School and Early Employment Experience of Youth

A REPORT ON SEVEN COMMUNITIES, 1952-57

Bulletin No. 1277

UNITED STATES DEPARTMENT OF LABOR
James P. Mitchell, Secretary

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PREFACE

The number and proportion of young people in the United States who attend secondary schools and colleges have been steadily rising for many years, and the level of education of the general population is considerably higher than it was in the decade of the 1930's. Nevertheless, substantial proportions of young people still terminate their formal education before graduation from high school, and many never complete even the 8th or 9th grade. This group, generally 16-18 years of age when they drop out, plus high school graduates who do not go on to college or to other specialized training, who are generally 18 or 19 years old when they graduate, constitute the bulk of the new entrants into the labor force each year.

Over the years, young workers have experienced higher rates of unemployment than have any other age groups. For this reason, among others, the U.S. Department of Labor has a keen interest in their preparation for work. The Department's specific responsibility in the field of manpower utilization stimulates its interest in and concern with the training and ability that young people are bringing from school to the world of work, and particularly with their capacity to provide the necessary skills to meet the Nation's changing technological needs in the years ahead.

The current problems of young people in getting suitable training and finding suitable work will be compounded in the next decade by the influx into the labor force of the millions born during the 1940's and 1950's. Moreover, these much greater numbers of inexperienced young people will be entering the labor market during a period of rising demand for workers with more education and training. In anticipation of this expected upsurge of young workers, the Department of Labor undertook a series of pilot surveys to find out how well a substantial group of young people just out of school who had completed no more, and often less, than a secondary education adjusted to the working world during the first few years after they left school. The findings bring into focus some of the problems that confront educators in planning school curriculums and guidance programs, employers in setting their standards for hiring, and youth themselves in making the early decisions that will affect so crucially their subsequent working careers.

Acknowledgement is made first to the school officers of the seven areas covered by these surveys for their cooperation in making available the school records of the young people studied.

The surveys were carried out by colleges or universities, and in one case by a public school system, under contract with the Bureau of Labor Statistics. The Bureau prepared the interview questionnaires and instructions and the tabulation plans in order to insure comparability of the findings. A basic, detailed report for each area surveyed was written by the principal investigator with the exception of the pilot study in which only the interviewing was done by the contractor.

The principal investigators were Mary Basso, Director of Guidance and Placement, Public School System of Providence, R.I.; Prof. Dean Long, vice president of Evansville College (Indiana); Dr. Willard Abraham and Dr. Robert L. Baker, School of Education, Arizona State University; Dr. Stewart C. Hulslander, School of Education, University of Michigan; Dr. Leonard P. Adams, School of Industrial and Labor Relations, Cornell University; and Dr. Gerald G. Somers, Institute of Industrial Relations, West Virginia University.

This bulletin was prepared by Margaret L. Plunkett and Naomi Riches of the Division of Manpower and Employment Statistics, Bureau of Labor Statistics. Marie Shephard had responsibility for the tabulations. Miss Plunkett was responsible for the planning and coordination of the entire study.

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CHAPTER I. INTRODUCTION AND SUMMARY OF FINDINGS

About one-third of all students who enter secondary school in the United States drop out before graduating.[1] Nearly three-fifths of those who graduate do not go on to any school of advanced learning or training, full time, in the summer or autumn following their graduation. For the purposes of this study, these two groups together have been defined as school leavers. With few exceptions they are between 16 and 21 years of age, have finished their formal education and are presumably ready to assume adult responsibilities either in the labor force or as homemakers.

Among all persons in the labor force, young people have consistently had higher unemployment rates than any other age group. In April 1957, when these surveys were in process, unemployment figures for the Nation as a whole showed that nearly 10 percent of those aged 14-19 and nearly 7 percent of those 20-24 years of age were unemployed compared with less than 4 percent of the age group 25-34. These high unemployment rates, though they vary in degree over time, but not in kind, add to the general concern about young people. In the decade ahead population changes can be expected to accentuate rather than relieve this situation. In 1958, out of a total population of 174 million Americans there were about 14 million young people aged 16 through 21, both in and out of school. Within the next few years, however, the high birth rates of the 1940's and 1950's will be felt, and by 1970, this age group will have increased to almost $22\frac{1}{2}$ million.

Although not all of these young people will be in the labor force, they are all part of the Nation's labor force potential and a primary source of national economic strength. What work will they find to do? Will they be trained for the kind of work that society needs to have done? Those who go on to college will presumably be better able to take care of themselves in the labor market than those who do not, since they will have, if not professional or technical training, at least a higher level of general education. But those who graduate from high school and do not have additional training and those who drop out of school before graduation may well be less able, for various reasons, to adjust successfully to the world of work. Many surveys have been made by educational and other agencies over the years, but they have been concerned mainly with the reasons for dropping out of school or for not going on to college; few have followed school leavers into the labor force to see what happened to them after they left school. It is this aspect of the matter with which the Department of Labor is primarily concerned.

State laws have made school attendance virtually compulsory to age 16, and both State and Federal labor legislation have greatly restricted full-time employment prior to this age during the time that school is in session. However, high school graduates not going on to college are usually 18 or older; the great majority of dropouts are 16 or older and eligible for full-time employment, except in certain hazardous occupations where age 18 is the minimum for hiring. Therefore, with respect to minimum age for employment, statutory requirements do not usually prevent either graduates or dropouts from taking jobs. Their difficulties are likely to arise, rather, from deficiencies in training and lack of work experience.

This study of the early employment experience of young people was undertaken, therefore, in an attempt to identify some of the major factors in the whole complex of

[1] Retention in High Schools in Large Cities, 1957, U.S. Department of Health, Education, and Welfare, Office of Education, Bull. No. 15, 1957.

youth's adjustment to work.[2] What proportion looked for jobs and what proportion found jobs? How long did it take, how did they go about the search, and what kinds of jobs did they get? How much did they earn? Did the graduates do better than the dropouts? Was the impact of unemployment different on graduates and dropouts? Why did the dropouts leave school? Did success in school correlate with success on the job?

The findings, which provide at least some answers to these questions, have been derived from two sets of data. Official school records provided certain basic information on about 22,000 young people, such as age when they left school, highest grade completed, intelligence quotient, vocational courses completed, and reason for leaving as recorded by the school. Information on post-school work experience was obtained by direct interview with a subsample of 4,000 school leavers who had remained in their home communities. Certain subjective questions were also asked pertaining to plans for future training, job aspirations, and how school could have been more useful, as well as questions on present marital status and number of children. Five of the seven surveys covered the three school years between September 1953 and June 1956. One covered the period September 1951 to June 1955, and one the single school year of 1955-56.

The seven areas selected for study were located as follows: One each in the New England, Middle Atlantic, South Atlantic, and Mountain Regions; and three in the East North Central Region. In population, they ranged from about 40,000 to 350,000. In each of two surveys, an entire county was covered because it constituted a single administrative school area. In four of the surveys, parochial schools were included. None of the areas had a significant nonwhite school population, but in one area, there was a considerable proportion of Spanish-Americans and two others had experienced heavy immigration from southern Europe, Poland, and the United Kingdom prior to the 1920's. Population in two other areas was mainly Anglo-Saxon. No entirely rural area and no major metropolitan center were among the seven. All were industrialized in varying degree, but none was a single-industry area. They varied considerably in their major economic activity, from those which were primarily distribution points for wholesale and retail trade with some manufacturing, to those with extensive heavy industry. Several were areas of substantial labor surplus during and prior to the period covered in the surveys.[3]

For the convenience of the general reader, the major findings of the surveys in these seven areas are summarized, with some of the most significant detail, in this chapter. More complete analysis of the data for all areas combined and for the individual areas appears in chapters II and III.

SUMMARY OF MAJOR FINDINGS

1. Nonuniformity Among School Leavers. It is not accurate to think of school leavers, either graduates or dropouts, as homogeneous groups. School leavers are characterized by innumerable personal differences. For example, some of the graduates covered by the surveys who did not go on to college had school records similar to those who did go, and some dropouts had IQ's as high, based on standard intelligence tests, as those who graduated. Work histories, likewise, varied widely among individuals in most groups. However, the male graduates not going to college presented a rather uniform picture--that of young men fairly continuously employed. The experience of male dropouts, on the other hand, showed more variation. Some had jobs, continuity of employment, and wages that approximated those of the male graduates, whereas others were irregularly or never employed. The girls, both graduates and dropouts, were divided mainly between those who entered the labor force and had remained there up to the time of the surveys, and those who had married early and either had never worked in paid employment or whose labor force attachment was very irregular.

[2] For description of survey plan and methods, see appendix A, page 43.

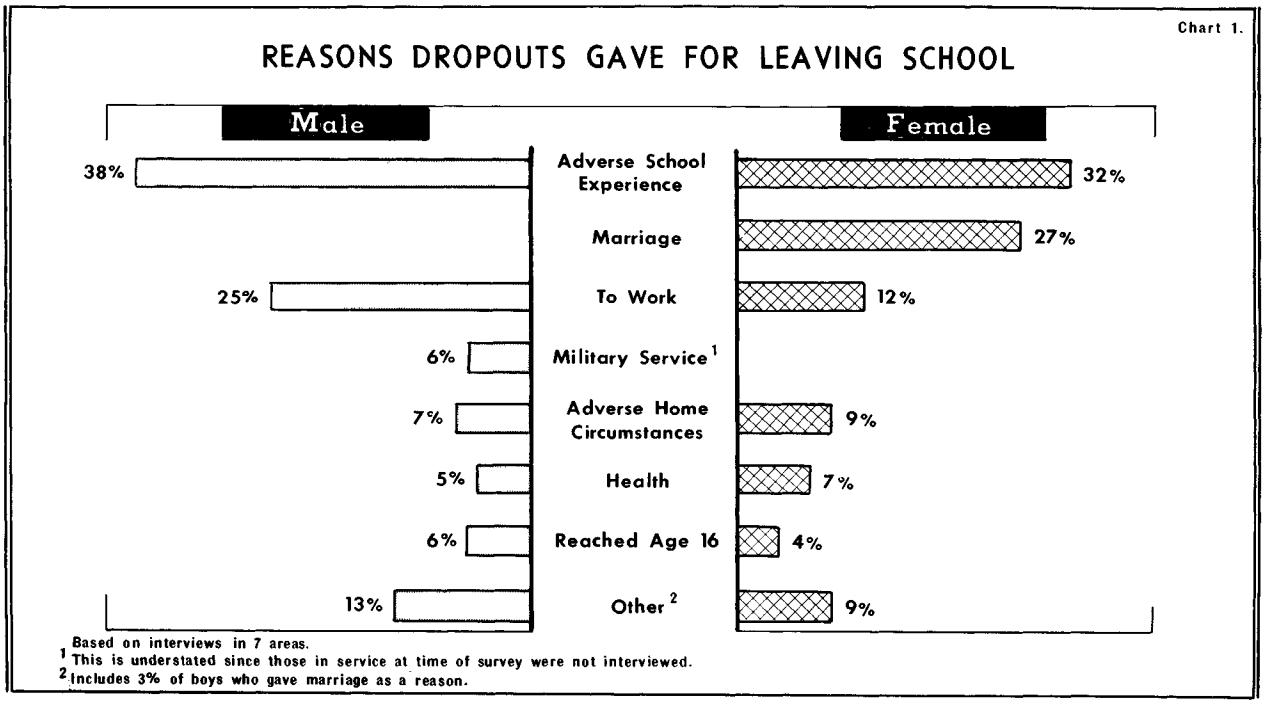
[3] For detailed description of areas, see appendix B, page 46.

2. Principal Reason for Dropping Out of School.

a. Dissatisfaction With School. The major single reason given by the students for dropping out before graduation was dissatisfaction with school. This was undoubtedly due, in part, to the fact that about 85 percent of all dropouts were behind their normal grade by at least 1 year. This retardation usually began in grammar school. The dropouts interviewed did not mention this factor as a cause for dissatisfaction with school, but expressed boredom with school subjects, dislike of teachers, or other general complaints. The school records showed that over 45 percent of all the dropouts had IQ's of less than 90 and about 33 percent had IQ's of less than 85. According to educational experts, this means, among other things, that this group had probably not acquired the degree of reading ability which would have made school interesting and manageable.

b. Early Marriage Among Girl Dropouts. Early marriage was another major reason given for dropping out. Girls were much more likely than boys to give this reason, but it may well have been a hidden reason for boys who dropped out "to go to work," not because of the need for self-support, but as a prelude to courtship and marriage.

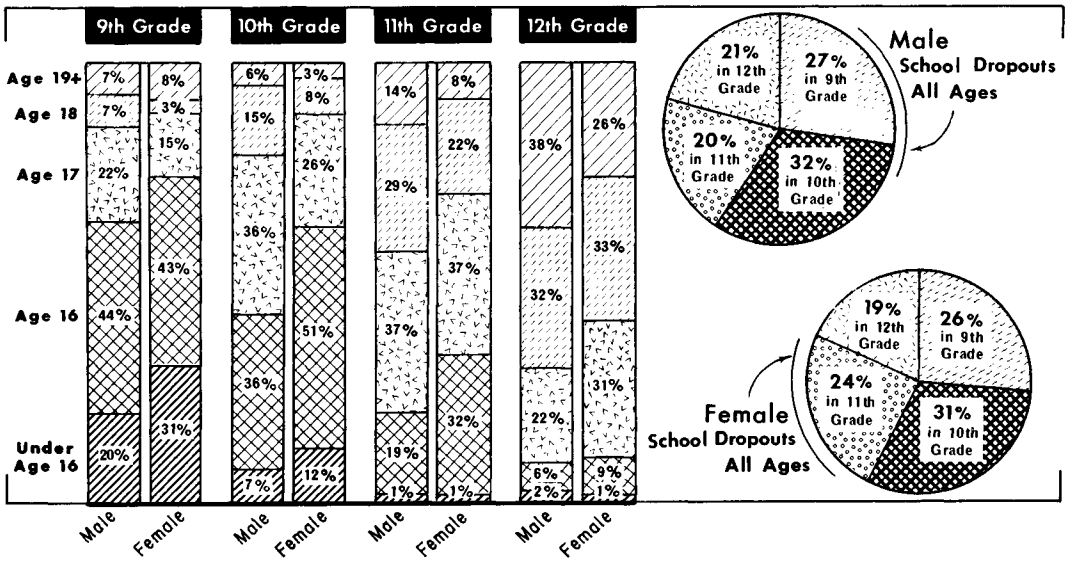
c. Economic Need. This did not seem to be a major reason for dropping out, if that phrase is interpreted to mean that the family of the dropout could not supply him with the necessities for school attendance. The statements of the dropouts themselves and their school records, as well, attest that real economic hardship was present in few instances. This might appear to be explained by the generally high national levels of economic activity. None of the areas surveyed, however, was an area of labor shortage and several of the communities had substantial labor surpluses during the period covered.



3. Age of Dropouts and Highest Grade Completed. Age 16 was the single year of age at which most dropping out occurred. Nearly 30 percent of the dropouts, however, were 18 or older at the time they left school--old enough to have graduated. Irrespective of age, about 40 percent of all the dropouts had completed a year or more of senior high school work (10th grade or above). The other 60 percent left at various years in the junior high school.

Chart 2.

GRADE AND AGE AT WHICH DROPOUTS LEFT SCHOOL*



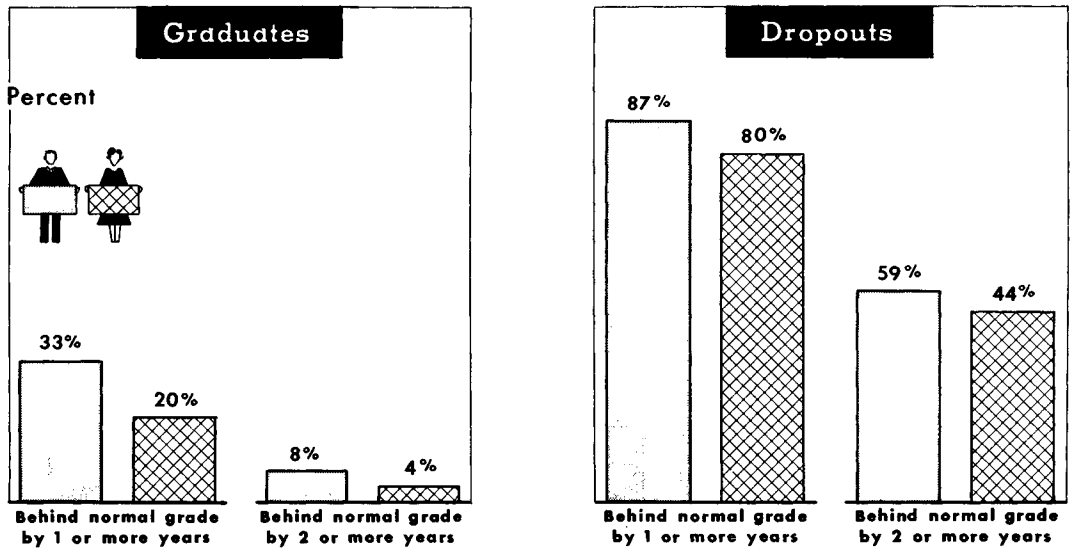
*Includes only those who had completed the 8th grade or above. Based on school records of all dropouts in 7 areas.

4. Mental Ability and Continuation of Education. The social waste resulting from failure to pursue an academic education beyond high school was not found to be numerically high in the communities studied. Only 16 percent of the graduates who did not go on to college and whose IQ's were known had IQ's above the normal range, i.e., 110 or over. There were differences among communities, of course. Applying the somewhat stricter standard of a score of at least 115, which is often used by educators in estimating ability to complete college successfully, the proportion of the graduates who did not go to college, dropped to 8 percent. The dropouts showed even less college potential than the graduates. Only about 6 percent of them had IQ's of 110 or above and only 2 percent of 115 or above. Here, again there were differences among the communities surveyed.

Thus, the major problem with respect to these dropouts may not have been so much the loss of potential college students as the likelihood that many of them could not have profited from senior high school courses. Successful completion of most senior high school subjects requires reading as a tool, and about one-third of the dropouts had IQ's which experience has shown are usually too low for acquiring adequate reading ability. On the other hand, the failure of the remaining two-thirds of these dropouts to complete senior high school may have represented a serious loss of potential craftsmen who, if they had finished, might have qualified for apprenticeship or other training for skilled occupations.

Chart 3.

EXTENT TO WHICH GRADUATES AND DROPOUTS WERE BEHIND THE NORMAL GRADE FOR THEIR AGE



Based on school records of all dropouts and graduates in 7 areas.

5. Vocational Education. Almost all the graduates, both boys and girls, had completed at least one vocational course, either commercial or industrial. This was also true for nearly two-thirds of both boy and girl dropouts. But there was an important difference between the graduates and the dropouts in the number of courses taken. For example, three-fifths of all the boy graduates had completed four or more industrial courses, compared with less than one-fifth of all the boy dropouts. The training of girl school leavers with respect to commercial courses followed a generally similar pattern. Two-thirds of all girl graduates had taken four or more commercial courses, compared with only 15 percent of the girl dropouts.

Completion of vocational courses by the boys seemed to have little effect on the type of entry jobs they obtained, and dropouts and graduates fared not too differently in this respect. For the girls, however, high school graduation, including commercial courses, opened the door to the typist-stenographer-bookkeeper occupations, whereas few of the girl dropouts were able to get such jobs. This raises the question whether it would be possible or practical to plan vocational courses for boys which are as directly related to the needs of employers in their respective communities as secretarial courses are to the needs of those who employ girls.

6. Labor Force Participation. Almost all boy school leavers who had remained in the areas surveyed (and for whom, therefore, this information was available) had entered the labor force, and about three-fourths obtained jobs fairly quickly. Of those who entered the labor force, more than half of the boy graduates and two-fifths of the dropouts actually found jobs in less than a week after starting to look. On the other hand, 10 percent of the boy dropouts had looked for 14 or more weeks before they had found jobs, compared with only 5 percent of the boy graduates.

Approximately 90 percent of the girl graduates interviewed had entered the labor force and more than half had found jobs in less than a week after starting to look. In contrast, only about 70 percent of the girl dropouts interviewed had ever entered the labor force, and of these, two-fifths had found jobs within a week after starting to look. Seven percent of the girl dropouts

had looked for 14 or more weeks before finding a job, compared with 4 percent of the girl graduates.

7. Outmigration. The generally favorable situation with respect to getting jobs in the area surveyed might have been different, had it not been for the substantial outmigration of young people, especially boys. Forty-eight percent of both boy dropouts and boy graduates--a total of about 1,500 individuals--had already left their home communities by the time of the interviews, thus reducing competition for available jobs. It is significant that, of all these boys who left their home areas, about half of the graduates and more than half of the dropouts had never had a regular job before leaving. A lower proportion of the girls had migrated from their home communities; again, a considerable proportion of these, especially the dropouts, had not worked before leaving.

8. First Jobs. Among those interviewed, substantial proportions of the first (or entry) jobs of both the boy and girl dropouts and of the boy graduates were unskilled. The proportions of the young people whose first jobs were in unskilled work ranged from 33 percent for boy graduates to 55 percent for girl dropouts. The proportion starting in sales jobs ranged from 12 percent for boy dropouts to 23 percent for girl dropouts, with the graduate groups falling in between. As might be expected for young inexperienced workers, many first jobs were of a type where advancement seemed limited, for example, those of filling station attendant, retail clerk, and delivery truckdriver. In several areas, sizable proportions were found in semiskilled factory jobs. The majority of the girl graduates found employment in office work, whereas girl dropouts were most likely to be employed as waitresses or in other unskilled work. Some of each group were factory operatives in the areas where such jobs were available for women.

9. Military Service. In the case of boys, military service often appeared to be a substitute for civilian employment. Of the 3,015 males who were included in the original interview sample, one-third were found to be in the Armed Forces at the time when interviews were conducted. This was a considerably higher proportion than the 20 percent of all males in the Nation, aged 17 to 21, who were in military service in the summer of 1957. When only the 1,500 outmigrant males were considered, the role of the Armed Forces as an "employer" was even more obvious. About 80 percent of the boy graduates and 75 percent of the boy dropouts who had left their areas by the time of interview, and whose status was known, were in military service.

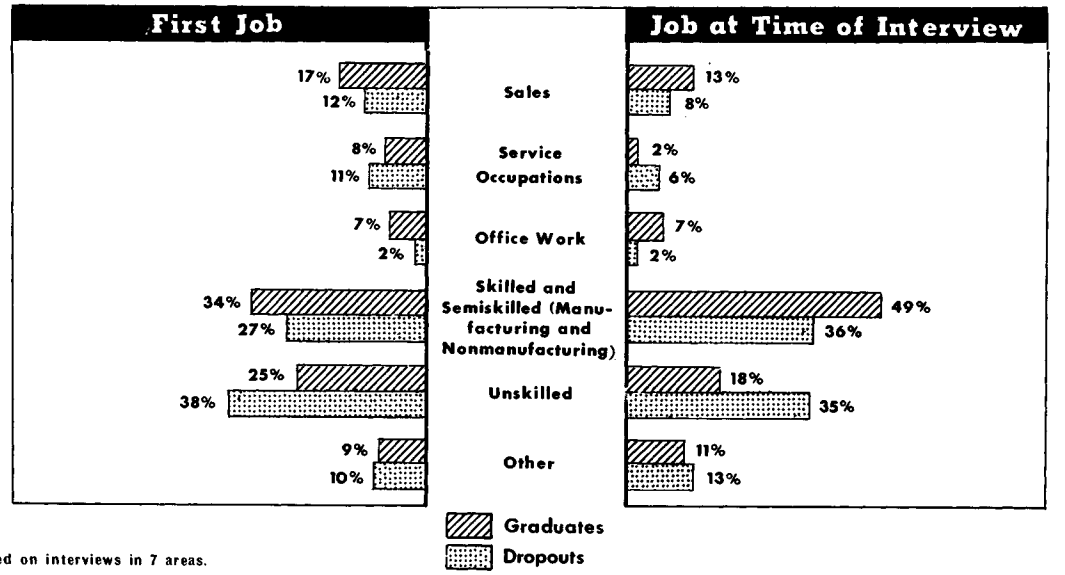
10. Jobs at Time of Interview. About 60 percent of all the school leavers employed at the time of interview were still in their first jobs. Many others were out of the labor force, and some few were unemployed. However, for the 40 percent whose jobs at the time of the interview were different from their first jobs, some progress had already been made by both graduates and dropouts. At the same time, a widening gap in the skill level of the jobs held by graduates and dropouts was becoming apparent. Nearly half of the boy graduates were in skilled or semiskilled jobs, whereas only a third had started in these classifications. More than a third of the boy dropouts were in skilled or semiskilled work at the date of interview, compared with a little more than a fourth of them at the time of their first jobs. The proportion of girl graduates in office work had increased to over 70 percent, compared with 60 percent in their first jobs; and among girl dropouts, the proportion in office work had increased to 16 from 11 percent.

11. Earnings. The graduates were earning considerably more on the jobs they held at the time of interview than were the dropouts. Among the boys, only 3 percent of the graduates were earning less than $40 a week, compared with 15 percent of the dropouts. In other words, five times as many dropouts as graduates were found to be at the lower end of the wage scale. Nearly a fifth of the girl graduates were earning $60 or more a week, compared with less than a tenth of the girl dropouts.

The jobs and wages of all the school leavers, of course, reflected differences in the economy of the areas where they worked as well as differences in their education. A boy's chances of earning $80 a week soon after leaving school depended first on whether he lived in an area where industry was paying such wages to beginning workers. However, if he had graduated from high school and $80-a-week jobs were

Chart 4.

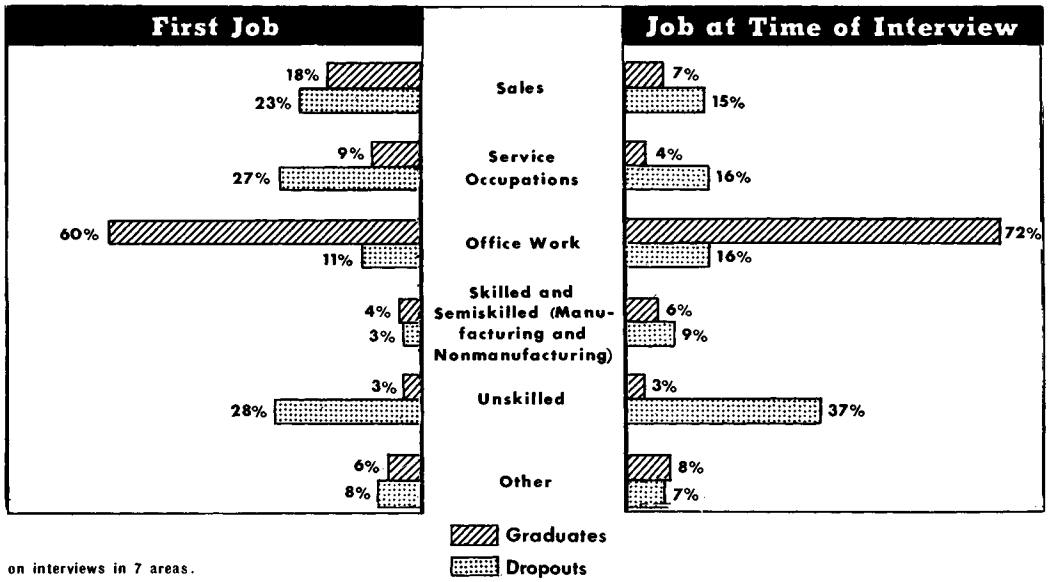
REGULAR JOBS OF MALE GRADUATES AND DROPOUTS



Based on interviews in 7 areas.

Chart 5.

REGULAR JOBS OF FEMALE GRADUATES AND DROPOUTS

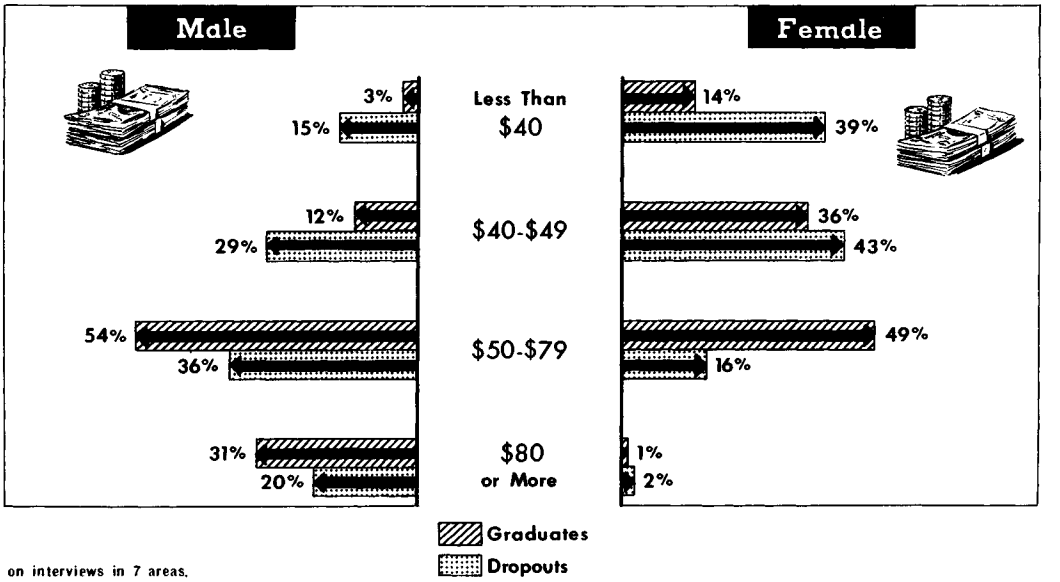


Based on interviews in 7 areas.

available in his community, he was more likely to get one than if he were a dropout. Generally speaking, the boy graduates got the better jobs open to inexperienced workers. Obviously, the girl graduates, with their training in specific skills for office work, had a very definite advantage over the girl dropouts from the beginning, since office skills were in high demand in almost every community.

Chart 6.

WEEKLY EARNINGS OF GRADUATES AND DROPOUTS ON THE JOB HELD AT TIME OF INTERVIEW



Based on interviews in 7 areas.

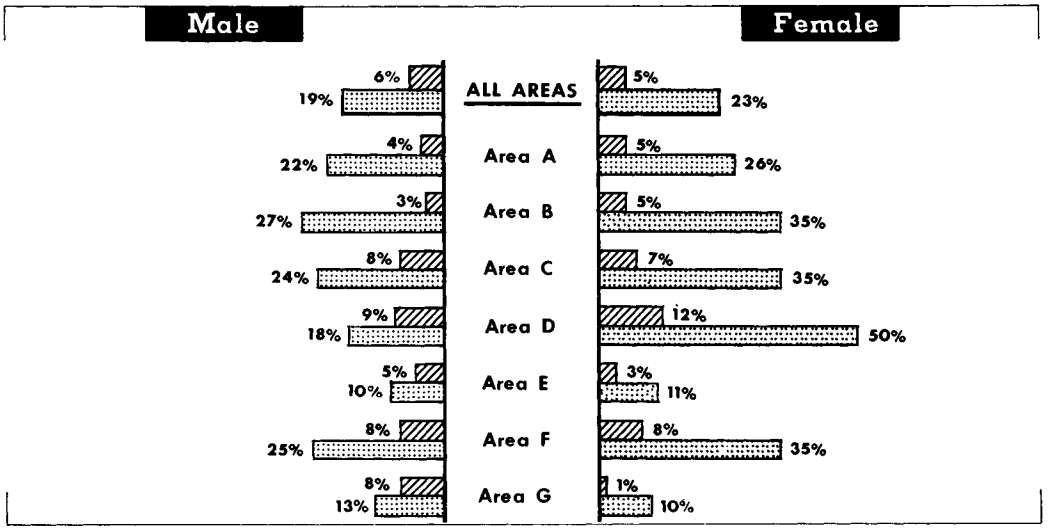
12. Amount of Unemployment. Graduates and dropouts experienced sharply different amounts of unemployment. As already noted, it took somewhat longer, on the average, for dropouts to obtain jobs in the first place. At the time of the interviews, the unemployed boy graduates as a proportion of those then in the labor force, ranged from 3 to 9 percent in the various communities, but among the dropouts, the proportion ranged from 10 to 27 percent. Among the girl graduates, the proportion of those in the labor force who were unemployed at the time of interview ranged from 1 to 12 percent, but among the girl dropouts, the range was from 10 to 50 percent.

Among the boys who had ever been in the labor force, the graduates had been unemployed an average of from 5 to 11 percent of their time since leaving school, while the dropouts averaged from 6 to 27 percent. For girls, the situation was comparable--graduates were unemployed from 4 to 11 percent of their time and dropouts from 10 to 26 percent. The more favorable experience of the graduates may have been due in part to the nature of their jobs, since they could be more selective--more able to choose those jobs likely to be permanent.

13. Unaccounted-for Time. In addition to unemployment, which is defined as time spent unemployed but actively looking for a job, the amount of "time unaccounted for" was of concern in these surveys. Unaccounted-for time was defined as time when the school leaver was not working or looking for work; was not in military service, or, in the case of girls, not married; had no disabling illness or accident; was not required to assume responsibilities at home because of hardship there; and, finally, was not in school. For such periods, the school leavers gave no specific reason for being out of the labor force. The responses which best described this situation were likely to be, for boys: "I was trying to make up my mind what to

Chart 7.

PROPORTION OF GRADUATES AND DROPOUTS UNEMPLOYED AT TIME OF INTERVIEW



Based on interviews in 7 Areas.

do''; and in the case of girls: ''My father doesn't want me to work,'' or ''I don't have to work.''

Only three of the areas surveyed provided data that could be used as a basis for observation on this point. In these areas, unaccounted-for time did not appear to be a serious problem for most boy graduates, even though some few apparently did spend months doing nothing. For the boy dropouts, the problem was more serious. Even though almost all of them had been in the labor force at some time, nearly one-third had unaccounted-for time, and this averaged well over 6 months for those with such time. These months when the boy dropouts were not even looking for work were not necessarily consecutive, but they represented, on the average, almost one-fourth of the time since this group had dropped out of school.

For the girls, both graduates and dropouts, the information on unaccounted-for time was much less precise. Marriage was considered a full-time job, and in the absence of more specific information, the date of marriage was assumed to be the date of leaving school. This last assumption probably resulted in an understatement of the amount of unaccounted-for time among girls who had married. Even so, about one-fifth of the girl graduates had unaccounted-for time, averaging almost a half year, or a fifth of their time since graduation. The girl dropouts had even more unaccounted-for time. About a fourth of them averaged nearly a year in this category, or more than a third of the total time since they left school.

CHAPTER II. CHARACTERISTICS OF SCHOOL LEAVERS WHEN THEY LEFT SCHOOL

In order to evaluate properly the material presented in this study, the reader needs to keep in mind the broad dimensions of the two sets of data on which the various conclusions are based.[4] In the seven areas surveyed, there were 21,887 school leavers, of whom 12,382 were graduates and 9,505 were dropouts. These constituted the universe for the study. From this universe, a sample of 6,830 was selected for personal interview, of whom 3,830 were graduates and 3,000 were dropouts; 3,311 were boys and 3,519 were girls. However, not all school leavers in the sample could be traced. Lack of a correct current address was one reason; others had moved away, leaving no close family or friends who could speak for them; a few had died, and a few were in institutions. Shrinkage in the sample from all these reasons totaled 500 persons or 7 percent for all areas combined.

Completed interviews totaled 6,311 (3,566 graduates and 2,745 dropouts); of these, 3,931 were with the school leaver in person (2,319 graduates and 1,612 dropouts). Relatives and friends supplied some information for another 2,380 school leavers (1,247 graduates and 1,133 dropouts) who, for one reason or another, were not currently living in their home community and therefore could not be interviewed personally. Information for this group did not include their detailed labor force experience. (See table D-1.)

The school records of the nearly 22,000 individuals form the basis for the composite profile of the school leaver as presented in this chapter, a profile which shows age at leaving school, sex, level of mental ability, highest grade completed, the school's recorded reason for dropping out, and the number of vocational courses completed. The dropouts' own reasons for leaving were those given to the interviewer by the individuals in the sample.

PERSONAL CHARACTERISTICS

Sex.--In all areas but one, more girls than boys graduated from high school but did not go on to college. The ratios ranged from 62 girls to 38 boys out of every 100 in one area to 49 girls and 51 boys out of 100 in another. In every area, however, more boys than girls dropped out of high school before graduating. The dropout ratios ranged from 52 boys and 48 girls out of every 100 in one area to 60 boys and 40 girls in two of the other areas. These ratios accord with observations made by many school administrators.[5]

Age.--The usual age at graduation was 18. The proportion of the graduates in these surveys who finished high school at this age ranged from 57 to 73 percent in six areas. (See table 1.) Those who graduated younger ranged from 6 to 12 percent, and those who were 19 or over ranged from 20 to 37 percent in the same six areas. In the seventh area, students were younger at graduation: 47 percent were under 18 and only 9 percent were past that age. This atypical age distribution may be due to the fact that this area was a single large city with well-enforced school attendance laws. Since inmigration had not been characteristic of this city for many years, it is probable that a large proportion of its high school graduates had entered school at age 6, whereas in the other surveyed areas, many may have come from farm

[4] For more detail, see appendix A, page 43.

[5] A genuine dropout rate, that is, the proportion of students who entered high school but did not finish, can be computed only from total enrollment figures in a school system. Only two of the area reports supplied these figures; their rates were 26 and 32 percent, compared with an average of 29 percent for large cities. The rate of 29 percent is the "voluntary withdrawal rate" for cities of 200,000 to 1 million population. This rate is not computed by comparing the number who entered the 9th grade and the number who graduated 4 years later. Instead, it follows the actual first-year class through the 4 years, omitting from the base in each succeeding year the new students who came in by transfer from other cities, and, in counting voluntary withdrawals, subtracting from the base those who left the school because they moved away, or were disabled or institutionalized. "Voluntary withdrawal" closely corresponds to the definition of dropout used in this study. For details on this method of computing the dropout rate, see Retention in High Schools in Large Cities, op. cit., p. 7.

TABLE 1.--Age of graduates at date of graduation, by area and sex

(Percentage distribution)

Area and sex	Total graduates		Age at graduation					
	Number	Percent	Under 16	16	17	18	19	20 and over
All areas	[1] 12,344	100	(2)	1	10	64	19	6
Male	5,459	100	(2)	(2)	8	59	24	9
Female	6,885	100	(2)	1	11	68	16	4
Area A	2,880	100	(2)	(2)	7	71	17	5
Male	1,459	100	(2)	(2)	6	66	21	7
Female	1,421	100	(2)	(2)	9	76	12	3
Area B	2,547	100	(2)	1	5	57	25	12
Male	1,100	100	(2)	1	4	49	31	15
Female	1,447	100	---	1	6	62	21	10
Area C	2,026	100	(2)	1	6	73	17	3
Male	882	100	(2)	1	9	65	20	5
Female	1,144	100	(2)	1	4	79	14	2
Area D	796	100	(2)	(2)	8	65	20	7
Male	333	100	---	---	6	59	25	10
Female	463	100	(2)	(2)	10	69	17	4
Area E	1,305	100	---	(2)	12	61	23	4
Male	495	100	---	---	8	54	32	6
Female	810	100	---	1	14	65	17	3
Area F	2,106	100	(2)	1	11	62	20	6
Male	896	100	(2)	(2)	9	57	25	9
Female	1,210	100	---	1	13	66	16	4
Area G	684	100	---	2	45	44	8	1
Male	294	100	---	1	35	47	15	2
Female	390	100	---	2	51	42	4	1

[1] Excludes 38 for whom age was not reported.
[2] Less than 0.5 percent.

areas and may have entered school at the mandatory age of 7, rather than the permissive age of 6. In October 1946, roughly the time when the students surveyed would have been entering the first grade, only 88 percent of the rural farm 6-year-olds in the United States were enrolled in school, compared with 96 percent of the urban 6-year-olds.[6]

[6] U.S. Bureau of the Census, Current Population Reports, Population Characteristics, Series P-20, No. 1, table 1.

The age of dropouts at leaving school is of more concern to educators and the community in general than is the age of graduates. It immediately raises the question of how dropouts are occupying their time and what their job future may be. The single year of age at which most dropping out occurred was 16. The range was from 25 to 39 percent in six areas; in the seventh, it was 65 percent. (See table 2.) But because school retardation usually occurs early in a student's career, many

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TABLE 2.--Age of dropouts at date of leaving school, by area and sex

(Percentage distribution)

Area and sex	Total dropouts		Age at date of leaving school							
	Number	Percent	Under 14	14	15	16	17	18	19	20 and over
All areas	[1]9,454	100	1	2	8	34	27	16	5	7
Male	5,418	100	1	2	6	32	28	18	6	7
Female	4,036	100	(2)	2	10	38	26	15	4	5
Area A	1,347	100	(2)	1	7	39	30	16	4	3
Male	696	100	(2)	1	3	36	32	18	6	4
Female	651	100	---	1	10	43	29	14	2	1
Area B	3,179	100	1	3	12	25	24	14	5	16
Male	1,894	100	2	3	11	23	25	14	5	17
Female	1,285	100	1	4	14	26	23	13	5	14
Area C	1,454	100	(3)	2	8	32	32	21	4	1
Male	855	100	(3)	1	5	33	34	21	5	1
Female	599	100	(3)	3	12	32	29	20	3	1
Area D	564	100	(3)	1	9	28	33	20	7	2
Male	312	100	(3)	1	9	23	34	22	9	2
Female	252	100	(3)	2	10	33	31	19	4	1
Area E	691	100	---	(2)	1	33	29	23	10	4
Male	416	100	---	---	(2)	25	31	27	12	5
Female	275	100	---	(2)	2	46	25	18	7	2
Area F	1,199	100	(2)	2	7	34	29	20	6	2
Male	668	100	---	2	7	31	28	23	7	2
Female	531	100	(2)	2	9	37	30	16	4	2
Area G	1,020	100	---	---	---	65	23	9	3	(2)
Male	577	100	---	---	---	63	24	10	3	(2)
Female	443	100	---	---	---	68	22	8	2	---

[1] Excludes 51 for whom age was not reported.
[2] Less than 0.5 percent.
[3] Included in age 14.

students reach age 16 without completing even the 7th grade. This group would not have been discovered in these surveys, because in four areas only those who had completed at least the 7th grade were included and, in three areas, only those who had completed the 8th grade or above. Thus, the total number of 16-year-old dropouts in a given area would probably be larger than these surveys indicate.

A substantial proportion of dropouts, on the other hand, were as old as many high school graduates. The 18-year and older age group constituted from 23 to 37 percent of all dropouts in six areas, but only 12 percent in the seventh. Viewing the age of the dropouts as a whole, the absorption of the majority, i.e. those 16 and over, into the labor force would not be hampered by the extreme youth that

would require them to secure work permits.[7]

In spite of the school attendance and labor laws, around 10 percent of the dropouts left school before age 16 in four of the seven areas. The labor laws may or may not have been well enforced, but those who dropped out and never applied for a work permit would be noticed only by the schools' attendance officers. Enforcement varied widely. In one area, there was no effective followup of school attendance. In another, no action was taken if the dropout was within a few months of age 16 by the time the school officer investigated. Many students who simply failed to appear when school reopened in the fall would thus have had the summer months, plus the time before the officer interviewed the parents, in which to move closer to age 16. School attendance laws are difficult to enforce unless the parents cooperate, or the dropout comes to the attention of the police, a court, or a social agency.

Generally, fewer girls than boys dropped out of school, but those who did tended to leave at younger ages. (See table 2.) In the seven areas surveyed, 50 percent of the girl dropouts were under 17, compared with 40 percent of the boy dropouts. At the same time, they were more likely to have kept up with the normal grade for their age.

Level of Mental Ability.--Although extreme youth is not, in general, a problem for dropouts with respect to availability for employment, many of them have other limitations. The level of mental ability, for example, is often a factor. Although educators are not in entire agreement on a satisfactory measure of intelligence or on the relationship between the intelligence quotient and dropping out of school, it is nevertheless true that the intelligence quotients[8] of dropouts in these surveys were definitely lower than those of the graduates not going to college. (See tables 3, D-2(a) and D-2(b).) This suggests one reason why dropouts discontinue their education. A quotient of 85 is the point below which successful completion of most high school subjects is regarded by educational authorities as generally difficult, since useful reading ability is not usually acquired below this point. Those with IQ's between 85 and 89 are usually slow learners; 90 to 109 represents the normal range; and 110 or above is regarded by educators as the level of ability needed for college work. Admittedly, an individual's motivation, study habits, and personality traits can partially offset his intelligence quotient, resulting in performance better or worse than the IQ itself would indicate.

Whatever the limitations of an IQ test may be in assessing the ability of any given individual, such a test does indicate what a group as a whole is capable of achieving. In the five areas reporting IQ's, only from 4 to 16 percent of the graduates had IQ's under 85, but from 23 to 35 percent of the dropouts were recorded under this level. Graduates with IQ's of 110 and over ranged from 9 to 22 percent in the five areas, compared with only 4 to 8 percent of the dropouts. If all those who dropped out before they reached the 8th or 9th grade had been included in this survey, an even larger percentage of low IQ's might have been found among dropouts.

According to these data, then, the number of qualified young people who did not go on to college was relatively small, particularly among the dropouts.[9] Factors other than intellectual ability are also involved in decisions not to continue formal education. Not all young people with college level IQ's want to attend college, nor do they necessarily make grades in high school which would be acceptable for college entrance. In addition, there are the girls who prefer early marriage and the boys whose interests are not academic.

Highest Grade Completed.--One of the purposes of this study was to obtain more

[7] Dropping out of school is no longer entirely a voluntary matter. Social concern with the welfare of young people has produced a body of legislation designed to protect health and provide education. In all six States in which these surveys were made, school attendance was obligatory until age 16. However, under the law in five of these States, permits could be issued for work during school hours to those 14 and over, under specified conditions. In two States, employment certificates were required to age 18, although full-time school attendance was not obligatory after age 16. In one State, no work permits were issued to those under age 16, and school attendance was required to age 16 except in a few exceptional cases. The Federal Fair Labor Standards Act prohibits the employment of children under 16 during school hours in the production or handling of any product for interstate commerce, thus further reducing the potential employment of those under 16.

[8] The Otis Mental Ability Group Test was the most widely used in the areas studied.

[9] For an evaluation on this point based on rank in class, rather than on IQ, see Dael Wolfle, Guidance and Educational Strategy (in Personnel and Guidance Journal, September 1958, p. 18).

TABLE 3.--IQ's of graduates and dropouts, five areas

Area	Total school leavers for whom IQ's were reported[1]		110 and over		90-109		85-89		Under 85	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Graduates									
All areas[2]-----	[3] 7,161	100	1,186	16	4,489	63	784	11	702	10
Area A----------	2,581	100	575	22	1,584	61	202	8	220	9
Area D----------	786	100	134	17	436	55	94	12	122	16
Area E----------	1,253	100	190	15	909	73	107	8	47	4
Area F----------	1,861	100	168	9	1,131	61	300	16	262	14
Area G----------	680	100	119	17	429	63	81	12	51	8
	Dropouts									
All areas[2]-----	[3] 4,032	100	256	6	1,945	48	601	15	1,230	31
Area A----------	1,177	100	94	8	599	51	163	14	321	27
Area D----------	475	100	36	8	214	45	60	12	165	35
Area E----------	628	100	30	5	349	55	106	17	143	23
Area F----------	798	100	32	4	344	43	149	19	273	34
Area G----------	954	100	64	7	439	46	123	13	328	34

[1] Based on Otis Mental Ability group test in 4 areas, and on Terman-McNamar in 1.
[2] Data for areas B and C were insufficient to warrant presentation.
[3] Excludes 612 graduates and 794 dropouts for whom IQ's were not reported.

information about the grade level and ages at which dropouts left school. (See tables 4 and D-3.) Although data for some of the seven areas studied included persons dropping out while they were still in the 7th or 8th grades, data in table 4 are confined, for all areas, to those who dropped out after completing at least the 8th grade.[10] Even on this basis, the surveys indicate that a substantial proportion of the dropouts never completed any year in senior high school (10th grade and above). About a third of the boys dropped out during this first senior high school year, leaving them with the 9th grade as their highest academic achievement. Of this group, more than one-third were age 16, the legal school-leaving age; 7 percent were younger, but 57 percent were 17 or over. About the same proportion of girls left school after completing the 9th grade, but they were somewhat younger than the boys. Half were age 16, 12 percent were younger, and only 37 percent were 17 or over.

The age distribution of those who left school during the 10th grade suggests that the attainment of age 16 was not necessarily the decisive factor in their dropping out. Perhaps the difficulties of the grade itself--the first year of senior high school--were at least in part responsible for the concentration of dropping out at this point.

Those dropouts who completed one or two grades at the senior high school level ranged from 33 to 52 percent in the seven areas, but in each of four areas this group totaled about two-fifths of all dropouts. There were no consistent differences by sex in any of the grade completion data.

[10] For complete coverage of those surveyed, see table D-3. This includes data for three areas where those who dropped out during the 8th grade were included and for one area where a large "ungraded" group was classified as having completed less than the 8th grade.

TABLE 4.--Highest grade completed by dropouts who completed 8th grade or above, by area and sex

(Percentage distribution)

Area and sex	Total dropouts		Highest grade completed			
	Number	Percent	8th	9th	10th	11th
All areas	[1] 8,829	100	27	32	21	20
Male	5,009	100	27	33	19	21
Female	3,820	100	26	31	24	19
Area A	1,347	100	18	30	31	21
Male	696	100	20	31	26	23
Female	651	100	15	28	37	20
Area B	3,179	100	35	25	11	29
Male	1,894	100	35	25	10	30
Female	1,285	100	36	24	13	27
Area C	1,319	100	18	38	30	14
Male	769	100	17	44	27	12
Female	550	100	19	31	34	16
Area D	543	100	13	44	28	15
Male	302	100	14	45	27	14
Female	241	100	12	43	30	15
Area E	674	100	27	33	26	14
Male	405	100	21	35	28	16
Female	269	100	37	31	21	11
Area F	1,065	100	33	32	23	12
Male	572	100	37	32	20	11
Female	493	100	28	33	26	13
Area G	702	100	20	47	23	10
Male	371	100	22	45	22	11
Female	331	100	18	49	24	9

[1] Excludes 630 who completed less than the 8th grade and 46 for whom grade completed was not reported.

As already noted, however, girls tended to drop out at somewhat younger ages than boys, and at the same time they tended to be found more often in the normal grade for their age. The proportion of dropouts who completed the 10th or 11th grade is shown in the following tabulation:

	Areas						
	A	B	C	D	E	F	G
Total ---	52	40	44	43	40	35	33
Male ---	49	40	39	41	44	31	33
Female--	57	40	50	45	32	39	33

From the point of view of keeping those young people in school who might profit from high school graduation, the ones who dropped out in the 12th grade (or who failed to return to school after completing the 11th grade) are of particular interest. From 10 to 15 percent in five areas and over 20 percent in two others dropped out at the threshold of or during their final year, presumably within reach of high school graduation. (See table 4.) Over-age was undoubtedly a factor for many, but not for the two-thirds who were only 18 or younger

in the 12th grade. It is this group which probably should get more encouragement from teachers and counseling officers to remain in school long enough to graduate.

School Retardation.--Most students enroll in the first grade of elementary school between their sixth and seventh birthdays, and if they progress at the anticipated rate of one grade a year, they should complete the 12th grade before their 19th birthday.[11] In terms of this schedule, over four-fifths of all dropouts in these surveys were behind their normal grade by 1 year or more, the proportions in six areas ranging from 81 to 94 percent, with a low of 73 percent in the one other area. Thus, most of these dropouts, had they remained in school, would have been at least 19 years old when they graduated. (See table 5.) In the same six areas, from 49 to 68 percent were retarded by at least 2 years. Had they remained in school and progressed at the normal rate of one grade a year, they would have been at least 20 years old when they graduated.

These studies showed a definite sex difference in terms of keeping up with the normal grade. In every area studied, higher proportions of boys than girls were retarded, particularly among those who were retarded by at least 2 years.

It is apparent from a variety of data and from observation that much retardation occurs before the student reaches secondary school.[12] This was also true in the present surveys. (See table 6.) Forty-five percent of the 16-year-old dropouts had completed only the 8th grade or less. Those who had completed the 8th grade would be at least 20 years old at the time of graduation, if they had remained in school. One-fifth of all 17-year-old dropouts covered by the survey had completed only the 8th grade or less. They would have been at least 21 years of age before graduating from high school, had they stayed in school and progressed at the rate of a grade a year--which obviously had not been their rate in the past. As Eleanor Bernert well expresses it, "The road to graduation is a long one, and perhaps a lonely one, for the majority of their age mates have already been graduated."[13]

The graduates in this survey were also to some extent retarded. One-fourth of them were age 19 or over and 6 percent were at least 20 when they finished high school.

The results of these surveys bear out, for specific communities, the observations on grade retardation that Miss Bernert made on a national basis. In writing of the entire school population, not only the dropouts, she says, "The problem of retardation in this Nation is not a small one; over 4 million pupils 8 to 18 years old were retarded in their age-grade school progress in April 1950. About 1.6 million were two or more grades behind their expected performance levels. At the high school ages, over one-fourth of the school youths were enrolled in grades below the one expected of them; 850,000 of them, or approximately 12 percent, were enrolled in grades that were at least two or more grades below the expected performance of their age mates. Thus, for every 8 school youths 14 to 17 years of age, two were lagging behind in their school performance, and one of those two is at least two or more grades behind his age mates who have maintained expected levels of age-grade performance. This is evident despite social promotion, the actual extent of which is not known."[14]

[11] Eleanor H. Bernert gives a more detailed scale. "Expected grades completed" for 18-year-olds are grades 12 to 13 (first year of college). Eighteen-year-olds "retarded by 1 year" are those in the 11th grade and "by more than 1 year" in grades 1 to 10. See Eleanor H. Bernert, America's Children, New York, John Wiley & Sons, 1958, p. 66.

[12] "Retardation appears to be a cumulative process, starting at a relatively low rate (about 5 percent) among the 8-year-old pupils, increasing steadily with each increase in age, and reaching a peak of over 25 percent for 15-year-olds. After age 15, a slight drop occurs in the percentage of pupils in retarded grades (24 and 22 percent for the 16- and 17-year-olds, respectively). At age 18, a slight increase in retardation is apparent (23 percent)." Bernert, op. cit., p. 69.

[13] Bernert, op. cit., p. 70.

[14] Bernert, op. cit., p. 65.

TABLE 5.--Grade retardation of dropouts, by area and sex

Area and sex	Total dropouts	Dropouts retarded--[1]			
		By 1 or more years		By 2 or more years	
		Number	Percent	Number	Percent
All areas	[2] 9,408	7,893	84	4,985	53
Male	5,386	4,691	87	3,203	59
Female	4,022	3,202	80	1,782	44
Area A	1,347	988	73	473	35
Male	696	562	81	314	45
Female	651	426	65	159	24
Area B	3,179	2,577	81	1,673	53
Male	1,894	1,569	83	1,094	58
Female	1,285	1,008	78	579	45
Area C	1,428	1,203	84	736	52
Male	837	741	89	480	57
Female	591	462	78	256	43
Area D	561	478	85	276	49
Male	309	271	88	175	57
Female	252	207	82	101	40
Area E	674	633	94	456	68
Male	405	392	97	280	69
Female	269	241	90	176	65
Area F	1,199	1,084	90	748	62
Male	668	621	93	476	71
Female	531	463	87	272	51
Area G	1,020	930	91	623	61
Male	577	535	93	384	67
Female	443	395	89	239	54

[1] Defined as behind the normal grade for their age. This does not necessarily mean that they were "mentally retarded" in the technical sense of the term.
[2] Excludes 97 for whom age and/or highest grade completed were not reported.

REASONS FOR DROPPING OUT

Educators, and the public in general, are probably more interested in reasons for dropping out of school than in any other phase of the dropout problem. Although these surveys, like most others dealing with this subject, are inconclusive in this respect, they do point up certain factors rather sharply and suggest others that invite further exploration. One unusual aspect of these studies is that two distinctly different sources of information on reasons for dropping out were used: First, the reasons as recorded by the school for the "universe"[15] of dropouts and second, those given by the group of dropouts who were personally interviewed in 1956 and 1957. (See tables 7, 8, D-4, and D-5.)

Neither source, however, is entirely satisfactory. Terminal interviews with dropouts were not the general rule in most

[15] The term "universe" means the entire number in the category under survey.

TABLE 6.--Age and highest grade completed by dropouts, all areas

Age at leaving school	Total dropouts		Highest grade completed					
			8th grade or less			9th		
	Number	Percent	Number	Percent		Number	Percent	
			All areas	All areas	7-area range	All areas	All areas	7-area range
All ages---------	[1] 9,408	100	2,964	31	17-45	2,777	30	25-42
Under 16---------	971	100	662	68	37-83	249	26	16-63
Age 16-----------	3,220	100	1,447	45	22-59	1,169	36	31-59
Age 17-----------	2,572	100	529	21	11-30	884	34	25-43
Age 18-----------	1,543	100	153	10	5-19	340	22	12-31
Age 19 and over--	1,102	100	173	16	4-21	135	12	10-22

Age at leaving school	Highest grade completed--Continued					
	10th			11th		
	Number	Percent		Number	Percent	
	All areas	All areas	7-area range	All areas	All areas	7-area range
All ages---------	1,900	20	11-31	1,767	19	7-29
Under 16---------	24	2	2-8	36	4	1-17
Age 16-----------	480	15	8-32	124	4	4-11
Age 17-----------	707	27	18-39	452	18	7-26
Age 18-----------	475	31	20-42	575	37	22-52
Age 19 and over--	214	19	9-44	580	53	30-60

[1] Excludes 97 for whom age and/or highest grade completed were not reported.

of the areas studied and indeed the schools did not always know that a given student was a dropout until he failed to appear when school reopened after the summer vacation. The notations made on the school records sometimes appear to have been entered without much knowledge of the individual case. For example, "reached age 16" occasionally appeared on the records of students who were, according to the same records, 17 or older when they left school. In some of the surveyed areas the records were complete, with a reason recorded for every student who dropped out, but in two areas such records were missing for about one-third of the dropouts--a factor which might also produce some bias in the overall data.

Reliability of the interview data is also open to question in some cases. When a dropout was asked by an interviewer why he left school, he might give some very specific reason such as, "I left to get married," or "I wanted to enlist," although the age of the individual at time of leaving belied the reason given. For example, a few boys who left school at age 14 reported that they left to go into military service, and a few girls of the same age reported marriage as the reason. The real reason for many, irrespective of their age, may well have been a composite of things which made continued school attendance less attractive than various alternative plans.

Another factor influencing the interview replies would be the normal shift in a person's own interpretation of his reason after the passage of time. Since the personal interview occurred no less than 1 year

and in some cases as much as 4 to 5 years after the person dropped out of school, what had actually happened to him in the meantime might have become the reality for him but a quite different reality from what had influenced him at the time he made his original decision.

Grade Retardation.--Irrespective of what the school records showed or what the school leavers themselves may explicitly have stated, the fact of grade retardation was no doubt a contributing reason for dropping out. Not all dropouts had low IQ's, although a large proportion did have IQ's below 90. It seems reasonable to assume, however, that whatever the cause for retardation, most 17-year-old boys or girls would be reluctant to remain in classes where the average student was 14, nor would they want to remain in high school until age 21 in order to graduate. Even the 16-year-olds would be sensitive to the age difference between themselves and their 14-year-old classmates, and the prospect of staying in high school until age 20 would probably seem discouraging.

Dissatisfaction With School.--When the school records and the personal interview data are analyzed, one major reason for leaving stands out clearly--dissatisfaction with school, described here as "adverse school experience." This term includes a number of things, such as failure which results in grade retardation, dislike of individual teachers, and general lack of interest. According to the school records, it is the most important single reason for dropping out--more important than leaving to go to work or to enter military service for the boys or marriage for the girls. Of the more than 7,000 dropouts for whom the schools had information on reasons for leaving, nearly one-fourth were recorded as having left because of dissatisfaction with school. The proportions in individual areas ranged from 3 to 11 percent in four, and from 32 to 58 percent in the others.

TABLE 7.--Reasons for leaving school as shown on school records, by area and sex

(Percentage distribution)

Area and sex	Total dropouts		Reasons for leaving school								
	Number	Percent	Reached age 16	Work	Marriage	Military service	Moved within area	Adverse school experience	Adverse home circumstances	Health	Other
All areas	[1]7,622	100	17	18	([2])	([3])	5	22	4	5	11
Male	4,268	100	18	22	1	14	4	24	3	4	10
Female	3,354	100	15	13	21	([4])	5	20	5	9	12
Area A	1,347	100	---	14	([2])	([3])	1	48	2	4	8
Male	696	100	---	19	1	8	1	55	1	2	13
Female	651	100	---	10	38	([4])	1	40	3	6	2
Area B	1,846	100	---	26	([2])	([3])	---	3	1	13	33
Male	1,033	100	---	35	1	23	---	4	1	7	29
Female	813	100	---	14	23	1	---	3	1	21	37
Area C	1,444	100	58	9	([2])	([3])	13	4	1	3	5
Male	853	100	64	9	1	3	12	5	([4])	3	3
Female	591	100	50	10	10	([4])	16	2	---	3	9
Area D	483	100	29	11	([2])	([3])	24	8	2	2	7
Male	272	100	33	14	([4])	14	20	10	1	1	7
Female	211	100	24	9	19	1	29	5	2	3	8
Area E	646	100	14	24	([2])	([3])	1	32	11	3	---
Male	393	100	7	28	1	20	1	34	9	1	---
Female	253	100	25	18	8	---	1	28	14	6	---
Area F	836	100	25	18	([2])	([3])	4	11	4	4	---
Male	444	100	26	24	2	27	2	14	2	3	---
Female	392	100	24	13	37	1	5	7	7	6	---
Area G	1,020	100	---	18	([2])	([3])	1	58	15	3	---
Male	577	100	---	20	([4])	7	1	58	12	3	---
Female	443	100	---	16	3	---	([4])	59	19	3	---

[1] Excludes 1,883 for whom reasons for leaving were not reported, of which 1,333 were in area B.
[2] Because of small number of boys involved, total for both sexes is not shown.
[3] Because of small number of girls involved, total for both sexes is not shown.
[4] Less than 0.5 percent.

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Some of the wide variation in these proportions may be due to different criteria used by the school officers who kept the records. Although some bias may also be caused by lack of information for about one-fifth of all dropouts, it is significant that the two areas having the most complete data also recorded the highest proportion of students leaving specifically because of dissatisfaction with school. It is also probable that a considerable proportion who were recorded as having left because they had "reached age 16" actually left as soon as they could because they simply didn't like school. (See table 7.) The possibility that the school records actually understate this reason is supported by the fact that 35 percent of the dropouts who were interviewed claimed adverse school experience as their reason, ranging, again rather widely, from 15 to 18 percent in three areas to from 28 to 63 percent in the four others. (See table 8.)

The question naturally comes to mind whether those students whose IQ's fall below the normal range leave more frequently because of adverse school experience than do those with IQ's above the normal range. Analysis of the interview data for four areas indicates that of all the dropouts directly interviewed and whose IQ's and reasons for leaving were known, 46 percent gave adverse school experience as their reason for leaving. (See table D-5.) Of those with IQ's of less than 90, 53 percent gave this as their reason, and of those with IQ's of 110 and over, 39 percent gave the same reason. However, the number of those with high IQ's who gave this reason was small.

A definite relationship appeared between highest grade completed and adverse school experience as a reason for dropping out. As higher grades were completed, the proportion of dropouts who gave this as their

TABLE 8.--Reasons for leaving school as given by dropouts who were interviewed, by area and sex

(Percentage distribution)

Area and sex	Total dropouts		Reasons for leaving school								
	Number	Percent	Reached age 16	Work	Marriage	Military service	Moved within area	Adverse school experience	Adverse home circumstances	Health	Other
All areas----	[1] 1,559	100	5	18	([2])	([3])	([4])	35	8	6	10
Male-------	749	100	6	25	3	6	([4])	38	7	5	10
Female-----	810	100	4	12	27	([4])	([4])	32	9	7	9
Area A-------	264	100	1	25	([2])	([3])	1	28	4	8	---
Male-------	109	100	2	43	6	6	---	32	5	6	---
Female-----	155	100	1	13	47	---	1	25	5	8	---
Area B-------	235	100	---	15	([2])	([3])	---	16	([4])	8	38
Male-------	113	100	---	19	3	11	---	20	---	6	41
Female-----	122	100	---	11	29	2	---	11	1	11	35
Area C-------	213	100	23	18	([2])	([3])	---	15	8	6	11
Male-------	119	100	28	23	4	2	---	18	7	7	11
Female-----	94	100	16	11	35	---	---	13	9	5	11
Area D-------	130	100	18	20	([2])	([3])	---	18	8	5	11
Male-------	60	100	18	32	---	7	---	20	8	2	13
Female-----	70	100	18	10	31	---	---	16	9	7	9
Area E-------	196	100	---	28	([2])	([3])	---	42	4	5	6
Male-------	95	100	---	33	3	13	---	40	3	2	6
Female-----	101	100	---	23	14	---	---	44	5	8	6
Area F-------	166	100	---	11	([2])	([3])	2	38	8	10	5
Male-------	66	100	---	21	1	12	3	44	6	8	5
Female-----	100	100	---	5	33	---	1	34	10	12	5
Area G-------	355	100	---	13	([2])	([3])	---	63	17	2	1
Male-------	187	100	---	15	---	1	---	66	14	3	1
Female-----	168	100	---	11	6	---	---	60	19	2	2

[1] Excludes 50 for whom reasons for leaving were not reported.
[2] Because of small number of boys involved, total for both sexes is not shown.
[3] Because of small number of girls involved, total for both sexes is not shown.
[4] Less than 0.5 percent.

reason ranged steadily downward, from almost half who had completed no more than the 8th grade to one-fourth of those who had completed the 11th grade. This suggests a connection with grade retardation, which in many cases is related to lower intelligence levels.

Work.--The second most important specific reason given for leaving school was to go to work. Almost one-fifth of all dropouts for whom this type of information was available left for this reason, ranging among the areas from 9 to 26 percent according to the school records, and from 11 to 28 percent according to the interviewed dropouts themselves. There was little variation in the proportions who left school toward the end of their 4 years in order to go to work and those who dropped out in the earlier years for this reason. Of all the dropouts, boys and girls combined, about 20 percent in each grade from the 9th through the 11th gave work as their reason for leaving, compared with only slightly less (15 percent) of those whose highest grade completed was the 8th or lower. (See table D-4.)

Generally speaking, economic incentives appear to be less important currently as a cause for leaving school than has been the case in the past. It is reasonable to assume, for example, that boy dropouts would be working, or at least looking for work, as soon as they left school unless they had left because of ill-health. But according to their statements to the interviewers, many delayed for a considerable time before starting to look for work. From 7 to 30 percent in the various areas said they waited a month or longer before starting to look, and from 3 to 24 percent said they waited 10 weeks or longer, even though so simple a thing as making inquiries of relatives and friends was considered "looking." (See table D-9.)

Marriage.--Both school records and interview data indicate that, for the girls, marriage was an important reason for leaving school, but the proportions varied widely by area in both sets of data. According to the school records, those leaving to get married ranged from 23 to 38 percent in three areas, but only from 3 to 19 percent in the other four. Interview data showed similar wide differences among the areas. For all areas combined, over one-fourth of the girls interviewed gave marriage as their reason for leaving, but in two areas this proportion was only 6 and 14 percent; in the five others, the range was from 29 to 47 percent. In all but one area, the proportion who gave this reason was substantially higher than the school records indicated. This supports the supposition that "reasons" given in the interviews reflect what had actually happened after the student left school, rather than the precise motivation at the time of leaving.

Because of the age factor, the proportions who gave marriage as their reason for leaving increased with grade completed, ranging steadily upward from 14 percent of those who had completed less than the 9th grade to over half of those who had completed the 11th. The increase is particularly great between those completing the 10th and 11th grades--from 34 to 53 percent.

Although the data themselves show marriage as an important reason for quitting school, it is possible that this complex motivating cause is actually understated. Statistical data for 1956 for the Nation as a whole indicate that one-fourth of all women now marry before age 18--which is the usual age of graduation. The broader implications of this fact are well expressed by Dr. Eli Ginzberg: "If more and more young women become engaged at 17 or 18, and marry at 19 or 20, the others are inevitably under pressure to follow suit--first to establish to themselves and their families their ability to win a suitable man; and secondly, to protect their position by insuring that their friends do not pick off the most desirable men."[16] Since most girl dropouts are older than their classmates, their interest in marriage might well take precedence over making the necessary effort to stay in school and graduate.

In the case of the boys, relatively few appear to have left school in order to marry, the proportions never rising above 2 percent in any area, according to school records, and exceeding 4 percent in only one area, according to the interviews. However, in view of the current cultural pattern of early dating and early marriage, many of the older boys who were behind their normal grade may have been reluctant to stay in high school long enough to graduate, thereby

[16] Eli Ginzberg, The Changing Pattern of Women's Work: Some Psychological Correlates, (in American Journal of Orthopsychiatry, Vol. XXVIII, No. 2, New York, April 1958, p. 318).

postponing the time when they could establish families of their own. It is not improbable that leaving "to go to work" was motivated in many cases by their wish to marry as soon as possible rather than by the pressure of economic need in their parental homes.

Military Service.--It is very difficult to get a complete story from the surveys on how much dropping out was attributable to voluntary enlistment in the Armed Forces. School records tell something. Overall, they indicate that only 14 percent of the boys left for this reason--ranging from less than 10 percent in three areas to about one-fourth in two others. Age, of course, was a factor here since the lowest enlistment age, for all the services, is 17 years and Selective Service policy for some years has been automatically to defer boys in high school until they reach age 20.

Comparison of the interview data with the school records has little validity, since only those boys who had completed their military service and had returned to their home communities could have been interviewed.[17] The interview data, therefore, are inevitably an understatement on this point. Of all the interviewed group, only 6 percent gave military service as their reason for having left school. Among those who left school at age 16, only 3 percent gave this as their reason, compared with 8 percent of both the 17- and 18-year-olds and 11 percent of those 20 or over. The grade completion pattern conforms with the age pattern, ranging steadily upward from 4 percent of those who had completed no more than the 8th grade to 13 percent of those who had completed the 11th.

An important factor about military service is its role in connection with the labor market adjustment of school leavers. The high proportion of boys in the original interview sample who could not be interviewed because they were in military service indicates that enlistment offered an acceptable alternative to continuing in school or getting a job. The proportion of outmigrant boy dropouts who left their home communities to enter the service, as reported by their families or friends, gives further indication of this choice. In the various areas, from 39 to 82 percent of all the outmigrant boy dropouts whose current activity was known were in military service at the time of the interviews. (See table 13.) In the absence of direct contact with the boys themselves, however, it is difficult to say to what extent they dropped out of school because they intended to enlist or whether a subsequent decision to enlist was reached when they found that suitable civilian employment was difficult to obtain.

Health.--Poor health was a comparatively minor reason for leaving school. According to the school records, 5 percent left for this reason and according to the dropouts themselves, 6 percent overall, but in one area as many as 10 percent gave this as their reason. Although in most areas more girls than boys gave this explanation, the proportion for both sexes was high for an age group as young as this.

TRAINING FOR WORK WHILE IN SCHOOL

Vocational Education.--How much vocational preparation did the school leavers have when they terminated their schooling? The level of their general education (highest grade completed) has already been discussed. This, however, is not the whole story. As part of their high school training, many boys had taken vocation-related courses such as machine shop, metalworking, welding, woodworking, general shop, mechanical drawing, printing, and auto mechanics; girls took commercial courses such as typing, stenography, and bookkeeping.[18]

In the six areas for which this information was available, almost all graduates who did not go on to college had taken at least one vocational course--from 92 percent in one area to 100 percent in three others. (See table D-6(a), (b), (c).) The boy graduates who had taken such courses ranged from 84 to 100 percent, and the girl graduates ranged from 93 to 100 percent. Lesser proportions, however, had had more than a mere introduction to vocational education. In one area only 1 percent of the boy graduates who had taken industrial courses had completed four or more such

[17] Followup for personal interview was confined to the area surveyed. Information on whether a boy was currently in the service was obtained from parents or neighbors.

[18] Because of difficulties of classifying courses, vocational education as used here includes courses in trade and industrial education and industrial arts.

courses while in another area, at the other extreme, 88 percent of the boy graduates with any vocational education had taken four or more such courses. For all areas combined, the proportion was 71 percent, which equals three-fifths of all the boy graduates. Of the girl graduates who had completed commercial courses, those completing four or more courses ranged from 11 percent in one area to 87 percent in another, or 70 percent for all areas combined. This is two-thirds of all the girl graduates.

The dropouts had taken fewer vocational courses than the graduates. This is not surprising, since vocational courses are given most often in the later grades which were never reached by the early dropouts. The proportion of dropouts, both sexes combined, who had completed at least one vocational course ranged from 54 to 88 percent, the boy dropouts ranging from 54 to 91 percent and the girl dropouts from 50 to 83 percent. However, those with more substantial training were rarer than among the graduates. Of the boy dropouts who had taken industrial courses, the proportion who had completed four or more such courses ranged from 4 percent in one area to 51 percent in another. For all areas combined, this was 28 percent, or less than a fifth of all boy dropouts. The girl dropouts completing four or more commercial courses ranged from 6 to 54 percent of those with such courses, or less than a third for all areas combined. This constitutes about 15 percent of the group as a whole.

Evidently, the availability of vocational courses and their "required" status varied widely in the different school systems surveyed. For those school leavers in the sample who were directly interviewed, some information on the availability of vocational courses was forthcoming, arising out of the question, "How could school have been more useful to you?" Although only small proportions of students responded to this question (about 40 percent of the graduates and 30 percent of the dropouts), a fourth of the boy dropouts who had an opinion and slightly more among the girl graduates said they would have liked more industrial and commercial courses. Only insignificant proportions of the boy graduates and girl dropouts made any comment on this point.

Vocational Counseling.--Vocational guidance and counseling programs as well as vocational education courses play an important part in a student's preparation for earning a living. In view of this, the percentage of those who reported having had vocational guidance or counseling is of interest. The lower proportion of dropouts who had been counseled was probably due to the fact that many of them did not stay in school long enough to reach the grade level where counseling programs were available.

When asked how school could have been more useful, nearly a fourth of the boy graduates who expressed an opinion suggested more vocational counseling, and in two areas both boy and girl dropouts mentioned that vocational counseling would have been helpful. It is not possible to tell from the interview questionnaires whether the school leavers who mentioned a guidance program had received little vocational counseling or whether, having had some, they wanted more. The number of school leavers interviewed and percent who reported having vocational counseling is shown in the following tabulation:

Area[1]	Graduates		Dropouts	
	Number	Percent	Number	Percent
A.....	426	63	272	27
B.....	302	54	235	31
C.....	343	54	245	26
D.....	270	49	140	24
E.....	482	70	196	42

[1] Data on vocational counseling not available for 2 areas.

CHAPTER III. WORK EXPERIENCE OF SCHOOL LEAVERS

WORK EXPERIENCE WHILE IN SCHOOL

Many school leavers had worked in gainful employment while still in school, either during summer vacations or during the school year--after school hours or on weekends. Much higher proportions of graduates than of dropouts reported such work experience--70 percent compared with 40 percent. Graduates were generally older during their school years than dropouts and therefore were more eligible for work in terms of age. Approximately 90 percent of them were 18 or over when they completed high school, contrasted with only 28 percent of the dropouts who were 18 or over when they left.

Boys, both graduates and dropouts, reported work experience more frequently than did girls. The proportion of boy graduates who had worked ranged from 45 percent in one area to 86 percent in three others, compared with 35 to 79 percent of the girl graduates. The proportion of boy dropouts who worked ranged from 27 to 69 percent, and of the girl dropouts from 18 to 42 percent. (See table D-7.) Most reported that their jobs while in school had lasted at least a month. No information was collected on how these jobs were obtained, whether by individual initiative, through the public employment service, or through the school's vocational or placement programs.

In all areas, both graduates and dropouts held about the same types of jobs while they were still in school. All such jobs necessarily had to be adapted to part-time schedules--work during summer months, or after school hours, or on weekends. The boys usually worked at common labor jobs, as sales clerks, at filling stations, and in one area, in agriculture. The girls most commonly held salesclerk and waitress jobs while they were still in school, irrespective of whether they became graduates or dropouts.

In two areas, formal school-work programs were in operation. These programs covered trades, industry, office training practice, and merchandising and distributive education (retail sales). In one of these areas, six coordinators and one supervisor and in the second and smaller area, three coordinators were operating the programs. Of all the graduates in these two areas who worked while in school, 200 (or more than 40 percent), worked in these cooperative programs. Since, with few exceptions, these programs were open only to seniors, they had little effect on the work experience of dropouts.

Although work experience is generally considered important and constructive in the growing-up process, many of the students who had worked while in school were negative about the value of their work experience. About three-fifths of both the boy graduates and the boy dropouts who had worked, and over half of both the girl graduates and girl dropouts felt, for example, that their work experience had not helped them in finding jobs after leaving school. (See table 9.) With respect to earnings, over (60 percent) of both boy graduates and dropouts, 72 percent of the girl graduates, and 55 percent of the girl dropouts said that their earnings were not an important factor in enabling them to stay in school. Family pride may have caused students to be reluctant to say they "had" to work. Or perhaps their responses may be another indication that economic pressure was not felt by most school leavers.

FAMILY STATUS AT TIME OF INTERVIEW

One of the commonly observed social phenomena of the postwar years has been the rapidly stepped-up marriage rate of young people. In 1957, more girls were marrying at 18 and more boys at 21 than at any other single year of age. In view of this general situation, the extent to which young people in the communities surveyed were assuming responsibility for families of their own is of interest.

On the basis of interviews with school leavers or their families in six areas, it is clear that these young people as a group should not be looked upon as juveniles. Within a few years after leaving

TABLE 9.--Opinions of graduates and dropouts on value of work experience and earnings while in school, all areas, by sex

All areas	Number reporting on value of work experience or value of earnings	Those reporting work experience or earnings not helpful	
		Number	Percent
Work experience:			
Graduates	[1] 1,544	824	53
Male	570	332	58
Female	974	492	51
Dropouts	[1] 601	345	57
Male	340	204	60
Female	261	141	54
Earnings:			
Graduates	[2] 1,546	1,050	68
Male	572	350	61
Female	974	700	72
Dropouts	[2] 603	363	60
Male	342	219	64
Female	261	144	55

[1] Excludes 68 graduates and 21 dropouts who did not report whether or not work experience helped in getting a job later.

[2] Excludes 66 graduates and 19 dropouts who did not report whether or not earnings helped them to stay in school.

school, two-fifths of both graduates and dropouts had married. (The area in which all the school leavers were interviewed only 1 year after terminating their schooling was omitted from this tabulation.) Half of the married graduates and over two-thirds of the married dropouts had children. (See tables 10, D-8(a), and D-8(b).)

Much higher proportions of the girls than of the boys had married by the time of interview. Half the girl graduates were married, and over half of these had children; two-thirds of the girl dropouts were married, and nearly three-fourths of these had children. About 30 percent of the married girl dropouts had two or more children, compared with only 12 percent of the married girl graduates. If these girl dropouts follow, in their maturity, the recent labor force behavior of the married female population in general, they will probably be seeking jobs in their thirties, after their youngest children are in school. It will be at the time of attempted entry into the labor force that their inadequate schooling and lack of work skills will become more sharply apparent, and presumably, if current data on the relationship between education and employment prospects accurately reflect the future, will prevent their getting any but unskilled jobs.

LABOR FORCE EXPERIENCE AFTER LEAVING SCHOOL

The most significant questions in the survey, in terms of manpower utilization, relate to the degree of success and stability achieved by school leavers in the labor market after they left school. How many of the school leavers entered the labor force; did they start looking for work promptly after leaving school; what methods did they use in trying; how long did it take them to get their first jobs; what were these first jobs? Did they get better jobs later? What did they earn? How much unemployment did they experience?

Proportions Entering the Labor Force.--Almost all male school leavers, both

TABLE 10.--Marital and parental status of graduates and dropouts at time of interview, six areas, by sex

(Percentage distribution)

School leavers	Total graduates and dropouts[1]		Marital status		Parental status	
	Number	Percent	Single	Married[2]	Number married	Percent with children
Graduates	[3] 2,720	100	60	40	1,079	51
Male	1,117	100	76	24	270	50
				Range, 12-33		Range, 31-90
Female	1,603	100	49	51	809	52
				Range, 38-57		Range, 36-81
Dropouts	[3] 1,888	100	59	41	770	68
Male	1,058	100	79	21	222	56
				Range, 13-29		Range, 31-71
Female	830	100	34	66	548	73
				Range, 45-77		Range, 65-92

[1] Corresponding data for those reporting status in the 7th area, which covered only 1 year after leaving school: Boy graduates, 112, 3 percent married; girl graduates, 173, 12 percent married; boy dropouts, 245, 2 percent married; girl dropouts, 193, 18 percent married. Of the 56 married girls, 17 had 1 child. No reports, 126.

[2] Includes 1 percent or less in each area who were widowed, divorced, or separated.

[3] Total includes both outmigrants and nonmigrants except for areas C and D where data for outmigrants were not reported (416 graduates and 222 dropouts). Total also excludes 89 graduates and 127 dropouts for whom marital status was not reported in the other 4 areas.

graduates and dropouts, who were directly interviewed were or had been in the civilian labor force[19] at some time after leaving school (95 percent of the boy graduates and 91 percent of the boy dropouts). (See table D-9.) The proportion of female graduates ever in the labor force was slightly lower than that of the males, but among female dropouts, the proportion entering the labor force was only 70 percent. The following tabulation shows the labor force participation of graduates and dropouts after leaving school.

[19] Labor force participants include those who ever looked for a job as well as those who found jobs. A regular job was defined for the purposes of this study as one which lasted a month or longer, full or part time.

	Graduates				Dropouts			
	Male		Female		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total interviewed	772	100	1,543	100	783	100	826	100
In labor force	737	95	1,411	91	712	91	576	70
Looked for but never found regular jobs[1]	8	1	16	1	39	5	42	7
Never in labor force	35	5	132	9	71	9	250	30

[1] Percent based on number in labor force.

The great majority of all school leavers who entered the labor force started to look for jobs within a month after leaving school. All groups were about equally prompt except the girl dropouts who were substantially slower. (See table 11.)

In the five areas for which these data were available, over half of both the boy and girl graduates found their first jobs after less than a week's search, and three-fourths had found jobs within 3 weeks. The dropouts did not find regular work quite as quickly. Only about 40 percent of the boy dropouts obtained jobs within 1 week and 70 percent obtained jobs within 3 weeks. Of the girl dropouts who got jobs, two-fifths were also successful in the first week, and three-fourths got jobs within 3 weeks. Only small proportions of any of the school-leaver groups were looking for work a half year or longer. (See table 12.) The reported promptness with which most school leavers found their first jobs after starting to look might suggest that jobs were plentiful in spite of the fact that most of the areas studied were known to have labor surpluses during this period. On the other hand, this quick "success" in the job hunt may reflect one aspect of the behavior of inexperienced earners just entering the labor force, since they may not have considered themselves as "looking" for work until they heard that some firm was hiring.

If the school leavers who had left their home areas could have been interviewed, the proportion who found jobs in a short time might have been different. From interviews with relatives of the outmigrants it was found that substantial proportions of the outmigrants--nearly half of the graduates and larger proportions of the dropouts--had not had a regular job before leaving home. (See table 13.) This means that their outmigration probably did not create many job vacancies, and had they remained in their home communities there would have been much more competition for existing jobs and consequently more difficulty for the school leavers as a group to get jobs soon after starting to look.

Some detailed figures will illustrate this point. Forty-eight percent of all boy graduates had left their home areas by the date of interview. Of those whose previous work experience was known, from 27 to 65 percent had never been regularly employed in the areas from which they had migrated. Most of the outmigrant graduates whose reasons for leaving home were known had left to enter military service (from 68 to 94 percent in the various areas). About half of the boy dropouts also were outmigrants. Of these, 18 to 71 percent in the various areas had never worked, and from 39 to 82 percent went into military service.

Lower proportions of girls than of boys had left their home communities. Their principal reasons for leaving were to accompany their husbands or their parents. Less was known in their home communities

TABLE 11.--Number of weeks elapsing after leaving school, before graduates and dropouts started to look for a regular job, all areas, by sex

Number of weeks between leaving school and beginning of job search	Graduates				Dropouts			
	Male		Female		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total who looked for work[1]	711	100	1,381	100	696	100	555	100
Less than 4 weeks	599	84	1,130	82	588	84	337	70
4-9 weeks	57	8	123	9	33	5	58	10
10 or more weeks	55	8	128	9	75	11	110	20

[1] Does not include 26 boy and 30 girl graduates, and 16 boy and 21 girl dropouts for whom this information was not reported.

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TABLE 12.--Number of weeks it took graduates and dropouts to find first regular job, five areas, by sex

(Percentage distribution)

Area and sex	Total graduates and dropouts		Number of weeks to find first regular job							
	Number	Percent	Less than 1	1-3	4-9	10-13	14-26	27-52	More than 52	No report
All areas:[1]										
Male graduates	538	100	51	23	13	4	2	1	1	5
Female graduates	1,042	100	52	25	12	4	2	1	1	3
Male dropouts	498	100	39	31	12	5	5	3	2	3
Female dropouts	429	100	41	36	11	3	2	2	3	2
Area A:										
Male graduates	167	100	60	19	12	3	2	2	1	1
Female graduates	232	100	55	21	12	7	3	---	2	---
Male dropouts	101	100	42	28	13	3	6	1	2	5
Female dropouts	104	100	33	39	8	6	2	4	6	2
Area B:										
Male graduates	101	100	35	22	9	4	3	---	1	26
Female graduates	163	100	29	33	14	4	3	2	---	15
Male dropouts	81	100	27	25	19	7	4	5	2	11
Female dropouts	54	100	32	33	11	---	7	2	6	9
Area E:										
Male graduates	138	100	48	31	13	4	1	2	1	---
Female graduates	322	100	54	30	13	1	2	---	---	---
Male dropouts	86	100	47	36	9	5	2	1	---	---
Female dropouts	70	100	33	52	10	4	---	1	---	---
Area F:										
Male graduates	76	100	54	10	17	8	4	3	4	---
Female graduates	180	100	48	17	14	9	5	3	4	---
Male dropouts	57	100	36	14	12	11	11	11	5	---
Female dropouts	52	100	54	17	11	2	4	4	8	---
Area G:										
Male graduates	56	100	54	32	12	2	---	---	---	---
Female graduates	145	100	73	21	4	1	---	---	---	1
Male dropouts	173	100	38	39	10	4	4	3	1	1
Female dropouts	149	100	47	34	13	2	1	1	---	2

[1] Data for areas C and D were not available.

about their previous work experience than about that of the boys, but again the available data indicate that substantial proportions, especially among the dropouts, had not worked before leaving.

Entry Jobs.--Information on the entry jobs of the young people who remained in their home communities was obtained by direct interview with them. (See tables 14 and D-10.) Among those who ever worked, one-third of the boy graduates and a little more than a fourth of the boy dropouts were successful in obtaining, as their first regular employment, jobs which required skilled or semiskilled workers. These jobs were typically those of operatives in factories or repairmen in auto repair shops, and of drivers of delivery trucks. Only a fourth of the boy graduates were first employed as unskilled workers while nearly two-fifths of the dropouts were so employed. The unskilled workers included those in occupations such as cleanup men in factories and as common laborers in nonmanufacturing. Trade jobs including those of retail clerks and stock clerks were held by nearly a fifth of the boy graduates, but by only a little more than a tenth of the boy dropouts. The type of job obtained reflected the differences in the labor market opportunities of the various areas as well as the skills of the young school leavers.

For most of the girls, graduation meant the opportunity for office work. Entry jobs of three out of five girl graduates who were ever employed were of this type, compared with only 1 in 10 of the ever-employed girl dropouts. This reflects the effectiveness of the vocational training that was generally taken by the girls who completed 4 years of high school. In contrast, over one-fourth of the girl dropouts who ever worked had entry jobs in service occupations, usually as waitresses, compared with less than 10 percent of the girl graduates; almost another 30 percent of the

TABLE 13.--Outmigrants, selected data, all areas, by sex

Outmigrants	All areas	Area						
		A	B	C	D	E	F	G
Number:								
Male graduates	718	160	68	107	78	91	128	86
Male dropouts	736	145	137	62	48	107	137	100
Female graduates	522	68	53	142	82	40	92	45
Female dropouts	392	99	46	53	54	26	61	53
Percent of outmigrants to all school leavers:								
Male graduates	48	48	38	47	47	40	62	59
Male dropouts	48	56	55	31	41	53	67	35
Female graduates	25	21	22	39	31	10	31	23
Female dropouts	32	38	27	34	43	20	38	24
Percent of outmigrants who left for military service:								
Male graduates	80	79	84	85	78	94	74	68
Male dropouts	72	76	80	56	39	82	74	66
Percent of outmigrants with no work experience before leaving:								
Male graduates[1]	47	44	56	35	45	27	59	65
Male dropouts[2]	54	57	60	18	27	46	71	58
Female graduates[3]	46	36	49	50	47	18	55	46
Female dropouts[4]	63	70	72	60	58	21	66	47

[1] Excludes 13 percent whose previous work experience was not known.
[2] Excludes 25 percent whose previous work experience was not known.
[3] Excludes 18 percent whose previous work experience was not known.
[4] Excludes 38 percent whose previous work experience was not known.

TABLE 14.--First regular jobs of graduates and dropouts irrespective of employment status at time of interview, all areas, by sex

Occupational group[1]	Graduates				Dropouts			
	Male		Female		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas	729	100	1,395	100	673	100	534	100
Sales	124	17	247	18	79	12	124	23
Service occupations	55	8	130	9	75	11	146	27
Office work	53	7	843	60	14	2	56	11
Skilled and semiskilled manufacturing	127	18	41	3	95	14	11	2
Skilled and semiskilled nonmanufacturing	119	16	8	1	86	13	6	1
Unskilled manufacturing and nonmanufacturing	185	25	38	3	259	38	148	28
Other	66	9	88	6	65	10	43	8

[1] For kind of jobs included in each category, see footnote 1, appendix table D-10.

dropouts were first regularly employed in other unskilled occupations, compared with less than 5 percent of the graduates.

For the boys, the relationship between their vocational education and the type of entry jobs they got was less clear-cut and definite than for the girls. It is no doubt more difficult for schools to train boys in the various skills required in jobs open to men in industry than it is to prepare girls for office work. In one area, this problem was specifically recognized in a community survey of industrial manpower requirements made at about the same time as the school-leaver study. In a study [20] prepared by the Arizona State Employment Service in cooperation with local industry, it was recommended that advisory groups from industry and civic organizations keep the schools abreast of changes in technical needs and techniques and that the physical school facilities be expanded by installing machine-shop and electronic equipment.

Jobs at Date of Interview.--At the date of interview, the time span during which post-school work experience could have been acquired might have been as little as 1 year or as much as 4½ years, depending on when an individual had graduated or dropped out. The occupational distribution, therefore, reflects a fairly wide range of time in which work experience could have been acquired and it should be evaluated in that light.

When interviewed, almost half the employed boy graduates and more than one-third of the boy dropouts were employed as skilled or semiskilled workers. One-fifth of the boy graduates were employed as service or unskilled workers, compared with two-fifths of the dropouts. More than 10 percent of the boy graduates but under 10 percent of the dropouts were in sales work. Among the girls, over 70 percent of the graduates were employed in office work, compared with 16 percent of the dropouts; 7 percent of the graduates were salesclerks, compared with 15 percent of the dropouts. (See tables 15 and D-11.)

Of special interest with respect to young workers is their rate of advancement from the skill and earnings level of their first regular job to a higher skill and earnings level. One way to determine this would be to compare first jobs and jobs held at a subsequent point in time--in this case, at the time of the personal interviews--for

[20] Manpower Requirements and Training Needs, Phoenix, Ariz., Arizona State Employment Service, 1957. 40 pp.

TABLE 15.--Regular jobs of graduates and dropouts employed at time of interview, all areas, by sex

Occupational group[1]	Graduates				Dropouts			
	Male		Female		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas	683	100	1,092	100	553	100	320	100
Sales	86	13	73	7	45	8	47	15
Service occupations	13	2	46	4	36	6	50	16
Office work	51	7	786	72	11	2	50	16
Skilled and semiskilled manufacturing	200	29	58	5	119	22	30	9
Skilled and semiskilled nonmanufacturing	135	20	9	1	78	14	1	(2)
Unskilled manufacturing and nonmanufacturing	125	18	32	3	193	35	120	37
Other	73	11	88	8	71	13	22	7

[1] For kinds of jobs included in each category, see footnote 1, appendix table D-10.
[2] Less than 0.5 percent.

the same group of people. In surveys of this type, however, such a comparison does not permit a full evaluation of individual progress. The nonuniformity of the time period covered has already been mentioned. A second element of noncomparability between the two sets of data arises from the fact that almost 700 more individuals had held "first jobs" than were employed at the time of interview. The difference was caused mainly by girls who had left the labor force, usually because of marriage, and by those of both sexes who were unemployed when the interviews were held.

In spite of these variables, a comparison of the two sets of job distribution data yields some useful information. Of considerable importance, for example, is the fact that the jobs held by around 60 percent of the school leavers at the time of interview were identical with their first jobs. This was true for about three-fifths of the boy graduates and of the dropouts of both sexes and for two-thirds of the girl graduates. This suggests stability of employment if not advancement, but it undoubtedly also reflects the presence in this group of large numbers who had been working for only a limited time and were still in their initial jobs. The difference in distribution between first and current jobs, therefore, reflects only the job changes of the 40 percent who had remained in the labor force as employed persons but had changed their jobs at some point between their first and current employment.

Even though only 40 percent of the entire group had changed jobs, some upgrading was already apparent. The proportion of boy graduates doing skilled or semiskilled work had increased from 34 to 49 percent, and those in unskilled work had decreased from 25 to 18 percent. The boy dropouts had made some progress, too, but not relatively as much. While 27 percent reported first jobs in the skilled or semiskilled class, 36 percent held such jobs at the time of the interview. The proportion of boy dropouts holding unskilled jobs remained about the same, 38 percent in their first jobs compared with 35 percent at the time of interview. Among the girls, the proportion of graduates in office work had increased from 60 to over 70 percent and in service occupations had dropped from 9 to 4 percent. Girl dropouts had raised their participation in office work from 11 to 16 percent, while the number in service jobs had declined from 27 to 16 percent.

Although these shifts do not appear to be dramatic, it must be remembered that even those school leavers with the longest exposure to the labor market had scarcely had time to reach their occupational stride, and the difference between the type of job which graduates and dropouts might be expected to hold eventually would scarcely have had time to become fully apparent.

Method of Obtaining Job Held at the Time of the Interview.--Part of a person's success in getting a job lies in his knowledge of how to go about it, how well he uses services available for this purpose, and how well he presents his own case to a potential employer.

In this survey, school leavers were asked how they obtained the job they held at the time of interview, since this experience, rather than how they got their first job, was likely to be recalled more accurately. Most reported having found their present jobs through personal application or through friends and relatives. (See table D-12.) Dropouts tended to rely most frequently on the latter method. Referral by the school was likely to be important only to those just graduated, and the area in which the survey covered only the first year after leaving school showed the highest proportion of school referrals. This area is also known for its well-established school placement service.

Comparatively low proportions said they obtained their current jobs through the public employment service, but since only the principal job-finding method was tabulated, the role of the employment service may be understated. For example, if the service referred a person to an employer and he then applied for that job in person, he might have reported "personal application" as the way he got his job, forgetting that the employment service made the initial referral. In many areas, the employment service holds conferences and gives tests at the schools for senior class members who wish job placement, and the graduate may have identified his subsequent job referral with the school. In any event, those who registered with the employment service but who found their jobs by other methods

are not shown here as having had any contact with the service. In these surveys, more girls than boys reported obtaining their jobs through the employment service and this agrees in general with data compiled by the employment service itself.

Wages.--How much were these school leavers earning on the jobs they held at the date of interview when they had accumulated, at the least, about 1 year's work experience? Were there measurable differences between what graduates and dropouts were earning?

Although the jobs held by the boy graduates and the boy dropouts were often described by them in similar terms, their earnings already differed considerably. Judging by available data relating to age and education, this early difference will tend to become greater for the two groups as a whole as the years out of school increase. Rough estimates of life-time earnings for males at age 25 show an expected future income, for the same number of years of work, of about $155,000 for high school graduates and $110,000 for those who completed only the 8th grade.[21] While there will be many individual exceptions to this pattern, boys who have graduated from high school have a better financial prospect than do dropouts.

In the seven communities surveyed, only 3 percent of the boy graduates earned less than $40 a week, compared with 15 percent of the boy dropouts. Thus, five times the proportion of dropouts as of graduates were found to be at the lowest end of the wage scale. About 45 percent of the boy dropouts were earning less than $50 a week, compared with only 15 percent of the boy graduates. On the other hand, 31 percent of the boy graduates were earning $80 or more a week, compared with 20 percent of the dropouts. (See tables 16 and D-12.)

There was, of course, a considerable range in earnings by area. In two areas, only 1 percent of the boy graduates were earning less than $40 a week, but in another area 9 percent of them were found in this low-wage group. In one area, with a concentration of light industry, no boy graduate was earning $80 or more a week, but in another area, characterized by heavy industry, 51 percent were in this wage bracket. Boy dropouts also showed widely different earnings patterns among the communities surveyed. Those earning less than $40 a week ranged from 3 percent in one area to around 20 percent in three others, while those in the $80-and-over wage bracket ranged from none to 37 percent, again reflecting wages in the dominant industries.

A similar pattern of wage differences existed between graduates and dropouts among the girls. In all areas combined, only 6 percent of the employed girl graduates, but more than 20 percent of the employed girl dropouts were earning less than $30 a week. Only 14 percent of the girl graduates earned less than $40 a week, compared with 39 percent of the girl dropouts. Nearly half of the girl graduates were in the $50-$79 wage bracket, compared with only 16 percent of the dropouts. As in the case of the boys, earnings levels varied among areas for the same kinds of work. The proportion of girl graduates earning less than $30 a week ranged from less than 1 percent in one area to 20 percent in another; for girl dropouts, the range was from 1 to 64 percent. The highest proportions of these low earners in each group were found in the same area.

Although graduation from high school made a substantial difference in earning power among the girls, their overall earnings levels were lower than those of boys. For example, 70 percent of the boy graduates earned $60 or more a week, while 82 percent of the girl graduates earned less than $60. Among dropouts, over half the boys earned $50 or more a week, while 82 percent of the girls earned less than $50. Even when earnings of boy dropouts and girl graduates were compared, the traditional wage advantage of men was still apparent. Fifty-six percent of the boy dropouts earned $50 or more a week, compared with 50 percent of the girl graduates.

Since total weekly earnings, not wage rates, were obtained in these surveys, part-time workers (less than 35 hours per week) no doubt contributed to the percentage reporting low earnings. This was especially true of girl dropouts, 7 percent of whom reported regular working hours of less than 35 a week.

[21] See Stuart Garfinkle, Work-Life Patterns and Educational Levels (in Occupational Outlook Quarterly, December 1958, pp. 16-18).

TABLE 16.--Wages of graduates and dropouts at time of interview, by area and sex

(Percentage distribution)

Area and sex	Total, graduates and dropouts		Weekly wages							
	Number	Percent	Less than $30	$30-$39	$40-$49	$50-$59	$60-$69	$70-$79	$80-$89	$90 and over
All areas:[1]										
Male graduates----	665	100	2	1	12	15	20	19	15	16
Male dropouts-----	529	100	5	10	29	10	14	12	10	10
Female graduates--	1,075	100	6	8	36	32	13	4	1	(2)
Female dropouts---	312	100	21	18	43	9	4	3	1	1
Area A:										
Male graduates----	152	100	1	1	8	14	22	24	22	8
Male dropouts-----	71	100	7	8	7	14	20	22	14	8
Female graduates--	158	100	6	10	37	29	14	2	2	---
Female dropouts---	42	100	59	19	10	7	5	---	---	---
Area B:										
Male graduates----	96	100	7	---	10	17	11	22	14	19
Male dropouts-----	64	100	12	12	18	12	16	11	7	12
Female graduates--	126	100	6	6	29	40	14	2	2	1
Female dropouts---	24	100	33	21	17	13	8	4	4	---
Area C:										
Male graduates----	105	100	1	---	3	15	17	13	17	34
Male dropouts-----	87	100	8	8	9	9	14	15	20	17
Female graduates--	149	100	4	10	16	45	12	11	1	1
Female dropouts---	30	100	33	20	17	20	7	3	--	--
Area D:										
Male graduates----	70	100	6	3	7	15	11	19	19	20
Male dropouts-----	44	100	5	5	16	7	20	13	7	27
Female graduates--	114	100	13	13	23	25	17	7	1	1
Female dropouts---	16	100	38	---	38	6	12	---	---	6
Area E:										
Male graduates----	127	100	1	---	6	9	38	21	12	13
Male dropouts-----	83	100	1	2	7	12	31	21	15	11
Female graduates--	275	100	(2)	1	34	42	19	4	--	---
Female dropouts---	61	100	3	18	36	21	5	12	5	---
Area F:										
Male graduates----	69	100	2	3	17	19	20	13	7	19
Male dropouts-----	47	100	4	15	28	19	8	8	11	7
Female graduates--	123	100	20	16	31	20	6	5	2	---
Female dropouts---	22	100	64	14	9	4	9	---	---	---
Area G:										
Male graduates----	46	100	---	7	63	26	2	2	---	---
Male dropouts-----	133	100	5	15	77	2	---	1	---	---
Female graduates--	130	100	1	12	82	4	1	---	---	---
Female dropouts---	117	100	1	20	78	1	---	---	---	---

[1] Excludes 18 male graduates, 24 male dropouts, 17 female graduates, and 8 female dropouts for whom wages were not reported.
[2] Less than 0.5 percent.

Hours of Work.--Information was obtained on hours usually worked per week on the jobs held at the time of the interview. The heaviest concentration, of course, was at 40 hours, but in most areas, higher proportions of graduates than of dropouts worked these "normal" hours. In all but one area, higher proportions of dropouts than graduates worked longer hours, i.e., 41 to 48 hours and 49 hours and over. At the same time, more dropouts than graduates worked only part time: 5 percent of boy dropouts to 2 percent of boy graduates, and 7 percent of girl dropouts to 4 percent of girl graduates. There was considerable variation among the areas, especially for girl dropouts; as many as a fifth of them worked part time in two areas, but less than 10 percent elsewhere. (See tables 17 and D-12.)

Unemployment.--The fact that young people get jobs does not tell the whole story. Are they able to keep them, or to get other jobs without undue loss of time if they are laid off? How much unemployment do they experience and what difference does high school graduation make in their unemployment record?

Overall, in the communities surveyed, there was less unemployment among young

TABLE 17.--Hours worked per week by graduates and dropouts employed at time of interview, by area and sex

(Percentage distribution)

Area and sex	Total, graduates and dropouts		Weekly hours worked				
	Number	Percent	Less than 35	35-39	40	41-48	49 and over
All areas:[1]							
Male graduates----	662	100	2	3	70	16	9
Female graduates--	1,073	100	4	19	66	10	1
Male dropouts-----	546	100	5	3	63	18	11
Female dropouts---	315	100	7	8	67	12	6
Area A:							
Male graduates----	155	100	1	3	68	12	16
Female graduates--	162	100	4	3	81	11	1
Male dropouts-----	74	100	1	6	50	19	24
Female dropouts---	43	100	9	9	40	26	16
Area B:							
Male graduates----	83	100	2	1	64	31	2
Female graduates--	118	100	2	12	73	13	---
Male dropouts-----	64	100	3	2	51	36	8
Female dropouts---	24	100	8	8	59	25	---
Area C:							
Male graduates----	108	100	3	---	70	17	10
Female graduates--	146	100	1	15	70	11	3
Male dropouts-----	92	100	4	3	58	21	14
Female dropouts---	30	100	20	---	50	17	3
Area D:							
Male graduates----	69	100	4	2	64	23	7
Female graduates--	115	100	11	14	62	10	3
Male dropouts-----	48	100	4	4	52	19	21
Female dropouts---	16	100	7	31	31	31	---
Area E:							
Male graduates----	130	100	1	5	83	6	5
Female graduates--	279	100	3	36	58	3	---
Male dropouts-----	86	100	5	1	73	18	3
Female dropouts---	62	100	6	16	65	10	3
Area F:							
Male graduates----	69	100	1	12	52	22	13
Female graduates--	123	100	9	25	38	25	3
Male dropouts-----	47	100	9	4	30	30	27
Female dropouts---	22	100	18	4	14	23	41
Area G:							
Male graduates----	48	100	2	2	92	4	---
Female graduates--	130	100	1	13	85	1	---
Male dropouts-----	135	100	6	4	87	2	1
Female dropouts---	118	100	---	3	97	---	---

[1] Excludes 21 male graduates, 19 female graduates, 7 male dropouts, and 5 female dropouts for whom weekly hours worked were not reported.

people than might have been expected, since all but two of the areas were classified as having a surplus of workers. However, the amount of unemployed time reported may have been minimized first by the tendency of boys to enlist when they could not find work and second, by the tendency of the girls to consider themselves out of the labor force if jobs were not available.

These surveys provide several measures of the impact of unemployment. The first measure relates to the number of individuals in each of the graduate and dropout groups who were unemployed (but looking for work) at the time they were interviewed. This measure does not involve the duration of current unemployment or whether or not there had been previous employment. When applying this static measure, unemployment at a specific point in time, the difference between graduates and dropouts was marked. The incidence of unemployment at the date of interview was three times greater among boy dropouts than among boy graduates, and over four times as great among girl dropouts as among girl graduates. Differences in the magnitude of unemployment rates existed among the various communities, but in every community much higher proportions of dropouts than of graduates were unemployed. (See table D-13.)

Unemployed graduates and dropouts at time of interview, by highest grade completed, all areas, by sex

Highest grade completed	Male		Female	
	Number in labor force	Percent unemployed	Number in labor force	Percent unemployed
Graduates (12th grade)-------	725	6	1,151	5
Dropouts, all grades---------	683	19	412	23
11th grade-----------------	83	10	49	20
10th grade-----------------	123	14	105	16
9th grade------------------	222	16	139	27
Less than 9th grade--------	255	27	119	25

Among the boy dropouts, unemployment at the time of interview appeared to be related to the amount of their education, i.e., the proportion of those unemployed decreased steadily with each higher grade completed. An age factor, however, was also probably involved. The proportion of boys who were 17 or over when they dropped out rose from one-third of those who finished less than the 9th grade to over 90 percent of those who completed the 11th. Age, in addition to more schooling, apparently gave them an advantage in getting and keeping jobs. This is in line with Census data for October 1957 which give rates of unemployment by age, for males not enrolled in school, as 15 percent for 16- and 17-year-olds, about 11 percent for 18- and 19-year-olds and another marked drop to 6.6 percent for those 20 to 24 years old. Among girl dropouts there appeared to be little correlation between unemployment rates and grade completed. Other factors, such as irregular participation in the labor force because of marriage, might have affected their ability to retain their jobs or might have made them seem less desirable as employees because of their lesser work experience.

A second measure of unemployment deals with the proportion of individuals in the labor force at the time of interview who had experienced specific amounts of unemployment since leaving school. The data relate to both those who were employed and those who were unemployed when interviewed. (See table 18.) In the combined six areas for which such data were available, more than half of the graduates but less than a third of the dropouts had experienced no unemployment, or only a trifling amount--less than a week. The substantial difference between graduates and dropouts in this favorable experience was marked, not only overall, but in every area. There

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TABLE 18.--Total weeks of unemployment of graduates and dropouts in the labor force at time of interview, six areas

(Percentage distribution)

Area	Total, graduates and dropouts in labor force at time of interview		Weeks of unemployment				
	Number	Percent	None or less than 1 week	1-3	4-13	14-26	More than 26 weeks
All areas:[1]							
Graduates	[2] 1,643	100	53	19	16	3	9
Dropouts	[2] 977	100	32	21	19	6	22
Area A:							
Graduates	331	100	45	24	21	5	5
Dropouts	155	100	14	24	30	14	18
Area C:							
Graduates	278	100	47	26	8	([3])	19
Dropouts	177	100	32	11	9	1	47
Area D:							
Graduates	214	100	56	15	7	1	21
Dropouts	92	100	21	13	13	5	48
Area E:							
Graduates	425	100	43	22	25	5	5
Dropouts	165	100	29	27	23	10	11
Area F:							
Graduates	209	100	70	5	16	5	4
Dropouts	97	100	40	5	16	10	29
Area G:							
Graduates	186	100	75	15	7	2	1
Dropouts	291	100	44	31	19	3	3

[1] Data for area B were not available.
[2] Excludes 5 graduates and 7 dropouts for whom weeks of unemployment were not reported.
[3] Less than 0.5 percent.

was little difference, however, in the proportions of graduates and dropouts who experienced short-term unemployment, i.e., from 1-13 weeks, but in long-term unemployment, there was again a sharp difference. Over twice the proportion of dropouts as of graduates had been unemployed 14 or more weeks. In two of the areas, this ratio was substantially greater. Although the weeks of unemployment were not necessarily consecutive, the cumulative effect of periods of no earnings is a serious matter for young people just starting their working careers.

In addition to the unemployment rates and the total weeks of unemployment for those individuals in the labor force at the time of interview, a third evaluation of the comparative impact of unemployment on graduates and dropouts can be made on the basis of group averages of weeks of unemployment for those who had ever been in the labor force. This information was available for considerably larger numbers than for those shown in table 18, because all those ever in the labor force were included rather than only those who were in the labor force at the time of interview.

From this measure of unemployment, the unfavorable experience of dropouts compared with that of graduates is again clearly evident. (See table 19.) Boy graduates who had ever been in the labor force had averaged 7 weeks of unemployment or 8 percent of their average time in the labor force; boy dropouts ever in the labor force had averaged 11 weeks of unemployment, or 15 percent of their average time in the labor force--almost twice as much as graduates. The girl graduates had averaged 6 weeks of

TABLE 19.--Average number of weeks of unemployment of graduates and dropouts ever in labor force, six areas, by sex

Area	Graduates		Dropouts	
	Male	Female	Male	Female
All areas:[1]				
Number ever in labor force	633	1,248	622	516
Average total weeks unemployed	7	6	11	11
Percent of time unemployed to time in labor force	8	7	15	22
Area A:				
Number ever in labor force	169	238	106	113
Average total weeks unemployed	5	7	17	12
Percent of time unemployed to time in labor force	6	8	16	22
Area C:				
Number ever in labor force	112	186	124	60
Average total weeks unemployed	6	4	6	16
Percent of time unemployed to time in labor force	5	4	6	26
Area D:				
Number ever in labor force	79	167	60	54
Average total weeks unemployed	8	9	10	6
Percent of time unemployed to time in labor force	7	10	11	13
Area E:				
Number ever in labor force	138	326	89	80
Average total weeks unemployed	8	4	10	9
Percent of time unemployed to time in labor force	9	4	9	10
Area F:				
Number ever in labor force	79	186	64	57
Average total weeks unemployed	10	11	30	16
Percent of time unemployed to time in labor force	11	11	27	23
Area G:[2]				
Number ever in labor force	56	145	179	152
Average total weeks unemployed	5	4	6	8
Percent of time unemployed to time in labor force	11	7	14	18

[1] Data for area B were not available.
[2] Survey in this area covered only 1 year after leaving school.

unemployment or 7 percent of their average time in the labor force and the girl dropouts, 11 weeks of unemployment or 22 percent of their average time in the labor force--three times as much as the graduates. Since many who were included in these averages had experienced relatively little or no unemployment (under 1 week), these data do not show the full impact of unemployment on those individuals who had actually experienced it.

It is evident from an evaluation of all the survey data on work history that dropouts had from two to three times as much unemployment, on the average, as did graduates, whether unemployment was measured on the basis of total amount for those currently in the labor force, average unemployment for those ever in the labor force, or rates of unemployment for those in the labor force at a given point in time.

POST-HIGH SCHOOL TRAINING AND JOB ASPIRATIONS

Most of the school leavers were interviewed in the summer of 1957, just before national unemployment rates began to climb to the high levels reached during 1958. Also, during most of the period of their recorded work history, the general economic situation of the country had been improving, after the 1953-54 recession. Their employment situation when interviewed, as well as their total work experience, was therefore probably more favorable than it might have been had they been interviewed 6 months later. Even when economic conditions are good, however, young people just entering the labor market can, on the basis of historical experience, anticipate a series of economic ups and downs during their working life. In the light of labor force projections and predictions of the demand for a more highly skilled work force, young people who have terminated their education without completing high school need to be thinking in terms of what they can do to improve their relatively disadvantaged position.

To what extent are young people aware of this situation? Are they preparing to improve their skills? To what extent are they aspiring to better jobs? Is there any evidence from these surveys that the young people studied realized their educational deficiencies and planned to do something about them? After some experience at work, did they develop any ambitions as to what they would like to be doing that was substantially different from what they actually were doing?

Three questions in the interviews yielded some impressions on these points. The school leavers interviewed were asked about any training they had taken since they had graduated or dropped out of school, and about training that they planned to begin in the near future. A third question asked what kind of job the school leaver would most like to have. Although the questions were not considered primary ones in these surveys, they did yield some rather interesting impressions of what was going on in the minds of these young members of the labor force whose work experience was still limited.

The proportion of the graduates who reported that they had taken additional training after they left school was nearly one in five in all areas combined, with more girls than boys reporting post-high school training. Almost a third of the boy graduates who reported any training had taken some type of college extension work, and a slightly smaller proportion had taken training in some type of mechanics such as auto, diesel, radio, and television repair work. About two-thirds of the girl graduates who had taken additional training took it in commercial courses. Plans for future training were concentrated on the same types of study. Only 12 percent of the graduates had plans for further training. Among the boys in this group, more than half expected to take college courses, with training in mechanics next; over two-fifths of the girls with plans for future training were thinking in terms of commercial courses, with those planning on college making up the next largest group.

Only half as many dropouts as graduates (1 in 10) had taken additional training after leaving school, the boys concentrating on mechanics or work toward completing high school and the girls on commercial courses. The proportion who had definite plans for future training was the same as among the graduates--12 percent. Of this small proportion, two-fifths of the boy dropouts but less than a third of the girl dropouts had in mind courses which would lead to a high school diploma; over a fourth of the boys planned to take training in mechanics and two-fifths of the girls planned to take commercial courses.

It would appear that the great majority of both graduates and dropouts regarded their exit from high school as the termination of their education, rather than as an interruption. This attitude was borne out by their job aspirations at the time of interview. When asked what kind of work they would most like to do, they mentioned, with few exceptions, jobs which were already within reach. Both the boy graduates and dropouts usually said that they would like to be mechanics or welders or some other type of skilled manual worker. The girls, both graduates and dropouts, wished to be secretaries. In one community, about 10 percent of the girl graduates and dropouts who reported any job aspirations mentioned nursing or hospital work, but this was unusual. Almost no one mentioned teaching. The glamour occupations--airplane pilot, airline hostess, or those connected with stage, radio, or television--were not mentioned, nor were the fields of music, the graphic arts, or writing.

UNACCOUNTED--FOR TIME

Although the principal focus in these surveys was the employment and unemployment experience of the young people surveyed and its relationship to their educational attainment, the interview data did provide the basis for some further analysis of how these young people had invested the entire span of time since they had finished their schooling. A point of interest in the analysis was the amount of time spent in unspecified kinds of activity. The term "unaccounted-for time" was used to define this concept. The calculation of such time was based only on what the young people themselves reported to the interviewers.

The amount of unaccounted-for time was a residue arrived at by subtracting from the total period since leaving school the sum of all time spent in the labor force and all time out of the labor force for certain specific reasons. These reasons were military service, marriage for girls, further schooling, definite home responsibilities connected with parental family need, and personal ill health. The assumption was made that such uses of time outside the labor force should be considered on a par with work. Time that was spent out of the labor force for other than these specific reasons constituted time unaccounted for. Such periods of time are of special concern to those interested in the welfare and development of young people.

In order to avoid too strict an interpretation of the term "time unaccounted for," an interval of 2 weeks or less between jobs was disregarded even though the school leaver reported he was not actively looking for work during such periods. Time spent actively looking for work was always counted as time in the labor force even though the period extended to a year or more and the method of actively looking was only making inquiry of friends and relatives. Employment in short-time jobs--those which lasted less than a month--and all part-time work were counted as time in the labor force. All female school leavers who were married were considered out of the labor force by reason of marital status, unless there was positive evidence that they were actually working or looking for work. The date of marriage was not asked for on the interview schedule and therefore it was assumed, for this purpose, that the date of marriage was the date of leaving school, unless otherwise specified. Thus, time unaccounted for is understated for most married girls, compared with that for unmarried girls and for all of the boys.

Since this attempt to account for total time was in the nature of an experiment and the organization of the data for this purpose was complicated, only three areas gave reports complete enough to be used. Even on this limited basis, however, the results have interest. (See table 20.) Summarizing the data for the three areas combined, 13 percent of all the boy graduates had some time unaccounted for, and for those with such time, the average was 21 weeks, or 19 percent of their time since graduation. Almost $2\frac{1}{2}$ times as many boy dropouts (31 percent) had time unaccounted for, and for these the average was 34 weeks, or 24 percent of their time since dropping out.

In general, the girls accumulated more unaccounted-for time than the boys. Eighteen percent of the girl graduates averaged 25 weeks, or 21 percent of their time since graduation; 23 percent of the girl dropouts averaged 49 weeks, or 36 percent of their time since dropping out. As has already been noted, it is probable that girls who found themselves unemployed tended to consider themselves out of the

TABLE 20.--Unaccounted-for time of graduates and dropouts, three areas, by sex

Area and sex	Graduates and dropouts			Experience of those with unaccounted-for time	
	Number	Those with unaccounted-for time		Average weeks of unaccounted-for time	Percent of elapsed time since leaving school
		Number	Percent		
Three areas:[1]					
Graduates					
Male	392	51	13	21	19
Female	798	145	18	25	21
Dropouts					
Male	274	86	31	34	24
Female	360	84	23	49	36
Area A:					
Graduates					
Male	174	24	14	23	22
Female	252	59	23	24	23
Dropouts					
Male	113	45	40	40	29
Female	159	47	30	53	41
Area D:					
Graduates					
Male	138	8	6	19	19
Female	344	18	5	23	19
Dropouts					
Male	95	22	23	25	16
Female	101	11	11	28	24
Area E:					
Graduates					
Male	80	19	24	20	17
Female	202	68	34	26	19
Dropouts					
Male	66	19	29	31	20
Female	100	26	26	51	35

[1] These data for areas B, C, F, and G were not available.

labor force rather than actively seeking work, and by this attitude alone would produce a less favorable record for themselves than the boys in terms of unaccounted-for time.

Altogether, the dropouts accumulated almost twice as much unaccounted-for time as the graduates. This loss is in addition, of course, to the time that was spent genuinely unemployed by all dropouts and graduates, time when they were out of a job but reported themselves as actively looking for work.

These relationships are based on a comparatively small number of cases (about 1,200 graduates and 600 dropouts in three areas) and further testing on a broader base might well yield more definitive conclusions. Nevertheless, the fact that the graduates had a better record than the dropouts in this respect as well as in employment continuity, in earnings, and in types of jobs obtained, strengthens the basic conclusions of these studies of individual experience--that there is a clear, measurable economic advantage in the possession of a high school education.

APPENDIXES

APPENDIX A. TECHNICAL NOTE

This study was made in seven areas selected primarily because of their labor market classification, but also because of their geographical distribution, and the availability of educational institutions to carry out the fieldwork. The study as a whole was developed as an experimental pilot project, and the areas selected are therefore not necessarily representative either of the United States as a whole, or of communities of similar size. The results, however, were sufficiently consistent among the areas with respect to a number of significant labor force measures to suggest that the overall findings may be more generally representative than the method of selection would imply.

METHOD

Construction of the Universe

The universe for each area was established separately through the use of the basic school records for all school leavers between specified dates. School leavers were defined as high school graduates who did not go on to college or other formal training immediately after graduation, and those who dropped out of junior or senior high school before graduation. The grades covered were the 8th through the 12th in four areas and the 9th through the 12th in the remaining three areas. Five of the surveys covered 3 school years, from September 1953 to June 1956; one covered 4 years, from September 1951 to June 1955; and the remaining survey, 1 year, from September 1955 to June 1956. Parochial schools were included in four areas.

The first overall step was to obtain cooperation of the schools in making available the names and addresses of their school leavers. A card file carrying this information was set up. These cards were carefully screened to remove the following:

1. Duplicates, i.e., students who had left one school in the area and later entered another in the same area. The card carrying the most recent record of such students was retained.

2. Students who had left school before graduation because their families had moved away from the area. Since their subsequent school status was unknown, they could not be considered bona fide dropouts.

3. Students known to have died.

The remaining cards became the universe of school leavers, from which the sample to be interviewed was drawn.

Construction of the Sample

In selecting the sample, varying proportions for both graduates and dropouts were used in the seven areas, depending upon the size of the universe. The proportions ranged for graduates, from 1 in 2 to 1 in 5, and for dropouts from 1 in 2 to 1 in 6. (See table D-1.) The method used in selecting each sample was to arrange the universe cards separately for graduates and dropouts for each school, then to arrange them by sex and, finally, alphabetically. Cards were drawn to give the previously determined number for the sample, e.g., if a sample of 500 had been decided on, every fifth card in a universe of 2,500 was drawn. The first card drawn to start this count of five was determined by the selection of a random number. This stratification of the universe cards automatically gave the same proportional representation in the sample for each school and for each sex as in the universe.

Because the size of the universe of graduates and the universe of dropouts in some areas differed considerably, it was sometimes necessary to use a different ratio in order to provide group samples of approximately the same size. Whenever data on graduates and dropouts within an area were combined in the tabulations, the two groups were properly weighted.

The actual number of interviews held was less than the number in the designed sample, owing to the deletion of out-of-scope cases and a limited number of refusals. The shrinkage was caused by some inaccuracies and lack of current information in the school records, and no doubt by some errors made in copying the records. Incorrect addresses resulted in some school leavers who could not be located, or whose family members or former neighbors, if located, could supply no information about them. During personal interviews, some students who had been classified as dropouts were found to have entered another school; some had left school or graduated at a date which placed them outside the scope of the survey; a few were in institutions, and a few had died. Only a limited number refused to be interviewed. The shrinkage from all causes ranged from none in three areas to about 10 percent in three others. However, in the seventh and largest area, which was also an area of considerable mobility, the shrinkage came to almost 20 percent and was in about the same proportion for both graduates and dropouts. No substitutions were made for shrinkage.

Interview Schedules

Two interview schedules were prepared; the principal one was for the interviews with school leavers in person, and the second for briefer interviews with family members or neighbors of those school leavers who had left the home areas. The schedule for the personal interview with the school leaver concentrated on questions designed to get the complete labor force history of every school leaver who had remained in the home area and whose name was drawn for the sample, from the time he left school until the time of interview. It included detailed information on each job held, the dates employed, the specific job and industry, method of obtaining the job, wages paid and hours worked on the job held at the time of interview, all periods of unemployment and time out of the labor force, with reasons therefor. In addition, some background information was collected, such as present marital status and family composition, own reason for leaving school, opinions on how school could have been more useful; work experience while in school; vocational counseling; additional training taken or planned; and job aspirations.

The second, briefer schedule used for interviews with family members or neighbors asked for the absent school leaver's current labor force status, whether he had ever been employed in the home area, his reasons for leaving the area, and his marital status.

The major schedules, i.e., those used in interviews with the school leavers themselves, differed from area to area in minor details, either because of local area interest in some additional information, or because experience in the areas first surveyed showed that certain questions were of little value. (See schedules in appendix C.) Schedules were pretested before the first survey started, in a community that was not included in the study.

Coverage

School records were transcribed for a total of 21,887 school leavers, of whom 12,382 were graduates and 9,505 were dropouts. (See table D-1.) There were 3,931 personal interviews with school leavers, of whom 2,319 were graduates and 1,612 were dropouts. In addition, family members or neighbors supplied some information about the 1,247 graduates and 1,133 dropouts who had left their home areas after terminating their schooling.

PROCEDURE

The Bureau of Labor Statistics conducted the initial survey as a pilot study. It determined the type of data to be drawn from the school records and supervised transcription of these data to cards. It prepared the interview schedules and the tabulation plans. A university in the area conducted the personal interviews. In six other areas, the entire survey was made for the Bureau of Labor Statistics on a contract arrangement with universities or school systems, using the Bureau's schedules, procedures, and tabulation plans. The Bureau furnished technical assistance throughout.

Transcription of Records

Following the construction of the universe, certain basic data from the school records were transcribed on a separate card for each graduate and dropout. These data showed age at time of leaving school, sex, highest grade completed, reason for leaving school, IQ, and number of vocational courses completed. The information on these cards furnished the basis for the tabulations showing the school experience of the universe of school leavers, and for cross tabulations with the work experience data from the interview schedules of those in the sample.

Interviews

Before interviewing began in any given community, appropriate explanations of the purpose and general plan of the survey were publicized in the local press and radio. The cooperation of the local employment service was obtained and voluntary agencies were asked for cooperation in publicizing the surveys.

Interviewers were graduate students, teachers, or social workers, selected by the contractors. Each group of interviewers was headed by a supervisor, and instructions were given to assure uniformity of approach and understanding of terms. The supervisor made sure that every school leaver remaining in the area who was in the sample was interviewed in person. Repeat visits were made, if necessary, to contact the employed school leavers after working hours, or those temporarily away from home. In some areas, a preinterview contact was made by telephone or postcard to inform the persons in the sample of the purpose of the survey and to secure their cooperation.

The supervisor made sure that interviews with neighbors of school leavers who had left their areas were not substituted for interviews with family members if the latter were still available. The supervisor's other major responsibility was editing each schedule as it was turned in, to be sure that information was complete and internally consistent. If it was not, schedules were returned to interviewers for further inquiry and correction.

The interviews in each area took place approximately 1 year after the most recent graduate or dropout within the scope of the survey in that area could have graduated or left school. Therefore, the time span covered for individuals could have been as short as 1 year, or as long as $4\frac{1}{2}$ years. In five of the seven areas the range was from 1 to $3\frac{1}{2}$ years. Interviews in six areas were conducted in the summer of 1957, and in one area in the summer of 1956.

Tabulations

Each school record card was given a serial number, using a separate series for graduates and dropouts. The same serial number was entered on the individual's interview schedule in order to coordinate information for each individual for cross-tabulation purposes.

The data from the basic school record cards were tabulated for the entire universe to present the overall school background of all school leavers in the area. Tabulations on the work experience and other post-school items on the interview schedules were cross tabulated with the school record card data for these same individuals. These cross-tabulations were devised to find out the relationships between school experience and subsequent adjustment to the labor force.

There was no weighting by area when the tabulations for the seven areas were put together for the purpose of analysis, but in those instances where there was a wide variation of response, this was noted in text comment. All appendix tables show data for each area separately.

APPENDIX B. DESCRIPTION OF INDIVIDUAL AREAS SURVEYED

SOURCES OF DATA

For population: U.S. Bureau of the Census 1956 (special censuses) and Editor and Publisher Market Guide, Editor and Publisher Co., New York 1957, estimates for 1956. Data are for county and community surveyed.

For race and nativity: U.S. Bureau of the Census, Census of Population 1950. (No later data available.)

For employment: County Business Patterns, U.S. Bureau of the Census and U.S. Department of Health, Education, and Welfare, Bureau of Old-Age and Survivors Insurance--First quarter 1956. Data are for entire county in which area is located.

CONTRACTORS AND PRINCIPAL INVESTIGATORS

Area A. Vanderburgh County, Ind. Evansville College. Professor Dean Long, vice president.

Area B. Phoenix, Ariz. Arizona State University, School of Education. Professors Willard Abraham and Robert L. Baker.

Area C. Saginaw, Mich. University of Michigan, School of Education. Professor Stewart C. Hulslander.

Area D. Port Huron, Mich. University of Michigan, School of Education. Professor Stewart C. Hulslander.

Area E. Utica, N. Y. Cornell University, School of Industrial and Labor Relations. Professor Leonard P. Adams.

Area F. Harrison County, W. Va. West Virginia University, Institute of Industrial Relations. Professor Gerald G. Somers.

Area G. Providence, R. I. Public School System of Providence, Department of Guidance and Placement. Mary D. Basso, director.

Note: Explanation of symbols used in area labor market classification

Prior to May 1955

I. Labor shortage
II. Balanced labor supply
III. Moderate labor surplus
IV. Substantial labor surplus

From May 1955 to present

Description	Usual unemployment rate[1] (in percent)
A. Overall labor shortages	Less than 1.5
B. Low labor supply	1.5 to 2.9
C. Moderate labor surplus	3.0 to 5.9
D. Relatively substantial labor surplus	6.0 to 8.9
E. Relatively substantial labor surplus	9.0 to 11.9
F. Relatively substantial labor surplus	12.0 or more

[1]Ratio of unemployment to area's total labor force.

Source: U.S. Dept. of Labor, Bureau of Employment Security, Area Manpower Guide Book, 1957, p. XXVIII.

AREAS

Area A. Vanderburgh County, Ind.

Location: East North Central Region.
The school leaver study included the entire county.

Population of county: 189,230 (estimated). Major city: Evansville, 157,500 (estimated). Total white, 94 percent; Negro, 6 percent; adult foreign-born, negligible.

Employment: 55,124. Of these, half were employed in manufacturing, chiefly nonelectrical equipment (gas refrigerators) and transportation equipment. The next largest employed group was in wholesale and retail trade and the third, in services.

The city is an industrial and trading center for a large agricultural region. A community college gives unusual attention to courses for adults.

Labor Market Classification:[1]

	1952	1953	1954	1955	1956	1957	1958
January	III	II	III	IV	D	D	D
March	III	II	III	IV	E	D	E
May	III	II	IV	C	E	D	E
July	III	III	IV	C	E	D	E
September	III	III	IV	C	E	D	E
November	II	III	IV	C	D	D	E

[1]See explanatory note, p. 46. The Evansville labor market area, beginning with May 1956, was defined as Vanderburgh County, Ind. and Henderson County, Ky.

Area B. Phoenix, Ariz.

Location: Mountain Region.
The school leaver study included only the city of Phoenix.

Population of Maricopa County of which Phoenix is the major city: 510,000 (estimated); greater Phoenix, 350,000 (estimated). Arizona Statistical Review 1956. Total white, 94 percent; Negro, 4 percent; other races (chiefly American Indian), 2 percent; adult foreign-born, 9 percent. Spanish surnames in Maricopa County constitute 13 percent, and in Phoenix, 10 percent.

Employment: 96,702. Over one-third were employed in wholesale and retail trade. The next largest group, about 21,000, was employed in manufacturing, notably aircraft and parts. The service group numbered more than 14,000.

The city is an overland shipping point for cotton and vegetables and is surrounded by an irrigated area producing citrus fruits and vegetables. Tourist trade is important. The area is one of increasing population, owing to inmigration.

Labor Market Classification:[1]

	1952	1953	1954	1955	1956	1957	1958
January	III	III	III	III	C	C	C
March	III	III	III	III	C	C	C
May	III	III	III	C	C	C	C
July	III	III	III	C	C	C	C
September	III	III	III	C	C	C	C
November	III	III	III	C	C	C	C

[1]See explanatory note, p. 46.

Area C. Saginaw, Mich.

Location: East North Central Region.
The school leaver study included only the city of Saginaw.

Population of Saginaw County: 178,000 (estimated); of Saginaw City, 107,000 (estimated). Total white, 94 percent; Negro, 6 percent; adult foreign-born, 10 percent.

Employment: 49,228. About 27,000 were employed in manufacturing of whom more than a third were in iron and steel foundries and almost another third in transportation equipment. Wholesale and retail trade and public utilities were the next largest industrial groups.

There is a formal school-work program which includes trades, industry, office occupations, retailing, and sales (distributive education). This program is usually open only to 12th grade students.

Labor Market Classification: [1]

	1952	1953	1954	1955	1956	1957	1958
January	III	II	II	III	B	C	C
March	III	II	III	II	B	C	D
May	III	II	III	B	C	C	E
July	II	I	III	B	C	C	E
September	II	I	III	B	C	C	E
November	II	I	III	B	C	C	D

[1] See explanatory note, p. 46.

Area D. Port Huron, Mich.

Location: East North Central Region.
The school leaver study included only the city of Port Huron.

Population of St. Clair County in which Port Huron is located: 108,000 (estimated); Port Huron, 41,200 (estimated), the smallest of the areas surveyed. Total white, 98 percent. adult foreign-born, 15 percent. The largest foreign-born groups are 48 percent from Canada, 9 percent from Poland, and 8 percent from Germany.

Employment: 18,708. Of these, manufacturing employed about half. Of those in manufacturing, more than two-fifths were in primary metals. The next largest industrial groups were wholesale and retail trade, and services.

Port Huron has a formal school-work program which includes trades, industry, office training practice, merchandising, and retail trade (distributive education). This program is open to 12th grade students only.

Labor Market Classification: [1]

	1952	1953	1954	1955	1956	1957	1958
January	(2)	(2)	(2)	IV	(2)	(3)	(3)
March	IV	(2)	IV	IV	(3)	(3)	(3)
May	IV	(2)	IV	(3)	(3)	(3)	(3)
July	IV	(2)	IV	(2)	(3)	(3)	(3)
September	IV	(2)	IV	(2)	(3)	(3)	(3)
November	(2)	(2)	IV	(2)	(3)	(3)	(3)

[1] See explanatory note, p. 46.
[2] Small areas, of which Port Huron is one, are listed only if a substantial labor surplus (6% or more) exists. In such case only the general designation S.L.S. is used rather than a specific unemployment rate as described by the symbols D, E or F.
[3] Substantial labor surplus (S.L.S.)

Area E. Utica, N. Y.

Location: Middle Atlantic Region.
The school leaver study included only the city of Utica.

Population of Oneida County in which Utica is located: 222,855 (1950 Census); Utica: 114,274 (estimated 1956). Total white, almost 100 percent; adult foreign-born, 16 percent. The largest foreign-born groups are 41 percent from Italy 19 percent from Poland, and 12 percent from the United Kingdom and Eire.

Employment: 56,870. About 30,000 were employed in manufacturing of whom approximately one-fifth were in primary metals and about one-sixth in electrical machinery. The two next largest employed groups were in wholesale and retail trade, and services respectively.

The size of this town has remained stationary for 30 years. Leading citizens' organizations are making a determined effort to convert its manpower skills, once in textiles, to new industries such as fabricated metals and light machinery. A Community Action Committee has organized retraining courses for the unemployed, and provided loans for those studying electronics.

Labor Market Classification:[1]

	1952	1953	1954	1955	1956	1957	1958
January	III	IV	III	IV	C	C	D
March	IV	IV	III	IV	C	C	E
May	IV	III	IV	D	C	C	E
July	IV	III	IV	D	C	C	E
September	IV	III	IV	D	C	C	E
November	IV	III	IV	C	C	C	E

[1]See explanatory note, p. 46. The Utica-Rome labor market area includes all of Oneida and Herkimer Counties, N.Y.

Area F. Harrison County, W. Va.

Location: South Atlantic Region.
The school leaver study covered the entire county.

Population of the county: 84,150; of Clarksburg, the chief city: 34,350. Total white (county), 98 percent; adult foreign-born, 5 percent.

Employment: 20,572. Nearly 7,000 were in manufacturing, of whom nearly two-thirds were in stone, clay, and glass. Wholesale and retail trade employed the next largest group. Some 3,000 were in mining.

Heavy outmigration has characterized this county. Mining is a declining industry

Labor Market Classification:[1]

	1952	1953	1954	1955	1956	1957	1958
January	(2)	(2)	(2)	IV	(2)	(2)	(2)
March	(2)	(2)	IV	IV	(2)	(2)	(2)
May	(2)	(2)	IV	(3)	(2)	(2)	(3)
July	(2)	(2)	IV	(3)	(2)	(2)	(3)
September	(2)	(2)	IV	(3)	(2)	(2)	(3)
November	(2)	(2)	IV	(3)	(2)	(2)	(3)

[1]See explanatory note, p. 46.
[2]Small areas, of which Harrison County is one, are listed only if a substantial labor surplus (6% or more) exists. In such case only the general designation S.L.S. is used rather than a specific unemployment rate as described by the symbols D, E or F.
[3]Substantial labor surplus (S.L.S.)

Area G. Providence, R. I.

Location: New England Region.
The school leaver study included only the city of Providence.

Population of Providence County: 956,876; Providence City (local estimate) 223,000. Total white, 98 percent; adult foreign-born, 23 percent. The largest foreign born groups are 35 percent from Italy, 21 percent from the United Kingdom and Eire, and 11 percent from Canada.

Employment: 194,882. Of these, nearly 110,000 were in manufacturing. Of those in manufacturing, more than a fourth were in textiles and more than a fourth in miscellaneous manufacturing (costume jewelry). Wholesale and retail trade employed 41,000 and about 14,000 were in services. This was the most highly industrialized area surveyed, characterized by light rather than heavy industry.

Labor Market Classification:[1]

	1952	1953	1954	1955	1956	1957	1958
January	IV	IV	IV	IV	D	D	E
March	IV	IV	IV	IV	D	D	F
May	IV	IV	IV	E	D	E	F
July	IV	IV	IV	D	D	E	F
September	IV	IV	IV	D	D	E	E
November	IV	IV	IV	D	D	E	E

[1]See explanatory note, p. 46. The Providence labor market area covers Bristol County and parts of Providence, Kent, and Washington Counties, Rh. Is., as well as sections of Bristol, Norfolk, and Worcester Counties in Eastern Massachusetts.

APPENDIX C. FORMS AND QUESTIONNAIRES

FORM FOR TRANSCRIPTION OF DATA FROM SCHOOL RECORDS

Serial Number _____

U. S. Department of Labor
Bureau of Labor Statistics

Budget Bureau No. 44-560
Expires June 30, 1956

School Code _____

Student Category grad. ☐ dropout ☐

1. _____ Name of pupil (last, first, middle)

2. _____ Date of birth Mo., day, yr.

3. Sex M ☐ F ☐

4. _____ Most recent address of pupil (street, town)

5. _____ IQ

6. _____ Permanent physical disability

7. _____ Date of leaving school Mo., yr.

8. Highest grade completed: None ☐ Less than 8th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th ☐

9. Reason for leaving _____

10. Number of courses taken: Commercial _____ Industrial _____

11. Name of father or guardian (last, first, middle) _____

If known to school

12. Pupil's telephone number _____

13. Did pupil move from area since leaving school? Yes ☐ No ☐ Not known ☐

U. S. Department of Labor
Bureau of Labor Statistics

Budget Bureau No. 44 R-108.4
Approval expires Jan. 31, 1959

SCHEDULE A

PERSONAL INTERVIEW QUESTIONNAIRE

On the Work History and School Experience of School Leavers, 1952-57.

School Code_____ Student Code_____ Serial No._____

I. PERSONAL DATA

1. _____ Nee _____
Name (last, first, middle) If married, give maiden name

2. _____ 3. _____
Current home address (street and town) Telephone number

4. Date of birth_____ 5. Social Security number_____
month year

6. a. Marital status: Single_____ Married _____ Other (widowed, separated, divorced)_____

b. Number of children: None____One____Two____Three or more_____

7. If single, do you live with your immediate family? Yes_____ No_____

8. Siblings: When you left school, how many brothers and sisters did you have?____

II. SCHOOL EXPERIENCE

9. a. Date you left school (month, year) _____

b. Dropouts only: If you left before completing the 12th grade, why did you leave?

c. Dropouts Only: Did your family urge you to stay in school? Yes____No____

d. Graduates Only: If you graduated, did your family urge you to continue some form of schooling? Yes_____ No_____

e. In what ways do you think your school could have been more useful to you?
_____

10. a. Were you enrolled in any formal school-work training program (distributive education or other school-employer programs?) Yes _____ No _____

b. If so, what type of job or jobs did you hold in connection with such program? Specify_____

11. Did you hold any other paid jobs while you were in school or during summer vacations? Yes_____ No_____

If you did:

(a) In what grade?	(b) What kind of job or jobs?	(c) Did this job last a month or longer? Write yes or no

d. Did this work experience help you get a job when you left school?
Yes_____ No_____

e. Did the earnings from your work help you to stay in school?
Yes_____ No_____

12. a. While you were in school, did you have advice from your school about training for a job or about possible job opportunities after leaving school?
Yes_____ No_____

b. From whom? Check the one with whom you had most contact about this:

(1) School principal ☐
(2) Vocational counselor or guidance officer ☐
(3) Homeroom teacher ☐
(4) A classroom teacher ☐
(5) Other (specify)_____

c. When you were in school, what job or occupation did you plan to follow after leaving school?_____

d. Since leaving school, have you followed a different occupation?
Yes_____ No_____ No response_____

e. What kind of work would you most like to do?_____
(Include marriage as an occupation but not military service, unless you plan to remain with the Armed Forces.)

13. Did you take any kind of vocational, technical or professional training after you left school? Yes_____ No_____

If you did, give name of training agency or school

(a) What was the training?	(b) Dates begun	Date ended	(c) Completed Yes	No

(Specify separately for each kind of training)

d. Do you have any definite plans to take any further training?
Yes_____No_____

e. If answer is Yes, specify kind_____

f. If answer is Yes, what date do you expect to begin training?_____

II. DISABILITY

NOTE: Use judgment and do not ask anyone with an obvious defect the nature of the defect such as an amputee, the crippled, a spastic or a stutterer. Instead, record your observation.

14. a. Do you have a physical disability which has lasted for 6 months or longer or which is likely to last that long? Yes_____ No_____

If no, draw line through b to g and go on with question 15.

If yes, ask the following:

b. Specify type (heart ailment, T.B., nephritis, etc. or record your own observation).

c. How old were you when the disability began?

d. Has the disability prevented your getting a job? Yes_____No_____

e. Has it limited the kind of job you can take? Yes_____No_____
(If defect obviously does, record your observation without asking the question.)

f. Do you know the nature of the services offered by the State Vocational Rehabilitation agency in preparing handicapped persons for paid employment?
Yes_____No_____ Has heard of it but no definite information_____

g. Would you like to have help in preparing yourself for work?

(1) Yes_____(2) No_____(3) Feels vocational training is impossible for him for physical reasons_____(4) Does not expect to be in labor force for reasons not connected with disability (marriage, etc.). (5) No clear response.

IV. EMPLOYMENT AND UNEMPLOYMENT EXPERIENCE SINCE LEAVING SCHOOL

NOTE: A REGULAR JOB IS A JOB HELD FOR 1 MONTH OR MORE, FULL OR PART TIME. A SHORT-TIME JOB IS A JOB HELD FOR LESS THAN 1 MONTH, WITH A MINIMUM OF 3 DAYS, FULL OR PART TIME.

15. Present job

A. Do you have a job now? Yes_____No_____

B. If answer is Yes, ask when he started on this job. If interviewee is now working on a regular job (as defined above) or has a regular job but is not actually working this week, or has a new job which he believes to be a regular job, even though he has worked on it less than 1 month, fill in all items for present job. If answer is No, or Yes, but is on a short-time job, enter "not employed" under "present job" and fill in other sheets on job experience since leaving school. If interviewee never held a regular job since leaving school, write "never held a regular job" across sheet, answer question 16, disregard question 17, and answer V.

Details on job experience	Present regular job (col. 1)
a. What do you do on this job?	
b. What date did you start work on job?	
c. xxx	
d. xxx	
e. What is the name of your company or employer?	
f. Address of company or employer (town).	
g. Type of business or product.	
h. How did you obtain the job? (Check most direct means of placement).	
1. Continuation of job held while in school.	
2. School referral.	
3. Public employment service office.	
4. Fee-charging employment agency.	
5. Relative or friend.	
6. Advertised in a newspaper.	
7. Answered newspaper or radio advertisement.	
8. Applied in person at place of business.	
9. Other (specify).	
i. What are your present weekly wages (before taxes or other deductions)?	
j. Regular hours of work per week	
k. xxx	
l. xxx	
m. xxx	
n. xxx	
o. xxx	
p. xxx	
q. xxx	
r. xxx	

16. Experience between leaving school and first regular job, if any.

a. What date did you leave school?_____

b. After you left school, did you look for work? Yes_____ No_____

c. How many weeks after leaving school did you start looking for work?_____

d. If this was more than 9 weeks, what were the reasons you were not looking for work during this time?_____

e. Did you find a regular job?_____

f. How many weeks did it take you to find this first regular job?_____

g. Did you have any short-time jobs (lasting less than 1 month but more than 3 days) while you were looking for your first regular job or if you never got a regular job? Yes_____ No_____

If answer is Yes, how many?_____

h. In how many weeks were you working in this (these) short-time job(s)?_____

i. Did you register at the public employment service office before you got your first regular job? Yes_____ No_____

17. Job experience, first regular job to present job

Details on job experience	First regular job after leaving school (col. 2)
a. What did you do on this job?	
b. What date did you start work on job?	
c. What date did you leave the job?	
d. Did you usually work less than 35 hours per week?	
e. What was the name of your company or employer?	
f. Address of company or employer (town).	
g. Type of business or product.	
h. How did you obtain the job? (Check most direct means of placement.)	
1. Continuation of job held while in school.	
2. School referral.	
3. Public employment service office.	
4. Fee-charging employment agency.	
5. Relative or friend.	
6. Advertised in a newspaper.	
7. Answered newspaper or radio advertisement.	
8. Applied in person at place of business.	
9. Other (specify).	
i. xxx	
j. xxx	

Details on job experience	First regular job after leaving school (col. 2)
k. Why did you leave this job?	
l. How many weeks elapsed between leaving this regular job and securing your next regular job, if any?	
m. In how many of these weeks were you looking for work?	
n. In how many of these weeks did you have short-time jobs?	
o. Did you draw unemployment compensation? 1. Number of weeks.	
p. If, during the period between this regular job and your next regular job, you were not looking for work for more than 1 month, why were you not looking?	
q. Did you ever get another regular job?	
r. While you were looking for your next job, did you register at the public employment service office?	

[Above questions were repeated for each succeeding regular job to accou for all time between first regular job and date of interview.]

V. CURRENT UNEMPLOYMENT EXPERIENCE

Note: Do not ask following questions of persons who now have a regular job.

18. Are you looking for work? Yes_____ No_____. If answer is Yes, fill in secti A. If answer is No, fill in section B.

A. If you are not working now, or have only a short-time job and are looking for reg lar work, but have not obtained it:

19. a. For how many weeks have you been looking for a job?_____

b. What kind of job are you looking for? Specify_____

c. What are you doing to try to get a job? (Fill in one or more)

	Date of most recent use of this method
(1) Check at the local public employment service office.	
(2) Check at a fee-charging employment agency.	
(3) Inquire of friends and relatives.	
(4) Answer newspaper or radio advertisements.	
(5) Put advertisements in newspapers.	
(6) Apply in person at employer's place of business.	
(7) Other (specify).	

20. During your present search for a job, was there a specific job or jobs that you applied for, but which you did not get? Yes_____ No_____.

If answer is Yes:

a. What was the most recent job?_____

b. What reason did the employer give you for not hiring you? Specify:

(1) Did not have skill qualifications ..... ☐

(2) Did not have educational qualifications ..... ☐

(3) Too young ..... ☐

(4) Did not have physical qualifications ..... ☐

(5) Other ..... ☐

(6) No specific reason..... ☐

21. During your present search for a job, were you offered a specific job for which you were qualified but which you did not accept?

Yes___ No___

If answer is YES:

a. What was the job?_____

b. The reason you did not accept it. Specify:

(1) Wages were too low ..... ☐

(2) Transportation was difficult ..... ☐

(3) Did not like working conditions ..... ☐

Specify_____

(4) Other (specify)..... ☐

_____

B. If interviewee is not working at present, and is not looking for a job:

22. If you are not looking for work, what is the chief reason?

a. Occupied full time in keeping house ..... ☐

b. Permanent disability ..... ☐

c. Have a new job starting within _____ days ..... ☐

d. Expect to be called back on old job within _____ days ..... ☐

e. In school, apprenticeship or plan to enter within _____ days .. ☐

f. Illness ..... ☐

g. Do not have skills for work available ..... ☐

h. Too young for work available ..... ☐

i. Do not have physical qualifications for work available ..... ☐

j. Other (specify) ..... ☐

_____

SCHEDULE B

INQUIRY TO FAMILY MEMBERS OF SCHOOL LEAVERS NO LONGER LIVING IN AREA

These few questions are to be asked to get some line on what has happened to the utmigrants among school leavers. The questions are limited and general because in ıany cases family members do not really know much about those who have moved away.

However, since a number of young people may be leaving the area, it is necessary, in valuating the total situation, to have some basic information about them.

Questions on first page should be addressed only to adult persons--parents or other lose relatives--who might be expected to have reasonably accurate information. Do ot interview neighbors or other nonfamily members for answers to questions 1-9.

If the family of the school leaver has also moved away--try to find out from a neighbor hether the school leaver left the area and where he went, if possible. In such cases, ll out "Inquiry of Neighbors" only.

:hool Code _____ Student Code _____ Serial No. _____

ɔurce of information: Name _____ Relationship _____
(last, first, middle)

. PERSONAL DATA

1. _____ Nee . _____
Name of school leaver (first, last, middle) (If married, give maiden name)

2. Date of birth: _____
month year

3. a. Marital Status: Single _____ Married _____ Other _____

b. Number of children. None _____ One _____ Two _____ Three or more _____

4. Siblings: When he left school, how many brothers and sisters did he have? _____

a. Does he have any physical disability which has lasted for 6 months or longer or which is likely to last that long? Yes _____ No _____

If yes:

b. Specify type (heart ailment, T.B., nephritis, etc.) _____

c. How old was he when the disability began? _____

d. Has the disability prevented him from getting a job? Yes _____ No _____

e. Does he know of the services offered by the VR agency in preparing persons for paid employment? Yes _____ No _____ Parent doesn't know _____

PRESENT ACTIVITY

5. Why did he leave the area? _____

_____

_____

6. When did he leave? _____
month year

7. Where is he living now? _____
(town and State)

8. Had he worked at a regular job or jobs before leaving the area?
Yes_____ No_____

If Yes, for how long altogether? Months _____ Years _____

9. Is he working now? Yes_____ No_____

If Yes,

a. Where? _____
(town and State)

b. Occupation? _____
(if available)

INQUIRY OF NEIGHBORS

Fill out only if both school leaver and family are not at given address.

Name of School leaver _____ Student Code_____ Serial No._____

Do you know where he now lives? Yes _____ No _____

Where? _____
(as complete an address as possible)

Do you know where his family now lives? Yes_____ No _____

Where? _____
(as complete an address as possible)

Note: If school leaver is still living regularly in the area, not just home on vacation contact him at new address and fill out schedule A.

If school leaver has left the area, but family still lives there, contact them and fil out schedule B.

If neither can be contacted, indicate by an "X", ☐
and ask neighbor what he knows about school leaver's present status

APPENDIX D

TABLES D-1 to D-13

TABLE D-1.--Universe, sample, and completed interviews of graduates and dropouts, by area and sex

Area and sex	Universe			Complete sample			All interviews			Type of interview schedule					
										A schedules[1]			B schedules[2]		
	Total	Graduates	Dropouts	Total	Graduates	Dropouts	Total	Graduates	Dropouts	Total	Graduates	Dropouts	Total	Graduates	Dropouts
All areas	21,887	12,382	9,505	6,830	3,830	3,000	6,311	3,566	2,745	3,931	2,319	1,612	2,380	1,247	1,133
Male	10,939	5,487	5,452	3,311	1,648	1,663	3,015	1,492	1,523	1,557	773	784	1,458	719	739
Female	10,948	6,895	4,053	3,519	2,182	1,337	3,296	2,074	1,222	2,374	1,546	828	922	528	394
Area A	4,227	2,880	1,347	1,183	657	526	1,170	654	516	698	426	272	472	228	244
Male	2,155	1,459	696	598	336	262	592	334	258	287	174	113	305	160	145
Female	2,072	1,421	651	585	321	264	578	320	258	411	252	159	167	68	99
Area B	5,762	2,583	3,179	1,040	516	524	841	423	418	537	302	235	304	121	183
Male	3,021	1,127	1,894	537	225	312	428	178	250	223	110	113	205	68	137
Female	2,741	1,456	1,285	503	291	212	413	245	168	314	192	122	99	53	46
Area C	3,526	2,026	1,500	1,074	660	414	952	592	360	588	343	245	364	249	115
Male	1,767	882	885	531	286	245	432	229	203	263	122	141	169	107	62
Female	1,759	1,144	615	543	374	169	520	363	157	325	221	104	195	142	53
Area D	1,365	796	569	684	437	247	684	437	247	410	270	140	274	167	107
Male	649	333	316	286	167	119	286	167	119	156	88	68	130	79	51
Female	716	463	253	398	270	128	398	270	128	254	182	72	144	88	56
Area E	1,998	1,307	691	1,050	692	358	949	617	332	685	486	199	264	131	133
Male	912	496	416	482	265	217	433	230	203	235	139	96	198	91	107
Female	1,086	811	275	568	427	141	516	387	129	450	347	103	66	40	26
Area F	3,305	2,106	1,199	950	527	423	866	502	364	448	282	166	418	220	198
Male	1,564	896	668	444	223	221	411	208	203	146	80	66	265	128	137
Female	1,741	1,210	531	506	304	202	455	294	161	302	202	100	153	92	61
Area G	1,704	684	1,020	849	341	508	849	341	508	565	210	355	284	131	153
Male	871	294	577	433	146	287	433	146	287	247	60	187	186	86	100
Female	833	390	443	416	195	221	416	195	221	318	150	168	98	45	53

[1] Interviews with school leavers in person.
[2] Interviews with family or neighbors of school leavers.

TABLE D-2a.—IQ's of graduates, five areas, by sex

Area and sex	Total reporting IQ		IQ's of graduates									
			Under 85		85-89		90-109		110-114		115 and over	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas[1]	[2] 7,161	100	702	10	784	11	4,489	63	624	9	562	7
Male	3,201	100	373	12	355	11	1,973	62	264	8	236	7
Female	3,960	100	329	8	429	11	2,516	64	360	9	326	8
Area A	2,581	100	220	9	202	8	1,584	61	285	11	290	11
Male	1,317	100	139	10	115	9	814	62	129	10	120	9
Female	1,264	100	81	7	87	7	770	61	156	12	170	13
Area D	786	100	122	16	94	12	436	55	66	8	68	9
Male	324	100	58	18	34	11	172	53	30	9	30	9
Female	462	100	64	14	60	13	264	57	36	8	38	8
Area E	1,253	100	47	4	107	8	909	73	126	10	64	5
Male	479	100	19	4	41	9	352	73	46	10	21	4
Female	774	100	28	4	66	8	557	72	80	10	43	6
Area F	1,861	100	262	14	300	16	1,131	61	92	5	76	4
Male	790	100	140	18	137	17	451	57	29	4	33	4
Female	1,071	100	122	11	163	15	680	64	63	6	43	4
Area G	680	100	51	8	81	12	429	63	55	8	64	9
Male	291	100	17	6	28	10	184	63	30	10	32	11
Female	389	100	34	9	53	14	245	63	25	6	32	8

[1] Data for areas B and C were insufficient to warrant presentation.
[2] Excludes 612 graduates for whom IQ's were not reported. IQ's based on Otis Mental Ability Group Test in 4 areas and on Terman-McNamor in 1.

TABLE D-2b.—IQ's of dropouts, five areas, by sex

Area and sex	Total reporting IQ		IQ's of dropouts									
			Under 85		85-89		90-109		110-114		115 and over	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas[1]	[2] 4,032	100	1,230	31	601	15	1,945	48	165	4	91	2
Male	2,225	100	714	32	334	15	1,046	47	81	4	50	2
Female	1,807	100	516	28	267	15	899	50	84	5	41	2
Area A	1,177	100	321	27	163	14	599	51	63	5	31	3
Male	602	100	189	31	94	16	275	46	29	5	15	2
Female	575	100	132	23	69	12	324	56	34	6	16	3
Area D	475	100	165	35	60	12	214	45	18	4	18	4
Male	261	100	96	37	31	12	116	44	7	3	11	4
Female	214	100	69	32	29	14	98	46	11	5	7	3
Area E	628	100	143	23	106	17	349	55	26	4	4	1
Male	384	100	84	22	56	15	227	59	16	4	1	([3])
Female	244	100	59	24	50	21	122	50	10	4	3	1
Area F	798	100	273	34	149	19	344	43	16	2	16	2
Male	436	100	158	36	86	20	176	40	8	2	8	2
Female	362	100	115	32	63	17	168	47	8	2	8	2
Area G	954	100	328	35	123	13	439	46	42	4	22	2
Male	542	100	187	35	67	12	252	46	21	4	15	3
Female	412	100	141	34	56	24	187	45	21	5	7	2

[1] Data for areas B and C were insufficient to warrant presentation.
[2] Excludes 794 dropouts for whom IQ's were not reported. IQ's based on Otis Mental Ability Group Test in 4 areas and on Terman-McNamor in 1.
[3] Less than 0.5 percent.

TABLE D-3.--Highest grade completed by dropouts, by area and sex

Area and sex	Total dropouts		Highest grade completed											
			11th		10th		9th		8th		7th		Ungraded[1]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas	[2] 9,459	100	1,768	19	1,902	20	2,814	30	2,345	25	405	4	225	2
Male	5,420	100	1,035	19	976	18	1,645	30	1,353	25	260	5	151	3
Female	4,039	100	733	18	926	23	1,169	29	992	24	145	4	74	2
Area A	1,347	100	288	21	422	31	399	30	238	18	---	---	---	---
Male	696	100	157	23	183	26	215	31	141	20	---	---	---	---
Female	651	100	131	20	239	37	184	28	97	15	---	---	---	---
Area B	3,179	100	930	29	358	11	772	25	1,119	35	---	---	---	---
Male	1,894	100	576	30	192	10	469	25	657	35	---	---	---	---
Female	1,285	100	354	27	166	13	303	24	462	36	---	---	---	---
Area C	1,474	100	177	12	396	27	506	34	240	16	155	11	---	---
Male	867	100	90	10	210	24	335	39	134	16	98	11	---	---
Female	607	100	87	14	186	31	171	28	106	18	57	9	---	---
Area D	566	100	80	14	154	27	237	42	72	13	23	4	---	---
Male	313	100	43	14	82	26	134	43	43	14	11	3	---	---
Female	253	100	37	15	72	28	103	41	29	11	12	5	---	---
Area E	674	100	91	14	172	26	226	33	185	27	---	---	---	---
Male	405	100	63	16	115	28	142	35	85	21	---	---	---	---
Female	269	100	28	11	57	21	84	31	100	37	---	---	---	---
Area F	1,199	100	131	11	238	20	343	29	353	29	134	11	---	---
Male	668	100	65	10	112	17	182	27	213	32	96	14	---	---
Female	531	100	66	12	126	24	161	30	140	27	38	7	---	---
Area G	1,020	100	71	7	162	16	331	32	138	14	93	9	225	22
Male	577	100	41	7	82	14	168	29	80	14	55	10	151	26
Female	443	100	30	7	80	18	163	37	58	13	38	8	74	17

[1] Only one area had this classification. Students were placed in this classification by the school authorities in the area if they failed to earn promotion for 2 years.
[2] Excludes 46 for whom grade completed was not reported.

TABLE D-4.--Reasons for leaving school as given by dropouts, by highest grade completed and by area and sex

Area and reasons given for leaving	Highest grade completed, by sex													
	All grades						11th		10th		9th		Less than 9th	
	Total		Male		Female		Male	Female	Male	Female	Male	Female	Male	Female
	Number	Percent	Number	Percent	Number	Percent	Number		Number		Number		Number	
11 areas	[1] 1,550	100	743	100	807	100	88	108	132	217	244	254	279	228
Reached age 16	73	5	43	6	30	4	2	2	10	12	22	11	9	5
Work	283	18	187	25	96	12	27	13	42	27	65	31	53	25
Marriage	237	15	19	3	218	27	6	57	5	73	5	57	3	31
Military service	50	3	48	6	2	([2])	11	1	12	---	15	1	10	---
Moved within area	5	([2])	2	([2])	3	([2])	---	---	---	---	2	2	---	1
Adverse school experience	534	35	279	38	255	32	27	21	37	53	73	84	142	97
Adverse home circumstances	123	8	52	7	71	9	3	3	8	20	22	31	19	17
Health	95	6	36	5	59	7	3	4	7	15	16	13	10	27
Other	150	10	77	10	73	9	9	7	11	17	24	24	33	25
rea A	264	100	109	100	155	100	21	39	25	61	35	38	28	17
Reached age 16	4	1	2	2	2	1	---	1	---	---	1	---	1	1
Work	67	25	47	43	20	13	7	8	12	6	16	3	12	3
Marriage	78	30	6	6	72	47	2	23	3	29	1	15	---	5
Military service	7	3	7	6	---	---	1	---	2	---	2	---	2	---
Moved within area	2	1	---	---	2	1	---	---	---	---	---	1	---	1
Adverse school experience	74	28	35	32	39	25	9	5	6	16	11	12	9	6
Adverse home circumstances	12	4	5	5	7	5	1	1	1	4	1	2	2	---
Health	20	8	7	6	13	8	1	1	1	6	3	5	2	1
Other	---	---	---	---	---	---	---	---	---	---	---	---	---	---
rea B	235	100	113	100	122	100	16	14	14	27	25	33	58	48
Reached age 16	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Work	35	15	21	19	14	11	4	3	4	2	1	5	12	4
Marriage	39	17	4	3	35	29	1	3	---	13	1	10	2	9
Military service	14	6	12	11	2	2	3	1	1	---	4	1	4	---
Moved within area	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Adverse school experience	37	16	23	20	14	11	1	2	1	2	4	2	17	8
Adverse home circumstances	1	([2])	---	---	1	1	---	---	---	1	---	---	---	---
Health	20	8	7	6	13	11	---	2	2	---	3	3	2	8
Other	89	38	46	41	43	35	7	3	6	9	12	12	21	19
rea C	206	100	114	100	92	100	12	19	25	31	47	19	30	23
Reached age 16	45	22	30	26	15	16	2	---	7	9	14	3	7	3
Work	36	17	27	24	9	10	2	---	8	5	12	2	5	2
Marriage	37	18	5	4	32	35	3	12	1	4	---	7	1	9
Military service	3	1	3	3	---	---	1	---	1	---	1	---	---	---
Moved within area	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Adverse school experience	32	16	20	18	12	13	3	3	2	3	6	4	9	2
Adverse home circumstances	17	8	8	7	9	10	1	2	3	4	2	1	2	2
Health	13	7	8	7	5	5	---	---	1	2	7	---	---	3
Other	23	11	13	11	10	11	---	2	2	4	5	2	6	2
rea D	130	100	60	100	70	100	8	9	17	24	26	31	9	6
Reached age 16	24	18	11	18	13	18	---	1	3	3	7	8	1	1
Work	26	20	19	32	7	10	4	---	7	2	6	3	2	2
Marriage	22	17	---	---	22	31	---	7	---	8	---	7	---	---
Military service	4	3	4	7	---	---	---	---	1	---	3	---	---	---
Moved within area	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Adverse school experience	23	18	12	20	11	16	4	1	3	4	4	6	1	---
Adverse home circumstances	11	8	5	8	6	9	---	---	---	2	2	3	3	1
Health	6	5	1	2	5	7	---	---	---	3	---	---	1	2
Other	14	11	8	13	6	9	---	---	3	2	4	4	1	---

See footnotes at end of table.

TABLE D-4.--Reasons for leaving school as given by dropouts, by highest grade completed and by area and sex--Continued

Area and reasons given for leaving	Highest grade completed, by sex													
	All grades						11th		10th		9th		Less than 9t	
	Total		Male		Female		Male	Female	Male	Female	Male	Female	Male	Femal
	Number	Percent	Number	Percent	Number	Percent	Number		Number		Number		Number	
Area E	194	100	94	100	100	100	18	10	22	19	36	34	18	37
Reached age 16	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Work	54	28	31	33	23	23	7	1	7	7	12	6	5	9
Marriage	17	9	3	3	14	14	---	3	---	4	3	6	---	1
Military service	12	6	12	13	---	---	5	---	1	---	4	---	2	---
Moved within area	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Adverse school experience	81	42	37	39	44	44	4	4	12	4	14	15	7	21
Adverse home circumstances	8	4	3	3	5	5	1	---	2	2	---	2	---	1
Health	10	5	2	2	8	8	---	1	---	1	1	2	1	4
Other	12	6	6	7	6	6	1	1	---	1	2	3	3	1
Area F	166	100	66	100	100	100	7	9	13	24	18	31	28	36
Reached age 16	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Work	19	11	14	21	5	5	1	---	1	---	6	3	6	2
Marriage	34	21	1	1	33	33	---	7	1	12	---	8	---	6
Military service	8	5	8	12	---	---	1	---	5	---	---	---	2	---
Moved within area	3	2	2	3	1	1	---	---	---	---	2	1	---	---
Adverse school experience	63	38	29	44	34	34	3	1	4	8	7	10	15	15
Adverse home circumstances	14	8	4	6	10	10	---	---	1	2	1	6	2	2
Health	17	10	5	8	12	12	1	---	1	1	1	3	2	8
Other	8	5	3	5	5	5	1	1	---	1	1	---	1	3
Area G	355	100	187	100	168	100	6	8	16	31	57	68	108	61
Reached age 16	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Work	46	13	28	15	18	11	2	1	3	5	12	9	11	3
Marriage	10	3	---	---	10	6	---	2	---	3	---	4	---	1
Military service	2	1	2	1	---	---	---	---	1	---	1	---	---	---
Moved within area	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Adverse school experience	224	63	123	66	101	60	3	5	9	16	27	35	84	45
Adverse home circumstances	60	17	27	14	33	19	---	---	1	5	16	17	10	11
Health	9	2	6	3	3	2	1	---	2	2	1	---	2	1
Other	4	1	1	1	3	2	---	---	---	---	---	3	1	---

[1] Excludes 59 for whom reasons for leaving and for highest grade completed were not reported.
[2] Less than 0.5 percent.

TABLE D-5.--Reasons for leaving school as given by dropouts, four areas, by IQ

Area and reasons given for leaving school	Total dropouts		IQ's of dropouts			
			Under 85	85-89	90-109	110 and over
	Number	Percent	Number	Number	Number	Number
1 areas[1]	[2] 840	100	289	117	383	51
Reached age 16	4	1	3	---	---	1
Work	161	19	47	21	82	11
Marriage	118	14	20	14	73	11
Military service	20	2	5	7	8	---
Moved within area	4	1	2	---	2	---
Adverse school experience	386	46	158	58	150	20
Adverse home circumstances	85	10	36	8	37	4
Health	44	5	17	4	21	2
Other	18	2	1	5	10	2
ea A	229	100	75	30	109	15
Reached age 16	4	2	3	---	---	1
Work	57	25	18	12	23	4
Marriage	69	30	11	5	47	6
Military service	4	2	2	2	---	---
Moved within area	2	1	1	---	1	---
Adverse school experience	64	28	28	9	24	3
Adverse home circumstances	11	4	5	1	4	1
Health	18	8	7	1	10	---
Other	---	---	---	---	---	---
ea E	170	100	44	30	87	9
Reached age 16	---	---	---	---	---	---
Work	47	28	8	7	29	3
Marriage	15	9	1	5	7	2
Military service	8	5	---	3	5	---
Moved within area	---	---	---	---	---	---
Adverse school experience	74	43	27	12	31	4
Adverse home circumstances	8	5	3	1	4	---
Health	9	5	4	1	4	---
Other	9	5	1	1	7	---
ea F	111	100	39	19	47	6
Reached age 16	---	---	---	---	---	---
Work	14	13	9	1	4	---
Marriage	24	22	5	4	14	1
Military service	6	5	3	1	2	---
Moved within area	2	2	1	---	1	---
Adverse school experience	40	36	14	7	17	2
Adverse home circumstances	11	10	2	2	6	1
Health	8	7	5	1	2	---
Other	6	5	---	3	1	2
ea G	330	100	131	38	140	21
Reached age 16	---	---	---	---	---	---
Work	43	13	12	1	26	4
Marriage	10	3	3	---	5	2
Military service	2	1	---	1	1	---
Moved within area	---	---	---	---	---	---
Adverse school experience	208	63	89	30	78	11
Adverse home circumstances	55	16	26	4	23	2
Health	9	3	1	1	5	2
Other	3	1	---	1	2	---

[1] Data for areas B, C, and D were not available for this cross tabulation.
[2] Excludes 149 for whom reasons and/or IQ's were not reported.

TABLE D-6a.--All vocational courses completed by graduates and dropouts, six areas, by sex

Sex	Total graduates and dropouts		Number of students who completed no vocational courses		Unduplicated total of students who completed vocational courses[1]	
	Number	Percent	Number	Percent	Number	Percent
	All areas[2]					
Total------	[3] 19,755	100	3,489	18	16,266	82
Male-----	9,930	100	1,886	19	8,044	81
Female---	9,825	100	1,603	16	8,222	84
Graduates--	11,075	100	370	3	10,705	97
Male-----	4,990	100	215	4	4,775	96
Female---	6,085	100	155	3	5,930	97
Dropouts---	8,680	100	3,119	36	5,561	64
Male-----	4,940	100	1,671	34	3,269	66
Female---	3,740	100	1,448	39	2,292	61
	Area A					
Total------	4,227	100	483	11	3,744	89
Male-----	2,155	100	238	11	1,917	89
Female---	2,072	100	245	12	1,827	88
Graduates--	2,880	100	139	5	2,741	95
Male-----	1,459	100	93	6	1,366	94
Female---	1,421	100	46	3	1,375	97
Dropouts---	1,347	100	344	26	1,003	74
Male-----	696	100	145	21	551	79
Female---	651	100	199	31	452	69
	Area B					
Total------	5,762	100	1,634	28	4,128	72
Male-----	3,021	100	892	30	2,129	70
Female---	2,741	100	742	27	1,999	73
Graduates--	2,583	100	166	6	2,417	94
Male-----	1,127	100	67	6	1,060	94
Female---	1,456	100	99	7	1,357	93
Dropouts---	3,179	100	1,468	46	1,711	54
Male-----	1,894	100	825	44	1,069	56
Female---	1,285	100	643	50	642	50
	Area C					
Total------	3,526	100	668	19	2,858	81
Male-----	1,767	100	403	23	1,364	77
Female---	1,759	100	265	15	1,494	85
Graduates--	2,026	100	---	---	2,026	100
Male-----	882	100	---	---	882	100
Female---	1,144	100	---	---	1,144	100
Dropouts---	1,500	100	668	45	832	55
Male-----	885	100	403	46	482	54
Female---	615	100	265	43	350	57
	Area D					
Total------	1,365	100	130	10	1,235	90
Male-----	649	100	28	4	621	96
Female---	716	100	102	14	614	86
Graduates--	796	100	---	---	796	100
Male-----	333	100	---	---	333	100
Female---	463	100	---	---	463	100
Dropouts---	569	100	130	23	439	77
Male-----	316	100	28	9	288	91
Female---	253	100	102	40	151	60
	Area F					
Total------	[3] 3,171	100	392	12	2,779	88
Male-----	1,468	100	225	15	1,243	85
Female---	1,703	100	167	10	1,536	90
Graduates--	2,106	100	10	([4])	2,096	100
Male-----	896	100	8	1	888	99
Female---	1,210	100	2	([4])	1,208	100
Dropouts---	[3] 1,065	100	382	36	683	64
Male-----	572	100	217	38	355	62
Female---	493	100	165	33	328	67
	Area G					
Total------	1,704	100	182	11	1,522	89
Male-----	870	100	100	11	770	89
Female---	834	100	82	10	752	90
Graduates--	684	100	55	8	629	92
Male-----	293	100	47	16	246	84
Female---	391	100	8	2	383	98
Dropouts---	1,020	100	127	12	893	88
Male-----	577	100	53	9	524	91
Female---	443	100	74	17	369	83

[1] The unduplicated total counts a student only once even though he completed both commercial and industrial courses. It includes also 182 graduates (66 percent girls) in area A and 180 graduates (60 percent girls) in area F who had completed courses in distributive education (retail trade).

[2] Excludes area E for which data were not available by number of vocational courses. Registration by type of curriculum was as follows: General--130 graduates, 131 dropouts; college preparatory--353 graduates, 79 dropouts; business--616 graduates, 220 dropouts; industrial--206 graduates 240 dropouts. Twenty-three did not report type of curriculum.

[3] Excludes 134 dropouts in 8th grade for whom data on vocational courses were not reported.

[4] Less than 0.5 percent.

TABLE D-6b. Commercial courses completed by graduates and dropouts, six areas, by sex.

Area and sex	Commercial courses										No commercial courses	
	Number of courses taken											
	Total taking commercial courses		One		Two		Three		Four			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent[1]
All areas[2]	[3]11,258	100	2,278	20	2,262	20	1,257	11	5,461	49	4,940	30
Male	3,682	100	1,359	37	1,135	31	351	9	837	23	4,327	54
Female	7,576	100	919	12	1,127	15	906	12	4,624	61	613	7
Graduates	8,652	100	1,307	15	1,555	18	1,016	12	4,774	55	2,052	19
Male	2,887	100	933	32	921	32	304	11	729	25	1,888	40
Female	5,765	100	374	7	634	11	712	12	4,045	70	164	3
Dropouts	2,606	100	971	37	707	27	241	9	687	27	2,888	52
Male	795	100	426	53	214	27	47	6	108	14	2,439	75
Female	1,811	100	545	30	493	27	194	11	579	32	449	20
Area A	2,645	100	324	12	439	17	117	4	1,765	67	1,099	29
Male	819	100	204	25	247	30	49	6	319	39	1,098	57
Female	1,826	100	120	7	192	10	68	4	1,446	79	1	(4)
Graduates	2,056	100	206	10	285	14	80	4	1,485	72	685	25
Male	682	100	156	23	203	30	38	5	285	42	684	50
Female	1,374	100	50	4	82	6	42	3	1,200	87	1	(4)
Dropouts	589	100	118	20	154	26	37	6	280	48	414	41
Male	137	100	48	35	44	32	11	8	34	25	414	75
Female	452	100	70	16	110	24	26	6	246	54	---	---
Area B	2,952	100	407	14	676	23	250	8	1,619	55	1,176	28
Male	1,095	100	247	23	405	37	113	10	330	30	1,034	49
Female	1,857	100	160	9	271	15	137	7	1,289	69	142	7
Graduates	2,116	100	155	7	454	22	165	8	1,342	63	301	12
Male	794	100	114	14	321	41	95	12	264	33	266	25
Female	1,322	100	41	3	133	10	70	5	1,078	82	35	3
Dropouts	836	100	252	30	222	27	85	10	277	33	875	51
Male	301	100	133	44	84	28	18	6	66	22	768	72
Female	535	100	119	22	138	26	67	13	211	39	107	17
Area C	1,909	100	425	22	417	22	212	11	855	45	887	31
Male	537	100	213	40	190	35	38	7	96	18	795	58
Female	1,372	100	212	15	227	17	174	13	759	55	92	6
Graduates	1,485	100	252	17	278	19	170	11	785	53	540	27
Male	417	100	150	36	145	35	31	7	91	22	465	53
Female	1,068	100	102	10	133	12	139	13	694	65	75	7
Dropouts	424	100	173	41	139	33	42	10	70	16	347	42
Male	120	100	63	52	45	38	7	6	5	4	330	68
Female	304	100	110	36	94	31	35	12	65	21	17	5
Area D	809	100	247	30	120	15	48	6	394	49	420	34
Male	229	100	154	68	35	15	14	6	26	11	389	63
Female	580	100	93	16	85	15	34	6	368	63	31	5
Graduates	586	100	133	23	66	11	29	5	358	61	210	26
Male	152	100	96	63	23	15	10	7	23	15	181	54
Female	434	100	37	9	43	10	19	4	335	77	29	6
Dropouts	223	100	114	51	54	24	19	9	36	16	210	48
Male	77	100	58	75	12	16	4	5	3	4	208	72
Female	146	100	56	38	42	29	15	10	33	23	2	(4)
Area F	2,176	100	633	29	408	19	361	17	774	35	603	22
Male	797	100	418	53	202	25	111	14	66	8	446	36
Female	1,379	100	215	16	206	15	250	18	708	51	157	10

See footnotes at end of table.

TABLE D-6b. Commercial courses completed by graduates and dropouts, six areas, by sex--Continued

Area and sex	Commercial courses										No commercial courses	
	Number of courses taken											
	Total taking commercial courses		One		Two		Three		Four or more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent[1]
Graduates------	1,884	100	441	23	348	18	333	18	762	41	212	10
Male---------	695	100	330	48	192	28	107	15	66	9	193	22
Female-------	1,189	100	111	9	156	13	226	19	696	59	19	2
Dropouts-------	292	100	192	66	60	20	28	10	12	4	391	57
Male---------	102	100	88	86	10	10	4	4	---	---	253	71
Female-------	190	100	104	55	50	26	24	13	12	6	138	42
Area G---------	767	100	242	32	202	26	269	35	54	7	755	50
Male---------	205	100	123	60	56	27	26	13	---	---	565	73
Female-------	562	100	119	21	146	26	243	43	54	10	190	25
Graduates------	525	100	120	23	124	24	239	45	42	8	104	17
Male---------	147	100	87	59	37	25	23	16	---	---	99	40
Female-------	378	100	33	9	87	23	216	57	42	11	5	(4)
Dropouts-------	242	100	122	51	78	32	30	12	12	5	651	73
Male---------	58	100	36	62	19	33	3	5	---	---	466	89
Female-------	184	100	86	47	59	32	27	15	12	6	185	50

[1] Percent based on unduplicated total of those who completed vocational courses. See table D-ba.
[2] See footnote 2, table D-6a.
[3] Excludes 68 for whom number of courses taken were not reported.
[4] Too few to compute percent.

TABLE D-6c.--Industrial courses completed by graduates and dropouts, six areas, by sex

Area and sex	Industrial courses										No industrial courses	
	Number of courses taken											
	Total taking industrial courses		One		Two		Three		Four or more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent[1]
All areas[2]	[3] 10,008	100	2,500	25	2,240	22	977	10	4,291	43	6,182	38
Male	7,083	100	1,333	19	1,328	19	659	9	3,763	53	923	11
Female	2,925	100	1,167	40	912	31	318	11	528	18	5,259	64
Graduates	6,066	100	923	15	1,230	20	552	9	3,361	56	4,636	43
Male	4,104	100	396	10	512	12	279	7	2,917	71	670	14
Female	1,962	100	527	27	718	36	273	14	444	23	3,966	67
Dropouts	3,942	100	1,577	40	1,010	26	425	11	930	23	1,546	28
Male	2,979	100	937	32	816	27	380	13	846	28	253	8
Female	963	100	640	66	194	20	45	5	84	9	1,293	56
Area A	1,606	100	108	7	210	13	86	5	1,202	75	2,138	57
Male	1,576	100	90	6	203	13	83	5	1,200	76	341	18
Female	30	100	18	60	7	23	3	10	2	7	1,797	98
Graduates	1,117	100	39	3	87	8	36	3	955	86	1,624	59
Male	1,091	100	24	2	80	7	34	3	953	88	275	20
Female	26	100	15	57	7	27	2	8	2	8	1,349	98
Dropouts	489	100	69	14	123	25	50	10	247	51	514	51
Male	485	100	66	14	123	25	49	10	247	51	66	12
Female	4	100	3	(4)	---	---	1	(4)	---	---	448	99
Area B	2,780	100	669	24	493	18	206	7	1,412	51	1,348	33
Male	1,905	100	474	25	257	14	123	6	1,051	55	224	11
Female	875	100	195	22	236	27	83	10	361	41	1,124	56
Graduates	1,545	100	124	8	249	16	92	6	1,080	70	872	36
Male	946	100	43	5	77	8	30	3	796	84	114	11
Female	599	100	81	14	172	29	62	10	284	47	758	56
Dropouts	1,235	100	545	44	244	20	114	9	332	27	476	28
Male	959	100	431	45	180	19	93	10	255	26	110	10
Female	276	100	114	41	64	23	21	8	77	28	366	57
Area C	1,299	100	192	15	315	24	99	8	692	53	1,496	52
Male	1,148	100	133	11	249	22	91	8	675	59	184	13
Female	151	100	60	40	66	44	8	5	17	11	1,312	88
Graduates	854	100	104	12	159	19	53	6	538	63	1,170	58
Male	738	100	63	9	102	13	48	7	525	71	144	16
Female	116	100	41	36	57	49	5	4	13	11	1,026	90
Dropouts	445	100	89	20	156	35	46	10	154	35	326	39
Male	410	100	70	17	147	36	43	10	150	37	40	8
Female	35	100	19	54	9	26	3	9	4	11	286	82
Area D	628	100	66	10	113	18	48	8	401	64	594	48
Male	586	100	57	10	90	15	45	8	394	67	29	5
Female	42	100	9	21	23	55	3	7	7	17	565	92
Graduates	349	100	21	6	37	11	19	5	272	78	446	56
Male	316	100	16	5	17	5	18	6	265	84	16	5
Female	33	100	5	15	20	61	1	3	7	21	430	93
Dropouts	279	100	45	16	76	27	29	11	129	46	148	34
Male	270	100	41	15	73	27	27	10	129	48	13	5
Female	9	100	4	(4)	3	(4)	2	(4)	---	---	135	89
Area F	2,507	100	780	31	812	33	384	15	531	21	272	10
Male	1,159	100	326	28	278	24	165	14	390	34	84	7
Female	1,348	100	454	34	534	40	219	16	141	10	188	12

See footnotes at end of table.

TABLE D-6c.--Industrial courses completed by graduates and dropouts, six areas, by sex--Continued

Area and sex	Industrial courses										No industrial courses	
	Number of courses taken											
	Total taking industrial courses		One		Two		Three		Four or more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduates-----	1,879	100	389	21	634	34	341	18	515	27	217	10
Male-------	825	100	138	17	172	21	138	17	377	45	63	7
Female------	1,054	100	251	24	462	44	203	19	138	13	154	13
Dropouts------	628	100	391	62	178	28	43	7	16	3	55	8
Male-------	334	100	188	56	106	32	27	8	13	4	21	6
Female------	294	100	203	69	72	25	16	5	3	1	34	10
Area G-------	1,188	100	684	58	297	25	154	13	53	4	334	22
Male-------	709	100	253	36	251	35	152	21	53	8	61	8
Female------	479	100	431	90	46	10	2	(5)	---	---	273	36
Graduates-----	322	100	246	77	64	20	11	3	1	(5)	307	49
Male-------	188	100	112	59	64	34	11	6	1	1	58	24
Female------	134	100	134	100	---	---	---	---	---	---	249	65
Dropouts------	866	100	438	51	233	27	143	16	52	6	27	3
Male-------	521	100	141	27	187	36	141	27	52	10	3	(4)
Female------	345	100	297	86	46	13	2	1	---	---	24	7

[1] Percent based on unduplicated total of those who completed vocational courses. See table D-6a.
[2] See footnote 2, table D-6a.
[3] Excludes 76 for whom number of courses taken was not reported.
[4] Too few to compute percentage.
[5] Less than 0.5 percent.

TABLE D-7.--Employment experience of graduates and dropouts during school years, by area and sex

Area and employment experience	Graduates						Dropouts					
	Total		Male		Female		Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ll areas	[1] 2,312	100	770	100	1,542	100	[1] 1,587	100	770	100	817	100
No work experience	700	30	182	24	518	34	965	61	414	54	551	67
Worked at some time	1,612	70	588	76	1,024	66	622	39	356	46	266	33
rea A	426	100	174	100	252	100	272	100	113	100	159	100
No work experience	114	27	24	14	90	36	137	50	45	40	92	58
Worked at some time	312	73	150	86	162	64	135	50	68	60	67	42
rea B	302	100	110	100	192	100	235	100	113	100	122	100
No work experience	185	61	60	55	125	65	181	77	81	72	100	82
Worked at some time	117	39	50	45	67	35	54	23	32	28	22	18
rea C	340	100	120	100	220	100	223	100	128	100	95	100
No work experience	70	21	21	18	49	22	106	48	51	40	55	58
Worked at some time	270	79	99	82	171	78	117	52	77	60	40	42
rea D	270	100	88	100	182	100	140	100	68	100	72	100
No work experience	54	20	12	14	42	23	67	48	21	31	46	64
Worked at some time	216	80	76	86	140	77	73	52	47	69	26	36
rea E	482	100	138	100	344	100	196	100	95	100	101	100
No work experience	90	19	19	14	71	21	96	49	33	35	63	62
Worked at some time	392	81	119	86	273	79	100	51	62	65	38	38
rea F	282	100	80	100	202	100	166	100	66	100	100	100
No work experience	120	43	28	35	92	46	115	69	46	70	69	69
Worked at some time	162	57	52	65	110	54	51	31	20	30	31	31
rea G	210	100	60	100	150	100	355	100	187	100	168	100
No work experience	67	32	18	30	49	33	263	74	137	73	126	75
Worked at some time	143	68	42	70	101	67	92	26	50	27	42	25

[1] Excludes 3 graduates and 22 dropouts for whom data were not reported.

TABLE D-8a.--Marital status of graduates and dropouts at time of interview, by area and sex

Area and marital status	Graduates						Dropouts					
	Total		Male		Female		Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas	[1] 3,005	100	1,229	100	1,776	100	[1] 2,326	100	1,303	100	1,023	100
Single	1,901	63	958	78	943	53	1,515	65	1,074	82	441	43
Married	1,091	36	267	22	824	46	795	34	223	17	572	56
Other[2]	13	1	4	([3])	9	1	16	1	6	1	10	1
Area A	612	100	309	100	303	100	441	100	223	100	218	100
Single	360	59	229	74	131	43	210	48	159	71	51	24
Married	249	41	79	26	170	56	223	50	61	28	162	74
Other[2]	3	([3])	1	([3])	2	1	8	2	3	1	5	2
Area B	423	100	178	100	245	100	418	100	250	100	168	100
Single	259	61	139	78	120	49	266	64	205	82	61	36
Married[4]	164	39	39	22	125	51	152	36	45	18	107	64
Other[2]	---	---	---	---	---	---	---	---	---	---	---	---
Area C	338	100	121	100	217	100	245	100	141	100	104	100
Single	176	52	81	67	95	44	152	63	111	79	41	39
Married	160	47	40	33	120	55	89	36	28	20	61	59
Other[2]	2	1	---	---	2	1	4	1	2	1	2	2
Area D	269	100	87	100	182	100	140	100	68	100	72	100
Single	150	56	59	68	91	50	68	49	48	71	20	28
Married	118	44	27	31	91	50	71	50	20	29	51	71
Other[2]	1	([3])	1	1	---	---	1	1	---	---	1	1
Area C	602	100	225	100	377	100	311	100	193	100	118	100
Single	432	72	199	88	233	62	232	75	167	87	65	55
Married	169	28	26	12	143	38	78	25	26	13	52	44
Other[2]	1	([3])	---	---	1	([3])	1	([3])	---	---	1	1
Area F	476	100	197	100	279	100	333	100	183	100	150	100
Single	264	56	142	72	122	44	188	56	144	79	44	29
Married	207	43	53	27	154	55	143	43	38	21	105	70
Other[2]	5	1	2	1	3	1	2	1	1	([3])	1	1
Area G	285	100	112	100	173	100	438	100	245	100	193	100
Single	260	91	109	97	151	87	399	91	240	98	159	82
Married	24	9	3	3	21	12	39	9	5	2	34	18
Other[2]	1	([3])	---	---	1	1	---	---	---	---	---	---

[1] Includes both outmigrants and nonmigrants except for areas C and D where data for outmigrants were not available (46 graduates and 222 dropouts). Total also excludes 145 graduates and 197 dropouts in all areas for whom marital status was not reported.
[2] Other includes widowed, divorced, or separated.
[3] Less than 0.5 percent.
[4] Data on widowed, divorced, and separated included with married.

TABLE D-8b.--Parental status of graduates and dropouts at time of interview, by area and sex

Area and parental status	Graduates						Dropouts					
	Total		Male		Female		Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All areas	[1] 1,104	100	273	100	831	100	[1] 809	100	227	100	582	100
No children	545	49	136	50	409	49	270	33	100	44	170	29
One child	416	38	96	35	320	39	348	43	96	42	252	43
Two children	73	7	21	8	52	6	142	18	16	7	126	22
Three or more children	70	6	20	7	50	6	49	6	15	7	34	6
Area A	252	100	80	100	172	100	230	100	63	100	167	100
No children	154	61	52	65	102	59	87	38	28	44	59	35
One child	82	33	22	27	60	35	92	40	32	51	60	36
Two children	16	6	6	8	10	6	42	18	2	3	40	24
Three or more children	---	---	---	---	---	---	9	4	1	2	8	5
Area B	164	100	40	100	124	100	152	100	45	100	107	100
No children	28	17	4	9	24	19	32	21	13	29	19	18
One child	65	40	17	43	48	39	72	47	19	42	53	49
Two children	8	5	2	5	6	5	21	14	3	7	18	17
Three or more children	63	38	17	43	46	37	27	18	10	22	17	16
Area C	162	100	40	100	122	100	92	100	29	100	63	100
No children	73	45	17	42	56	46	16	17	11	38	5	8
One child	77	48	19	48	58	47	52	57	14	48	38	60
Two children	8	5	2	5	6	5	21	23	3	10	18	29
Three or more children	4	2	2	5	2	2	3	3	1	4	2	3
Area D	119	100	29	100	90	100	72	100	20	100	52	100
No children	53	44	15	52	38	42	24	33	10	50	14	27
One child	45	38	7	24	38	42	32	44	6	30	26	50
Two children	20	17	6	21	14	16	12	17	2	10	10	19
Three or more children	1	1	1	3	---	---	4	6	2	10	2	4
Area E	170	100	26	100	144	100	79	100	26	100	53	100
No children	110	65	18	69	92	64	36	46	18	69	18	34
One child	52	30	7	27	45	31	27	34	5	19	22	41
Two children	7	4	1	4	6	4	13	16	3	12	10	19
Three or more children	1	1	---	---	1	1	3	4	---	---	3	6
Area F	212	100	55	100	157	100	145	100	39	100	106	100
No children	109	51	29	53	80	51	50	34	17	44	33	31
One child	88	42	22	40	66	42	59	41	18	46	41	39
Two children	14	7	4	7	10	6	33	23	3	8	30	28
Three or more children	1	---	---	---	1	1	3	2	1	2	2	2
Area G	25	100	3	([2])	22	100	39	100	5	([2])	34	100
No children	18	72	1	([2])	17	77	25	64	3	([2])	22	65
One child	7	28	2	([2])	5	23	14	36	2	([2])	12	35
Two children	---	---	---	---	---	---	---	---	---	---	---	---
Three or more children	---	---	---	---	---	---	---	---	---	---	---	---

[1] Includes both outmigrants and nonmigrants except for areas C and D where data for outmigrants were not available (416 graduates and 222 dropouts). Total also excludes 145 graduates and 197 dropouts in all areas for whom marital status was not reported, and 2 dropouts for whom parental status was not reported.

[2] Too few to compute percentage.

TABLE D-9.--Employment search of graduates and dropouts between leaving school and first regular job, by sex, all areas

Area and employment search	Graduates			
	Male		Female	
	Number	Percent	Number	Percent
ALL AREAS				
Total school leavers	772	100	1,543	100
Number who never looked for employment (out of labor force)	35	5	132	9
Number who looked for employment	737	95	1,411	91
Number who found regular jobs	729	[1] 99	1,395	[1] 99
Elapsed time before starting to look	737	100	1,411	100
Less than 4 weeks	599	81	1,130	80
4-9 weeks	57	8	123	9
10 or more weeks	55	7	128	9
No report	26	4	30	2
Length of time to find first regular job	[2] 538	100	[2] 1,042	100
No time	96	18	115	11
Less than 1 week	177	33	429	41
1-3 weeks	123	23	261	25
4-9 weeks	66	13	122	12
10-13 weeks	21	4	42	4
14-26 weeks	11	2	25	2
27-52 weeks	8	1	9	1
More than 52 weeks	8	1	12	1
No report	28	5	27	3

	Dropouts			
	Male		Female	
	Number	Percent	Number	Percent
Total school leavers	783	100	826	100
Number who never looked for employment (out of labor force)	71	9	250	30
Number who looked for employment	712	91	576	70
Number who found regular jobs	673	[1] 95	534	[1] 93
Elapsed time before starting to look	712	100	576	100
Less than 4 weeks	588	83	387	67
4-9 weeks	33	5	58	10
10 or more weeks	75	10	110	19
No report	16	2	21	4
Length of time to find first regular job	673	100	534	100
No time	40	6	18	3
Less than 1 week	223	33	184	35
1-3 weeks	205	31	184	35
4-9 weeks	76	11	62	12
10-13 weeks	36	5	18	3
14-26 weeks	36	5	17	3
27-52 weeks	21	3	11	2
More than 52 weeks	13	2	18	3
No report	23	4	22	4

See footnotes at end of table.

TABLE D-9.--Employment search of graduates and dropouts between leaving school and first regular job, by area and sex--Continued

Area and employment search	Number of graduates		Number of dropouts	
	Male	Female	Male	Female
Area A				
Total school leavers	174	252	113	159
Number who never looked for employment (out of labor force)	5	14	7	46
Number who looked for employment	169	238	106	113
Number who found regular jobs	167	232	101	104
Elapsed time before starting to look	169	238	106	113
Less than 4 weeks	150	193	85	54
4-9 weeks	9	17	3	11
10 or more weeks	10	28	18	48
No report	---	---	---	---
Length of time to find first regular job	167	232	101	104
No time	96	115	40	18
Less than 1 week	4	15	3	17
1-3 weeks	32	48	28	41
4-9 weeks	19	28	13	8
10-13 weeks	5	16	3	6
14-26 weeks	4	6	6	2
27-52 weeks	2	---	1	4
More than 52 weeks	2	4	2	6
No report	2	---	5	2
Area B				
Total school leavers	110	192	113	122
Number who never looked for employment (out of labor force)	6	29	23	62
Number who looked for employment	104	163	90	60
Number who found regular jobs	101	163	81	54
Elapsed time before starting to look	104	163	90	60
Less than 4 weeks	62	95	64	32
4-9 weeks	10	19	7	8
10 or more weeks	6	24	10	15
No report	26	25	9	5
Length of time to find first regular job	101	163	81	54
No time	---	---	---	---
Less than 1 week	36	47	22	17
1-3 weeks	22	53	20	18
4-9 weeks	9	22	15	6
10-13 weeks	4	7	6	---
14-26 weeks	3	5	3	4
27-52 weeks	---	4	4	1
More than 52 weeks	1	---	2	3
No report	26	25	9	5
Area C				
Total school leavers	122	221	141	104
Number who never looked for employment (out of labor force)	10	35	17	44
Number who looked for employment	112	186	124	60
Number who found regular jobs	112	186	118	57
Elapsed time before starting to look	112	186	124	60
Less than 4 weeks	91	148	113	45
4-9 weeks	12	17	5	3
10 or more weeks	9	18	3	2
No report	---	3	3	10

See footnotes at end of table.

TABLE D-9.--Employment search of graduates and dropouts between leaving school and first regular job, by area and sex--Continued

Area and employment search	Number of graduates		Number of dropouts	
	Male	Female	Male	Female
Area C--Continued				
Length of time to find first regular job	(1)	(1)	118	57
No time	(1)	(1)	---	---
Less than 1 week	(1)	(1)	59	15
1-3 weeks	(1)	(1)	27	15
4-9 weeks	(1)	(1)	11	9
10-13 weeks	(1)	(1)	4	2
14-26 weeks	(1)	(1)	7	3
27-52 weeks	(1)	(1)	3	---
More than 52 weeks	(1)	(1)	2	2
No report	(1)	(1)	5	11
Area D				
Total school leavers	88	182	68	72
Number who never looked for employment (out of labor force)	9	15	8	18
Number who looked for employment	79	167	60	54
Number who found regular jobs	79	167	57	48
Elapsed time before starting to look	79	167	60	54
Less than 4 weeks	75	157	49	42
4-9 weeks	1	9	4	4
10 or more weeks	3	1	7	5
No report	---	---	---	3
Length of time to find first regular job	(1)	(1)	57	48
No time	(1)	(1)	---	---
Less than 1 week	(1)	(1)	11	14
1-3 weeks	(1)	(1)	25	14
4-9 weeks	(1)	(1)	5	7
10-13 weeks	(1)	(1)	5	3
14-26 weeks	(1)	(1)	5	4
27-52 weeks	(1)	(1)	1	2
More than 52 weeks	(1)	(1)	3	3
No report	(1)	(1)	2	1
Area E				
Total school leavers	138	344	95	101
Number who never looked for employment (out of labor force)	---	18	6	21
Number who looked for employment	138	326	89	80
Number who found regular jobs	138	322	86	70
Elapsed time before starting to look	138	326	89	80
Less than 4 weeks	109	268	80	59
4-9 weeks	17	39	3	10
10 or more weeks	12	19	6	11
No report	---	---	---	---
Length of time to find first regular job	138	322	86	70
No time	---	---	---	---
Less than 1 week	66	174	40	23
1-3 weeks	43	99	31	36
4-9 weeks	18	41	8	7
10-13 weeks	5	2	4	3
14-26 weeks	1	5	2	---
27-52 weeks	3	1	1	1
More than 52 weeks	2	---	---	---
No report	---	---	---	---

See footnotes at end of table.

TABLE D-9.--Employment search of graduates and dropouts between leaving school and first regular job, by area and sex--Continued

Area and employment search	Number of graduates		Number of dropouts	
	Male	Female	Male	Female
Area F				
Total school leavers	80	202	66	100
Number who never looked for employment (out of labor force)	1	16	2	43
Number who looked for employment	79	186	64	57
Number who found regular jobs	76	180	57	52
Elapsed time before starting to look	79	186	64	57
Less than 4 weeks	64	133	45	29
4-9 weeks	6	19	4	6
10 or more weeks	9	34	15	22
No report	---	---	---	---
Length of time to find first regular jobs	76	180	57	52
No time	---	---	---	---
Less than 1 week	41	87	21	28
1-3 weeks	8	31	8	9
4-9 weeks	13	26	7	6
10-13 weeks	6	15	6	1
14-26 weeks	3	9	6	2
27-52 weeks	2	4	6	2
More than 52 weeks	3	8	3	4
No report	---	---	---	---
Area G				
Total school leavers	60	150	187	168
Number who never looked for employment (out of labor force)	4	5	8	16
Number who looked for employment	56	145	179	152
Number who found regular jobs	56	145	173	149
Elapsed time before starting to look	56	145	179	152
Less than 4 weeks	48	136	152	126
4-9 weeks	2	3	7	16
10-or more weeks	6	4	16	7
No report	---	2	4	3
Length of time to find first regular job	56	145	173	149
No time	---	---	---	---
Less than 1 week	30	106	67	70
1-3 weeks	18	30	66	51
4-9 weeks	7	5	17	19
10-13 weeks	1	2	8	3
14-26 weeks	---	---	7	2
27-52 weeks	---	---	5	1
More than 52 weeks	---	---	1	---
No report	---	2	2	3

[1] Based on number who looked for employment.
[2] Data for graduates in areas C and D not available.

TABLE D-10.--Type of first regular job held by graduates and dropouts, irrespective of employment status at time of interview, by area and sex

First regular job[1]	Graduates		Dropouts		Graduates		Dropouts	
	Male	Female	Male	Female	Male	Female	Male	Female
	Number		Number		Number		Number	
	All areas				Area A			
Total	729	1,395	673	534	167	232	101	104
Sales	124	247	79	124	50	53	16	33
Service occupations	55	130	75	146	4	13	2	31
Office work	53	843	14	56	12	125	2	5
Skilled and semiskilled manufacturing	127	41	95	11	27	6	16	6
Skilled and semiskilled nonmanufacturing	119	8	86	6	36	1	23	--
Unskilled manufacturing and nonmanufacturing	185	38	259	148	35	11	42	26
Other	66	88	65	43	3	23	--	3
	Area B				Area C			
Total	101	163	81	54	112	186	118	57
Sales	5	17	12	15	7	41	5	20
Service occupations	15	39	19	12	10	17	30	20
Office work	7	64	--	10	10	120	3	8
Skilled and semiskilled manufacturing	--	2	1	--	42	5	35	--
Skilled and semiskilled nonmanufacturing	30	5	17	4	--	--	--	--
Unskilled manufacturing and nonmanufacturing	23	6	17	8	29	3	30	8
Other	21	30	15	5	14	--	15	1
	Area D				Area E			
Total	79	167	57	48	138	322	86	70
Sales	10	34	4	8	34	28	23	18
Service occupations	17	36	10	31	5	9	5	29
Office work	7	87	3	6	11	271	5	17
Skilled and semiskilled manufacturing	21	1	25	1	33	8	17	3
Skilled and semiskilled nonmanufacturing	--	--	--	--	30	1	27	2
Unskilled manufacturing and nonmanufacturing	18	3	14	2	22	4	9	1
Other	6	6	1	--	3	1	--	--
	Area F				Area G			
Total	76	180	57	52	56	145	173	149
Sales	9	66	1	10	9	8	18	20
Service occupations	--	16	--	19	4	--	9	4
Office work	--	55	1	2	6	121	--	8
Skilled and semiskilled manufacturing	4	19	1	1	--	--	--	--
Skilled and semiskilled nonmanufacturing	21	1	11	--	2	--	8	--
Unskilled manufacturing and nonmanufacturing	35	6	35	6	23	5	112	97
Other	7	17	8	14	12	11	26	20

[1] These job classifications are made up as follows: Sales includes retail clerk, stock clerk; service occupations includes waitress; office work includes general office worker, typist, stenographer, bookkeeper, business machine operator; skilled and semiskilled manufacturing includes factory operatives (except area G); skilled and semiskilled nonmanufacturing includes auto repairman, filling-station attendant, delivery truckdriver; unskilled manufacturing and nonmanufacturing includes common laborer, factory operative (only for area G); other includes telephone operator, nurses' aid, professional, semiprofessional, managerial, and agriculture-forestry-fishing.

TABLE D-11.--Type of regular job held by graduates and dropouts at time of interview, by area and sex

Regular job[1] at time of interview	Graduates		Dropouts		Graduates		Dropouts	
	Male	Female	Male	Female	Male	Female	Male	Female
	Number		Number		Number		Number	
	All areas				Area A			
Total	683	1,092	553	320	157	162	76	45
Sales	86	73	45	47	33	22	8	14
Service occupations	13	46	36	50	1	3	1	7
Office work	51	786	11	50	9	106	1	1
Skilled and semiskilled manufacturing	200	58	119	30	48	7	23	6
Skilled and semiskilled nonmanufacturing	135	9	78	1	42	1	16	---
Unskilled manufacturing and nonmanufacturing	125	32	193	120	17	5	25	11
Other	73	88	71	22	7	18	2	6
	Area B				Area C			
Total	95	126	64	24	109	150	95	30
Sales	5	8	4	2	4	6	2	4
Service occupations	---	4	---	2	6	14	14	13
Office work	9	92	---	8	10	114	3	4
Skilled and semiskilled manufacturing	---	1	---	---	62	9	45	2
Skilled and semiskilled nonmanufacturing	38	4	19	---	---	---	---	---
Unskilled manufacturing and nonmanufacturing	18	1	15	7	13	5	23	6
Other	25	16	26	5	14	2	8	1
	Area D				Area E			
Total	74	119	48	17	130	279	86	62
Sales	5	10	2	3	25	4	16	8
Service occupations	6	14	11	7	---	5	3	12
Office work	7	82	---	5	9	237	6	19
Skilled and semiskilled manufacturing	38	6	20	2	46	8	28	18
Skilled and semiskilled nonmanufacturing	---	---	---	---	34	2	23	1
Unskilled manufacturing and nonmanufacturing	12	2	13	---	13	---	8	2
Other	6	5	2	---	3	23	2	2
	Area F				Area G			
Total	70	123	47	22	48	133	137	120
Sales	8	19	4	6	6	4	9	10
Service occupations	---	6	---	7	---	---	7	2
Office work	---	42	---	2	7	113	1	11
Skilled and semiskilled manufacturing	6	27	3	2	---	---	---	---
Skilled and semiskilled nonmanufacturing	18	2	12	---	3	---	8	---
Unskilled manufacturing and nonmanufacturing	31	13	17	2	21	6	92	92
Other	7	14	11	3	11	10	20	5

[1] For coverage of occupational groups, see footnote 1, table D-10.

TABLE D-12.--Regular jobs of graduates and dropouts employed at time of interview, selected data, by sex, all areas

Selected data and area	Graduates					
	Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
ALL AREAS						
Method of obtaining job	1,775	100	683	100	1,092	100
Continuation of school job	167	9	61	9	106	10
School referral	202	11	37	5	165	15
Public employment service	147	8	34	5	113	10
Fee-charging employment agency	34	2	8	1	26	2
Relatives or friends	472	27	249	37	223	21
Advertisement in newspaper	11	1	2	(1)	9	1
Answering newspaper or radio ad	64	4	18	3	46	4
Personal application	585	33	238	35	347	32
Other	93	5	36	5	57	5
Weekly wages	[2] 1,740	100	665	100	1,075	100
Less than $30	79	5	15	2	64	6
$30-$39	100	6	9	1	91	8
$40-$49	461	26	78	12	383	36
$50-$59	437	25	101	15	336	31
$60-$69	272	16	134	20	138	13
$70-$79	170	10	122	18	48	5
$80-$89	108	6	97	15	11	1
$90 and over	113	6	109	17	4	(1)
Hours of work	[3] 1,735	100	662	100	1,073	100
Less than 35 a week	56	3	13	2	43	4
35-39	227	13	22	3	205	19
40	1,177	68	467	70	710	66
41-48	206	12	103	16	103	10
49 and over	69	4	57	9	12	1
Number of weeks unemployed between last regular job and present regular job	[4] 1,373	100	558	100	815	100
Less than 4	711	52	286	51	425	52
4-9	104	8	51	9	53	7
10 or more	129	9	62	11	67	8
No weeks unemployed	429	31	159	29	270	33

	Dropouts					
	Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Method of obtaining job	873	100	553	100	320	100
Continuation of school job	27	3	18	3	9	3
School referral	15	2	8	1	7	2
Public employment service	79	9	38	7	41	13
Fee-charging employment agency	---	---	---	---	---	---
Relatives or friends	380	43	277	50	103	32
Advertisement in newspaper	16	2	7	1	9	3
Answering newspaper or radio ad	56	6	20	4	36	11
Personal application	269	31	169	31	100	31
Other	31	4	16	3	15	5
Weekly wages	[2] 841	100	529	100	312	100
Less than $30	97	12	31	5	66	21
$30-39	109	13	52	10	57	18
$40-49	287	34	153	29	134	43
$50-$59	79	9	51	10	28	9
$60-$69	88	10	75	14	13	4
$70-$79	72	9	63	12	9	3
$80-$89	55	7	51	10	4	2
$90 and over	54	6	53	10	1	(1)
Hours of work	[3] 861	100	546	100	315	100
Less than 35 a week	46	5	25	5	21	7
35-39	45	5	19	3	26	8
40	553	64	342	63	211	67
41-48	135	16	97	18	38	12
49 and over	82	10	63	11	19	6
Number of weeks unemployed between last regular job and present regular job	[4] 725	100	470	100	255	100
Less than 4	401	55	239	51	162	63
4-9	83	11	53	11	30	12
10 or more	92	13	65	14	27	11
No weeks unemployed	149	21	113	24	36	14

See footnotes at end of table.

TABLE D-12.--Regular jobs of graduates and dropouts employed at time of interview, selected data, by area and sex--Continued

Selected data and area	Number of graduates			Number of dropouts		
	Total	Male	Female	Total	Male	Female
Area A						
Method of obtaining job	317	156	161	121	76	45
Continuation of school job	20	10	10	2	2	---
School referral	35	12	23	1	---	1
Public employment service	27	7	20	4	---	4
Fee-charging employment agency	10	2	8	---	---	---
Relative or friend	88	54	34	57	41	16
Advertisement in newspaper	---	---	---	5	2	3
Answering newspaper or radio advertisement	9	4	5	5	1	4
Personal application	124	65	59	42	27	15
Other	4	2	2	5	3	2
Weekly wages	310	152	158	113	71	42
Less than $30	10	1	9	30	5	25
$30-$39	18	2	16	14	6	8
$40-$49	71	12	59	9	5	4
$50-$59	67	21	46	13	10	3
$60-$69	55	33	22	16	14	2
$70-$79	40	37	3	15	15	---
$80-$89	36	33	3	10	10	---
$90 and over	13	13	---	6	6	---
Hours of work	317	155	162	117	74	43
Less than 35 per week	9	2	7	5	1	4
35-39	9	4	5	8	4	4
40	237	106	131	54	37	17
41-48	36	19	17	25	14	11
49 and over	26	24	2	25	18	7
Number of weeks unemployed between last regular job and present regular job	318	156	162	119	76	43
Less than 4	294	141	153	114	71	43
4-9	17	11	6	4	4	---
10 or more	7	4	3	1	1	---
Area B						
Method of obtaining job	223	96	127	86	61	25
Continuation of school job	9	5	4	5	3	2
School referral	23	6	17	1	1	---
Public employment service	14	4	10	3	2	1
Fee-charging employment agency	10	4	6	---	---	---
Relative or friend	70	37	33	39	30	9
Advertisement in newspaper	---	---	---	3	1	2
Answering newspaper or radio advertisement	4	2	2	2	---	2
Personal application	75	30	45	27	20	7
Other	18	8	10	6	4	2
Weekly wages	222	96	126	88	64	24
Less than $30	14	7	7	16	8	8
$30-$39	7	---	7	13	8	5
$40-$49	47	10	37	15	11	4
$50-$59	66	16	50	11	8	3
$60-$69	29	11	18	12	10	2
$70-$79	24	21	3	8	7	1
$80-$89	16	13	3	5	4	1
$90 and over	19	18	1	8	8	---
Hours of work	201	83	118	88	64	24
Less than 35 per week	4	2	2	4	2	2
35-39	15	1	14	3	1	2
40	139	53	86	47	33	14
41-48	41	25	16	29	23	6
49 and over	2	2	---	5	5	---

See footnotes at end of table.

TABLE D-12.--Regular jobs of graduates and dropouts employed at time of interview, selected data, by area and sex--Continued

Selected data and area	Number of graduates			Number of dropouts		
	Total	Male	Female	Total	Male	Female
Area B--Continued						
Number of weeks unemployed between last regular job and present regular job	230	101	129	89	65	24
Less than 4	155	64	91	49	36	13
4-9	35	18	17	14	9	5
10 or more	40	19	21	26	20	6
Area C						
Method of obtaining job	259	109	150	125	95	30
Continuation of school job	40	14	26	5	4	1
School referral	13	7	6	---	---	---
Public employment service	8	4	4	4	2	2
Fee-charging employment agency	1	---	1	---	---	---
Relative or friend	68	38	30	53	47	6
Advertisement in newspaper	5	---	5	2	1	1
Answering newspaper or radio advertisement	16	3	13	4	3	1
Personal application	92	38	54	53	35	18
Other	16	5	11	4	3	1
Weekly wages	254	105	149	117	87	30
Less than $30	7	1	6	17	7	10
$30-$39	14	---	14	13	7	6
$40-$49	27	3	24	13	8	5
$50-$59	83	16	67	14	8	6
$60-$69	36	18	18	14	12	2
$70-$79	30	14	16	14	13	1
$80-$89	20	18	2	17	17	---
$90 and over	37	35	2	15	15	---
Hours of work	254	108	146	122	92	30
Less than 35 per week	5	3	2	10	4	6
35-39	22	---	22	3	3	---
40	178	76	102	71	53	18
41-48	34	18	16	24	19	5
49 and over	15	11	4	14	13	1
Number of weeks unemployed between last regular job and present regular job	259	109	150	125	95	30
Less than 4	32	17	15	14	11	3
4-9	21	8	13	12	8	4
10 or more	27	15	12	23	15	8
No weeks unemployed	179	69	110	76	61	15
Area D						
Method of obtaining job	193	74	119	67	50	17
Continuation of school job	33	9	24	4	3	1
School referral	9	---	9	---	---	---
Public employment service	8	2	6	7	4	3
Fee-charging employment agency	---	---	---	---	---	---
Relative or friend	52	24	28	29	25	4
Advertisement in newspaper	1	---	1	2	1	1
Answering newspaper or radio advertisement	4	1	3	3	1	2
Personal application	83	36	47	20	16	4
Other	3	2	1	2	---	2
Weekly wages	184	70	114	61	45	16
Less than $30	19	4	15	8	2	6
$30-$39	17	2	15	2	2	---
$40-$49	31	5	26	14	8	6
$50-$59	39	11	28	4	3	1
$60-$69	28	8	20	11	9	2
$70-$79	21	13	8	6	6	---
$80-$89	14	13	1	3	3	---
$90 and over	15	14	1	13	12	1

See footnotes at end of table.

TABLE D-12.--Regular jobs of graduates and dropouts employed at time of interview, selected data, by area and sex--Continued

Selected data and area	Number of graduates			Number of dropouts		
	Total	Male	Female	Total	Male	Female
Area D--Continued						
Hours of work	184	69	115	64	48	16
Less than 35 per week	16	3	13	3	2	1
35-39	17	1	16	7	2	5
40	115	44	71	30	25	5
41-48	28	16	12	14	9	5
49 and over	8	5	3	10	10	---
Number of weeks unemployed between last regular job and present regular job	192	74	118	67	50	17
Less than 4	65	26	39	13	11	2
4-9	12	5	7	15	10	5
10 or more	26	12	14	9	4	5
No weeks unemployed	89	31	58	30	25	5
Area E						
Method of obtaining job	409	130	279	148	87	61
Continuation of school job	41	11	30	4	4	---
School referral	37	4	33	2	1	1
Public employment service	49	12	37	27	10	17
Fee-charging employment agency	8	1	7	---	---	---
Relative or friend	100	48	52	62	45	17
Advertisement in newspaper	3	2	1	3	2	1
Answering newspaper or radio advertisement	16	5	11	8	1	7
Personal application	123	37	86	36	22	14
Other	32	10	22	6	2	4
Weekly wages	402	127	275	144	83	61
Less than $30	2	1	1	3	1	2
$30-$39	4	---	4	13	2	11
$40-$49	99	7	92	28	6	22
$50-$59	127	12	115	23	10	13
$60-$69	100	49	51	29	26	3
$70-$79	39	27	12	24	17	7
$80-$89	15	15	---	15	12	3
$90 and over	16	16	---	9	9	---
Hours of work	409	130	279	148	86	62
Less than 35 per week	8	1	7	8	4	4
35-39	107	7	100	11	1	10
40	270	108	162	103	63	40
41-48	18	8	10	21	15	6
49 and over	6	6	---	5	3	2
Number of weeks unemployed between last regular job and present regular job	(4)	(4)	(4)	(4)	(4)	(4)
Less than 4	(4)	(4)	(4)	(4)	(4)	(4)
4-9	(4)	(4)	(4)	(4)	(4)	(4)
10 or more	(4)	(4)	(4)	(4)	(4)	(4)
Area F						
Method of obtaining job	193	70	123	69	47	22
Continuation of school job	12	5	7	1	1	---
School referral	7	2	5	1	1	---
Public employment service	37	3	34	11	6	5
Fee-charging employment agency	2	---	2	---	---	---
Relative or friend	39	23	16	30	23	7
Advertisement in newspaper	1	---	1	---	---	---
Answering newspaper or radio advertisement	5	2	3	1	1	---
Personal application	75	27	48	23	14	9
Other	15	8	7	2	1	1

See footnotes at end of table.

TABLE D-12.--Regular jobs of graduates and dropouts employed at time of interview, selected data, by area and sex--Continued

Selected data and area	Number of graduates			Number of dropouts		
	Total	Male	Female	Total	Male	Female
Area F--Continued						
Weekly wages	192	69	123	69	47	22
Less than $30	26	1	25	16	2	14
$30-$39	22	2	20	10	7	3
$40-$49	50	12	38	15	13	2
$50-$59	37	13	24	10	9	1
$60-$69	22	14	8	6	4	2
$70-$79	15	9	6	4	4	---
$80-$89	7	5	2	5	5	---
$90 and over	13	13	---	3	3	---
Hours of work	192	69	123	69	47	22
Less than 35 per week	12	1	11	8	4	4
35-39	39	8	31	3	2	1
40	83	36	47	17	14	3
41-48	46	15	31	19	14	5
49 and over	12	9	3	22	13	9
Number of weeks unemployed between last regular job and present regular job	193	70	123	68	47	21
Less than 4	8	3	5	2	---	2
4-9	11	5	6	5	5	---
10 or more	13	3	10	18	15	3
No weeks unemployed	161	59	102	43	27	16
Area G						
Method of obtaining job	181	48	133	257	137	120
Continuation of school job	12	7	5	6	1	5
School referral	78	6	72	10	5	5
Public employment service	4	2	2	23	14	9
Fee-charging employment agency	3	1	2	---	---	---
Relative or friend	55	25	30	110	66	44
Advertisement in newspaper	1	---	1	1	---	1
Answering newspaper or radio advertisement	10	1	9	33	13	20
Personal application	13	5	8	68	35	33
Other	5	1	4	6	3	3
Weekly wages	176	46	130	249	132	117
Less than $30	1	---	1	7	6	1
$30-$39	18	3	15	44	20	24
$40-$49	136	29	107	193	102	91
$50-$59	18	12	6	4	3	1
$60-$69	2	1	1	---	---	---
$70 and over	1	1	---	1	1	---
Hours of work	178	48	130	253	135	118
Less than 35 per week	2	1	1	8	8	---
35-39	18	1	17	10	6	4
40	155	44	111	231	117	114
41-48	3	2	1	3	3	---
49 and over	---	---	---	1	1	---
Number of weeks unemployed between last regular job and present regular job	181	48	133	257	137	120
Less than 4	157	35	122	209	110	99
4-9	8	4	4	33	17	16
10 or more	16	9	7	15	10	5

[1] Less than 0.5 percent.
[2] Excludes 35 graduates (18 males and 17 females) and 32 dropouts (24 males and 8 females) for whom data were not reported.
[3] Excludes 40 graduates (21 males and 19 females) and 12 dropouts (7 males and 5 females) for whom data were not reported.
[4] Data for area E not available.

TABLE D-13.--Employment status of graduates and dropouts at time of interview, by highest grade completed, by area and sex

Area, present employment status and sex	Graduates		Dropouts					
			Total completing grades less than the twelfth		Number completing			
	Number	Percent	Number	Percent	Eleventh grade	Tenth grade	Ninth grade	Less than ninth grade
All areas								
Male	[1] 771	100	[2] 777	100	96	140	253	288
Employed	682	88	553	71	75	106	187	185
Unemployed	43	6	130	17	8	17	35	70
Out of the labor force	46	6	94	12	13	17	31	33
Female	[1] 1,539	100	[2] 820	100	113	218	257	232
Employed	1,089	71	317	39	39	88	101	89
Unemployed	62	4	95	11	10	17	38	30
Out of the labor force	388	25	408	50	64	113	118	113
Area A								
Male	174	100	113	100	22	26	36	29
Employed	157	90	76	67	16	19	22	19
Unemployed	6	3	21	19	1	5	9	6
Out of the labor force	11	7	16	14	5	2	5	4
Female	252	110	159	100	41	63	38	17
Employed	162	64	45	28	12	20	8	5
Unemployed	8	3	16	10	2	6	6	2
Out of the labor force	82	33	98	62	27	37	24	10
Area B								
Male	110	100	113	100	16	14	25	58
Employed	95	86	64	57	10	9	16	29
Unemployed	3	3	24	21	2	2	3	17
Out of the labor force	12	11	25	22	4	3	6	12
Female	192	100	122	100	14	27	33	48
Employed	126	66	24	20	6	7	5	6
Unemployed	7	4	13	10	2	2	3	6
Out of the labor force	59	30	85	70	6	18	25	36
Area C								
Male	122	100	137	100	16	32	52	37
Employed	109	89	94	69	10	22	44	18
Unemployed	10	8	29	21	3	5	6	15
Out of the labor force	3	3	14	10	3	5	2	4
Female	218	100	100	100	21	29	23	27
Employed	148	68	28	28	5	11	6	6
Unemployed	11	5	15	15	2	3	4	6
Out of the labor force	59	27	57	57	14	15	13	15
Area D								
Male	87	100	67	100	11	17	29	10
Employed	73	84	50	75	11	14	19	6
Unemployed	7	8	11	16	---	2	5	4
Out of the labor force	7	8	6	9	---	1	5	---
Female	181	100	71	100	10	25	30	6
Employed	118	65	17	24	3	7	7	---
Unemployed	16	9	17	24	1	4	9	3
Out of the labor force	47	26	37	52	6	14	14	3

See footnotes at end of table.

TABLE D-13.--Employment status of graduates and dropouts at time of interview, by highest grade completed, by area and sex--Continued

Area, present employment status and sex	Graduates		Dropouts					
			Total completing grades less than the twelfth		Number completing--			
	Number	Percent	Number	Percent	Eleventh grade	Tenth grade	Ninth grade	Less than ninth grade
Area E								
Male	138	100	94	100	18	22	36	18
Employed	130	94	85	90	17	21	30	17
Unemployed	7	5	9	10	1	1	6	1
Out of the labor force	1	1	---	---	---	---	---	---
Female	344	100	100	100	10	19	34	37
Employed	279	81	61	61	7	14	17	23
Unemployed	9	3	8	8	1	---	6	1
Out of the labor force	56	16	31	31	2	5	11	13
Area F								
Male	80	100	66	100	7	13	18	28
Employed	70	87	47	71	7	11	14	15
Unemployed	6	8	16	24	---	2	3	11
Out of the labor force	4	5	3	5	---	---	1	2
Female	202	100	100	100	9	24	31	36
Employed	123	61	22	22	---	7	10	5
Unemployed	10	5	12	12	1	1	3	7
Out of the labor force	69	34	66	66	8	16	18	24
Area G								
Male	60	100	187	100	6	16	57	108
Employed	48	80	137	73	4	10	42	81
Unemployed	4	7	20	11	1	---	3	16
Out of the labor force	8	13	30	16	1	6	12	11
Female	150	100	168	100	8	31	68	61
Employed	133	89	120	71	6	22	48	44
Unemployed	1	1	14	9	1	1	7	5
Out of the labor force	16	10	34	20	1	8	13	12

[1] Excludes 1 male and 4 female graduates for whom employment status was not reported.
[2] Excludes 6 male and 6 female dropouts for whom grade completed was not reported.

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