almost every subject that was brought up.

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3 He had already said he "couldn't stand" his little sister.
Whenever a teacher says anything to me I don't like, I don't beat around the bush. I tell them what I think ... some get sarcastic without meaning it and some don't but I talk right back at them. Oh, I get smart at them, everyone does. If I'm sure I'm right, and I'm telling the truth, I want to get to the bottom of it -- I stick right to it.

Donald talked about each of his elementary teachers whom he remembered. He was asked about teachers he liked or he felt had influenced him.

... the first one I liked was Mrs. Smith. She was a nice woman, easy to get along with. That was in the second or maybe in the first grade.

... There was an outstanding teacher that influenced me but I didn't like her. She was just mean in general ... she's dead now. I think she died with a frown on her face. She set me off bad against teachers. You know, if you don't succeed the first time, you figure the second or third will be like that. If you don't happen to get the right teacher when you first start to school you think they're all like that and you go through life disliking your teachers.

There was Mrs. Brown. She kind of understood me. I used to talk a lot and she'd call me a funny name, a nickname. She had several names she called me -- nothing bad -- just in fun.

Then there was Mrs. Jones who gave me a bad time in the sixth grade. She's the one that hit me.

Then Mrs. Roberts ... I used to get along with her OK. She used to like me. There was no love or anything like that but we got along OK.

Then I had a young teacher, about twenty-three. She was really nice. We used to have a lot of fun.

Donald said that there was a big difference between elementary school and high school.
There was a big terrific change as soon as I graduated --a different attitude on the part of the teachers. The way you can talk to them in high school --it's easier, more natural. It's a change, though.

Among his teachers in high school, the shop mathematics teacher was the one Donald liked the most. He described the teacher in this way,

... you could talk to him about anything, just like a father ... when you were in his class it was more or less just like not being in school. You could bring up anything to talk about. You didn't think of him as a teacher, more like a buddy. He was a good teacher, though. You could get it without hurrying ... I'd talk to him the same at school or like I was talking with a friend. Some I wouldn't feel that way. Oh, maybe my reg teacher and shop teacher.

The above quotation was not said all at the same time. Several times during the interviews Donald mentioned this teacher in the manner expressed above. At one time during the interview Donald looked over the Jefferson High School class schedule to show the writer which teachers he had had. He again mentioned his shop mathematics teacher and said for the writer to be sure and go and see him --"he really knew me."

Donald did not hold such feelings of friendship for the teacher of plastics.

The guy that kicked me out of plastics and put me in military --he was always pretty sure of himself. He could never be wrong. When I cut that twenty-seven days, I guess he felt it was his duty

4 This shop mathematics teacher is the one who was very interested in Albert Jones. See page 46.
or something, but he seen me at the store and he said
that he was going to find out why I wasn't in school.
What difference did it make ot him whether I was in
school or not?

Some general viewpoints that Donald had on teachers
were as follows:

I got along easier with the men than the women,
except that plastics teacher. Oh, some of the women
are easy to get along with but some of them are
touchy. Have you ever heard of some guy being on
the teacher's goat so much she nearly cried? Some
women teachers get their feelings hurt too easily.
Men, they don't take it the wrong way. It just goes
in one ear and out the other. You can put things
over to a man better than you can a woman.

"Say," said Donald when he had finished commenting
about his teachers, "when you go and talk to these teachers,
tell me how many credits I have. I'd like to know how I could
catch a high school diploma."

DONALD TALKS ABOUT THE SUBJECTS IN SCHOOL

Donald talked about the subjects he had in school in
this manner,

I used to like history . . . I wasn't real good
. . . I passed.

I was lousy in English. When it came to reading,
like The Merchant of Venice, I liked that pretty well.
And those Greek myths and legends, they're pretty in-
teresting. Of course, it all depends on the teacher
and her approach. The Tale of Two Cities --I thought
it dragged out too much.

I liked my shop subjects. I guess I liked shop
math on account of the teacher. He was really swell.
About the teacher's approach. Some teachers have you study different. It depends on their approach. Some pound it into you, or they don't give you enough, or they hit it just right.

In this one class I'd just sit around and watch everyone, and this other kid worked real hard. He got a C plus and I got a C plus. If I'd of tried I'd of probably flunked out. I must of looked smart.

I like geography, too, 'cause I like to draw maps.

English just didn't come easy to me. It would surprise me some of the grades I'd get in English. I didn't figure I knew that much about English. You know, like adjectives and pronouns and like that. Some of it I could remember, like adjectives, but when it came to "this is related to that because of this" I'd get lost.

It all depends on how they start you out. You gotta like the teacher first of all. . . . If they give you a big build-up and then you've got some old book about a hundred years old, and you know it should have been forgotten, then the book is disappointing. Like The Tale of Two Cities . . .

In grammar school I couldn't stand English. Then in high school I liked it better. Come to think about it, I think it was in English we read Treasure Island, in Prose and Poetry . . . I liked that.

DONALD TALKS ABOUT BEING TRUANT

Donald said he first started being truant in the seventh or eighth grade, but he was absent more frequently in high school. He said he was truant for one period only once.

They had it over the P. A. system that my reg was to go to clinic before going to fifth period. That was when I hadn't had my teeth fixed. I didn't want to be embarrassed, so I cut.

Donald and a friend also tried being truant from school one afternoon. He tells about it like this,
... my buddy that went up to Redding with me -- me and him cut one afternoon. I thought it would be simple, but I'm telling you it's hard to get out of that place at that time of day, without an early dismissal. They have it fool-proof. They put CUT right across it. That afternoon we cut we went under a bridge and ate a pint of ice cream and went home.

Donald said, "I had more colds." (Meaning he wrote excuses for colds.) He continued, "As soon as I hit high school I started writing my own notes. That's what all the kids tell you, 'write your own notes!'"

Donald was asked how often had he been truant. He answered,

I couldn't tell you how many times. I'd either exaggerate or not tell you enough. There were some weeks I didn't cut at all. I wasn't what you'd call "habitual." I cut only individual classes or half a day until I learned better. That's something you just can't do.

When I'd cut I usually came home. Then my mother wouldn't complain so much 'cause then she knew I wasn't out cutting up some place ... my Mom told me if I was going to cut to stay home ... she wanted me to go to school but I didn't pay no attention to her.

One morning we decided that we were going to cut school and go play some pool. There were five of us. So then we played some pool. Then we decided to go to the show. It was just before reg time and we decided to go back to school. That was the only time we decided not to go on cutting and go back to school. I don't know why we stopped. We were afraid we'd get caught or something, I guess.

Donald was asked if the school had not sent any notices to his parents when he was absent so much. He answered,

They must have. After awhile they got tired of it and stopped. You see, I wasn't of age yet to quit. I was only fifteen. They were going to put me in the D.T. (Detention Home) for awhile, I guess.
Donald was asked about any classes he had failed. He said,

"I took shop math 1 and flunked it. But I went ahead and took shop math 2 and passed. Then I took shop math 1 again. I think I passed it.

... I flunked typing once ... I remember when I repeated it the second time. At first I typed along real good. All the kids thought I was real good. Then they caught up to where I was and I was just as bad as them. Then they passed me."

Donald was asked how he felt when he found he had failed a class. He answered, "Rotten. I wasn't that bad off. I cared about my grades; if anything mattered, it was my grades. I wanted good grades."

DONALD TALKS ABOUT EXTRA-CURRICULAR ACTIVITIES

Donald took part in several extra-curricular activities at the school. He was on the boxing team and of this achievement he was the most proud.

I boxed for a year and a half and I wanted to go out for swimming but the coach said, "No, you smoke." I said, "A guy can change." But he didn't smoke and you know how it is when you don't smoke, you hate anyone that does. Well, not really hate but you don't like it --it bothers you. Anyhow, I quit trying. I quit smoking but he didn't know. That's what I meant when I said a guy can change. Now it depends on whether I'm with the gang whether I smoke or not. When I am, I do; when I'm not, like around here, I don't.

Donald's activity sheet on file in the counselor's office at Jefferson High School indicates that he was on the boxing team and on a committee for a homeroom swimming party.
According to Don he was also vice-president of his homeroom, although this is not recorded. Donald claimed he had been president of his class as well as a vice-president in grammar school.

I was on a committee for a prom or some kind of dance we were putting on ... I was on the decorations and music . . . .

There's only one doings I went to at school, besides a couple of football games. That was a play, I think . . . . I didn't take no girl any place at school except once, that was to a football game . . . . the kids at school were just like brothers and sisters, we knew each other so well. I never had time to ask them to go any place during school . . . I never went to a school dance except at junior high and that was with a couple of boys. Generally when I was going to take a girl to a dance we'd end up going to the show 'cause I didn't like to dance.

I belonged to Boy Scouts and Cub Scouts for a while. They couldn't learn me anything. I knew it all . . . I had one more test to pass before I'd get second class. I was about twelve or thirteen when I quit.

We had a baseball club -- a few of the boys. We'd play other teams. I went out for boxing . . . I was going to see about being the manager of the track team but I never stuck around enough. I asked the coach and he said we'd have to wait until the season came along . . .

In regards to his hobbies, Donald said,

Once in awhile I like to draw a little bit . . . I like to weld and things like that. When I get a chance to down at the shop I do . . . I'm kind of teaching myself. There's two kinds, arc and setting. I do both.

I would have taken it at school but they take so long. There's so many kids in there and they have to take roll, then get all the guys quiet -- to tell some wise guy to shut up. There's only fifty-five minutes.
And they tell you about it for so long --for two thousand weeks it seems like-- it's all theory. There's not a single shop class that they don't take half the semester to tell you off. They can't do it any faster really, but it takes them so long to get started. If you only had a few more minutes.

Donald sums up why he left school,

All I know is that I quit last year in February. That was when I was put in with that math teacher I did not want ... from what the other kids said I knew I wouldn't like him. I'd be wasting his time and mine.

I just got tired of it. The thing was, I just was not interested. Otherwise, I'd still be there. Me and this kid used to run around together and I guess I got tired of seeing him run around by himself while I was in school. I decided to join the crowd -- of delinquents. I can't ever remember him going to school.

DONALD TALKS ABOUT HIS ACTIVITIES AFTER LEAVING SCHOOL

When I first left school I just bummed around for a couple of weeks. Then I guess I went to work for Stan's Drive-In, washing dishes. That lasted about three days. I couldn't stand the smell of the milk and I couldn't sleep 'cause I worked nights. I just got to bed and it'd be time to go to work. Who wants to spend their life like that, working and sleeping. 'Course you save a lot of money that way.

Then I went to work for an auto parts service company. All I did all day was driving around picking up parts and delivering them. I guess I was there about a week. See, I had five jobs that first year from when I quit in February until September.

My third job was with an equipment company. I worked there for a month. Then we ran out of work. Then I went to work at another drive-in, washing dishes. That lasted one night. The boss got in a fight with the head dish washer, and he went and told the boss that I quit, too. I didn't care. I was at the point I didn't give a darn. I was tired of looking at dishes. After those dames keep pushing those dishes at you. I was sick of looking at dishes.
That summer I went to Gridley. I was rewinding and repairing electric motors. I did the same thing the summer before. My cousin called me and told me to come up. The summer before when I worked for him was when I got my teeth fixed. They were living in Orville then. If they still lived there I'd of got the rest of them fixed. They're not fixed yet. It cost $24, but it was worth it.

I have this to say, after you get out of school the time sure goes... Then I put in an application for SMUD a couple of weeks ago... I'm going to retire when I'm thirty-eight. See, it's twenty years and I'm eighteen now.

Donald went on to tell about this incident that had happened at work,

This morning I was in the office and I saw this letter on the desk from this kid that used to work there. So I thought, "I wonder what he's writing to the boss for?" So I read it and he was thanking Mr. Wilson for taking him back. He'd quit and was asking to come back. If they put him ahead of me when he comes back I'm going to quit. He's a good guy, he's married and needs the money and everything, but I'm not going to take that guff.

There's no future in this job. I've been thinking I want to go into something that you can get a pension --or retirement, you might say-- sounds better. That $75 you get from the state, that isn't much.

I plan on going to work for SMUD or going into business with my cousin... because if you're working for someone, that's not for me! I don't want to travel second class all my life.

Donald was asked the question, "Now that you have been out of school awhile, how do you feel about it?" He answered,

Well, you look in the paper and you see some boy's name that you knew who's on the varsity, or you hear some boys talking about him, and I think, "I was as good as he was." I could see myself doing the same thing as him. Then I wished I'd stayed in school.
Then I'd start thinking it over and I'd think, "Maybe I could go back." Then I'd think, "Whose reg would I be in? I'd be in with a bunch of kids." If I could just be in the same reg, even if I wasn't in the same grade, it'd be OK. There's no chance I'd be able to graduate with my class, is there?

Donald was asked if not having graduated from school had stopped him from getting any job he wanted. He answered, "Yeah, it stopped me from getting a better position with SMUD."

When he was asked the question that is asked of each drop-out, "If it was available and you had the training, what kind of work would you most like to do?" Donald answered, "Loaf! No, not particularly . . . it's hard to say. I'm not ready yet. It's like picking a wife. You can't rush things. You got to see how things turn out. You got to take your time and see what happens.

You can't jump from one job to another. That's not good. The boss asks you how many jobs you've had. It sounds like you can't hold on to anything -- being a drifter . . . at SMUD they asked me how much I made, how many jobs I had, why I'd quit school. I guess they don't want anyone who goof's off. I only told them about two jobs I had, the ones that lasted the longest.

Donald asked his sister what he had put on the SMUD job application as his reason for dropping out of school. "Did I say financial reasons?" She said, "Wasn't it family obligations?" He said to the interviewer, "I don't remember. It was a lie, tissues of lies. I only put down what helped me. I'm out for the good of Don."

Donald said he might go on to school. "If I join the navy or something, I'll probably get my diploma. They give
you one test and it's over like that." He said from what he had heard the test was not hard. "This guy I know passed it and if he can pass it, anyone can!"

Donald said he had thought of going to night school, but he never had the time. When asked if he thought school had helped him in earning a living, he said,

Not in my racket, not in my profession, I mean. Did they teach me anything in electricity? Not that I know of. Oh, I guess I've got to give them a little credit. You know you have to go to school to come out on top. You have to have a certain amount of schooling. It helped me. It teaches you to be democratic and all that stuff. It probably tells you how to look at life and different problems . . . I wonder what it'd be like to learn to read and write when you're older? It must be hard.

Donald's answer to the question, "Do you think school helped you to enjoy life more?" was as follows:

Sure, if you didn't go to school you couldn't read and if you couldn't read, you couldn't read a book. That's one of my enjoyments. I like to read for sure . . . if you couldn't read, you'd not be able to read a dictionary and you wouldn't have much of a vocabulary and couldn't talk well.

When asked about the type of literature he preferred, Donald said, "I just got started reading those cheap novels, you know, those thirty-five cent ones. Then I got started reading those things like Stag and Male."

Donald was asked, "How do you think schools can be made better?" He answered it as follows,

Have it just like when you vote --ask the kids what they want. For myself, I'd say, give the little guy a chance. If I was a coach I'd look for the little guy who may be scrawny or like that . . . he
wants to play just as much as the big guy. I used to be scrawny, I know! Also, they ought to have at least a recreation period . . . like have parties where the kids get together.

Donald looked at the high school program sheet to show the writer which teachers he had had. As he started looking at the program he said, "Boy, this is just like old times." He noted the name of his science teacher. Donald enacted the following scene for his sister and the writer.

He's the one that shook me. He was a good teacher all around but some kid said something and this teacher hit him or something. I said to the kid, "Get him after school," in a joking way, of course! The teacher looked at me and said, "You'd better shut up, Brown." I shrugged my shoulders like that (Donald acted it out). He came up, picked me up, and placed me tightly but firmly against the wall, like this (Donald pantomines). I couldn't do anything.

Donald enjoyed talking about himself. At the close of the first interview Donald said, "It makes you feel lighter . . . the more you talk about it."

Donald realized that he wanted to be the whole show and was a "smart alec". During one interview he said, "I'm always saying something smart, always something smart."

Another incident revealed how Donald desired to be in the limelight. One time Donald's sister came into the room and contributed to the discussion about school. After a few minutes of her speaking to the writer, Donald said, "Well, to get back to answering the question that you asked me."
THE COMMENTS OF DONALD'S FRIEND

Two of Donald's friends had dropped school and were married. They were not available for interviewing. Donald had this to say about them,

This kid I run around with . . . got married in September. He was only sixteen. He didn't have a job either. I was up to Reno the other day with two kids that got married. They're sixteen, too. That's too young. You know, when you're that age you're all tense inside. These kids that got married last September, they've stuck it out longer than my sister. She's been married twice already. But they said if they keep on arguing like they do, they're going to quit.

David, a friend of Donald's, was still attending school and was interviewed on the front steps of the school while he was waiting for his school bus. David was asked why he thought Donald had dropped out of school.

Well, in the first place his parents aren't strict enough. 'Course he wanted to go to work and get some money. A high school student hasn't got much money . . . I think that's why it was, those two reasons.

I've known him since the third grade. He'd been dropped back half a grade for his age. That's when he was dropped back to our room. He was there until we were low juniors.

He wasn't much on attendance. If he wanted to take a trip, he'd just go . . . he always went with some other friends. Sometimes he had a good time and sometimes he didn't . . .

His parents didn't care if he came or left. I don't think they much cared for him myself. He used to fight back at his father and mother both . . . they struck back but it didn't do any good. He's always been that way, a little ornery.
David was asked how it was at Donald's home now. He said, "It's not as bad now. He cooperates a lot better than he used to."

David named a few things that Donald and he did together. "We'd play a little baseball. We always went around together. We'd go swimming together."

It was mentioned to David that it was interesting that he and Donald had been such good friends, yet David had stayed in school. He said,

I couldn't (drop out) if I wanted to 'cause my parents wouldn't let me. I'm staying in 'cause I want to go to college. I'm going to study chem. at University of California.

I tried to talk him into coming back but I didn't see him much after he left 'cause he went to Gridley. When he was going here he didn't like it, but when he dropped he was wanting to come back. He finally decided to come back but his folks wouldn't let him because they said he'd drop out again.

David was asked what he thought Donald did not like about school.

Probably the homework or maybe just coming. He got along with most teachers but not too well . . . there was one teacher at Jefferson he liked an awful lot 'cause he was doing D work and he gave him a C. Then the shop math teacher, he liked to kid around with him a lot.

He did a lot of boxing when he was here. He liked to box. Of course, he never won any while he was here.

If he's interested he'll work. If he isn't he might as well leave it alone. He isn't interested in things very often.

He never got any offices I know of. . . .
THE COMMENTS OF DONALD'S PARENTS

The night Donald was first interviewed his mother came in and sat down in the living room. The writer mentioned to her that she would like to talk to both of Donald's parents. Mrs. Brown said,

He just said there's nothing interesting in school ... we begged him and begged him to go back, but he just wouldn't. Now he wants to quit his job and go back to school. He wasn't interested so he wouldn't be going back to study.

It was several months before Donald's parents were contacted again. During this time Donald had been laid off at the electric wiring place and had another job with Western Pacific.

One morning the writer went to Donald's home to make an appointment for an interview with his parents. Donald's father answered the door.

He remembered the writer and said there was no time to talk that morning. "What do we have to do with it anyway?" he asked. It was explained that the parents' viewpoint was desired. Donald's father said, "I can tell why he dropped out of school. He was just too lazy to go. You can put that down if you want to." He said he would talk it over with his wife and for the writer to come back some other time, but no special time would be convenient. He indicated he was not interested and did not wish to be bothered.
A week later the writer returned to Donald's home, this time in the late afternoon. Donald's mother answered the door and said her husband was not at home. The writer asked if it would be all right to speak with her then and possibly see the husband later. Donald's mother said,

I don't know why he didn't talk to you the other day. He was home on vacation and he had plenty of time. He don't know nothing anyhow. He'd probably just go and say Don was no good. He don't take an interest in the children like he should.

Later during the interview she said, "There's no good talking to my husband. He said he didn't see why the school was making a study like that anyhow. He didn't see any good to it." She went on,

We really don't know what got into that kid. He just got running around with that group of kids and they got to playing hockey. They all said, "There's nothing of interest in school anymore."

Before that he seemed interested and he seemed to get good grades. I sent him off to school every morning but like all parents, I don't know if he always went. As far as I know he was attending -- up to the time he took that trip he told you about. When he ran off that time it was near the end of the term. He'd met one of the teachers on the street and I guess he'd talked kind of rough to Don. I think Don was scared to go back. Then he got the idea he wanted to go to work. We just begged him to go back to school.

He talked job, job, job. Then he went on to Gridley and worked for his cousin. That's where he learned this electric wiring. He came back and got a job in that electrical shop and he worked seven months there. Then business slowed up and they had to lay him off. But I think that's pretty good for a kid his age. Now he's got a job at Western Pacific in the shops. He gets good pay. He said the other night he's going to get a raise; then he'll be getting $1.89 an hour.
His friend Dave, down the street . . . talked to Don about going back to school. Don got the notion he wanted to go back, but I said, "Nothing doing, kid. You just want to go to fool around." I think there was some girl there he was interested in, but I knew he wasn't going to get down to business.

He had this job, and if he gave it up and was to go back to school he'd probably ruin his chance for either school or job. He got kind of mad, said, "Oh, you don't want anyone to get an education." But I knew he wasn't going to study.

I think his uncles wanted him to go back, and his cousins talked to him. They have a high school diploma and they wanted him to have one. It nearly broke my heart when he quit . . . we had such high hopes for Don, but he let us down . . .

I figure it this way -- if they're not going to stay in school I think it's a lot better for him to be working at a job where he can work into something. There's going to be a depression, we all know that, and it's better that he has a job. I think if he's in there when the depression comes it'll help him.

Mrs. Brown was then asked about Donald's health. This is how she answered,

I wouldn't exactly say he's healthy, however, we've been very lucky with the kids. Don, he's a funny kid. Maybe he's inherited it from me, but I have kind of a mental disturbance. I become extremely nervous. I had typhoid fever at nine years old when I was in Poland, see, I come from Russia. Ever since then I've been disturbed, terribly nervous. It got so bad here a few years ago I nearly was at the end of my rope. I nearly ended up where a lot of them wind up.

Don is like that. He flies off the handle at the littlest thing, over nothing. He says, "I can't help it, Mom, it makes me so very nervous." His sister is the same way. She cries over some little thing and she says, "I don't know why I do it."
And Don's always tired. That isn't normal for a kid his age. . . . No, I wouldn't say Don is very healthy. I don't know if it's physical or mental or what. He's just a funny kid. I'm considered anemic. Maybe that's what's the matter with him. It really disturbs me the way the kid acts. If he was just ornery it would be different, but he's not. . . .

I'm really surprised the way that kid sticks to his job. He has to be on the job at seven and he stays out to all hours of the night, but gets up just the same and goes to work.

He was sick last night. The little kids said he was crying. I saw him with a hot water bottle to his face. I don't know what it was, his teeth or what.

Mrs. Brown then started to talk about her husband.

When the kids decided to quit school, he (Mr. Brown) bawled me out for giving my consent. He said, "Don't you want my kids to go to school?" But he doesn't take any interest. I sit down and talk it over with them. His attitude is "Don't do as I do, do as I say." He tells them what to do, what he thinks, then he washes his hands of it --takes no interest.

I try to see their side of it. I never have liked school and I figure if they don't like it, it's no good trying to force them to go. When I came here from Poland I was ten years old and I couldn't speak a word of English. They put me in the first grade and it was hard. All the kids made fun of me. I quit school as soon as I could --when I was sixteen. I got to the eighth grade, but I was glad to quit.

My husband didn't get any farther either, and he lived here all his life. But with him it was different. He said he liked school, but he had to quit. He lived on a farm in North Dakota and he couldn't go to school any more.

Mrs. Brown said she had never attended P.T.A., and only twice went to a school activity.

I'm hard of hearing and I can't hear what they say so it's no use going. The kids would beg me to go, but I used to avoid it whenever I could. When Don
graduated over here from Kelly, the junior high, they
talked me into going to it. Oh, yes, I also went when
Mary graduated from the eighth grade over here.

Donald's family are members of a small Protestant de-
nomination. The mother is very active in the church work and
strictly adheres to the rules of the group. They do not ap-
prove of going to shows and dances or wearing make-up. She
said she "bawled Don out" for not going to church and he had
answered, "Mom, you had your fun, now we have to have ours."
The mother said, "I tell them I didn't know any better, but
now I do, so that's why I tell them."

DONALD'S ELEMENTARY AND INTERMEDIATE# SCHOOL RECORDS

Donald's elementary school continuous record card be-
gins at the fourth grade. It is on file at the intermediate
school Donald attended.

In elementary school Donald received mostly A's and
B's. He received C's in arithmetic, music, history, and art
through the sixth grade.

In the seventh grade some of his B grades dropped to
D grades. His arithmetic grade went up to a C by the end of
the high seventh, and his history grade went from a D to an A.

* In the eighth grade, which was spent at the inter-
mediate school, Donald received a majority of C's with a few
B's and D's.

His citizenship grades were mostly S for satisfactory.
However, he did receive U for unsatisfactory under "respect
for authority" in the low fourth, high fifth, and low sixth. He received U in "works to capacity" in the high sixth, and U in "sportsmanship" in the low fourth.

THE COMMENTS OF DONALD'S FOURTH GRADE TEACHER

Donald's fourth grade teacher (f) was the only one of his former elementary teachers available for interviewing. Speaking of Donald, she said,

As far as I can remember he was a pretty good little student . . . he was absent often. One time he told me a terribly dirty story, but he didn't know what it was all about. The children were giggling and he told me, but it wasn't to be smart.

He was average and got along with the students. I always felt he could do much better than he did. He played a lot, didn't apply himself.

THE COMMENTS OF DONALD'S INTERMEDIATE SCHOOL TEACHERS

Four of Donald's former teachers were still teaching at the intermediate school he had attended. His homeroom teacher (m) said,

He was a rather slight little fellow . . . he never cared very much about school. It seemed like there was some physical disability. . . . He never seemed to be too enthusiastic about school, at least not in the eighth grade. He was neither antagonistic or enthusiastic. He gave you the feeling of possibly not being complete physically. I'm rather surprised that he dropped.
His arithmetic teacher (f) said,

He was a little imp when I had him in the eighth grade. He was a tall, slender, pasty-faced kid. He was going into puberty and was quite conscious of the girls.

He was a discipline problem. As I remember he just couldn't settle down to his work. I'm pretty sure that was the main problem. Then he would like to have been noticed . . .

He was clean, rather neat. I don't think he had such good companions for he ran with the crowd. He must have been something for him to have imprinted himself on my mind. At times I thought he was hungry. I don't know about his home life.

He was a "gang" youngster at times . . . and it wasn't the best. However, one of his friends was one of the top students. Donald would have liked to be a top student like Dave but he couldn't settle down. Dave got the American Legion citizenship award.

His art teacher (f) said the following:

He was kind of dirty and sloppy. He was never clean. His hands were always dirty. He was inclined to be fresh, talking quite a bit. He wasn't too obnoxious . . . he didn't cause a lot of trouble.

Donald's physical education teacher (m) remembered Donald.

He was not outstanding. He was just about average as far as ability goes. His attitude was not the best. He didn't care if he played a game or not . . . and if he could get out of it he would.

He was sort of odd in his behavior with the other boys. Whether he was scared or what I don't know. He didn't act like other boys . . . he was definitely frightened of the opposite sex. We have dances here at school. He wouldn't dance with a girl unless you absolutely made him.

He didn't participate in his group. He kind of wandered around like a lost soul. The times he was in groups -- it was when there was trouble -- throwing things around the room or shooting paper wads.

5 This refers to his friend David, whose interview is recorded on pages 127-128.
He never fought. He was frightened. He had a receding personality when it came to manishness.

**DONALD'S HIGH SCHOOL RECORD AND TEACHERS' COMMENTS**

Donald was enrolled at Jefferson High School for his entire freshman and sophomore years and seven weeks of his junior year. During the two complete years he received mostly C's and D's. Shop mathematics was the only subject in which he received an F, having failed that class twice. His only A on the record was in boxing. He received B's his two terms in pre-aircraft.

For the seven weeks he was enrolled in the spring of 1951, Donald received three F's, two C's, and two incompletes. During this short period of enrolment, Donald's attendance was irregular.

While at Jefferson High School Donald had the same homeroom teacher (m). He said this about Donald:

He was what the fellows call a joker. He was always being funny, but not at the expense of me or anyone. It was not malicious, maybe it was an attention-getting device.

I remember he was very interested in boxing. He told me to be sure and see him box --he said it to me and the class. He'd kid the rest of the class. He was a likeable kid, kind of noisy . . . he seemed to know when to quit. He'd quiet down when you'd tell him.

He was not a major problem. He seemed pretty proud of the homeroom. There were two or three other boys there who boxed and he'd say our reg was really represented in the boxing tournament.
The last time I saw him he expressed his desire to stay in school so he could participate again. This was last fall. I saw him right after football season.

Donald took shop mathematics the entire two years he was in high school. He enjoyed his shop mathematics teacher very much, though he also spoke fondly of his homeroom teacher. His shop mathematics teacher (m) said,

"I got along very well with him. In fact, I enjoyed him very much. He always liked to talk about hunting and fishing and everything except school. He didn't give a hoot about school."

I don't think he had very much of a moral sense. If he wanted something he'd go after it. It wasn't wrong for him to steal something 'cause he'd tell me about it. But it was wrong for someone else to. He'd tell about this boy or another who'd done something and got caught.

I was a little surprised when you told me he'd dropped out. I knew he liked to work for John (his cousin) . . . he seemed to understand that it was important to stay in school. Oh, he'd get mad. He'd blow up about some teacher to me . . . there never was any bad feelings toward me, at least on the surface.

When I would reprimand him for not working or talking too much he would generally come up and apologize. He wasn't a discipline problem for me . . .

The teacher Donald had for science for his low freshman term is the one Donald imitated for his sister and writer. This teacher (m) said the following about Donald,

"His attendance was spotty. He was polite in class. He worked conscientiously when he was there and when he was absent, he caught up his work. Because he was absent frequently, he had a hard time with tests.

I think the only sport he participated in was boxing. He had a nice appearance, but he didn't keep very good company. He carried school as a burden . . . he never did anything unusual."
He had plenty of physical courage when he boxed. He wasn't very big, but he always gave a good account of himself in the boxing tournaments.

There was probably little impetus in the home to keep him in school and the boys he ran around with tended to drop out.

Donald's general shop teacher (m), or plastics teacher as he called him, is the one with whom Donald had difficulty. This teacher said,

Donnie used to trouble the other boys in the class. He'd just give them a bad time. He was a tease.

He was a spoiled kid. He very often felt like he wasn't getting a right deal. He felt he wasn't getting as much as the other boys.

One day I saw his father at a store and the boy was with him. I asked the father why Don had not been coming to school. His father said, "I thought he did." I said, "No, he hasn't been there for several days. The next thing you know the truant officer will be after him." His father said, "I wish they would send the truant officer." The boy wasn't there right then.

I saw the father some days afterwards and the truant officer had been there that day and he thought I'd sent him. I didn't but it was all right with him if I had. I've never seen his mother but I understand from Donnie that she didn't like it very well that the officer came.

I think his personality was a little pugnacious. He went out for the boxing tournament and that relieved him a little of that. He was very aggressive in some ways, but when it came to his studies he did not care too much. He's a character if there ever was one.

Donald's English teacher (f) his sophomore year had this to say,

He was absent a lot. He was a rattle brain. He ran away from home, I think.
He was pleasant socially, real nice to talk to. There was something wild about him, like a young colt, unrestrained. I don't think his I.Q. is low, but he was not a scholar either. The boys always kidded him, rather a good natured ribbing. He didn't have a temper or bad disposition.

Has he been in a jam with the police or anything? I wouldn't be surprised if he had because he's so wild. He just doesn't think. There's no personal discipline there.

... it's just a scream to hear him talk. He was awfully funny and he kept the class in stitches all the time.

Do you know anything about his family? He seemed to give me the impression there had been no discipline, no restraint put on him at home at all.

He always needed a haircut. His hair flopped over his face. He had one of those pompadores that were all the rage. He looked kind of tough when you looked at him. He wore one of those beat-up leather jackets and with this long hair -- those are the signs of a tough boy around here.

His pre-aircraft teacher (m) his sophomore year said the following,

He was a good boy, but ... you know how those kids are that are inclined to drop out of school. They're erratic. Sometimes he'd get down and do good work and other times he wouldn't.

... He got along with other youngsters well and he seemed to be reasonably intelligent ... he was nice and friendly, a good natured kid, courteous. He could do good work and he'd remember things well -- just a carefree kid.

Donald was interested in going out for swimming his sophomore year but the physical education teacher (m) had said no because Donald smoked. When speaking of Donald this teacher said,
He was a problem child. He never stripped . . . he was not athletically inclined. In physical ed. he was about a C. He had to be closely supervised . . .

He suffered from malnutrition. He didn't eat the right food. He had a sleepy look on his face like he was tired or didn't keep good hours.

If you weren't there, and you didn't have your eye on him, he'd take off. He got along with the other kids fine. He had a good personality.

He didn't like activity. He was like the herd, what they did he followed them. He didn't excel in anything except boxing . . . he'd hang around with that boxing group. They aren't interested in anything but boxing.

Donald's boxing coach his sophomore year was also his typing teacher (m). He had this to say,

I remember particularly that he was a boxer. I coached some. He was frail and in the middle of puberty, but was developing. He didn't keep strict training rules. One day he had cigarettes in his pocket. I didn't take them away but told him that I didn't think it was good for him to smoke.

In class (typing) he was sporadic. Sometimes he'd show tremendous interest. With so many girls and so few boys, I try to give the boys more encouragement. He responded very nicely to it but his constant truancy was a big factor in his poor grade. He said he was waiting for his sixteenth birthday.

He showed extreme interest in boxing and during the pretraining period and the tournaments his attendance was good. His attitude was very good. He was very interested in boxing and he'd never miss a day. If he could have boxed all year he would have stayed.

I think a lot of his trouble was with his associates. His associates were truants and always getting into trouble . . . .

The first week or so he tried to see how far he could go with me. I had to set him down a couple of times and then we got along fine. I had a lot of
Donald, his respect for him and he did for me. In fact at Open House this past spring he came to see me and told me he wished he'd done things differently. I also saw him at the boxing tournaments.

His other boxing coach (m) had this to say about Donald,

He didn't have much push behind him. He was always happy-go-lucky. He wasn't serious minded at all.

To me it seemed that he possessed a little fear. You might say it was inborn or at an early childhood stage. I noticed it when the kids were fooling around . . . this fear is exceptional, especially as he went out for boxing. It might be that he was trying to overcome it.

He was likeable and he was courteous. He had poor posture and appeared undernourished . . .

He was not a discipline problem. His attendance was poor. He would cut the whole day. He had a haphazard way about him, "devil-may-care" attitude.

I wouldn't say that he was the brunt of the joke, but when the fellows got together they'd gang up on him. It wasn't because of dislike or disrespect, but he was always horsing around. They didn't need to gang up on him because he was smaller than the others. . . .

The teacher (f) Donald had for English the term he dropped out was familiar with Donald's family. She revealed the following information,

I know he's bright enough. He has a high I.Q. He could read plenty. He liked literature, anything he could read that he didn't have to study. He could get his work all right.

. . . He's got a pretty good job and he's had two hot-rods. The father's a good mechanic. He has a good home environment. He just didn't like to go to school . . . he liked to get out and make money. . . .
He was a wriggler and indifferent because he was not interested. He just wasn't interested in grammar. I know he liked to read. He caught things at once but he just didn't want to bother.

Oh, you'd have to call him down but he wasn't malicious. He's a likeable kid, if he'd get away from some of his pals. . . . He was never in any trouble, just that he talked a lot, but as I say it was harmless.

Donald's counselor was not available for an interview. The shop mathematics teacher, who was also a counselor, looked up his record in the file in the counselor's office. It brought forth the following information.

He was a vocational student but he had no outstanding mechanical ability. He took more than four semesters of shop. He received F's in leathercraft and combustion engines. His file contained some letters that were to his parents and had been returned. The teacher pointed out this was rather unusual, because with a drop-out the letters to parents generally never come back.

The shop mathematics teacher considered Donald a "cut problem." The teacher said "he had so confused his program no one knew what classes he was supposed to be enrolled in."

HOW THE BASIC NEEDS WERE MET IN THE LIFE OF DONALD BROWN

1. **The need for a healthy body and good physique and appearance.** Donald was on the Jefferson High School boxing

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6 The shop mathematics teacher who was giving this information did not reveal that Donald had failed his course two times as was recorded on the continuous record card.
team, so evidently he had a healthy body. However, three of
his teachers, two of them physical education instructors,
mentioned that there was something "different" about Donald.
His homeroom teacher in junior high school expressed it this
way, "It seemed like there was some physical disability,
nothing very serious. . . . He gave you the feeling of not
being possibly complete physically." The other two teachers
both thought he seemed to be frightened or possessed fear.
His boxing coach pointed out that this fear was exceptional,
since he went out for boxing. He thought that Donald might
have been trying to overcome his fear.

Both Donald and his mother said that he was extremely
nervous. According to his mother he would "fly off the handle
at the littlest thing." Donald said that little things both-
ered him and made him "mad," that his mother, sister, and he
were "real nervous at noises."

According to Donald he had never gone to a dentist
until he was sixteen. He was conscious of the appearance of
his teeth. He said when talking about it, "I remember the
day I got my teeth fixed, I thought, 'Now I can smile.'"
No one else interviewed mentioned anything about the appear-
ance of his teeth.

This need does not seem to be adequately met in his
life.
2. The need for feelings of security. Donald's words and actions indicated that he needed security very much. There did not seem to be good morale in the home. The father showed no interest in Donald, and from what the mother said in her interview, it sounded as if she had little respect for her husband, at least in his treatment of the children. Donald felt that his younger brother and sister were better treated and better clothed than he was at their age.

Mr. Brown told the writer that he was too busy to be interviewed, but that Donald had dropped out of school because "he was too lazy to go." Mrs. Brown said if Donald's father was interviewed he "would probably say Don was no good." These feelings of his father toward him probably made Donald think he was not a worthwhile person. Psychologists emphasize the importance of the acceptance of self in mental health. Donald could not accept himself as a good person, so he accepted himself as a bad person. Even his boastfulness and showing off were illustrations to show how bad he was. He said he talked back to the teachers, left home whenever he felt like it, and decided he'd "join the crowd of delinquents." One time when talking about his mother he said, "I didn't pay no attention to her."

Donald's home life was such that this need for feelings of security was not met.
3. The need for social adjustment and recognition.

Donald did not seem to feel that he was well accepted in his home. He told incidents of how he did not get along with his father, and this caused him to leave home on several occasions. As previously stated, he showed jealousy and resentment of his younger brother and sister.

He seemed to feel that he was accepted by his classmates at school, and several of the teachers interviewed agreed with this. Donald said that the reason why he left school was because he "didn't get along with the teachers," yet almost all of the teachers interviewed, thought he was likeable.

Donald sought recognition in the eyes of his classmates by talking back to the teachers. He said that he started this in the fourth grade. "I'm always saying something smart," he told the writer.

Donald seemed to feel that he had adequate friends, though the writer was able to interview only one of them.

Donald did not get the recognition at home that he desired, so he sought it --according to himself-- in unacceptable ways at school. However, according to many of his teachers who were interviewed he made an acceptable social adjustment at school. The recognition he received as a boxer on the school team helped meet this need in his life. It can be said that this need was not met at home and partially met at school.
4. The need for feelings of competence. Donald had a cocky approach to life situations. It did not seem to bother him if he lost a job. He would get another one.

His expressed ambitions seemed to be within his power to accomplish. He was an apprentice in a shop for rewinding and repairing electric motors. A few weeks before his interviews he said he had applied for work at a gas company. He planned to retire in twenty years when he was thirty-eight.

What Donald said about his school work and his actions regarding them are contradictory. He said he felt "rotten" when he found out that he had failed a class. He said he cared about his grades, that he wanted to have good grades. Yet it did not seem to worry him when he left home for a time. However, his low grades did not help him with his feelings of competence.

It has been mentioned that he was a boxer on the high school team. His friend, David, pointed out that he had never won any matches, though Donald did not mention this. Donald was very proud of being on the boxing team. He had feelings of superiority in this respect. He said that when he heard the boys talking or read in the newspaper about some boy on the varsity he would think, "I was as good as he was."

Donald seemed to be seeking competence at school. This was probably because he was not given much assurance for getting it from his home. So this need was met partially at school, but not a home.
5. The need to accept conditions, the realities of his own life. Donald wished that he were bigger than he was. This is shown by these remarks, "... if I was the coach I'd look for the little guy who may be scrawny. ... He wants to play just as much as the big guy. I used to be scrawny, I know!"

Clothes are very important to Donald. Donald said that he would like to go back to school, but that he was now earning his own money and buying his own clothes. For the first time in his life he was able to keep up with the latest styles, and now he had gaucho shirts and a suede jacket. He said up to the time he started working he was always two or three years behind in the styles.

He seemed to resort to the compensatory reactions of lying and bullying. He told the writer that when he had applied for a job he had lied on two of the questions. He had not told of all of the jobs he had formerly held, only of two of them, "the ones that lasted the longest." He said that he could not remember what he had written on the job application as to the reason he had dropped out of school. He added, "It was a lie--tissues of lies. I only put down what helped me."

His treatment of his little brother and sister in the writer's presence indicated that he bullied them. He said that he would like to wring his brother's neck and that he
"couldn't stand" his little sister.

Donald did not seem to have good control of his temper around his home. This is shown by his leaving home when he had a disagreement with his father. Also in the writer's presence he was rude to his mother. However, he evidently made efforts to get along with the teachers and pupils at school. Most of his high school teachers who were interviewed described him as "pleasant socially," "nice to talk to," "friendly," "good natured," "courteous," "a likeable kid," "got along with the kids fine," and "had a good personality."

Only one teacher in high school said he caused trouble, was spoiled and that he used to give the boys in the class "a bad time."

Here again, this need seems to be met to some extent in his school life, but not in his home.

6. **The need to experience curiosity and pleasure and to acquire active and varied interests.** Donald was learning the trade of rewinding and repairing electric motors. He said he was teaching himself to weld in his spare time. He did this while at work and evidently there was nothing in the home to encourage him in this way. He expressed plans for future jobs. His idea was to make money in the easiest way possible.

From the way Donald spoke of his experiences it can be said that he enjoyed life and found the spirit of adventure
in his work and play. This need seems to have been met in his life away from home, though not in his home.

7. The need to be considered a developing personality. There is some effort on the part of Donald's mother to understand him, but evidently his father had very little interest in helping him. His mother said she thought much of his difficulty was caused by nervousness which she and her daughter also had.

Donald was encouraged to work, so it might be said that he was allowed to become progressively independent of parental guidance and domination. The parents did not seem excessively concerned over any of his problems.

Donald did not accept authority reasonably at home. He did not have a wholesome adjustment to the rights of others in the home which is shown by his statement that he would "get mad" when he could not have the car after he had offered rides to friends.

The interviews with Donald's teachers revealed that they knew in general what to expect of a boy of his age. They seemed to accept his immaturities and limitations as evidence of his adolescence.

According to most of his teachers he accepted authority reasonably in school, though several of them mentioned that they noticed what seemed to be a lack of discipline in his life.
Donald did not have a wholesome adjustment for one of his age to the meaning of private property and the rights of others. His shop mathematics teacher said this,

I don't think he had very much of a moral sense. It wasn't wrong for him to steal something 'cause he would tell me about it. But it was wrong for someone else to.

Donald told the writer of reading a personal letter on the boss' desk.

From the material gathered in making this case study it can be said that this need was realized and met in his school experiences, but only to a very small extent in his home situation.

Summary. Very few of the basic needs were met in Donald Brown's life. The few that were met were in his experiences at school, at work, and with his friends. His home life did very little in meeting the basic needs in his life. From the evidence presented in this case study it would seem that it was Donald's instability which was caused to a great extent by his home life that caused him to drop out of school.

When he was interviewed over a year after he had dropped out of school he told the writer that he wished he had stayed in school. He also expressed this thought to several of his high school teachers. But once he had dropped out, there were two large factors that stopped him from re-entering school again. One was that he was earning his own money and now
could buy clothes as nice as his friends. The other reason was maternal opposition. The writer does not know what the father's viewpoint on this subject was. His mother thought that Donald would be going back to "fool around" and it would be better for him to keep his job.

The writer believes more adequate counseling and guidance is needed in the high school Donald attended. As in many school today, counseling at Jefferson High School is a part-time job, done by teachers who have several classes to teach every day, as well as large numbers of students for counseling. This writer believes that counseling should be a full time job and that the counselor should only have enough pupils under his guidance so that he is able to get to know them as individuals, and to know their problems and difficulties both in and out of school. Then counseling will be meaningful in the students' lives and they will feel that their counselor is a friend who can help them, not just a person to go to each term for program planning. Counselors should have special training in understanding and helping young people with their problems. They should be people well liked and respected by the students. This writer believes Donald could have been encouraged and perhaps influenced to stay in school if an understanding person had discussed his problem with him before he had dropped out.

Classes where students are helped in understanding themselves and their problems would be beneficial to add to
high school curriculums. As in the cases of counselors, classes of this sort would have to be taught by teachers who were well liked by students, teachers who were more interested in teaching and helping young people than in teaching subject material. Such a class would have been helpful to Donald Brown and with adequate counseling might have prevented him from being a drop-out.
CHAPTER VI

THE CASE STUDY OF EDDY JO SMITH

INTRODUCTION

Eddy Jo Smith was fourteen years old and staying at Juvenile Hall in Sacramento, California when interviewed for this case study. One month after the interview, she was sent to Los Guilucos School for Girls. Though her record with the probation office included car theft and incorrigibility, the main reason she was put under the care of the California Youth Authority was her constant truancy. Her I.Q. is reported by a Sacramento County school psychologist to be 108.

When Eddy Jo's two older sisters, Audrey and Marilyn, attended school they were both truant problems. Eddy Jo was three years old when her parents separated in 1940, and she has lived most of her life with her sisters (who are now married) or her father, and for short times with her older brother, her mother, or relatives in other states.

Her school record is as follows. She irregularly attended Roosevelt Elementary School from the first through the eighth grade. From the date she entered the high first grade

1 Eddy Jo Smith is not a "drop-out" officially. She was a habitual truant. The writer wished to make a study of a delinquent who had been a drop-out, and Eddy Jo came closest to filling this description.

2 This is not a fictitious name.
on March 27, 1944 until she enrolled in another school in the
spring of 1951, Eddy Jo had left the school five times. Dur-
ing the intervals she stayed with her sister, her mother, or
she was out of the state.

Early in 1951 Eddy Jo went to Oakland and lived with
her mother and stepfather. In the spring of 1951 Eddy Jo re-
turned to Sacramento and enrolled at Jefferson High School
under the name of Edith Smith. She completed the spring
term and re-enrolled October 10, 1951 for the fall term. Her
attendance at Jefferson High School was very poor.

Eddy Jo and her father left California for about two
months and when they returned during January, 1952, she en-
rolled in Redwood Junior High School in the city of Sacra-
mento. From January 29 to March 7, Eddy Jo only attended
school three days. Her persistent truancy, in addition to
her other delinquencies, caused her to be committed to the
California Youth Authority on March 7, 1952.

It was while she was at Juvenile Hall in the spring of
1952 that this case study was made in cooperation with the
probation office. It was necessary to secure the father’s
approval before the study could be made. A letter was sent
to him by the probation office requesting permission. When
he was visited by the writer, he said he had never received
a letter. However, he was agreeable to the study.

3 It is not known to the writer why Eddy Jo changed
her name.

4 A copy of the letter sent to Mr. Smith from the pro-
bation office is found in the appendix, page 231.
The house he lives in, and where Eddy Jo lived off and on during her fourteen years, is about the size of a one car garage. The neighborhood appears rather poor. There are a few other houses on the street, although they are much larger than the Smith's house. The other houses have a lawn, shrubs, and flowers, while there are nothing but weeds in the Smith's front yard. There are two warehouses on the block.

The probation department report on Eddy Jo, as well as comments by neighbors and teachers, are presented before Eddy Jo's interview. She left Juvenile Hall for the state girls' school before a second interview could be made.

PROBATION OFFICE REPORT ON EDDY JO

A great deal of information on Eddy Jo was gained from the files at the probation office. The material from the probation office files gives a picture of Eddy Jo, her family, and school life in the four years preceding her being sent to the state girls' school. It is given under the dates of the different reports.

February 26, 1948 is the earliest entry. It was in regard to Eddy Jo's sister, Marilyn, who was brought to juvenile court with the charge of being "a habitual truant from school."

On this same date a letter was sent to the probation office by a truant officer for the City of Sacramento school department. This letter referred to the sisters of Eddy Jo,
Audrey and Marilyn, both of whom were enrolled in schools in the city of Sacramento. Marilyn, who was then fifteen years old, was attending Redwood Junior High School, and Audrey, who was sixteen, attended Washington High School. The letter is quoted as follows:

Both girls are habitual truants. Marilyn is very arrogant and insulting. Absent last term about 45 days. On February 4th the father and girls appeared before Mr. Christopher[^1] on our "Blue Notices." Father seems helpless to cope with the girls.

Marilyn has been absent and truant 6 days out of the past 9 days. She was truant yesterday (2-25). I found her in bed today A.M. (2-26). Refused to get up. I got the school nurse there and pronounced her not ill. Girl still refused to go. Officer Frantz and Mrs. Roberts from Redwood (junior high school) aided me. Girl in Detention Home.

Mother lives in Jacobs Hotel near 2nd street. Home conditions very poor. Girls sleep in by front door of small room. Boys there during the day.

I would like a complete investigation by you of the home conditions, etc., and a conference with the Father, Frank A. Smith. These girls are or about to become serious delinquents.

March 23, 1949. Eddy Jo was now eleven years old.

The county school attendance department reported her as a habitual truant from school. From February 21, 1949 to March 23rd she had been absent six times. A court hearing was held on this matter and the girl was released to stay at the home of her sister, Audrey, who was now married. The school department and the court felt a change of home and school might be beneficial.

[^1] Mr. Christopher is the head of the Sacramento City Schools attendance work.
The same day Mrs. Harrison, head of the Sacramento County School Department, reported to the probation office. Eddy Jo's father had recently been laid off work as a car man at the Southern Pacific shops. Eddy Jo's mother now used the name of Ramona Torres and was at that time in jail on vagrancy charges. Under "remarks," Mrs. Harrison had written the following:

During the latter part of last school year and the first part of this school year I made many home and school calls attempting to keep Eddy Jo in school. She seemed to miss her mother and often spent her time going to a hotel on lower K street to see her mother. I finally advised the father that he should place the child in a home or a foster home. About November 1, 1948 the mother went to Scotia in Northern California, presumably to establish a home with a new husband. Mr. Smith went there, found conditions satisfactory to him, and left Eddy Jo and also an older sister with the mother.

The mother and girls returned to Sacramento in February. Eddy Jo entered Roosevelt School on February 21, 1949. Since that time Eddy Jo had been absent from school on February 23, 28 (part of the day), March 14, 18, 22, and 23rd.

On February 23rd the father was at home and sent Eddy Jo to school. She did not, however, go to school, so after a second call at the home, I warned the father that I would file a truancy complaint.

Since the child is intelligent, does very good work in school, but seems to be without adequate home supervision, it might be advisable to insist on the father placing her in a foster home.

March 28, 1949, five days later, Eddy Jo was released from Juvenile Hall to her father, to be placed in the home of her sister Audrey, "who could supervise her."
May 11, 1949. Eddy Jo's name was again brought to the attention of the probation office. A neighbor of Audrey's, Mr. Black, who lived in the trailer court where Eddy Jo lived with her sister, called the Sheriff. The Sheriff's report is as follows:

On arrival we talked to Mr. and Mrs. Black who pointed to a small pile of flowers that had been uprooted and were lying along side of their garden. At this point a juvenile, Eddy Jo Smith, 11 yrs., who lives in cabin 2 across the way and Mrs. John Nelson (Audrey) came over to where we were and also talked to us. After talking to all persons and four witnesses we obtained the following information.

That in the past the complainants have been calling and feeding Eddy's dog at their trailer. That this date, May 11th, the complainants became angry at the dog for some unknown reason, called the County Poundmaster. That after the poundman left (he did not take the dog) the girl Eddy went over to the yard in front of the trailer and uprooted a small quantity of flowers.

Information received (three witnesses) and Eddy is that the complainants have thrown rocks and cigarettes at the dog even when the dog was not on her property and at times when she called the dog and the dog came to them they would again use the same tactics. That the complainant also has used vile words at the neighbors in the past.

The witness's attempt to pay for the flowers this date but the complainants refused to accept any money and noted that they wanted Eddy to be taken back to the detention home. We believe paying for the flowers would be justifiable after weighing all the facts.

May 12, 1949. The Sheriff's office referred Mr. Black, the neighbor, to the probation office. When he went there he smelled of liquor and broke down and cried while telling of the May 11th incident. He repeated that he wanted Eddy Jo
put in the detention home for her actions.

The case worker talked this matter over with Mrs. Harrison. She suggested that,

Audrey should come in with Eddy Jo, and Audrey should be made to feel more responsible for Eddy Jo and that this is more or less her responsibility.

May 17, 1949. Audrey, Marilyn, and Eddy Jo went to the probation office. Audrey said she "offered restitution, but Blacks would not accept. Says they are 'winos,' threatened to poison dog and on Sunday it took sick and now is in hospital."

Eddy Jo was warned about her conduct and actions. Later Mr. Smith made restitution and no charges were filed on this incident.

November 22, 1949. Eddy Jo was now twelve years old. She was placed in Juvenile Hall because of being truant from school. The father appealed for the girl's release, saying he could take her home. Eddy Jo said she would behave herself and would attend school regularly, so she was released to her father.

November 11, 1950. Eddy Jo was again reported for truancy. Her father, Mr. Smith, went to the probation office to discuss Eddy Jo at the request of Mrs. Harrison.

He wanted her to have another chance and he was sure this time she will go regularly to school and behave herself. The placement of the girl in another school was discussed with him, in the event she does not work out this time.
March 6, 1951. Eddy Jo was now thirteen years old. Her father reported to the probation office that his daughter and a boy seventeen years of age had been picked up by two policemen at about 4:30 A. M. The boy, John Williams, was a ward of the court and on probation. There was whiskey in the car and they had been drinking, but according to the report, were not drunk. The report, referring to Mr. Smith, is as follows:

... he went to bed the evening before about nine o'clock and that at the time, Eddy was in bed; but that after he had gone to sleep and about ten o'clock Eddy Jo stole the car keys out of his pockets and took his car without permission and went to West Sacramento and picked up John Williams. He feels that this was previously planned and that she must have been doing this right along without his knowledge. He says that she has been sleepy in the mornings and has not been attending school for the past two weeks regularly. This is against his wishes and he now knows that he is licked and that he must do something about her. He again wanted to discuss the matter of placement of her in some school.

Mrs. Harrison and Mrs. Sarah Hill of the county attendance department came in to the probation office while Mr. Smith was there. Since Mr. Smith was not able to pay for the support of the girl in a boarding school they said the next best place for her would be to refer her to the Youth Authority and place her in Los Guilucos. The case worker agreed that this seemed to be the best plan.

Eddy Jo admitted to the policemen who picked her and John up that she had taken her father's car around 9:30 P.M. the evening before without his permission.
March 8, 1951. On this date a petition was filed under the Welfare and Institutions Code. It said that Eddy Jo refused to obey all the reasonable orders and directions of her father, and that she is beyond his control. It also contained a report of the above incident of stealing her father's car and drinking with John Williams. It quoted the school department attendance officer and her father as saying that Eddy Jo was habitual truant from school and that she had not attended school for the past two weeks.

March 16, 1951. A court hearing on the petition of March 8th was held. Eddy Jo's father, her sister Audrey, and her mother were present. The court hearing brought forth the following information:

The girl was found to be a habitual truant from school, beyond the control of her father and relatives, that she was having sexual relations with boys, and drinking; that a plan for placement in another environment was in order.

Mr. Smith told the court that he had planned to place his daughter with her maternal grandparents in Washington but word had been received the day before stating they could not accept her at this time because her grandfather was ill with a heart attack. Eddy Jo's mother and stepfather agreed to take her with them to Oakland the next day. The judge requested that when they arrived there, they were to inform the probation office and the petition and all proceedings would be dismissed.
So Eddy Jo went to Oakland to live with her mother and stepfather -- a placement that lasted a little over a month.

April 23, 1951. Eddy Jo's mother went to the probation office on the afternoon of this date. She said she understood that Eddy Jo did not wish to live with her any longer and she was very anxious about her.

The same day the sheriff's office reported that Eddy Jo Smith's mother,

had brought her to Sacramento to visit with her father and sisters and that when she and her husband were ready to return home, Eddy Jo "took off" and her whereabouts were unknown.

Her mother placed a warrant for Eddy Jo's arrest and then returned to Oakland. Eddy Jo was apprehended that evening and placed in Juvenile Hall.

April 24, 1951. The day after the above incident, Eddy Jo's father and sister Audrey appeared at the probation office. They stated that "her mother is not enough interested in the girl and the mother had just telephoned stating she does not wish to keep her any longer." In Oakland she had been enrolled at school in the ninth grade and was doing very well.

Mr. Smith asked that she be released to him right away. He said he would place her with another married sister in town, Mrs. Marilyn Bennett, and she could return to school immediately. Mr. Smith said he was planning to place Eddy Jo
with an uncle in Louisiana, but it would take a few weeks to make arrangements. The girl was released to her father, again promising to return to school, attend regularly, and behave herself.

**May 3, 1951.** Eddy Jo was apprehended by the sheriff's office and charged with investigation of grand theft -- automobile. The girl admitted to two sheriff's deputies that she had stolen an automobile from Jefferson High School on May 1, 1951. She stated she had abandoned the car the next day in Modesto, California.

**May 8, 1951.** A petition was filed within the Juvenile Court on this date charging Eddy Jo with car theft.

**May 11, 1951.** Eddy Jo was made a ward of the Juvenile Court and placed upon strict probation. She was to remain in the care and custody of her sister Audrey.

**May 29, 1951.** The Sheriff's office reported that on May 22, 1951 Eddy Jo and a girl friend, Mary Hudson, stole a rowboat from a small dock at the Johnson Motel. A supplemental petition on this charge was filed. Eddy Jo was thoroughly admonished by the judge and an understanding was had by all concerned that any violation of the Probation Order would constitute a commitment to the California Youth Authority. She was ordered to report to the probation office twice a month.
September 19, 1951. School attendance officers, Mrs. Harrison and Mrs. Hill, called on Eddy Jo’s sister, Audrey, and found Eddy Jo was living across the street with her brother, Robert, and his wife. Both Eddy Jo’s sister and sister-in-law were surprised to learn she had not enrolled at Jefferson High School. They thought she had been attending school regularly as she left home every morning and returned in the evenings.

September 26, 1951. On this date at Juvenile Hall Eddy Jo was given the revised Stanford-Binet Intelligence Scale, Form L. Referral for the intelligence evaluation was made by Mrs. Sarah Hill of the attendance department of the Sacramento County Schools. The County of Sacramento Director of Psychological Service of the County School Department submitted the following report on Eddy Jo.

**PSYCHOLOGICAL SERVICE REPORT ON EDDY JO**

... This fourteen year old girl has previously been in difficulty and has violated the conditions of her probation. Her offenses have consisted of truancy, theft, and questionable sexual behavior. In checking with the probation department it is necessary to have an estimate of the girl's intelligence in order to provide an adequate plan.

... She was 14 4/12 years of age at this time, attained a mental age of fifteen years and an intelligence quotient of 108. ... She had a basal age of twelve and scatter was through the level of the superior Adult I. The child has a vocabulary level comparable with that of the average adult and that coupled with her attractiveness and aggressiveness enable her to present a much more mature appearance and mode of
behavior than that expected of the average fourteen year old. There apparently was some anxiety throughout the testing situation noticeable, especially in the child's inability to deal with new learning situations. She has a good fund of general information, a good level of comprehension, a very poor grounding in arithmetic for which there is considerable blocking and she possesses an excellent capacity for social rapport.

When her story to this examiner was checked with the probation department it seemed to be slightly at odds with facts, was naturally prejudiced by the child in her own favor.

When one considers the extended period of time over which the child has had minimal supervision; when one considers the broken home situation; the seriousness of her offenses seem to be somewhat dimmed by the fact that the child is seeking on her own to attain affection, status and material gain which seem to be normally provided the average youngster.

There is no question in this examiner's mind that the child is of average intellectual ability; socially she is considerably advanced. She is easily engaged in cooperative ventures such as the testing situation. Just what facilities exist for the placement of a child in Eddy Jo's difficulty, other than placement with the California Youth Authority, remains to be investigated. Perhaps some thought might be given to the type of facility operated by the Salvation Army where both boys and girls are accepted. Whatever plan is made it is obvious that some twenty-four hour supervisory type of placement will necessarily have to be made.

October 9, 1951. A court hearing was scheduled again in the case of Eddy Jo Smith. A complaint had been made by the school department that she was not enrolled in any school and was not attending any school. Her sister Audrey and her father were present at the court hearing. The report of the psychologist --already given-- was reviewed by the judge and all recommendations were considered.
Eddy Jo's sister Audrey told the court that immediately after the last court hearing in which Eddy Jo was placed in her care and custody, her husband had an accident in which he lost his leg and was hospitalized until recently. The sister spent a great deal of time at the hospital so she could not give Eddy Jo proper supervision. Eddy Jo was then temporarily placed with her brother Robert and his wife who lived directly across the street from Audrey. Audrey requested the court that she be given permission to take Eddy Jo and give her another chance. Eddy Jo again promised to attend school regularly, obey her sister, and not violate the law.

Eddy Jo's father stated at the court hearing that he would endeavor to work out a placement with a relative out of state. He said there were maternal grandparents living in Washington, whom he was sure would take Eddy Jo. She was released to her father to go to the state of Washington.

October 29, 1951. Jefferson High School reported Eddy Jo truant on October 25, 26, and 29. Mrs. Hill made a call at the home of Audrey where Eddy Jo was staying. Audrey said she could not manage Eddy Jo. She said Eddy Jo went out one night without her knowledge or permission and stayed out until 2 A.M. Audrey said she thought Eddy Jo would be better off if she were placed in a girls' school.

October 30, 1951. The confidential report of the County of Sacramento records Eddy Jo's attendance for the current year
as: "Enrolled October 10, 1951. Absent 5⅔ days out of the 15 school days."

On this same day Mrs. Hill reported making another home call on Audrey. The sister still maintained she could not manage Eddy Jo. Eddy Jo was truant from school on this day, too.

Eddy Jo Smith was made a ward of the court.

October 31, 1951. The county schools attendance superintendent called at Audrey's home regarding Eddy Jo. Eddy Jo said she had a sore throat. Audrey verified that she had been home all day.

November 2, 1951. Mr. Smith appeared at the probation office requesting permission to take Eddy Jo to her maternal grandmother in Spokane, Washington. Mr. Smith seemed to feel that Eddy Jo would benefit from leaving her associates in Sacramento. The grandmother had Eddy Jo in her home a few years back and apparently had had control over her. A few months ago this same placement was to have been carried out but during the investigation it was found that the grandmother was ill and could not take Eddy Jo. "Mr. Smith states everything is okay now, and that if he can find Eddy, he will take her up this weekend."

The case worker told Mr. Smith that this plan would be agreeable with the probation office, providing Eddy Jo agreed to cooperate, remain with her grandparents, and not return to Sacramento.
On this same day, Eddy Jo's sister Audrey phoned the probation office stating that Eddy Jo had reported home on the evening before about five minutes after the sheriff deputies had been there with the warrant. Audrey's telephone was out of order and she could not leave her husband to telephone the authorities. She pleaded for the opportunity for Eddy Jo to go to Washington. She stated her father was packing the car at the time and that he and Eddy Jo would leave for Washington that evening. Audrey promised that the probation office would be notified after the placement was made.

November 5, 1951. Mr. Smith came to the probation office and reported that he and Eddy Jo had gone to Washington as planned. When they arrived he found the grandparents had sold their home and were living with other relatives and there was no adequate room for Eddy Jo. The family conferred together and came to the decision to place Eddy Jo with a maternal uncle in Louisiana. Mr. Smith said he had applied for a railroad pass for Eddy Jo and himself, but it would be a week or ten days before he would get it. He asked permission to permit Eddy Jo to remain with Audrey, until they are ready to leave for Louisiana. The permission was given and he agreed to report any misconduct of the girl during this waiting period. Eddy Jo is most anxious to go to her uncle's home in Louisiana. She seems to realize she has had her last chance and the other alternative is the Youth Authority.
December 28, 1951. Eddy Jo Smith was released from the jurisdiction of the Juvenile Court for she had left the state and was not expected to return.

January 22, 1952. Mr. Smith made a report to the probation office about his trip to Louisiana. When Eddy Jo and her father arrived in Louisiana they found the aunt physically unable to take Eddy Jo and no other relatives there wanted the responsibility. Mr. Smith and Eddy Jo then went to other relatives in Arkansas, but he was not successful in finding someone to care for Eddy Jo. Mr. Smith and Eddy Jo returned to Sacramento.

Eddy Jo was now with her sister Marilyn, but she would return to her father that evening. Marilyn's husband had just been killed in an army airplane crash at McClellan Field and she was going to Illinois for her husband's funeral, but she planned to return in about two weeks. She would then do what she could to help supervise Eddy Jo and try to get her to attend school regularly. Mr. Smith asked if there was any possibility of transferring Eddy Jo to a city school in the hopes that she would meet new friends and perhaps become interested in school. She had attended school only a very few days the term before.

March 7, 1952. A truant officer for the Sacramento City Schools sent a report to the probation office requesting that Eddy Jo be picked up and placed in Juvenile Hall. The officer reported that she had enrolled at Redwood Junior High
in Sacramento on January 29th. She had only attended three days from that date to the day of this report.

The same day the Sacramento City Schools attendance department handed in the following report on Eddy Jo to the probation office:

This girl returned to live with her father on 1-28-52. I visited the home the next day and enrolled her at Redwood Junior High. Since 1-29-52 and to this date Eddy Jo has only attended school three days. I have made calls repeatedly at the home and talked with her father a number of times. I have had no success in keeping her in school and her father agrees that something must be done.

Her father reports that Eddy Jo's attitude towards school was the same when she lived with a sister in North Sacramento and also in another state.

I'm sure the Sacramento County Attendance Office have similar reports on this girl.

The father expresses his inability to cope with the situation.

This girl has a long history with our office and with . . . the county office.

Eddy Jo was made a ward of the court and detained in Juvenile Hall.

March 27, 1952. The following report was made to the county sheriff in regard to Eddy Jo:

The above mentioned subject who is now being detained in our juvenile hall, has been accepted by the Youth Authority and they have designated as a place of preliminary detention the Los Guilucos School for Girls. . . . Enclosed herewith you will find order of commitment. We will notify you when delivery can be made.
May 9, 1952. A report on the health and family background of Eddy Jo Smith was made at the Sacramento County Juvenile Hall. The medical report stated she was normal and in good health. The family background report was as follows:

The father of Eddy Jo is Mr. Frank Smith, employed as a car man by the Western Pacific Company in Sacramento, California. Her mother is Mrs. Ruth Wilson, housewife by occupation, resides with her present husband at ... San Francisco, California. Mr. and Mrs. Smith were divorced on November 24, 1948 in Sacramento. The father received custody of said minor and three other siblings, namely Audrey, Marilyn, and Robert. At the time of the divorce it was found that the Smiths had been separated since 1940. Mr. Smith since married, and has separated from his second wife, shortly after their marriage. Mr. Smith owns his own home located at ... Sacramento, California. He is found to be very cooperative and has done all within his powers to raise his family alone. Eddy Jo has been well provided for with all the necessities of life, but still has been unhappy. This family claims to be of the Protestant faith.

June 10, 1952. The following child-adjustment report of Sacramento County Juvenile Hall was made on Eddy Jo Smith on this date, signed by the acting superintendent and senior counselor.

Identification of child. This report relates to Eddy Jo Smith, age fifteen years, of Sacramento, California. She was last admitted to Juvenile Hall on March 10, 1952, and this report evaluates her behavior from that date through June 10, 1952.

Attitude on Admittance. Eddy Jo entered Juvenile Hall in a resigned manner, as much as to say, "Here I am again." She has been here on five other occasions, so Juvenile Hall is an old story for her.

Her health, coordination, sleeping habits, nutrition are all normal.
Summary. Eddy Jo is of the opinion that only a fool admits her mistakes. Her philosophy is "If I do something wrong and you only suspect it, and can't prove it, why should I admit it?" As a result she is always on the defensive. She is quick to anger and her words are sharp. She gives the impression that she has had to fight her way every step of the way alone. She obeys a direct command because she knows it is necessary but does not try to please nor does she do more than is asked of her.

Eddy Jo received her greatest amount of discipline for smoking. She feels that rules denying her that privilege of smoking are ridiculous, and while she believes that the adults in charge of her should adhere strictly to the rules, she feels that it is necessary to obey only those which cause her no inconvenience.

However, during her recent stay at Juvenile Hall it became evident by her behavior and questions that Eddy Jo began to doubt the soundness of her own logic. Each counselor did her utmost to drive a wedge into this small chink in her armor, and we of the staff feel that this girl has fine potentialities.

The most recent entry at the time of this study was that Eddy Jo Smith was delivered to Los Guilucos School for Girls in Santa Rosa, California, as a new commitment, on or about June 20, 1952.

THE COMMENTS OF EDDY JO'S NEIGHBORS

Eddy Jo's seventh grade teacher mentioned that he knew a man who has his garage near Eddy Jo's father's home and who knew Eddy Jo well. This man's interview is presented here for it reveals incidents in Eddy Jo's early life.
Well, little Eddy. If you or I had been up against what she was up against we'd have been shot by now. I've known her nine years. She must have been little when they moved here.

Smith is a hard working, honest, easy going, slow Texas-type fellow. The mother -- in the length of time I've known Eddy I've only seen her mother twice... she's a typical hussy-looking woman.

Smith, he isn't the type that can be a mother. He's honest and all that, but to sit down and be a mother, he's not that kind. But he did the best he could in the little home over there.

Her older sister Marilyn -- if you saw her, she was sweet, nice looking and walks with a lot of posture, nice manners. She's nice to talk to. You'd really notice her if you saw her. She's been like Eddy's mother.

They grew up lonesome and they were always hanging around, even here. I always tried to avoid that 'cause this isn't a place for a girl.

My son was thirteen and he was a little bit attractive to the girls. Eddy was about six or seven... my son thought I was hard on Eddy because I couldn't let her hang around.

There was a deal when we got thirteen kids on a robbery. That was about 1945. We knew Eddy, so they got her to come in here and get the coke machine key.

I called the police, more because the kids would see the police here. I decided to do some investigating on my own. Funny, the first home I went to where I could talk to the parents there were about twenty kids there. A sixteen year old boy there said he knew all about it, but he'd done a stretch in a reform school and he said, "I don't want to see them in trouble." He brought them (the ones who'd stolen the money) and I kept three of them and the rest went and got the money and the key.

Then one night when she (Eddy Jo) was eleven or twelve we were robbed. It was thirty-two dollars. Eddy Jo used to use our phone a lot. So when I came back and found out (about the robbery) I went over
there. I knew she'd been here so I was suspicious of her. It was nine p.m. She was home alone. She said her father wasn't home. She knew me pretty well, so I said I'd like to talk with her a bit.

Then by a quirk there was lying there a cap of a pricing pen. We knew it was gone, so I asked her how it got there. She said, "Oh, is that yours?" I said, "Yes, I have the pen to match it."

There's a brother in the picture. He was only here a month. She said he'd gotten it.

I asked her, "Remember you were in that other jam. Since you were the last one that was seen in the office I rather feel that you got that money. Answer me yes or no." 'Cause I figured no good brow-beating a little girl for only thirty-two dollars. She said, "Really Mr. Brown, I had nothing to do with it."

I knew she was playing hookey from school 'cause she was here too much. She'd just visit with me -- because she was lonesome, you see.

I didn't see very much of Eddy for about eighteen months. Then Mr. Smith bought a car. So then he got to coming here a lot. That's where I got to know he was honest, etc.

In the meantime Marilyn got married to a nice young man ... her husband was killed in the Mather Field crash. He was in the building. She took Eddy all the time they were married. Then when he was killed Marilyn and Eddy came back here. She was married about eighteen months.

I think Marilyn lived through life morally straight but I'd question Eddy because of the crowd she ran around with, some of the boys she'd get around here with. She was a pretty little thing.

See, this neighborhood, it's getting better because of the warehouses around here, but it's really a bad neighborhood. I've been here since 1940.

Now that you mention it, I haven't seen Marilyn for a couple of weeks. It's been a month or so since I've seen Eddy Jo.
This man suggested the writer interview the neighbor next door to Eddy Jo's father's house. This neighbor said,

I know she didn't have no mother there --no supervision-- just her father. When I first knew her she was just a small child --just started to school, but I wouldn't know her if I saw her now.

I'll tell you she was very naughty . . . she was always into something. I think the worse thing she'd done was, we didn't get any mail for two months. They'd have the cops but they didn't do anything. Later we found out she'd been taking it.

If she'd had a mother or father or anyone to take care of her, but all she had was those two older sisters and they were never there --always out working.

She loved pets. She was always taking any dog home she found down the street, she was always visiting the lady across the street, but not too much with me. She'd come for ice cubes to make cool ade. She was a dirty little girl, but she couldn't help that. She had no one to take care of her.

The lady across the street --she was an alcoholic-- would give Eddy Jo money to get her groceries . . . and would give her money to keep house.

She'd (Eddy Jo) do a lot of things, too numerous to mention. She always had someone with her. She'd do some of the nastiest things and swipe things. My husband had his wristwatch taken. His wallet was left. Later the lady across the street said Eddy Jo had a man's watch there. She'd took it apart and was trying to put it together.

We went to him (Mr. Smith) several times. You know, about the mail, but he didn't seem to care.

Well, I think she just wasn't raised right, that's all there was to it. This man tried to do the best he can --trying to earn a living. There were three or four more besides her.

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7 The "lady across the street" was described by the garage man as "crazy." This neighbor described her as an alcoholic. Evidently she would not be too good an influence for Eddy Jo.
The only school that Eddy Jo attended for any length of time was Roosevelt Elementary School. Her continuous record card there shows she enrolled and left the school five times. She received grades of B's and C's. Her attendance became erratic in the sixth grade. A report by the county optometrist suggests a possible need for eye correction for Eddy Jo.

The counselor (f) at Roosevelt Elementary School had the following to say about Eddy Jo,

She had attended this school irregularly from the second to the eighth grade. She's a very bright little girl. When she came here her mother was home. Then her mother left with a man. From that time on the trouble started — with all of them — truancy, irregularity. She has an older brother, two older sisters and Eddy Jo, a sweet little thing. Up to when her mother left there was no trouble with them.

Eddy Jo was away two years . . . with grandparents in Washington. Don't know if they couldn't handle them (the children) or what. Then the children told us their mother had remarried and she was living in Washington.

. . . Eddy Jo always had this uncanny love for her mother. She loved her very much. The father did the best he could. The living conditions were very poor.

In '48 she went to live with her mother in Washington. Marilyn, the older sister, went with her.

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8 The school records show that Eddy Jo entered Roosevelt School in the high first grade and not the second as the counselor thought.

9 According to a report in the probation office files, Eddy Jo's parents were separated in 1940. Evidently the mother returned to the family at one time, as some of the teachers remember her coming to school.
Then I think their mother broke up with this man and there was no place for them. That was a bad situation.

Eddy Jo would run away from her home with her father to ... stay with her mother at a hotel where she was living with another man. It was just a succession of men.

... One time she ran away and went up to her grandmother's. I think her father had her brought back.

Her last period in this elementary school was from January 3, 1951 to March, 1951. The counselor continued,

During that time her father remarried ... we were very happy. We thought it was a nice situation for Eddy Jo, but it didn't work. They were together about a month and then she left ... . This new wife had a boy a little older and a girl about Eddy Jo's age ...

The first week the children came to school and they were very clean. The stepmother had cleaned them up and they were as nice as our children, and seemed very happy. Before that (Eddy Jo) wasn't always clean or her hair combed.

When the mother left all three of the girls became truant problems ... Eddy Jo would start out for school and then duck out and spend the day in the park. ... The mother was in Oakland and in March '51 Eddy Jo left for Oakland.

... She was no problem in class. Occasionally if things came up and it helped her not to tell the truth then she would lie ... .

She's a sweet little thing, bright and intelligent. She would have been a lovely girl ... she liked to study while she was here. She was a good student.

Her sister-in-law had been a bad problem in truancy but she really worked to keep Eddy Jo in school. Her sister-in-law lived in a trailer house in back of Eddy Jo's father's house. It was a filthy, dirty place. Mrs. Harrison said it was drab and dreary.
Her sister-in-law would get her on the bus and Eddy Jo would make a sneak, either when she got to school or some place. Everybody would watch her, but she was elusive, slick. She was picked up by the police several times.

We did everything to encourage her to come to school. We gave her clothes and free lunches when her father couldn't afford to pay for them ... we hated to lose out on her because she was intelligent.

She got the thrill of being away from school. Then she started running around with boys and no doubt she's experienced all that life has to offer.

Eddy Jo's first grade teacher (f) had this to say,

When Eddy started to school here I was her teacher ... and that's when her family started having difficulty ... Eddy Jo told me her parents didn't get along and one of the things they'd argue about was that it was all right for father to have a girlfriend, but not for mama to have a boyfriend.

When she first came she got along nicely. She did good first grade work and she was an attractive child. As far as school was concerned she was no problem.

I had her again in the seventh grade ... she was now living with her father in a trailer and he was working at the Banjo Club, which is a bar.

... One of the things that bothered Eddy Jo was that she didn't think she looked as nice as the other girls. But this was all in her mind ...

Really, I felt sorry for Eddy ... there certainly was not anything wrong with her intelligence. It was too bad she couldn't be directed in the right way. The children liked her.

When Eddy Jo's name was mentioned to her third grade teacher she said,

Oh, yes, she was always dirty. Here one day, gone the next ... she was not too tidy, a little unkempt. She was a good average student and very cooperative in the class. But she wasn't very willing to respond, as if she had a shyness, a reserve feeling that she was not as good as the other children.
I always felt sorry for her, even down there, because she looked like no one cared how she looked or whether she came to school or not. Her grades were low because she was absent so much. . . .

Her sixth grade teacher10 (f) had this to say,

. . . she was interested in boys even in the sixth grade. She was a petulant child and sometimes a cheerful little thing.

You had the feeling things weren't right at home. She would stay out late at night and then she'd be sleepy in school. I think the father tried to hold the family together, but the mother ran away with another man. It affected her. The home situation gave her too much freedom. She started running around with boys, staying out late.

She was a marked child. Every teacher knew what to expect when they got Eddy Jo. It was sort of a case of her just growing up and no mother love. Then while she was in my room she left to live with her mother. . . .

She was a good little worker, bright, had a good IQ. . . . but she learned too early in life what was on the outside of the classroom. It caused her to dream a bit, look outside the classroom. Other times she'd get right down to work. . . .

Her home was small and she never knew what it was to have a girl's room of her own.

The teacher who was her homeroom teacher (f) in the sixth grade said she used to live with a teacher who had Eddy Jo in the first grade. This first grade teacher had told of an incident when Eddy Jo jumped up and down and screamed, "I hate my mother! I hate my mother! She's always drunk and she ran away and left us."

10 This school is departmentalized in the upper grades. This was one of her subject teachers.
The sixth grade teacher continued speaking of Eddy Jo as she knew her.

In the sixth grade she began stealing. The first thing I knew about it was when she came with pencils and all sorts of things--compacts. She'd stolen them at the drug store. The principal took her back in the car and made her give them back. Every so often you'd hear that she'd been taking things. She had quite a reputation at grocery stores, drug stores, any place that she went in.

One day the school class monitor went to the office and said there were some girls smoking in the lavatory. It was Eddy Jo and a little girl around her own age. She was about six and a half or seven then. They were smoking, but they'd picked up the cigarettes off the street. They had a whole bag of them.

There were two neighbors that used to try and help the youngsters out... they'd tell her she was doing the wrong thing and she shouldn't go on in her behavior, but there was no carryover at all. Both of the neighbors spoke highly of the father.

... Eddy Jo and the little girl of Mr. Smith's second wife went together like soda and water... they ran away together, played hookey. They went to the park and stayed over there all day hiding behind bushes and trees. When it was time to go home, they would go home.

As Eddy Jo became older she got quite belligerent and sassy. You know, "I've got a chip on my shoulder, and you knock it off."

The other girl was in my room and Eddy Jo was in the seventh grade. I always did get along with her (Eddy Jo). There wasn't that belligerence with me. Her brother got married while in there and she seemed quite devoted to his wife, liked her quite a bit.

She was belligerent to anyone who came in her way--children, teachers--more of an attitude of always on the defensive. She was a beautiful child, and still is; I think the father certainly is to be commended. He tried to do his best, but he didn't have much to start with.
Her seventh grade teacher (m) had this to say about Eddy Jo,

... Her father is a hard worker and I've heard comments that he's as honest as a day is long. I heard this from a man who did business with him.\textsuperscript{11} ...

The mother's family live in a poor district. One of the boys, a cousin, stayed with Mr. Smith and went to school here. He went a few months until he was sixteen and then he quit school ... the family background is low economically, poor intellectually.

The girl was of average ability. She did make an effort in some of her work. She came neatly dressed, always clean. She took care of her own clothes, laundry and everything. She was rather an attractive girl.

Here at school Eddy associated with a couple of girls who lived close to her. One was Anna Bess Morgan.\textsuperscript{12} Anna Bess seemed to have a good influence on the girl ... I think her folks (Anna Bess's) didn't care for her to associate with Eddy too much.

The rest of what this teacher said is repetitious of what has already been presented.

The teacher who taught Eddy Jo arithmetic and spelling in the upper grades (f) had this to say,

... She wouldn't have had too much difficulty doing this work, but there were outside influences that took her mind off of her work ... .

She always looked clean and neat. She looked pleasant. Sometimes I'd talk to her about getting started. Sometimes she'd rebel and look as mean as could be. She'd say, "Well, I won't do it," or something of that kind. Generally she was a pleasant child in the room and to have around.

\textsuperscript{11} This refers to the garage man.

\textsuperscript{12} Anna Bess Morgan was not available for an interview.
You could see she wasn't happy. There was something in the background. You felt that she wasn't at peace with herself and the world. She didn't seem to feel secure. She had sort of a shifty look about her. You look at some children and you can tell everything is all right.

I felt as though you couldn't reach Eddy Jo... whether it reached depth or not, or whether it was something she took while you were talking to her and then ran off, I don't know. There are times when she came and she looked weary and tired. You gain nothing by pushing and pushing. She was difficult to reach...

Her eighth grade homeroom teacher (f) commented about Eddy Jo,

She was so very irregular in her attendance. It was hard to get to know someone so irregular. Towards the last when she left us she looked all worn out. Her lips were blistered.

She could be very nice. She was quite proud of her sisters. She thought it was kind of funny one of her sisters had been expelled from Redwood (junior high)....

I know she was a girl who couldn't be trusted, but I never had anything disappear... she was not an ill behaved child. That untrustworthiness was rumor as far as I was concerned.

I used to take her home. She was a pleasant child to talk to. She was making up time\(^{13}\) and would have missed the bus, and I offered to take her home those evenings. During those rides she was very free. We conversed like adults. She wasn't reserved. In many ways she was a likeable little girl, fun to talk with.

As I remember, she was a sullen little girl. She took the making up of her time for granted but it never stopped her from taking off again....

She was sort of alone. They didn't isolate her or she isolate herself. Her interests were different.

\(^{13}\) Students absent from this school because of truancy had to make up their absences by staying double time after school.
She was probably having her recreation with those not in this school ... she was anxious to go to Redwood (junior high). I think she might of felt they had more freedom there.

EDDY JO'S RECORD AT JEFFERSON HIGH SCHOOL

Eddy Jo enrolled at Jefferson High School under the name of Edith Smith on May 14, 1951. She attended there the remainder of that term, and also enrolled there in the fall after pressure by county attendance agents. The school records show grades for the fall semester are for eight days only.

Nine of the teachers she had at Jefferson High School were available for interviewing. However, since she attended this school such a short time the interviews are not quoted, as they present no new material.

EDDY JO'S JUNIOR HIGH SCHOOL RECORD

After two trips out of state, Eddy Jo returned to Sacramento and enrolled at Redwood Junior High School in Sacramento on January 29, 1952, again using the name of Edith Smith. Up to March 7, 1952 she had only attended school for three days. She was put in the Juvenile Hall and on March 14, 1952 she was committed to the California Youth Authority.

Seven teachers were interviewed at this school, but none were able to add anything new about Eddy Jo.
EDDY JO'S COMMENTS ON SCHOOL

Eddy Jo was interviewed at Juvenile Hall. Before the writer visited Eddy Jo, her father saw her at Juvenile Hall and told her about the writer. Eddy Jo had the idea that the writer was going to get her out of Juvenile Hall. When she told this to the supervisor at the hall, the supervisor told her she was mistaken and explained the writer was making a study about students and school. Eddy Jo said she was not going to answer any questions about why she left school. She did not care about helping anyone. The supervisor told this to the writer when she came to interview Eddy Jo.

There is another factor that enters the picture. Carolyn Roberts had been chosen to be the subject of this case study before Eddy Jo. The supervisor at Juvenile Hall had recommended Carolyn. It was agreeable with both Carolyn and her parents, but the case worker handling Carolyn's case did not want the study made. Eddy Jo's name was suggested by a different case worker. By a coincidence, Eddy Jo and Carolyn were roommates at Juvenile Hall. The writer had already spoken with Carolyn and good rapport had been established. Whether or not she talked to Eddy Jo and influenced her to be cooperative is not known. When Eddy Jo was brought into the supervisor's office to be interviewed, she was willing to answer the questions.
It was interesting to the writer to notice the change of moods that Eddy Jo had during the interview. Her attitude seemed to be "I don't like school and that's all there is to it. I'll answer your questions, but that's all." But sometimes she would forget that she was not going to cooperate and she seemed to enjoy remembering her experiences in school and telling about them. Then suddenly she appeared to remember her decision not to cooperate and she would answer the next few questions with a shake or nod of her head, or a "yes" or "no."

Eddy Jo was asked the same questions as the other drop-outs interviewed. As she had mentioned to the supervisor that she did not want to cooperate and her attitude showed it, the truthfulness of some of her statements can be questioned.

Eddy Jo was asked what she should say was the reason or reasons why she did not want to go to school. She answered,

The biggest reason was I'd go out at night time and the next morning I wouldn't feel like getting up. All my friends were quitting school and I just didn't want to go. I just didn't like school.

She was asked how she felt about school when she was in elementary school. Eddy Jo answered,

I just never have liked school all my life. I probably like it in the first grade, most of them do, but I remember I was cutting in the third and fourth.

Eddy Jo said when she "cut" she spent most of her time at home.

Most of the time I stayed at home and listened to the radio. There was no one at home. My folks are separated and I lived with my father and sisters.
Maybe sometimes I'd go to the show, sometimes I'd just walk around.

Eddy Jo was asked whether she felt any differently about school now that she had been out awhile. (She had only been out of school officially for about four months, but in the last year Eddy Jo had only attended school about two weeks.) She answered,

I don't know. Most of the kids I run around with quit school and would go up town and get a job. I don't know, it just seemed so boring studying at school.

Eddy Jo said she liked English and spelling in elementary school but nothing in high school. She continued,

I was just good in English, I guess that's why I liked it. I was getting A's and B's in it, clear up to the eighth grade. I guess the reason I stopped liking it, I skipped a grade. I was put in here (Juvenile Hall) and when I got out I skipped a grade and got into something I didn't know anything about. I just started in a different grade at a different school.

Eddy Jo said she did not like mathematics. She said, "I just can't get math at all."

Eddy Jo nodded her head "yes" that she had had a teacher that she liked a great deal in school. It was a teacher in elementary school. When asked what it was she liked about this teacher she said,

She seemed kind and understanding. She just always acted nice towards me and if I treated her right she'd treat me right.

When Eddy Jo was asked what she meant by "treated her right," she said,
I never did say anything against her or try to make her mad at me. I was good in that subject, too. I'd stay after school. She'd tell me subjects and I'd do them. I'd want to get further in my studies. I always was ahead. I like to be able to talk right, to get up and give speeches and have my wording all right and everything like that.

Then Eddy Jo offered the following of her own accord,

"The only reason any kid will go to school is to get his high school diploma, 'cause you can't hardly work in a restaurant without a high school diploma anymore.

Eddy Jo was asked about any high school teachers she liked or disliked and she said, "I've never gone to one school long enough to ever like or dislike any teacher except in grade school."

When asked about "cutting" school, Eddy Jo said, "Generally I'd cut all day. Sometimes I'd cut one class and have a cigarette in the bathroom or someplace." Sometimes her absence was traced from that one-class cut and sometimes not, but she did not care if they asked her about where she had been.

In speaking of the different schools she had attended, Eddy Jo said she had attended both Redwood Junior High and Jefferson High School,

\[14\] Eddy Jo implied that she stayed after school to improve her studies. Teachers have already stated that Eddy Jo had to stay after school to make up time because she was truant.
I've been in the ninth grade for three years\textsuperscript{15} because I moved around so much. I just got tired of that school or I'd get picked up and put in here and I'd have to stay with someone else.

Eddy Jo was asked if she had cut any certain classes. She said, "It didn't matter. I usually cut math if I was going to cut any." She said when she cut she would "go to the show or run around with the kids." She described "the kids" she associated with as doing different things. According to her, "Some were cutting, some were going to school on Tuesday (part-time school), some had dropped." She said the ones who were going to part-time school "were supposed to be working but they weren't."

Eddy Jo elaborated slightly on her moving around,

I'd start in one place, then I'd move. Like I never graduated from the eighth grade\textsuperscript{16} When I started back, I went in the high ninth. Then when I went to a different school, I went in the low ninth. High ninth was too hard so I thought I'd try low ninth.

Then Eddy Jo added this, "Especially I don't care if I learn. I don't go to school to learn. I just go 'cause I have to."

Eddy Jo was asked what she did when she went to school.

\textsuperscript{15}This is an exaggeration. She only left the 8th grade of elementary school a little over a year before this interview was made. She had attended Jefferson High School for about six weeks and Redwood Junior High in Sacramento for a few weeks.

\textsuperscript{16}School records at Roosevelt Elementary School prove this is true.

\textsuperscript{17}This contradicts what she had already said, "I'd want to get further in my studies." See page 187.
She answered,

I'd sit in class and read a book. The teachers would get mad, and make me stay after school and I'd sit there and read.

Eddy Jo said she liked giving oral reports.

Most of the time they told me to make book reports and things like that. In junior high the teacher would read a book to us and we had to put it in our own words.

Eddy Jo then started talking about the way her friends felt about school. This is what she said,

They don't like it but go 'cause they don't want to land in here. Like I'm going to be sent up to Los Guilucos for about a year -- just for cutting school. If you force them, it makes them hate it worse.

When discussing grades and report cards, Eddy Jo said she had never gone to any junior high school long enough to get one. "The only report card I got was in grade school, but I know I'd flunk math anywhere."

In speaking of extra-curricular activities, she said she never had belonged to any school clubs, nor did she go to any school basketball or football games. "I never was interested. I never liked any sports. Oh, I like baseball. I like to both play and watch it."

Eddy Jo was asked if she had ever had any offices in school or been on any school committees. She said,

I never wanted to be. I never did run around with any kids in school. I had my own friends. I had the ones I liked and the ones I didn't like. The ones I didn't like were generally on those committees. Some of them seemed snooty and others were teacher's pets and like that. They generally got to do what they wanted to do without getting trouble.
For fun Eddy Jo said she would "go to the show and go to the dances, stuff like that." Eddy Jo gave a very emphatic "no" when she was asked if it was school dances she attended. She said she went to the Portuguese dances in the Memorial Auditorium or over in Dixon, because she "liked the kids that went."

Eddy Jo never worked when she was out of school. She said, "I wanted to but then I'd have to start back to school in a couple of weeks. They'd find out how old I was."

To the question, "If it was available and you had the training, what kind of work would you most like to do?" Eddy Jo answered, "private secretary." Then she added,

Up there (at Los Guilucos) you have to go to school all year around. I'll take typing and shorthand. It doesn't seem like I'm really going up there. I've been in here eight times. Most kids go up after their second chance.

Eddy Jo said the reason she had received so many chances was because she went out of state several times, but she liked Sacramento better than any place she had been.

I don't know why I like Sacto so much. All my friends are here, but I run around with the roughest bunch around Sacramento, except those that fool around with narcotics. I never did. I know where you can get it, down in the lower part of town or even in upper town, around 18th. I read about it, how you get the habit and you can't quit and it makes you go crazy--like an animal. It's not too expensive.

The kids that use it don't go to the same place all the time. Then they don't have to pay so much. They go to San Francisco or some other place. There's lots of places you can get it around here.
I did have a couple of drags once--in here. Some girl smuggled it in. It just made me feel dizzy.

I lived in Oakland for two years. But I didn't know anybody. I didn't have time to get acquainted. I was too busy trying to get along with my mother.

When Eddy Jo was asked was there anything more she wanted to say about school, she said, "I just don't like school. It's just boring."

HOW THE BASIC NEEDS WERE MET IN THE LIFE OF EDDY JO SMITH

1. The need for a healthy body and good physique and appearance. Eddy Jo was described by her teachers and the psychologist who examined her as attractive and having a mature appearance. Her health, coordination, sleeping habits and nutrition were all described as normal by the counselor at Juvenile Hall. This need was met in her life.

2. The need for feelings of security. Eddy Jo's mother seemed to be the one that caused Eddy Jo not to have the security she needed. One of her teachers told of an incident that took place at school when Eddy Jo was in the first grade. She jumped up and down and screamed, "I hate my mother! I hate my mother! She's always drunk and she ran away and left us." Yet Eddy Jo wanted to be with her mother. One of her elementary teachers told of how Eddy Jo used to go down to a hotel in the lower part of town and visit her mother there.

19 According to the probation office report, she only stayed with her mother about one month.
She lived with her mother and step-father in Oakland for about a month, but she was not happy there. On April 23, 1951 her mother went to the probation office in Sacramento and said she understood that Eddy Jo did not want to live with her anymore. The next day Eddy Jo's father and sister reported to the probation office that the mother was not interested enough in the girl and did not wish to keep her any longer.

Eddy Jo admitted in her interview that she did not get along well with her mother. She said when she was living in Oakland that she "didn't have time to get acquainted. I was too busy trying to get along with my mother."

It was probably because of her insecure feelings concerning her mother that caused her to seek security with her peers. Boys found her attractive and she was having dates at the age of thirteen.

She told the writer about her friends who were truants and drop-outs, "the roughest bunch around Sacto except those that fool around with narcotics."

Her activities with these friends evidently substituted for the security she had not received from her family. So this feeling of security was partially met in Eddy Jo's life.

3. The need for social adjustment and recognition.
Since none of the members of Eddy Jo's family were interviewed, only material gained from those outside the family can be commented on.
From the probation office report and from what her school teachers said, it is evident that Eddy Jo's father and sisters were very lenient with her. Her father and sisters kept asking for another chance to help Eddy Jo stay in school and this was granted by the probation office seven times.

Eddy Jo did not feel that she belonged at school. She said she had no friends there, that her friends were those who had already dropped out of school. She sought attention by being truant.

She did not meet the need in her life for social adjustment and recognition through socially accepted ways, so it can not be said that this need was adequately met in her life.

4. The need for feelings of competence. Eddy Jo gives the impression --as the counselor of Juvenile Hall expressed it-- "that she has had to fight . . . every step of the way alone." She tries to give the impression of feeling adequate and self-assured. She talks and acts mature for her age.

According to Eddy Jo mathematics was the only subject that seemed to bother her in school. She said that she had not received a report card since she left grade school, "But I know I flunked math anywhere."

She expressed having the ambition of being a "private secretary." She said that at Los Guilucus the girls go to school all year and that she was planning to take typing and
shorthand while there. Since her I.Q. was reported to be 108 by a Sacramento County School Psychologist this ambition seems to be within her power to accomplish.

Eddy Jo seemed to have some feelings of competence in herself. She knew she was able to do most of her school work adequately -- if she felt like doing it -- and she had been able to get away with some things that others her age had not been able to do. She seemed proud of the fact that she had been in Juvenile Hall a number of times before she was to be sent to Los Guilucos. She said she had been in Juvenile Hall eight times and that "most kids go up after their second chance."

It can be said that this need was partially met in the life of Eddy Jo, but that it had not been directed into the right channels.

5. The need to accept conditions, the realities of his own life. Some of Eddy Jo's elementary teachers, especially those she had in the early years of her life, commented that she often came to school dirty and unkempt. They realized that it was because she did not have her mother's care. Two of them mentioned that Eddy Jo didn't think she looked as nice or wasn't as good as the other children. By the time she reached the upper grades in elementary school she was able to take care of herself and had learned how to make the most of her attractiveness.
Eddy Jo used the escape reactions of stealing and lying. When she was about eight years old some older children had her steal the key to a coca cola machine in a neighborhood garage. Her sixth grade teacher said Eddy Jo used to steal from the grocery and drug stores in the neighborhood of the school. In March, 1951 when she was thirteen, she took her father’s car at night without his permission or knowledge and went out to meet her boyfriend. In May of that year she stole a car from Jefferson High School and later stole a rowboat.

The counselors at Roosevelt Elementary School and Juvenile Hall said that Eddy Jo did not always tell the truth. The psychologist who tested her also mentioned that when Eddy Jo’s story was checked with the probation office it “seemed to be slightly at odds with facts, was naturally prejudiced by the child in her own favor.”

Instead of controlling her feelings in situations that she did not like, if possible, Eddy Jo would escape from them. She said she did not like school, so whenever she felt like it, which was often, she was truant.

She was no problem in the classroom according to most of the teachers interviewed. However, some of the teachers described her as being belligerent, sassy, and on the defensive some of the time. One teacher said she sometimes refused to do her work.
The report of the counselor at Juvenile Hall described her as "quick to anger and her words are sharp. . . . She obeys a direct command because she knows it is necessary, but does not try to please nor does she do more than is asked of her." But from what her teachers said she evidently was reasonably cooperative with them. The psychologist commented that she was "easily engaged in cooperative ventures such as the testing situation." According to her teachers she got along well with her classmates.

This need seems to be met to a small extent in Eddy Jo's life.

6. **The need to experience curiosity and pleasure and to acquire active and varied interests.** Eddy Jo had no interest in hobbies or extra-curricular activities offered by the school. She said she liked to watch and play baseball. Her main interests evidently were dancing and dates.

Since Eddy Jo had not had much supervision since she was a child, she was able to formulate plans and carry them out with self-direction appropriate to her age. However, the plans she made were generally not beneficial ones.

In talking to Eddy Jo and from the material gathered, the writer got the feeling that she was trying to find the happiness that had been denied her as a child.

This need does not seem to be adequately met in her life.
7. The need to be considered a developing personality. Eddy Jo's teachers seemed to be aware of her problems and capabilities and understood why she acted as she did. From the probation report it was evident that her father wanted to help her, but his make-up was such that he was unable to do so.

She had been on her own so much that she became independent of parental guidance and domination at an early age. So she sought to get away and do things on her own. As a result, what she chose to do was not acceptable.

Her father and sisters were concerned over her problems, but evidently were unable to have any influence over her for any length of time.

She did not accept authority reasonably at home or in school. In both places she would run away when things did not please her. She obeyed only when it was necessary.

Eddy Jo did not have a wholesome adjustment to the meaning of private property and the rights of others in the community which is shown by the incidents of stealing that have already been mentioned. No material was gathered about any incidents of stealing in the home or school.

This need was not met in the life of Eddy Jo Smith.

Summary. The only basic need that was met to any extent in the life of Eddy Jo Smith was that she had a healthy body and good physique and appearance. The need for feelings of competence was partially met in her life. Except for mathematics she was able to do school work adequately. Her expressed
ambition to be a private secretary was within her reach. Having to be on her own so much since she was a child and maturing early also gave her feelings of competence.

The need to accept conditions and the realities of her own life was met in a small way. She got along well with the teachers and pupils at school and was not a problem in the classroom.

One can understand the problems Eddy Jo faced when one realizes how many of the basic needs were not met in her life.

She did not feel secure because her mother did not want her. This fact was brought home to her at a very early age, when her parents were separated and she and her sisters and brother were awarded to the custody of their father.

She resorted to escape reactions of stealing and lying. Truancy was another symptom that she was unhappy. She had no hobbies and did not care for extra-curricular activities. Her main interests were boys, dates, and dances.

Eddy Jo's main problem was her unhappy home situation. Her stealing, lying, and truancy were only ways in which she was fighting back at a situation over which she had no control.

Eddy Jo's emotional needs were not met in her home life. The school also evidently was unable to meet this need. However, in her case it was hard for the school to do much.
In grade school the teachers were aware of her problems and tried to help her. Yet Eddy Jo mentioned only one teacher whom she liked a great deal.

After leaving grade school her frequent truancies made it almost impossible for Eddy Jo to be helped by the schools.

This situation makes one aware of the need to help students who have emotional problems. There are many young people attending school today who have unhappy home situations or other factors that stop them from being happy and well adjusted. This writer suggests more psychiatric help for the schools, so these young people can receive expert help with their problems. Also, every teacher should have training in counseling and guidance in order to help meet the emotional needs of children.
CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Presented in these foregoing pages are the case studies of five high school students who dropped out of school. Recommendations for improvements are made with the summaries.

Description of the five case studies. Albert Jones, an only child, was a quiet boy of seventeen. He was no discipline problem in the classroom except that he showed no interest in school and often did not do his work. His I.Q. was 94 which is in the normal range. He lived with both of his parents who were interested in him.

Beatrice Gonzales, a seventeen year old Mexican girl, took the place of mother to her six younger brothers and sisters when the mother left the family the year before the case study was made. Her I.Q. was 77 and she found school work was difficult for her.

Carlos Gonzales, Beatrice's brother, was sixteen years old. His I.Q. on the Henmon-Nelson Test B rated 76. On the SRA Non-Verbal his I.Q. was reported as 84. Carlos wished there were other Mexican students attending Hoover High School. The school work was difficult for him and he was aware of the poor economic situation in his family.
Donald Brown, a seventeen year old drop-out, lived with both of his parents, a slightly older sister, a younger brother and sister, and a four year old niece. His I.Q. is recorded at Jefferson High School as being 92. His home life did not seem happy.

Eddy Jo Smith, a habitual truant from school, was fourteen years old when she was interviewed at Juvenile Hall. Her I.Q. was 108, according to a report by a Sacramento County School Psychologist. Her mother left the family when Eddy Jo was about three years old, and she has spent her life living at intervals with her father, two older married sisters, or a married brother. Shortly after her interview Eddy Jo went to Los Guilocos School for Girls. She was sent there because she would not obey her father or sisters, she stole a car and a rowboat, she was drinking, and she was often truant from school.

Comparison between research material and the case studies. It is interesting to compare the findings of the research material with what the case studies show.

The research material\textsuperscript{1} showed that reasons related to school --lack of interest and dissatisfaction with school-- were given as the main reasons in three of the four studies.

\textsuperscript{1} Pages 8 - 12.
cited. Economic reasons were given second in these studies. In one study, a survey of youth in Maryland, economic reasons led the list, with lack of interest in school second.

All five of the drop-outs interviewed in this study expressed dissatisfaction with school. Beatrice and Carlos Gonzales and Donald Brown also mentioned that economic problems helped them to decide to leave school.

How the writer used the research material on making interviews and case studies is found under those subjects in Chapter II.²

More of the basic needs in the lives of these drop-outs were not met than were met. In the five case studies, sixteen of the thirty five possible times the needs were not met at all, twelve times they were met partially, and seven times they could be considered adequately met.³

Taking the drop-outs individually reveals some interesting facts. Albert's needs were met in five of the seven areas of consideration. Beatrice's needs were met --though in one case only to a small extent-- in four of the seven need areas. Carlos' needs were met only one time adequately, one time to a small extent, and in five need areas his needs were not met adequately. Donald Brown's needs were met at school,

² Pages 12 - 18.

³ Pages 56-64, 99-107, 142-152, 191-199.
but not at home in five of the seven areas. Two of his needs were not met at school or at home. One of Eddy Jo's needs can be considered met adequately, two of the needs were met partially, and four times the needs were not met at all.

There are many examples in the case studies which showed that they were facing the problems of adolescents as is indicated on pages 24-25 of Chapter II.

The relationship between the research material on truancy and the five drop-outs studied for this thesis is found in Chapter II in the section "The Relation of Truancy to Drop-Outs," pages 26-28.

The research material on "Home Influences and the Personality of the Drop-Out" revealed that a child is born without any evaluation of himself and how he comes to think of himself is mainly by the way in which he is accepted by his parents. Donald Brown felt unwanted by his family and sought compensations for this.

Farnham tells of the importance of a broken home and desertion by a parent in influencing a child to seek compensations. The mothers of Beatrice and Carlos Gonzales and Eddy Jo Smith left their families and the consequences of this circumstance was very influential in the kind of people the children were becoming.

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4 Page 28.

5 Page 29.
It is interesting to notice that of the five drop-outs interviewed Albert Jones had the most stable home. In studying the basic needs and how they were met in the drop-outs' lives, Albert had more of his basic needs satisfied than any of the other drop-outs.

Albert Jones was a quiet, withdrawn person. It was brought out in Chapter II\(^6\) that teachers should give these students a large share of attention. Perhaps more attention and interest on the part of his teachers would have helped Albert to stay in school.

Each of the five drop-outs had opinions of the influences of teachers on their school experiences.

Wallin states in Section IX of Chapter II\(^7\) that whether or not a pupil likes school, wants to learn, and progresses in a philosophy of life that makes for mental and social health depends largely upon his teacher.

Albert Jones, the most noncommunicative of the five, said he liked "a couple of the men (teachers) pretty well." He said they were always joking and he had a better time in their classes. However, he did not feel that any of his teachers were particularly interested in him.

According to Beatrice there were "plenty of teachers I didn't like" but there was one teacher who tried to understand her problems "more or less." Beatrice said this teacher

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\(^6\) Page 30.

\(^7\) Page 31.
would leave her desk and help her.

Beatrice did not feel that she could take her troubles to the school counselors. According to her,

I felt ashamed to go in there (to the counselor's office) and tell them my troubles, so I didn't ... the only time the counselors called you in was to see about my special reports, about making no effort and using poor methods and things like that.

Beatrice felt that "you have to try to understand the teachers, as much as they have to try to understand the kids. I always thought they were looking down on me 'cause they didn't help me." She felt "if the teachers had been more friendly" school would have helped her more.

Carlos expressed the opinion of liking all of his teachers. He made the interesting remark to the writer, "If you weren't a teacher, I'd tell you lots of things."

According to Donald Brown, "If you don't happen to get the right teacher when you first start to school, you think they're all like that and you go through life disliking your teachers." He said, "You gotta like the teacher first of all" before one will be interested in the subject.

Donald said the reason why he had left school was because he "didn't get along with the teachers." He said, "If you can't make head or tail out of what they're saying, you are lost." His main complaint was with a mathematics teacher in whose class he was placed. He said, "I didn't have nothing against him, but he talked so low and all mumbled up."
Donald, like Albert Jones, preferred men teachers to women. He said, "I get along easier with the men than the women... women teachers get their feelings hurt too easily... you can put things over to a man better than you can a woman."

Donald made some significant statements in describing a teacher whom he liked a great deal. He said,

... You can talk to him about anything—just like a father... When you were in his class, it was more or less just like not being in school... You didn't think of him as a teacher, more like a buddy. He was a good teacher, though. You could get it without hurrying.

Eddy Jo said she had never attended any school except grade school long enough to like or dislike any teacher. However, she did have a teacher in grade school that she liked a great deal. She said this teacher "seemed kind and understanding." She went on to say, "She just always acted nice towards me and if I treated her right she'd treat me right." Eddy Jo meant by this, "I never did say anything against her or try to make her mad at me."

From what these five young people state regarding their teachers, one can see that their school experience—whether they enjoyed school and whether they learned anything—depended to a large extent upon their teachers. Beatrice stressed the importance of teachers when she said school would have been of more help to her if "the teachers had been more friendly." Donald said it was necessary to like the teacher before one would be interested in the subject.
Another influence of the teachers on their lives is revealed in other statements of these five drop-outs. Beatrice felt that one of her teachers tried to understand her problems. She said this teacher would leave her desk and help her. This made the writer wonder how many teachers are content to sit at their desks, not knowing there are those in the classroom who would like to have them leave their desks to help them.

It is unfortunate that Beatrice could not feel that the counselors she had were friends with whom she could share her problems. She evidently needed someone with whom she could talk, but she said she was ashamed to tell the counselors her troubles. If other students feel toward their counselors the same way that Beatrice did, there needs to be a revision of the counseling program in the schools today. Counselors need to be chosen with care, their personality traits should be such that they can be friends to the students they counsel.

Donald Brown was fortunate in that he had a teacher with whom he could talk. Donald made the revealing statement that he could talk to this teacher like talking to a father. From the evidence brought out in this case study, Donald was not on "talking" terms with his own father, so he was able to get help from this substitute father, the teacher. Donald said that he did not think of this man as a teacher, but more like a "buddy."
Even Eddy Jo, whose only school experience of any length of time was in grade school, admitted having one teacher who "seemed kind and understanding."

Carlos had two teachers who were especially interested in him and were willing to help him with his problems. They were his third grade and speech teacher, and the teacher in the special class he attended. However, Carlos did not take his problems to them, so they were unable to help him.

Albert's homeroom and physical education teacher had taken time to have two long talks with Albert. Albert did not seek help from any teacher about his decision to drop out of school.

The writer suggests that more research should be done on this problem of teachers being the kind of people in whom students will confide. From what these five case studies indicate, the student-teacher relationship could be more influential in helping students to stay in school.

Just as the five drop-outs had definite opinions of teachers and the influence they had on their lives, they also had some interesting comments on the subjects taught. Each one of the five drop-outs was dissatisfied with school in some way. This follows Stinebaugh's statement that it is the pupil's own satisfaction of accomplishment that is a

8 Page 34.
final factor in determining whether he will remain in school or not."

Albert Jones said he "always hated English." It was hard for him and he especially disliked giving oral reports. He liked woodshop "pretty well." According to him, "In there you could do anything you wanted ... you could make things."

Beatrice said the following about the subjects she did not like,

> In mathematics I couldn't understand the triangles and rectangles and things like that. In science I couldn't understand like--you know, they ask what makes a heart beat and things like that. . . . My science teacher tried to help me, but it was still too difficult.

Beatrice did not feel that school had helped her to earn a living. She was doing housework as her mother had taught her. She did feel that English had helped her some. As she said, "I didn't know very well how to say the words and the meaning."

She also said school helped her to learn how to get along with other children. "I didn't know what to say when I met people." She said she learned this in a book she read in English.

Carlos said that he did not try to do his work in school and that he thought he had failed all of his subjects. He said, "I didn't try to do my work. I was thinking about school --that I didn't like school-- instead of doing my work." This emphasizes the point that if students could be helped with their problems, their school work would probably improve.
Carlos said that he had repeated science and English.

I couldn't take class notes. 'Binocular' and words they'd use in general science are too hard. I'd just draw my pictures and let him sqawk all he wants. Then when he came around and asked me questions I'd be stuck.

Because of their low I.Q.s, it is understandable that Beatrice and Carlos found the academic subjects, such as mathematics and English, hard for them.

Carlos, like Beatrice, felt that school had helped him in learning to speak English correctly. He said that school would have been better if there had been more students of his own nationality there. He said that he regretted leaving school. When he tried to get a job they asked him for his diploma. He said that the employers would "tell me I should go back to school. Except unless I want to dig ditches or work in the cannery, but I want to get a good job."

Donald enjoyed the study of literature in English. He said that whether a person likes a subject "all depends on the teacher and her approach. . . . Some pound it into you, or they don't give you enough, or they hit it just right." The study of grammar in English was not as interesting or easy for him. " . . . when it came to 'this is related to that because of this' I'd get lost."

Donald felt that he liked shop mathematics because of the teacher.

If Donald were changing the school curriculum he would...
have longer class periods and less lecturing in shop classes.

Donald felt that school had helped him to some extent. Even though he had not learned anything at school about electricity—which was the work he was doing at the time of the interview—he felt "you have to go to school to come out on top... It teaches you to be democratic... It probably gives you help to look at life and different problems."

He said school had helped him to enjoy life more because "if you didn't go to school you couldn't read" and he enjoyed reading.

According to Donald, schools would be better if the students help decide how things should be. In his own words, he said:

Have it just like when you vote --ask the kids what they want. For myself, I'd say, give the little guy a chance... He wants to play just as much as the big guy. I used to be scrawny, I know.

Eddy Jo said she liked English and spelling and disliked mathematics. She said, "I was just good in English, I guess that's why I liked it.... I just can't get math at all."

Eddy Jo could not say definitely what it was about school that she did not like. According to her, "I just don't like school. It's just boring."

These comments of the five drop-outs on their school subjects show that these students enjoyed subjects that they could do well and in which they could see some value for their lives.
The relationship between extra-curricular activities and the five drop-outs studied was brought out in Chapter II. There it was pointed out that Donald Brown, who was on the Jefferson High School boxing team, was the only one who took part in extra-curricular activities. The activities offered by the schools did not interest the other drop-outs.

In Beatrice and Carlos' comments that school had helped them to improve their English, the relationship between section XI of Chapter II, "Students of a Bilingual Background in the Schools" and these two students is shown. However, both Beatrice and Carlos said that they felt out of place at school because they were Mexican. The writer agrees with Faltis' suggestions that more should be done—especially in California—to help Mexican students feel that they "belong" in the schools.

Why Did These Five Drop-Outs Leave School? The basic question of this study was, "Why did these five students drop out of school?"

In the cases of these five particular drop-outs the following seem to be factors leading to their dropping out of school. School held no interest for Albert Jones. Poor

10 Page 34.
12 Pages 35 - 36.
economic conditions in their home and academic work which was too hard for them caused Beatrice and Carlos to leave school. Donald Brown had an unhappy home life which probably is what caused him to be the unstable person he was. Perhaps his decision to drop out of school was made impetuously because, when interviewed, he expressed the desire to return. Earning his own spending money and his mother discouraging him from returning seem to be the two main factors that kept him out of school. Eddy Jo Smith's unhappy home life could have caused her to seek compensations for the insecurities she felt. In this writer's opinion, non-attendance at school was her way of fighting back at the bad time life had given her.

In summary, these five case studies would indicate that the following may be factors leading to students dropping out of school: lack of interest, economic conditions in the home, unhappy home situations. The writer suggests that more research should be done on why schools are unable to interest some students in their programs, how schools can help students with serious economic problems in their homes, and how schools can better meet the emotional needs of children who have unhappy home situations so that they can meet the problems which they must face in their homes.
How Could These Five Students Have Been Helped With Their Problems? If more teachers had spent time with Albert Jones, drawing him out and trying to help him to develop his interest in cars, their efforts might have encouraged him to stay in school.

Arrangements probably could have been made between Beatrice and Carlos and the schools so that they could get part-time employment while attending school. This would have helped the economic condition in their home. Along with this they should have been given school work in accordance with their abilities, with as many job-preparatory and shop classes included as possible.

The writer believes that Donald Brown could have been easily persuaded to return to school. He wanted the writer to find out how many credits he had and how he could get a high school diploma. Since most of the basic needs that were met in his life were met in his school experiences, it is unfortunate that he dropped out of school. Probably arrangements could be made so that he could continue his education and work at the same time.

Eddy Jo's emotional needs were not met in her home or in her school experiences, so school held no interest for her. If there had been someone at school with whom Eddy Jo could have confided probably her emotional needs could have been met and her school experiences would have had new meaning.
How This Study Helped the Writer. After making the case studies on these five drop-outs, the writer feels that it has been beneficial to her as a school teacher for she has learned how some students react to certain teacher's personalities, teaching situations, and methods.

This study has pointed out to the writer that often the adult --the teacher or principal-- and the student may not look at a situation in the same way. Yet it is important that they understand the way the other is looking at the problem. An example of this is that the principal of Hoover High School wanted Carlos to appreciate school when he returned after dropping out the first time, so he tried to make Carlos beg to re-enter school. But the word "beg" had a negative effect on Carlos. When a teacher mentioned his "begging" to return to school in front of a class Carlos said, "I didn't beg him!! So I left school and didn't go back." The principal thought that he had implanted some appreciation for school in Carlos' mind, yet actually the incident had the opposite effect on him.

The case study of Donald Brown put a new light on the problem of student behavior in the classroom, particularly the student who is generally "showing off" and wants to be in the lime-light. He may be like Donald, trying to build himself up in the eyes of his classmates because he has not had enough attention given to him at home.
In making this study nearly one hundred adults were interviewed. Over seventy of these adults were educators; teachers, counselors, and principals. This has helped the writer to gain an insight into the personality and methods used by these educators. This has helped the writer in evaluating her own teaching personality and methods.

The five drop-outs who were interviewed have helped the writer to understand young people better -- their feelings, ideas, and viewpoints on education. Listening to five teenagers talk about their experiences in school and why they left cannot help but be beneficial to any person, especially a teacher who is in contact with young people every day.

Questions for Further Study and Recommendations.
Several subjects have been brought out by this study on which the writer feels further study should be undertaken to find the answers.

The influence of the drop-out's friends was brought out time and time again. What can schools do to help one choose the right kind of friends? Can classes be given at school that would be valuable to young people in helping them to choose friends, or is that something that cannot be taught in the classroom?

The important place of the influence of the home -- parents' attitude toward each other and the children in the
family—was brought out in these case studies. This serious problem is worthy of more investigation.

An interesting point brought out in all of the case studies was the drop-outs' willingness to talk about their problems and experiences. Though Albert Jones was a quiet boy at school, he seemed to enjoy being interviewed and was willing to cooperate. Both Beatrice and Carlos' interviews each took more than two hours. Donald Brown had so much to say that the writer had to make a second interview. At the end of the first interview he made the revealing statement, "It makes you feel lighter ... the more you talk about it." Although Eddy Jo Smith gave the writer the impression that she was only going to answer the questions, she sometimes went into details about certain incidents. Occasionally she seemed to enjoy talking about her experiences.

This could mean that young people need someone with whom they can talk. It is something schools should consider. Arrangements should be made so that teachers' programs are not so busy that they have no time to get to know their students. One of the best ways to know a person is to be a good listener. Psychologically it would be good for the students to be able to "get off their chests" what is bothering them. Until that is done they can not be helped with their problems.
This study has also brought up the question, "Do the high schools of today change classes so often that the teachers and the pupils barely get to know each other?" In some schools the problem children are well known by the teachers and the ones who conform in the classroom go in and out of classes virtually unknown.

Albert's elementary school principal mentioned not knowing Albert well because he was not a discipline problem. His homeroom teacher the semester he dropped out of school, said, "He (Albert) was one of those kids you don't get to know very well because they're so quiet. I guess we should get to know those kind better, but we're so busy with the other kind."

This writer suggests planning programs so the students have the same teachers for longer periods of time. Possibly a homeroom period would be advantageous with counseling and guidance taking place in there.

In this writer's opinion there is a strong possibility that truancy may be an important step leading to students dropping out of school. Truancy had an important place in the lives of three of these five drop-outs, Albert Jones, Donald Brown, and Eddy Jo Smith. It did not have such a prominent place in the lives of Beatrice and Carlos Gonzales, though Carlos said he wanted to be truant from Hoover High School but no one would go with him.
The writer recommends that schools spend more time helping their truant students by finding out what it is that causes their truancies and working with that. Research\textsuperscript{13} shows that students are often truant from school for the same reasons that they drop out of school. If schools worked with truancy problems and solved them, they would, in many cases, probably solve their drop-out problems.

This writer recommends more personnel trained as counselors. It is her opinion that counseling should not be mainly program planning, but actually helping students with their school and personal problems, and by so doing, encouraging them to stay in school because it is worthwhile to their lives.\textsuperscript{14} It is important that the counselor's personality be such that they could be friends with the students they counsel and in that way get their confidence so they can help them.

This study has made the writer aware of the importance of having more psychiatric services available for both students and teachers with problems needing this care.

There are many things that case studies of five drop-outs cannot reveal. This study does show that a drop-out can be any student in any classroom. This places a great deal of responsibility on the teacher. It is up to her to

\textsuperscript{13} Pages 26-28.

\textsuperscript{14} Page 151.
be a real friend to her students and make school a meaningful experience and worthwhile attending. Then possibly there will not be so many drop-outs among the thousands of students in classrooms today.
A. BOOKS


B. PERIODICAL ARTICLES


Bratton, Dorothy, "What About the Truant?" The Grade Teacher, 64:12, September, 1946.


Featherstone, W. B., "What Do We Know About Slow Learners?" The Clearing House, 25:323-328, February, 1951.


"How Can Tardiness and Truancy be Remedied?" The Nation's Schools, 36:41, September, 1945.


Shanner, W. M., "Improving the Curriculum; Review of Children Absent from School, Published by Citizens' Committee on Children of New York City," The Elementary School Journal, 50:190-191, December, 1949.


Smith, Perry Dunlap, "Are They Really Drifting?" National Parent Teachers, 43:4-6, October, 1948.

Sowers, Alice, "We Are They," National Parent Teachers, 38:14-17, October, 1943.


C. PAMPHLETS


D. UNPUBLISHED MATERIAL


E. NEWSPAPERS

The Times Educational Supplement, August 31, 1951.
TO WHOM IT MAY CONCERN:

This is to introduce to you Miss Norma Kimler who is a graduate student at Sacramento State College and is making a study of drop-outs from high school as a part of the requirements for her Master of Arts degree.

She has the permission of the chairman of the Division of Teacher Education to make interviews in connection with her study.

/s/ H. H. Stephenson

/S/ Harold H. Stephenson, Chairman
Division of Teacher Education
APPENDIX B: Letter from County of Sacramento Probation Office regarding a drop-out.

COUNTY OF SACRAMENTO
Telephone GI 3-8041
Extension 321

R. K. Jones
Probation Officer
209 Court House
P. O. Box 564
Sacramento 3, California

May 5, 1952

Dear Mr. xxxxxxx:

A lady, whose name is Mrs. Norma Kimler, is worker with our Department on the question of trying to help those who have been in difficulty or who may be in difficulty at this time.

If you would discuss your present and past problems that you have had with xxxxxxx it is possible that this lady may be able to help xxxxxx, and also enable her to help other children in the future.

This is not compulsory, it is merely a matter of trying to arrive at a conclusion as to what is best to do for children who are in trouble.

Thanking you in advance, I remain,

Yours very truly,

/s/ R. K. Jones

/S/ R. K. JONES, CHIEF
PROBATION OFFICER

RKJ/pp

CC: Mrs. Norma Kimler
2625 Wrendale Way
Sacramento 21, California
APPENDIX C: Introduction and Questions used by Writer in Making Interviews.

The following outline was used when interviewing drop-outs, their teachers, friends, and parents.

The questions were used as a guide, but the interviewees were encouraged to speak freely. The conversations took a natural pattern in that the interviewees were not made conscious of following an outline.

I. INTRODUCTION FOR INTERVIEWS OF DROP-OUTS

The writer introduced herself in the following manner:

I'm a student at Sacramento State College. I'm taking education and am especially interested in why students drop out of school.

I'm making a study of some students who left school to find out the reasons why they left school, what led to their making the decision to leave, and what happens to them after they leave school. By speaking with students who have already dropped out, something can be done to help other students who are still in school but may be thinking about dropping out.

Your name or the real name of any of the people who you might mention as you're talking with me won't be used. I want you to feel free to express exactly how you feel, and I realize if you thought people were going to know you said these things you might not feel like you could speak honestly. I'll be the only one who knows that you said these things. I appreciate you helping me, so I'll keep your real identity secret.

Studies like this have been made in cities all over the country—Louisville, Kentucky; Syracuse, New York; Providence, Rhode Island; Cleveland, Cincinnati, and Indianapolis. In California studies have been made in Los Angeles, San Francisco, and Stockton. I don't know of any studies that have been made in Sacramento.
Some of the things we'll talk about have been taken from some of the other studies. I'd like to have you tell exactly how you feel about it and think about it. From what you say, and what other students I'll be talking to say, I can get a picture of how students who leave school feel about why they left. So the way you think about it and express yourself may help other students who are in school now but may be thinking of dropping out.

If you have any questions as we go along, just ask them. Do you have any question that you'd like to ask now? Is there anything that isn't clear to you?

II. OUTLINE OF QUESTIONS USED WHEN INTERVIEWING DROP-OUTS

Reasons for leaving school
1. What was the reason, or reasons, you left school?
2. When did you make the decision to leave school?
   a. How long before you left?
   b. Did you think about it much before you did it?
3. Did you just stop going or did you check out?

General feelings about school
4. How did you feel about school while you were going?
5. How did you feel about school when you were in grammar school?
   If a difference in feeling is stated, between grammar school and high school, ask:
6. When did you begin to feel differently about school?

These questions were taken from a study made in Maryland, reported by M. M. Chambers and H. M. Bell, How to Make a Community Youth Survey, American Youth Commission, Vol. III, No. 2, 1938, p. 35-42.
7. What do you think made you feel differently?
8. Now that you've been out of school awhile, how do you feel about it as you think back?

Subjects
9. What was your favorite subject?
10. Why did you like it?
11. Were there any other subjects you liked a great deal?
12. Was there any subject in school that you disliked?
13. What was there about it, or them, that you didn't like?

Teachers
14. Did you have a teacher that you liked a lot in school?
15. What was it about (her, him) that made you like (her, him) so much?
16. Did you have any teacher, or teachers, that you didn't like?
17. Why did you not like (him, her)?

Cutting classes and repeating grades
18. Did you cut any classes while you were going to school?
19. Did you cut all day, or just some classes, or just one class?
   If the student answers one or some classes, ask "What classes were those?"
20. What was it about those classes that made you cut them?
21. What did you do during the time you were cutting?

22. Did you repeat any grades or subjects in school?
   a. "No." Were you ever afraid you might?
   b. "Yes." Which ones?

23. How did you feel about it when you found you received an F?

Extra-curricular activities

24. Did you take part in any of the activities at school?

25. Do you have any hobbies?

Since leaving school

26. Are you working now?
   a. "Yes." What is your job?
   b. Do you like it?
   c. Do you think you'd like to keep doing that?
   d. "No" (not working). What is the main reason you aren't working?

27. What did you do when you first left school?

28. Have you had any (other) jobs since you left school?
   a. "Yes." What were there?
   b. "No." What have you been doing since you left school?

29. Has not having graduated from high school stopped you from getting any jobs you wanted?
30. If it was available and you had the training, what kind of work would you most like to do?

31. What did you do in-between jobs?

32. Since you left school, have you gone to any kind of school, such as night school or vocational school?

33. Have you ever thought about going back to school?
   a. "Yes." Do you think you will?
   b. "No." Why not?

34. Do you think school helped you so you can earn a living?

35. Do you think school helped you to enjoy life more?

36. How do you think schools can be made better?

Other people's opinions

To make this report as complete as possible on what led up to your leaving school, I want to get other people's opinions who know you. Getting other people's opinions will give more evidence of what led up to your leaving school more than if I just have it from you. What you say—-even though it's the most important—is but one person, and to present as complete a picture as possible, it would be better to talk to other people who know you as well.

But I want to have your OK before I do this. Would it be all right with you if I talked to your parents, some of your friends, and some of the teachers about what they think led up to your dropping out of school?

37. Who are some of your friends that know you pretty well who I could talk to?

38. Are they in school?
   a. "Yes." Where?
   b. "No." Did they graduate? Did they drop out?
39. Do you have any brothers or sisters? Are they in the Sacramento area so I could talk to them?

40. When would be the best time for me to see your parents?

Closing the interview

Thank you very much for taking your time to answer these questions. What you said helps give a picture of how students who leave school feel and I know it will be of interest to educators.

III. OUTLINE OF QUESTIONS USED IN INTERVIEWING TEACHERS

Introducing herself as a graduate student at Sacramento State College, the writer stated she was making case studies of some high school drop-outs. If the drop-out was remembered, the writer requested an opportunity to discuss the student with the teacher. Often the interviews took place immediately, although some later appointments were made.

The following questions are those the writer used:
1. What kind of a boy (or girl) was he (or she)?
2. What kind of work did he do?
3. What was his attitude?
4. Was he a discipline problem?
5. Can you think of any incidents that you remember about him that I could use in my study as examples of his attitude, disposition, ability, etc.?
6. Do you remember if he had any certain friends who I could talk with?

7. Why do you think he dropped out of school?

IV. OUTLINE OF QUESTIONS USED IN INTERVIEWING THE FRIENDS OF THE DROP-OUTS

The writer introduced herself as she had done to the drop-outs and teachers, adding that she had the drop-out's permission to interview his (or her) friends.

The questions used for each friend varied, dependent upon previous comments by the drop-out. The general questions used are as follows:

1. What do you think led up to his (or her) dropping out of school?
2. How long have you known him, or been friends?
3. What kind of person is he?
4. What are his interests?
5. What are some of the activities you do together?

V. OUTLINE OF QUESTIONS USED IN INTERVIEWING PARENTS

Here, again, the questions varied for each parent but the general outline used is as follows:

1. Why do you think he dropped out of school?
2. How did you feel about his leaving school?
3. What was he like when he was in elementary school?

4. Can you tell of any incidents concerning him and school?

5. How has his health been throughout his life?

6. Did you attend PTA or have any connections with the school?