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By-Dye, Robert P.; And Others

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This report evaluated a project designed to identify, locate, and assist high school dropouts in Oahu, Hawaii. The study group consisted of 105 males and 145 females. Former dropouts were used as outreach aides to: (1) contact potential dropouts in the schools, and (2) to assist the student in resolving his difficulty. The study revealed that most students dropping out of school value education and find it personally desirable. This became clear after an attempt to steer students to the Employment Opportunity Center was unsuccessful. Some proposals were: (1) get students and teachers together outside of the classroom to discuss what each of them likes, and (2) schools must pay attention to morality and values. The report is divided into three parts: (1) the Aide Training Program, (2) the Students, and (3) the Jobs. A general discussion of dropouts, some concluding remarks and some recommendations for further projects follow. (Author/EK)

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# DROPOUT!

## AN EVALUATION OF A PILOT DROPOUT PROJECT

THE PRODUCT OF A JOINT EFFORT BY  
THE DEPARTMENT OF EDUCATION, THE DEPARTMENT  
OF LABOR AND INDUSTRIAL RELATIONS,  
HONOLULU COMMUNITY ACTION PROGRAM AND  
THE UNIVERSITY OF HAWAII COMMUNITY  
COLLEGE SYSTEM.

Robert P. Dye

Theodore F. Ruhig

Irwin I. Tanaka

A STUDY COORDINATED BY  
THE COMMISSION ON MANPOWER AND FULL EMPLOYMENT  
STATE OF HAWAII

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Guidance Program - General Education Branch  
Office of Instructional Services  
Department of Education P. O. Box 2360  
Honolulu, Hawaii 96804

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## PREFACE

What follows is a report on a pioneering pilot dropout study to quickly identify, locate and assist high school dropouts. As will be indicated this original project has now been phased into a larger, more comprehensive all-state program. The initial project coordinated by the Commission on Manpower and Full Employment, was a joint effort of the Department of Education, the Department of Labor and Industrial Relations, Honolulu Community Action Program, and the University of Hawaii Community College System.

The project was conducted in the areas served by Aiea, Farrington, Kaimuki, Kailua, and Waianae high schools. In these areas, the Department of Education identified 1,090 students (7.6% of the total school populations) as potential dropouts. At the conclusion of the school term, nine out of ten of these students were still in school. The reported dropout rate of the five project schools had been cut in half.

A study of 250 of the students revealed that the vast majority of Oahu's potential dropouts wanted to graduate from high school. They liked the idea of school, but sought to avoid some aspects of it. For these students, the total school experience was not sufficiently attractive to hold them in the face of the many adversities they encountered in the world.

Economic hardship did not seem to be a major precipitating cause of dropping out. Rather, most of the students would have seemed to want to finish their education than work. When made available to them, only 133 of the potential dropouts sought the assistance of the Employment Service. Over half of these students, after being interviewed, decided to remain in school.

The experience of the initial project strongly indicated that modifications in school programs, procedures and attitudes could make further dramatic reductions in Hawaii's dropout rate.

The first venture, deemed successful by all the participating agencies, was followed by a further proposal to assist incipient dropouts during the summer months by means of a summer workout project. As will be noted this, too, was adjudged a success. From these and other efforts has now come a coordinated statewide dropout program. This new enlarged program will again be monitored by the State Manpower Commission.

This more advanced program for 1968-1969 became possible because not only the successes but also the failures in the pilot program were quickly noted by all the concerned agencies. In particular this was true of the major agency, the State Department of Education. As a study of their new statewide program will reveal, they have brought together the various fragmented dropout efforts in the compensatory education field, eliminated in their judgement what was found to be unessential, and incorporated what was found to be effective.

A salient feature of the new approach, because it was recognized as so highly successful, is the continued utilization of the concept of former dropouts as outreach aides to contact and establish positive relationships with the dropouts. This concept is now viewed as establishing a new educational career line. Along with the aides' position now having permanent civil service status, the position will allow for simultaneous attendance at Community College. Here, besides getting a more rounded education, the aides will participate in a medical practicum which may enable them to more readily identify potential dropouts who could have an as yet non-recognized physical health component to their school difficulties. This will be done in conjunction with some local doctors and the Department of Vocational Rehabilitation. It is hoped that the total program of work experience and continuing education will enable the dropout aides to advance up the career ladder to become a full fledged new type school counselor.

Also to be attempted is an enlarged Summer Workout Program. The Department of Education and the various private pineapple employers are making plans to that end. Interest in the dropout program has become a continuing concern of the Manpower Commission and the new effort should lend itself to further documentation and evaluation.

The Pilot Dropout Project and the Summer Workout Project revealed that short-term projects can accomplish some good.

Whether these small gains will be permanent is unknown. What is known is that the problems of many school dropouts are so varied and are so a part of the students that only programs of long duration as now set up will have any chance of reshaping the student so that he then has some opportunity to form his own life along desirable ways.

As editor of this publication, under the guidance of the Commission and its Chairman Mr. James J. M. Misajon, I wish to acknowledge the major contributions of Robert Dye and Irwin Tanaka. Also to be noted is the teaching beyond ordinary duty of Darrow Aiona, the technical assistant of Wah Jim Lee of the Department of Education and the essential all out support of the Department of Labor and Industrial Relations under its Director, Robert Hasegawa.

Theodore F. Ruhig  
Executive Secretary  
State Commission on Manpower  
and Full Employment



STATE COMMISSION  
ON MANPOWER  
AND FULL EMPLOYMENT

JOHN A. BURNS  
GOVERNOR

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OF PLANNING AND ECONOMIC  
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DROPOUT!

An Evaluation of a Pilot Dropout Project.

The product of a joint effort by the Department of Education, the Department of Labor and Industrial Relations, Honolulu Community Action Program and the University of Hawaii Community College System.

Robert P. Dye

Theodore F. Ruhig

Irwin I. Tanaka

A Study Coordinated by  
The Commission on Manpower and Full Employment  
State of Hawaii  
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STATE OF HAWAII  
COMMISSION ON MANPOWER AND FULL EMPLOYMENT  
567 SOUTH KING STREET  
HONOLULU, HAWAII 96804

"DROPOUT!"

AN EVALUATION OF A PILOT DROPOUT PROJECT

Submitted by:

  
Robert Paul Dye  
Dropout Coordinator

PART I. INTRODUCTION

## INTRODUCTION

The Dropout Pilot Project grew out of a series of meetings on youth held in the fall of 1967. At the meetings, attended by representatives of State agencies and departments concerned with youth, a plan was evolved to quickly identify school dropouts, locate them and help them seek the assistance of community agencies and State departments. On December 26 the Commission on Manpower and Full Employment was named by the Governor to coordinate the administration and funding of the project. The project began the first week of February and continued through the end of May.

Five Oahu high schools -- Aiea, Farrington, Kaimuki, Kailua, and Waianae -- were selected to participate in the project and a person at each school, usually a counselor, was named to coordinate each school's part in the project. The five schools serve depressed areas and in each of these areas there is an active Community Action Program. Administrative supervision of the project at each school was provided by district superintendents. Technical supervision was provided by the Special Services Branch of the Department of Education.

The Community Action Program officer in each of the five target areas selected two outreach aides to contact that community's dropouts and potential dropouts. The aides were under the general administration of the Honolulu Community Action Program. During the time of the project the ten aides received academic training at Honolulu Community College.

Each week the Department of Education provided the Department of Labor and the outreach aides with a computer-printed list containing the names, addresses, telephone numbers and ages of each student in the project schools who had twenty or more days of unexcused or unexplained absence, consecutive or non-consecutive, during the school year and of those students who had been suspended from school, were pending dismissal or awaiting approval of action by the district superintendent.

Upon receipt of the lists the outreach aides contacted the school representatives to obtain information on each of the students. They then attempted to contact the students and others who knew the students. After talking with the student, the aide attempted to assist the student to resolve the difficulty in which he found himself. If the student wanted to return to school, the aide advocated the student's wish to the appropriate school person. If the student wanted a job, the aide made an appointment for the student with an Employment Opportunity Center counselor. If the student needed assistance from another State agency or private agency, the aide made the necessary appointments. Often the student required the assistance of several agencies. In other cases, no agency assistance was needed; the problem was in the home or neighborhood and the aide did what he could to resolve the difficulty.

Although the Department of Education clearly defined the criteria for selecting the names of students to be included in the project, a great deal of confusion occurred over the definition

of the word "dropout," which means "a child who leaves school as soon as attendance is not compulsory." In Hawaii school attendance is compulsory until age eighteen or to graduation. In these terms, Hawaii has few dropouts and many "dropped-outs." But dropout is not a precise word, it has come to mean anyone who for any reason or non-reason stops participating in any formal program, organization or structure. However, it usually means someone who stops attending school. Technically this project dealt mainly with truants -- "one who absents himself, especially from school, without leave" -- not dropouts.

The students whose names appeared on the dropout list didn't like to be labelled dropouts, potential dropouts, nor truants. Nor did they like to be labelled alienated, "one who turns away." They described themselves as "turned-off." Their distinction is important. "Turned-off" is something that is done to you.

The report of the project is divided into three parts -- The Aides and Their Training, The Students, and The Jobs. These parts are followed by a general discussion of dropouts, some concluding remarks and some recommendations for further projects. The organization is, of course, arbitrary. Action research, unlike laboratory research, is not controlled and happens all at once. It is difficult to order.

PART II. THE AIDES AND THEIR TRAINING

## THE AIDES AND THEIR TRAINING

The project called for ten "outreach aides" to be selected by the Honolulu Community Action Program (HCAP). Traditional methods were not used to screen the candidates -- measured intelligence or aptitude, police record, academic achievement. Somewhat the opposite was the case. HCAP sought former school dropouts who were generationally and geographically close to the students who were to be assisted. Applicants who evidenced an interest in youth received favorable consideration. An important factor was the benefit of the program to the applicant. The wage, \$309.00 per month, was meager and interest in the project could not be sustained on economic grounds alone.

The aides who were chosen, six women and four men, ranged in age from twenty to thirty-eight (the mean age was twenty-seven). Eight of the aides were Hawaiian or part-Hawaiian, one was a Filipino and one, the only aide not born in Hawaii, was an Afro-American. All of the men and four of the women were school dropouts. One of the women completed a post high school business course, and the other completed three semesters of university work. It should be noted that two of the men passed high school equivalency tests during military service and another returned to complete high school after a three-year period. The aides who were school dropouts listed their reasons for leaving school as marriage, pregnancy, family problems, financial difficulties, disinterest in school.

Seven of the aides are married (two of these are separated) and have children. Only two of the aides were not experiencing some financial difficulty. All of the men had poor employment records, and all of the women had good employment records. One of the men served a term in a military prison for striking his commanding officer, and another has a juvenile record for auto theft and burglary.

An aptitude test (GATB) administered by Honolulu Community College to nine of the aides indicated that all of them could profit from para-professional training at the community college level and that six of the aides had the necessary academic aptitudes to successfully complete an undergraduate course of study.

At the beginning and at the conclusion of the project, the Personality Orientation Inventory (POI) was administered to the aides. The inventory compares the attitudes and values of the subject to those of self-actualized people. According to the authors of the instrument, "A self-actualizing person is one who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent."

The inventory indicates that there were significant changes in the expressed attitudes and values of the aides from the beginning of the project to its conclusion, that the aides moved closer to self-actualization. They gained some self-confidence, managed to more meaningfully tie their future to their present



goals, became less dogmatic and compulsive, now express their feelings in spontaneous action, and more easily accept their feelings of anger and aggression as natural. Like so many of the students with which they worked, the aides experienced feelings of mistrust, shame and doubt. The word "shame" was used often by the aides to describe their feelings and the feelings of dropouts. They were immediately suspicious of the motives of all outsiders and found it easy to believe the worst about anyone. They sought constant acceptance; therefore, their feelings of security were in constant jeopardy. They were anxious and tended to excessive worry. They were uncomfortable in serious conversation and, through the use of humor, attempted to make any situation comfortable. This was especially true of the men.

Superficially the aides appeared to fit the stereotype of the Happy-Go-Lucky Hawaiian who uses humor to gain acceptance. The humorist, according to Dr. Martin Grotjahn, "...recognizes reality, usually as bad, but then behaves as if it does not matter, as if it does not concern him." Often the laughter of the aides was no laughing matter; it was simply a device to disarm their aggression, to mask their fear, to confirm their acceptance.

The results of the concluding inventory indicate the aides remained dependent, they were not yet fully free to form their own lives.

The aides required constant approval and were given it.

Twice weekly class meetings, field trips, informal social gatherings and frequent telephone conversations -- as much personal contact as seemed reasonable -- made it possible to quickly respond to the needs of the aides. The aides, all nonprofessional and untrained for the tasks they were hired to do, spent much of their time associating with trained professionals -- counselors, teachers, school administrators, social workers, government officials. The aides had low feelings of self-confidence and self-worth, and contact with professional people accentuated their feelings of deficiency. It is to the credit of many of the people with whom they worked that the aides eventually looked on themselves, in terms of the project, as peers of the professionals. Although some individuals found it difficult to accept the aides as peers, administrative support of the peer concept tended to alleviate the problems these people caused.

As the aides received more training and experienced success in their jobs, their self-confidence grew. However, it was their commitment to the goals of the project which played the most decisive part in their success. In addition, they knew dropouts and aspects of the dropout's life which few of the professionals knew, and they knew them intimately.

#### THE TRAINING PROGRAM \*

A temptation in a training program to prepare dropouts to work with dropouts is to not train them at all. The

\* See A Report on Aide Training

assumption is that because the trainees had been dropouts they know best what is best for dropouts and know the best way to achieve the best results. Folk wisdom tells us it takes one to know one and there is some truth in that. But to know one is not the same as knowing what to do for one and knowing how to go about doing it. For all of their training, the ordinary professionals who have worked with dropouts have not been successful in their efforts, and it makes no sense to put nonprofessionals through professional training which proved not equal to the task.

Trainers of nonprofessionals face enormous problems, especially when their students have already rejected school once. The trainer, amongst other things, must convince his students they can with very little training join an already professionally trained team without at the same time giving them the notion that their school failure is precisely what makes them experts. If the trainees accept the latter line of reasoning, they will persist in their efforts to be untarnished by education and presumably become more expert. The trainer has to build the confidence of his students by utilizing and building on their real strengths which, in this case, is their insight into the students they would be trying to help.

Another difficulty was confusion over who had the most right to supervise the aides. The project clearly placed the administration of the aides under HCAP. But the students, under the employ of HCAP, were also enrolled in a field work practicum under the supervision of the trainer. HCAP was responsible for paying them

and Honolulu Community College was responsible for grading them. For a time, the aides, who wanted both their money and their grades, felt they would get neither. Both agencies wanted to be responsible for their employees or students, as the case might be. But in the end the aides did get their pay and their grades, and the coordinating agency learned something about a new approach.

The training of the aides was conducted on the campus of Honolulu Community College. The aides attended classes twice a week, each session lasting four hours, for fifteen weeks. The first week of the program the aides received 160 hours of academic training supplemented by field trips and informal group discussions.

The instructor for the program was Darrow Aiona, currently an instructor in religion and sociology at Leeward Community College. Mr. Aiona (B.A., M.A., B.D.) had extensive experience working with underprivileged people in New York City and in New Zealand. His research interest is Polynesian religions, especially the Hawaiian Church. Mr. Aiona is part Hawaiian and was raised in Waimanalo.

The course of study drew from the academic disciplines of psychology, anthropology, and sociology. Some small attention was given to communication skills.

The classes were conducted in a seminar style, and, for the most part, in the idiom of the aides. There was extensive use of anecdotes to illustrate and humanize general principles. The sessions were free of authoritarianism and formality and

were generally unstructured.

The success or failure of the project rested primarily with the aides. Therefore, it was essential that the training program meet at least the most crucial academic and psychological needs of the aides -- and all of this in a four-month period. The instructor was free to meet this challenge in his own way. The assumption was that a good teacher will emerge when he has enough independence and scope to permit personal style to flourish. Since most of the aides had dropped out of school, there was a conscious attempt to undo their previous mental set by making the training program as unlike ordinary school as possible. During the sessions everyone was equal -- students, instructor, and guests. The excellent peer relationship which emerged was perhaps the single most important ingredient of the success of the training program. The administrative officers of Honolulu Community College enthusiastically supported the project and awarded twelve units of credit to the nine aides who successfully completed the course of study. A "graduation" dinner for the aides and their guests was held at the Hawaiian Village.

The Department of Education in its evaluation of the project said the schools reported "good relationships and cooperation" with the aides. They felt, however, "...the aides needed more professionalization, orientation and education in educational philosophy, school programs and psychology." They also suggested improvement in their speech. A similar recommendation was made by Honolulu Community College. The Department of Labor reported the aides "to be cooperative and enthusiastic about their work."

PART III. THE STUDENTS

## THE STUDENTS

The outreach aides kept diaries of their daily work activities. Their entries included rough transcriptions of the conversations they had with the students they were able to contact and with those students' parents, relatives, friends, teachers, counselors and school administrators. The diary entries on 250 of the students were complete enough to be of value for a study of the reasons some Oahu high school students leave school. The students included in this part of the report represent those students who, for whatever reasons, were not being actively assisted by school counselors, were in the process of dropping out and were willing to be assisted by the aides, and on whom detailed diary entries were kept by the aides. The statistics come from a methodical compilation of the diary findings.

Although the aides received some training in interviewing techniques, they are not trained interviewers. They did not ask the students a prepared list of questions, nor, in any real sense, did they conduct an interview. They had conversations and their diary entries are their recollections of those conversations usually recorded within an hour or two of the time they took place. The students included in this study talked with their aide on several occasions and usually in different places. Most of the conversations, however, took place in or around the school.

The study group was comprised of 105 males (42%) and 145

(58%) females. The ethnic background of the group was predominantly Hawaiian/part-Hawaiian (58%). Haoles represented 9.6% of the group, Filipinos 9.6%, Portuguese 8%, Samoans 6%, Japanese 6%, Chinese 2.4%, and Afro-American 0.4%.

The students were fairly evenly distributed between the high school grades: 10.8% freshmen, 27.6% sophomores, 30.8% juniors, and 30.8% seniors. Their ages ranged between fourteen and nineteen years: fourteen 2%, fifteen 15.6%, sixteen 21.2%, seventeen 34.4%, eighteen 26%, and nineteen 0.8%.

Most of the students (64%) did not receive D.S.S. assistance, 28% did receive assistance, and 8% was unknown.

Most of the students in this study came from low-income families and using the four types of classifications described by Professor S. N. Miller in Profile of the School Dropout edited by Daniel Schrieber (school-inadequate, school-rejecting, school-perplexed, and school-irrelevant) were classified by the aides into the following percentages:

1. The School-Inadequate Dropout (4%) -- Students who have difficulty completing school because of "low intellectual functioning or disturbing emotional functioning." Few of the students in this study fell into this category. The "weeding" process probably took place in junior high school. Greater provision for meeting mental health needs would help this group.
2. The School-Rejecting Dropout (12.4%) -- Students who find school "confining, unuseful, ego-destructive."



Miller says, "They want to get away from this negative, boring experience, and in many cases the school would like them to get away." Although many of the students we dealt with describe school in Miller's terms, we find that they do have many favorable things to say about their school experience. It is this positive aspect that should be capitalized on.

3. The School-Perplexed Dropout (74.4%) -- Students with personal and family concerns about school, but perplexed, lost and sometimes reactive against school. Cultural patterns play a large role in this category. A great number of the students fall into this category. It was the easiest to meet the problems of this group.

4. The School-Irrelevant Dropout (9.2%) -- Students who are often described as having "low aspirations." These students "see education instrumentally, they are not interested in school as such, and the school's inability to interest them compounds the problem." A small number of these students fall into this classification. It is these students who could most benefit from the services of the Employment Opportunities Center and from expanded work-experience programs.

It is significant that three out of four of the dropouts neither reject high school, feel it is irrelevant, nor are school-incapable; they are simply, or not so simply, perplexed by school. It is often assumed that dropouts and truants reject school and middle-class values, and are void of aspirations. This study

indicates quite the opposite. These students indicated they liked the idea of school and some aspects of school life. They realized the importance of school to economic well-being, but were bewildered by the route they were asked to take to realize their goals. In addition they had difficulty identifying with most of their teachers and tended to reject them as adult models. Since they liked the idea of school, wanted to graduate and be socially mobile, they became perplexed when they were disciplined and ridiculed. They felt much like the sports fan who is ejected from the gym for shouting obscenities at the visiting team.

A random sampling of this group (100 subjects) revealed that nearly half (45%) reported they didn't like at least one of their teachers, and a third (31%) found school rules oppressive, and the curricular and extra-curricular activities dull. Yet these same students said they wanted to graduate from high school and made promises to themselves they would -- if not now, at a later time. Some of these students (16%) indicated that their parents often kept them home from school to do housework, to babysit, run errands, or care for a sick relative. This was more often the case with girls than boys. A seventeen year old girl said, "If I'm going to be tied down with watching kids, I might as well get pregnant and take care of my own." And she plans to do just that when her boyfriend was released from prison.

Family problems (34%) and sickness (36%) were frequently mentioned by this group as reasons for truancy. Financial problems (13%) and pregnancy (13%) also contributed to the

decision to leave school.

One out of every four of these students (24%) voluntarily admitted that they sniffed paint or glue, smoked marijuana, took LSD or barbituates. These students often avoided contact with school counselors. They claimed the counselors couldn't be trusted and even if they wanted to talk about some other subject they were certain the counselors would find out about their illegal activities. It is significant that they trusted the aides with this information.

The study made no attempt to find the reasons students sniffed paint, smoked marijuana or took barbituates. Some of the students, however, stated their reasons and some of those reasons were related to school or employment opportunities. A fourteen year old ninth grade student said, "When I'm loaded I can tell them (teachers) how I feel. It's one way to get at them bastards." Another ninth grader said, "To get even with the teachers I go to school loaded on paint to wise off with the teachers that are always bugging me." A tenth grade student said, "The school can screw themselves. I just want to live the life of Riley. All I want is to enjoy my pleasures like getting loaded and going out during the nights to steal." A ninth grade, seventeen year old pusher with a juvenile arrest record said, "Employers never forget your past. Why go out and beg for the job? I can make money the illegal way and every penny will be mine without the government to tax me. Besides I'm tired of hitting my mother and relatives for money."

The aides indicated that the perplexed students, even when suspended, went to school. When they cut classes for the day, they stayed at school. Their favorite gathering places were the restrooms and the "bushes." Here they smoked, gambled and gossiped. One girl said the restroom was the only place she had to discuss "my intimate problems."

These students tend to segregate themselves from the other students. The peer relationships they formed in junior high school or in their neighborhoods remain strong. Some of the students say they are ashamed to associate with the other students. They assume that their experiences and behavior would make them unacceptable, and they are probably right. But whether their experiences and behavior are actually different is debatable. Almost certainly the conventions which overlay behavior differ, and the fact that these students are the subject of more research make it appear that there are differences which don't actually exist. And these students, because they have little or no contact with those outside their group, assume they are the only ones who are doing "it," whatever "it" may be.

The behavior of these students is far more public than that of most students. They live, most of them, in high density quarters, in a high density neighborhood, attend high density schools and spend their free time in high density areas. They have little opportunity for privacy, unless they have access to a car. The result is that most of their intimate contact is public. A private act in Kahala becomes a public act in Halawa.

Overcrowding and lack of privacy are adjusted to. The adjustment is most often objectionable to those who don't need to adjust.

These students seem to need constant approval from their peers, their families, and their teachers. But these three groups are often at odds; rewarded behavior by one group is punished behavior by another. The conflict in the student is enormous. Since the relationship to the school is the most temporary and the least intimate, the student lessens the conflict by choosing his family and friends, or, as is often the case, just his friends.

The school, increasingly large and bureaucratic, affords its teachers little opportunity to establish a warm personal relationship with most of their students. The administrative staff constantly burdened by the problems these students cause understandably find these students difficult. The students are in a quandary to reconcile their love of the idea of school with the rejecting reality of the particular school. It is little wonder they are perplexed.

From his studies of dropouts on the mainland, Professor S. N. Miller guesses that students who fall into the school-perplexed category are greater in number than the students who can be classified school-inadequate or school-rejecting. However, he believes most dropouts from low income families find school largely irrelevant.

Our study indicates this is not the case on Oahu. Less

than one of ten (9.2%) of the students we studied fall into the school-irrelevant category. It was these students who were most interested in the services of the Employment Opportunities Center. The boys wanted jobs as truck or delivery drivers, construction workers and, in a few cases, as skilled craftsmen. The girls were mainly interested in marriage as a career. They felt school did not prepare them to perform these functions and therefore the time spent working for a diploma was wasted. They saw their age and prejudice against school dropouts, not lack of academic training, as the real barriers to getting a job. These students appeared to be motivated and more confident of realizing their goals than the students in the school-perplexed category. These students did not describe themselves as "lazy", a word often used by those in the school-perplexed category, and did not claim sickness as a reason for missing school. They tended to discount that there was an economic advantage to having a high school diploma.

The school-rejecting students with whom we worked (12%) were the most difficult to talk with. They not only rejected school, they rejected employment, family, virtually all society's institutions. School was no better or no worse than any other organization. Their sense of privacy and personal pleasure was highly developed. They wanted most of all to be left alone, to do what they wanted to do. In some respects they are the economically impoverished counterparts of the characters in La Doce Vita. Like a Kafka character they are fleeing into

their own destruction, often with the unwitting assistance of the schools -- physical punishment, suspension, harrassment.

A study of 269 of the 353 students on the dropout list who were dropped from school (some were later readmitted) was conducted by the Department of Education. Using criteria established by the National Education Association and the United States Office of Education, the study revealed that "dislike of school experiences," "poor pupil-staff relationships," and other school-related matters accounted for a third (34%) of the reasons given for truancy. "Behavioral difficulty" accounted for another 5.5%. As with the 250 students studied by the aides, student avoidance of the reality of school experiences is the primary reason for truancy.

Physical illness (10.9%) and home problems (9.2%) were frequently mentioned as reasons for absence. Financial problems (2%), marriage (2%), and pregnancy (1.7%) ranked relatively low. Parental influence (1.2%), outside influence (8.2%), "others" (5.5%), and the student being needed at home (4%) show some of the forces which encourage truancy.

Employment (3.2%), physical disability (1.5%), and racial prejudice (0.2%) were not significant factors. Unknown reasons and change of residency account for the remaining 10.9%.

Although avoidance of the reality of the school experience was the greatest cause of truancy for this group and for the students studied by the aides, this group, even though they officially left school, listed dislike of school fewer times

than did the other students. This again suggests that school experiences are not positive enough to sustain students in school in the face of other reasons. Ironically, one of the reasons is often the school's desire to rid itself of an unwanted student because of its inability to meet his highly individualized need.

Education is highly valued in Hawaii, even by most of the dropouts. These dropouts, however, don't like some aspects of the schools or are perplexed by them. It is interesting that many of the 1,090 students whose names appeared on the dropout list went to school on the days they didn't go to classes. Often they would go to a particular class they liked, but stay away from all the others. They seldom said they disliked a subject, most of the time it was a particular teacher they didn't like.

During the time of the project, the Department of Education identified 1,090 students in the participating schools -- Aiea, Farrington, Kailua, Kaimuki, and Waianae -- as "dropouts." These students represented 7.6% of the total population of the five high schools. The number of students who actually dropped out of school represented 0.9% of the population, as compared to 1.8% for the preceding year. Four of the project schools showed dramatic reductions in their reported dropout rate: Farrington, two-thirds reduction; Kailua, one-third reduction; Kaimuki and Waianae, two-fifths reduction each. Aiea's rate was slightly reduced. (Detailed statistical analysis of each



school's dropout rate can be found later.)

At the conclusion of the project while nearly one out of ten (9.3%) actually dropped out of school, twice that number (22.8%) were back in school and adjusting satisfactorily. The majority of the students (67.9%), however, still were considered potential dropouts.

Although the Dropout Pilot Project undoubtedly played some part in reducing the project schools' dropout rate, the schools' innovations and modifications of their programs and practices played a role. These included projects at Aiea and Farrington High Schools to decrease school alienation, increased counseling activities at all of the project schools, Neighborhood Youth Corps programs at four of the schools, and special motivation classes at the three of the schools. Some programs unique to the individual schools were instituted.

Pupil accounting systems vary from school to school and it is difficult to know how reliable the absentee lists are. Some improvements in the individual school pupil accounting procedures were made during the project. Nevertheless, the aides continued to find students marked "present" riding the surf, and students marked "absent" sitting in class. Often these discrepancies were human error, but more often, according to the dropouts, they were knowingly made. It is reported that one teacher traded a student class time for custodial services. Others reported they were marked absent when they were present as a way to discipline them. According to the aides, many of these

students were telling the truth. A few of the names which appeared on the list were of students who transferred to other schools, or enlisted in the armed forces. This number, however, was small. At any rate, it will be difficult to know what the true truancy rate is until there is consistency in reporting procedures and accuracy in reporting absences.

The aides and the majority of the school counselors felt that twenty days of unexplained or unexcused absences was a satisfactory indication of a potential school dropout. In the future, however, most everyone concerned felt the list of potential dropouts could be semi-monthly; there was little change in the names after only a week's period of time. It is recommended by the schools that the names of students who chronically cut classes and those who have repeated disciplinary actions be added to the list. (See the D.O.E. proposed research procedures for the early identification of potential dropouts in Appendix B.)

The Department of Education has recommended that this pilot project be continued, with modifications, and possibly extended to all high schools and junior high schools. They caution, however, that the program should only be expanded "to the extent that schools are able to provide differentiated services to the students."

The Department of Education played an active and expanding role in this project. It is difficult to think of ways they could have been more helpful. The counselors, who appear to be

too few in number and over burdened with non-counseling functions, were generous with their time. The administrative officers of the schools were open to suggestions and creatively participated in solving the individual school problems of some of the dropouts.

The Department of Education believes it is possible to reduce the number of dropouts by twenty-five percent or more. Their estimate is modest. If the data gathered by the aides is indicative, three times that number of students can be retained in school and benefit from the experience.

The data gathered during this project suggests that the problems Hawaii faces in overcoming the difficulties of the dropouts differ significantly from the mainland. One reason is that Hawaii has not had the ugly experience of years of enforced segregation and deep hatred of the Afro-American. It is significant that only three percent of the students studied by the aides specifically mentioned prejudice as a negative factor in their school experience. As on the mainland a high percentage of Hawaii's dropouts come from a single ethnic group -- Hawaiian/part-Hawaiian. As with the Afro-American, the members of this group tend to be congregated in certain geographical areas. However, the difference between the groups is enormous. It would be an error to allow superficial similarities to dominate our thinking. Programs conceived on the mainland to rectify years of economic and educational deprivation suffered by the Afro-American may not be suitable here. In fact, they may cause more harm than good.

PART IV. THE JOBS

## THE JOBS

Our society believes that if a youth is not in school he should be working, or better yet he should be doing both. If he isn't doing one or the other or both, he is liable to get into trouble and trouble means crime, illegitimacy and welfare payments. We believe that once someone gets the taste of not doing anything and getting paid for it he never will want to do anything even if he gets more pay for doing something. Therefore, the less time there is between school leaving and job entering the better.

This project, in part, attempted to steer students to the Employment Opportunity Center while they were in the process of leaving school or shortly after they had left it. The hope was to encourage the student to make a transition from school to work, rather than to non-work, or to get him back to school if that's what he wanted, or into a training program that would prepare him for work. The project assumed that the prospect of leaving school for the world of work would appeal to most of the 1,090 students reported on the dropout list. This was not the case. (See Table I.)

The study revealed that nine out of ten students (90.7%) whose names appeared on the list stayed in or returned to school. The aides were able to convince only sixty-one students (5.6%) to seek the assistance of Employment Service counselors. All other agencies and self-referrals accounted for only seventy-

two of the students (6.6%) who solicited help from the Employment Service. Of the 250 students studied by the aides, only twenty-three (9.2%) felt school was irrelevant and wanted jobs or job training. Only thirteen percent of the students studied by the aides listed financial problems as contributing reasons for leaving school. The Department of Education study of 269 dropouts revealed "economic hardship" was not valued as "major" by the students as a factor in their truancy.

Employment Service counselors interviewed 133 of the 1,090 students whose names appeared on the dropout list. Of these, twenty-one (15.8%) were placed in full-time jobs or were awaiting results of job referrals, ten (7.5%) were referred to training or assistance from other agencies, and twenty-one (15.8%) could not be serviced or were not interested in service (See Table IV). In six cases (4.5%), no definite action was taken. The largest number of students, seventy-five (56.4%), decided to remain in school.

There were a number of reasons why the Employment Service could not assist twenty-one of the students -- five found their own jobs and one preferred to look on his own, two enlisted in the armed forces, one joined the Job Corps and another was being processed, one moved to another island, and four offered personal reasons. Six of the dropouts were fifteen-year-olds for whom the Employment Service could offer no meaningful service. Training programs available at the Employment Service have a minimum age requirement of sixteen and employers are reluctant to hire youth under that age.

TABLE I \*

Services Provided Dropouts by Employment Service

Number interviewed.....	133
Number who remained in school.....	75
Requested part-time jobs.....	37
Placed in part-time jobs.....	19
Referrals pending.....	0
Not interested in part-time jobs.....	19
Number terminated from school.....	58
Placed in full-time jobs.....	18
Referrals pending.....	3
Referred to training.....	7
Referred to another agency.....	3
Could not be serviced or not interested in service.....	21
No action taken.....	6

\*This table was taken from a more inclusive table prepared by the Employment Service.

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There was virtually no difference between the students from urban areas (Aiea/Halawa, Kalihi/Palama, and Palolo) and those from rural/suburban areas (Waianae/Nanakuli and Waimanalo/Kailua) in terms of their decision to leave school or remain in school after being interviewed by Employment Service counselors. Nor were there any differences between those students referred to the Employment Service by the aides and those who were self-referrals or referred by other agencies. However, the number of urban students remaining in school who requested part-time jobs (33)

was significantly higher than those from rural/suburban areas (4). There was virtually no difference in job placements for terminated students.

TABLE II \*  
SERVICES PROVIDED TO DROPOUTS BY AREAS

	Aiea/ Halawa	Kalihi/ Palama	Palolo	Waianae/ Nanakuli	Waimanalo/ Kailua	TOTAL
REMAINED IN SCHOOL **	19	28	9	7	12	75
Wanting part-time jobs	5	21	7	1	3	37
Placed in part-time jobs	0	15	3	0	1	19
Results of referrals pending	-	-	-	-	-	0
TERMINATED FROM SCHOOL***	8	21	15	3	11	58
Placed in full-time jobs	0	6	8	1	3	18
Results of referrals pending	-	3	-	-	-	3
Referred to training	2	4	-	-	1	7
Referred to another agency	-	-	1	1	1	3
Could not be serviced or not interested in E.S. Services	4	6	3	2	6	21
TOTAL DROPOUTS SERVICED	27	49	24	10	23	133

\* This table was prepared by the Employment Service.

\*\* Sub-items do not show those who remained in school and were not interested in part-time jobs.

\*\*\* Sub-items do not show those who terminated from school for whom no action has been taken.



Early in the project it appeared that the greatest barrier to getting students to talk to Employment Service counselors was the unfavorable image the students had of the Employment Opportunities Center. They called it "junk" when they were being polite. However, few of the students who held this attitude had ever had any contact with the Center. They based their feelings on what friends and relatives had told them. Whether their informants had any personal contact with the Center is unknown. The Employment Opportunity Center, in an effort to relate the complaints of the students to the actual services rendered, checked their records against a list of thirty names of "complaining" students provided by three outreach aides. Fourteen of the students (47%) had been interviewed by Employment Service counselors, the remaining sixteen (53%) were neither registered nor had been interviewed.

Of the fourteen students interviewed, three decided to leave school and two of these were placed in full-time jobs by the Employment Service. In one case, the applicant was turned down by four prospective employers before being hired. In the second case, through the efforts of the Employment Service, the minimum job specifications were modified by the employer and the student was employed. The third person sought part-time employment near his home. His illiteracy seemed to preclude successful completion of any of the present vocational training programs, but the Employment Service was continuing its efforts to assist the client.

Of the eleven students who decided to remain in school, six

wanted part-time jobs and two received them (one is working in the school cafeteria and another in a President's Youth Opportunity Program). Of the remaining four students who wanted part-time jobs, the lack of school flexible scheduling made it difficult to place them in part-time work (one of the students was already enrolled in a school monetary-incentive program).

Although the sample was too small to draw any conclusions from, it does suggest that the realities of the job market are in conflict with the job expectations of the students and that the students place the blame on the Employment Service. It appears, however, that most of the students contacted by the aides used the alleged reputation of the Employment Service as a rationalization for not seeking jobs because what they really wanted was to stay in the school environment. Indicative of this is that over half of the students who did seek the assistance of the Employment Service decided to remain in school after being interviewed.

PART V. GENERAL DISCUSSION

## GENERAL DISCUSSION

Dropouts represent one of the newest groups in America. They received the highest official status when John F. Kennedy mentioned the dropout problem in his 1963 State of the Union message. The dropout is perhaps among the most studied, probed, and discussed youth in our history. Yet the world of the dropout remains essentially closed. It cannot be successfully entered by the vast majority of those who would study it no matter how sympathetic they might be. Sociologists, psychologists, educationists and all of the other "ists" are not dropouts, they are stay-ins. This fact insulates them from the encapsulated sub-universe of the dropout. In a sense, the dropout is a modern version of the elite, a select minority.

Modern elites, unlike those of past centuries, lean away from official society and all its values. By turning his back on school, work, social and economic mobility, the dropout thereby opens the possibility of creating a new and private world. The superficial and gross behavioral aspects of that new world can be observed by the stay-ins, other dropouts may come close to knowing it and sharing it. But the truth is only the individual can sense the fuller meaning of his own nirvana. The popular invention of a "culture of poverty" is an attempt to homogenize these million private worlds, thus strip them of their uniqueness, fictionalize their incomprehensibility and then conquer them by accepting their "culture."

Dropping out of school is not new to America. Until quite

recently most youths did not complete high school. During the years immediately following World War II, more students dropped out of school than graduated from it. Dropping out was neither a social, nor an economic problem. Today, impelled by the needs of a more complex technology when a greater percentage of youths finish high school than at anytime in our national history, the school dropout has become a major social and economic problem. And even more tragically, being labelled a school dropout transforms it into a highly personal problem.

With the dropout label came the stereotype of the dropout. Daniel Schrieber describes the stereotype: "...a school failure, a nonacademic-oriented youth, a discipline case, a delinquent, a future welfare recipient who comes from a welfare family, and, if a girl, a breeder of illegitimate children." As with all stereotypes there is enough truth in the description to turn them into self-fulfilling prophecies.

There is a strong tendency for people to conform to such stereotypes. In many ways the stereotypes have become behavioral models for contemporary man. Sinclair's Zenith has replaced Pericles' Athens as our idea of a good place to live and raise the kids. Our heroes are not what we would be, but what statisticians say the collective "we" are.

Living a stereotype is not without its rewards -- even for the dropout. Hollywood is quick to glamorize any "identifiable" group -- that's what a market is. The roles of James Dean and Paul Newman fancify dropping out and serve the tendency to elitism.

Stereotyping also simplifies some aspects of one's life. You are seldom in doubt as to how you will be treated, or, for that matter, how to treat someone else. Expected behavior is easier to deal with than unexpected behavior..

Stereotyping is an essential part of the process of transforming a person into a problem. When taken individually, each of us is a unique mystery. And by definition there is no solution to a mystery. That is why "mystery" writers always pose the crime as a problem to be solved. Mysteries can only be coped with. Man and wife cope with each other. If the coping makes them unhappy, they stereotype each other and turn their dissatisfactions into problems to be solved. The solution to the problem our society provides is, of course, divorce. And living with a problem is always good grounds for a divorce, sometimes even good grounds for execution -- the ultimate solution to people problems. Capital punishment, lynching, and the Indian wars should remind us that the tendency to final solutions of domestic people problems has been used in the past; but our more usual practice is psychological genocide. We tend to make our problem people invisible by putting them away -- prisons, ghettos, reservations, asylums, old folks' homes. We simply drop problem people out of sight and, as the saying goes, out of mind. Our solution is more costly, but apparently easier on the conscience.

To date no one has devised a real solution to the dropout problem. Making school compulsory has not done it. Madison Avenue techniques have been employed to get dropouts back to

school. The mass media admonish youth to see their dentists twice a year and their teacher five times a week. Of those who do return to school, a quarter to a half of them remain. Whether or not they learn anything is another question. Industry too has joined the effort to keep youth in school. They, for the most part, refuse to employ non-high school graduates, even those who are still in school, in any but the most menial and ill paying jobs. And even these jobs are becoming increasingly scarce. It is reported that the dropout earns \$65,000 fewer dollars in his lifetime than does the high school graduate. Yet neither the law, nor the persuasive power of Madison Avenue, nor the real threat of economic punishment has eliminated America's dropout problem.

Professor Edgar Z. Friedenberg argues that from one point of view "compulsory school attendance appears as a gross violation of civil liberty: a bill of attainder against a specific age group that guarantees no compensation in return." Friedenberg states that compulsory school attendance in America has always been justified as essential to democratic polity, but never on the grounds it was beneficial to the individual student. He says the compulsory school attendance laws are neither licensing laws ("They do not require attendance until a specified minimum level of competence deemed essential to the conduct of adult life has been attained..."), nor contractual ("...they do not guarantee the student any outcome or even any minimum standard of educational service or decent treatment in return for his obligation to attend.") The school, therefore, has the legal right to youth's

time whether youth benefits from it or not.

Friedenberg does not claim that school is without benefits. He says the basic skills taught in elementary school -- reading, writing, and arithmetic -- "really work." Junior and senior high schools are a different matter. Their curriculum, he says, is "liturgical." He asks, "What would happen to the businessman, or just citizen, who attempted to apply what he has been taught in civics to the actual power structure of his community or country?" The study of science, he claims, "serves...to legitimate the American middle-class epistemology; science proves that Truth is an aggregate of general principles induced from empirical data that observers can agree upon." This leads us to discount subjective feelings and to define what we attempt as technical problems. Junior and senior high schools are, according to Friedenberg, "instrumental institutions" where nothing is valued for its own sake.

American schools always have been instrumental institutions. Jefferson saw school as a way to prepare men to make useful inventions and peaceful revolutions. Madison insisted popular education was essential to popular government. Social critic Paul Goodman says Jefferson and Madison defined citizen as society maker, and joins Friedenberg in claiming that this is no longer a goal of the school. He quotes a New York Commissioner of Education to show the change in educational goals which is now to train youth "to handle constructively their problems of adjustment to authority."

Our word school is derived from the Greek word schole which meant to have quiet and peace, to have time for oneself, to have



leisure, to be occupied in something desirable for its own sake.

Because today's schools do not generally educate for leisure, school dropouts are thus deprived of educated ways to turn their free time into leisure. Goodman says, "Because they know little, they are deprived of many profound satisfactions; being afraid of exposing themselves, they just hang around." He believes most men value most the hours they spend "...in things like friendly competitive sports, friendly gambling, love making and sex, earnest or argumentative conversation, dedicated political activity, solitary study and reading, contemplation of nature and the cosmos, art-working, music and religion."

PART VI. CONCLUSION

## CONCLUSION

Our society is a work-dominated society. Children ask, "What is your father?" The answer is milkman, mailman, businessman, army man. An early question of a new acquaintance is "What do you do?" Oldsters refer to themselves as "retired," not as "senior citizens." Our free time is time away from work, spent working or getting ready for work or recovering from work. We view school as preparation for work and, indeed, as work -- "school work," "homework," "working on spelling, math..." Report cards, like personnel records, detail the students "initiative" and "industry." Architecturally, many schools resemble factories. When a person leaves school, he is expected to work. If he doesn't, he's a bum -- surf bum, beach bum, or the new words, "hippie" or "dropout."

With all of the inadequacies of our pupil accounting system, Hawaii seems to have fewer school dropouts than most states. Our study of students who were in the process of dropping out indicated that three out of four really wanted to complete high school. Of the 133 students interviewed by Employment Service counselors, seventy-five decided to remain in school rather than seek full-time employment. The data indicates that students on Oahu, even those in the process of dropping out, want at least a high school education. In Hawaii, even most of those students who are dropping out of school value education and find it personally desirable.

It appears that a great number of students are being forced

out of school, but not necessarily by the school. The school, however, is not powerless. Some of the experimental programs it has initiated show that it can do some things to reduce the number of students who leave school before graduation. The large number of students who are leaving school, the idea of which they like, indicates that the particular school experience is not positive enough to hold them.

One conflict between the teachers and the students appears to be their respective view of work, leisure, and time. The time concept of the teachers is industrial, clock-mechanical, rigidly controlled by semesters, bells, and lesson plans. The students operate on a more individual, natural time concept, doing something when they feel like it. While the teacher spends his free time in activities related to work, the student tends to spend his time in leisure pursuits, doing something for its own sake. Work for the teacher is a way to earn a living, if it is pleasurable that is a welcome bonus. The student, although not lacking the desire and need for money, tends to insist the work he does should give him pleasure. The conflict arises in that the ideal of the teacher -- individual time, leisure and pleasure-deriving work -- is the reality of the student. The student sees the teacher as a threat to his realized values. The teacher, to whom these values remain as unrealized ideals, sees the student as the primary reason he cannot realize his ideals.

With both groups working against each other for the same ends, resentment tends to occur. That both groups could achieve

the same ends by cooperating with each other apparently does not readily happen. It is ironic that the very students who could show the teachers how to realize their ideals are the ones who the teachers are pushing out of school.

The teachers, of course, realize that their students must be able to conform to the realities of a work-oriented society in order to have social and economic mobility, to be free of the repressive welfare system and to escape the cycle of poverty. The vigor with which they pursue the task, perhaps, belies the frustrations they feel in the system they seek to serve.

A first step to begin resolution of this conflict might be to get the students and the teachers together, out of the classroom, to discuss what each of them like; they already know what each of them doesn't like and, besides, we usually approach what we like in terms of what we don't like. If out of these sessions any of the students and teachers end up liking each other, even a little bit, they might engage in some activities which would lead them to trust each other. If mutual trust is established, the climate might be right for each individual to learn something of value from every other individual. At the least, the stereotype of dropout and teacher would be diminished, so would the attendant inferior-superior relationship. The new peer relationship, always the most comfortable, might make it possible for the teaching of skills, the discussion of values, and the learning of facts to proceed in an individual and natural way.

Family problems rank high in the stated reasons students leave school. The problems are usually situations which cause the family shame. Often these situations are acceptable to the family, but are unacceptable to outsiders. The result is that the family cuts off contact with the outside and emphasizes the shame aspect. An acceptant attitude about the human behavior of others would do much to eliminate this cause of school leaving. The schools which have done much to build an accepting attitude toward mentally and physically disadvantaged children can begin work in this area. This is not a plea for an amoral society, but a plea for the morality of compassion. An amoral society is one of rules and penalties. A moral society is based on neither innocence nor ignorance, but on knowledge, compassion, and love.

A first step for the schools would be to pay more attention to morality and values. Advocacy, especially in this vital human area, must be encouraged. If we are going to hell in a hand cart, as some critics claim, it is, in part, due to the fact that our schools spend too little time discussing those things which make us uniquely and irrevocably human.

Serious social problems arise when governments do not respond to the needs of minorities. The dropout is one of these minorities, and like other minorities, may demand his own bill of rights. If he does, it will be a futile effort. In the view of the many, he has not earned the right to receive the benefits of those who stayed in. He has the right to life, but not to liberty or

equality. Only when the expense of his life, reflected in welfare costs, becomes a great burden, as it threatens to do, will the public insist the government do something to eliminate a problem it had a hand in creating. But it appears that our state government is not about to wait for an aroused public. It is already at work.

Some modest proposals have come from this project. Others will be forthcoming. Some changes which will ease the burden of the dropout already have been made as a result of this project. But the most exciting aspect of the project is that Hawaii can, and has indicated it has the will to, break the cycle of poverty many of its most valuable students are entering.

A REPORT ON AIDE TRAINING

by Darrow Aiona  
Honolulu Community College



The training program began with an intensive one week orientation program. The students were introduced to the project--its purposes, goals, mechanics; to the various participating agencies and their programs--the Department of Labor and its Employment Opportunity Center, the Department of Education, the Community Action Program and to other programs dealing with school dropouts. Included in the orientation were several films and tours and visits to various programs now underway. Much of the first week's program, held daily from 8 a.m. - 4 p.m., took place at the Employment Opportunity Center.

The training program was held at Honolulu Community College on Mondays and Thursdays from 8:30 a.m. - 12:30 p.m. On several occasions extra sessions were held in the target communities. Monday sessions dealt specifically with the aides' job experiences and related problems, role-playing sessions, and an analysis of their various experiences. Thursday sessions dealt mainly with a survey of the community forces in Hawaii. Each session was flexible and relied heavily on what the students wanted to talk about.

An early goal in the training program was to create a climate for learning and experiencing. This was gained by establishing a sense of trust for each individual deriving from understanding and respect rather than authoritarianism. The sessions were held as seminars, everyone seated in a circle to

...

create a sense of equality and to get away as much as possible from the traditional classroom. This climate was needed to capture the aides' interests, to develop motivations, and to lead them to a recognition of the value and purpose of education as a means to fulfillment of individual and societal goals. We stressed that "there was a great deal to do for the dropouts" and that "we all had to put our hearts into it."

A constant check on each person's performance in the field was just about eliminated in order to create a feeling of trust and pride. Recognizing the person as an expert in his community also helped to create this feeling. Our informal check on the practicum for each student was based on the immediate problems brought up by each aide and from the contents of their daily diaries. This caused a problem with some of the local CAP supervisors who required a rather strict accounting of time spent in the field. However, this was changed to a brief accounting and loose supervision of each aide by the CAP coordinators.

In the first meetings, the role of the aides in working with school dropouts was discussed. In the course of the discussions each aide discovered that his problems were similar to those of his colleagues and that their problems were similar because their backgrounds were alike. The discussions promoted a group solidarity, whereby each aide was strengthened when he went out to work in his community. When they went out into the communities to work with the dropouts, they found that the

dropouts' problems were similar to their own. This again strengthened the solidarity of the group and helped the aides to shift their tensions from their personal problems to community problems. The twice weekly meetings reinforced the group solidarity. It should be noted that after a period of time this group "we-ness" extended into their social activities.

The nature, style, and content of the supplementary materials had a great deal to do with their acceptance and usefulness as vehicles for changing the aides' attitudes and behavior. (This new attitude was labelled by the class "the new awareness.") The printed materials used were mainly newspapers and magazines. Prior to the program, reading of these media was at a minimum but gradually increased during the course of the program.

The seminars, particularly the Thursday sessions, were oriented to urban problems and their impact, the historical development and uniqueness of our island community and their impact upon our urban society. The course outline following lists the subject covered in the discussions. Some topic areas were taken up very briefly, while others were studied deeply and at great length, depending on the group interest. "Academic language" and "technical terminology" was kept at a bare minimum. The stress was on experience and fact. The course outline was used very flexibly depending on the situation. The time spent on each topic depended mainly on the group.

Additional group meetings arose spontaneously. The group attended legislative hearings, City Council hearings, Community

Action Program meetings and demonstrations on their own time. Trips were made to the Bishop Museum and the Liliuokalani Trust. Two aides decided to run for the Constitutional Convention and one of them on his own initiative registered for an eight week course on Constitutional issues at the University of Hawaii.

Part of the training scheme was to build pride and respect for self and for community and to urge participation in community affairs. However, on several occasions towards the latter part of the program, it was felt that some administrators were not as accepting of creative criticisms and suggestions which would have encouraged more citizen participation. Often the aides brought neighbors to the seminars, and in one area, a small neighborhood discussion group was formed. In two target areas, it appeared that the CAP area coordinators did not encourage or make use of their talents. It is only by involving people that apathy can be destroyed.

On numerous occasions the trainer served as a counselor to students for their personal problems. In two instances the problems were quite serious. The group solidarity was so important and so powerful that the students became very sensitive to each other and discussed their intimate problems. Techniques learned in the training sessions were used by some of the aides with their own children.

The aides' attitudes, often hostile, toward various governmental agencies and schools have changed dramatically over the four month period. The aides are now creatively critical of these agencies but very sympathetic to the problems faced by

agency personnel.

The following suggestions are made for future training programs:

1. The pre-requisite for any such program must be the development of trust and faith in the student as a human being. The individual must be treated as an equal at all times.
2. An adequate background in anthropology, in sociology, and human relations is imperative to successfully train culturally deprived persons. This background should include experience in various community areas.
3. The students in this pilot project should be recognized as experts of their communities and should be used as trainers in further programs.
4. Hawaiian history must be made meaningful with great emphasis upon the fact that history is made by all peoples. Many of the aides had difficulty in identifying with the events and people in Hawaiian history. One must deal with leaders of minority groups who have made real contributions to this community. This will help members develop pride in their ancestry.
5. Home life of people in low-socioeconomic groups should be depicted as wholesome. Both the hardships and wholesomeness which characterize such homes should be portrayed.
6. Some "success stories" about people who have risen socially, economically, or culturally are desirable. More focus should be on the people not in the limelight.

7. A training program must help each individual by building on his strength and expanding them. Approaches especially suited to the styles and strengths of each individual should be developed.
8. The student must be convinced that he can learn and that he can become "educated" without becoming a middle-class stereotype -- that he can retain his own identity.
9. It is highly recommended that this training be continued. After some awakening of self to a "new awareness," a program in communication -- facility in the use of language, fluency in articulation, and improvement of speech patterns -- should be developed as part of a follow-up program. It would be most discouraging and annoying if the education of the aides should end.

HIGH SCHOOL DROP-OUT OUTREACH PROJECT ORIENTATION PROGRAM

February 5, 1968 - February 9, 1968

Monday, February 5 Honolulu Community College, 874 Dillingham  
Blvd., Metallurgy Lab. #15

Moderator: Mr. Arthur Oswald, Provost, Honolulu Community College

8:30-9:00 Opening Session

Lt. Governor Thomas Gill: Welcome and History of Drop-Out Project; what's hoped for from this program.

9:00-10:30 General Orientation: Project Goals & Involvement of Participating Agencies

1. Employment Service . . . . . Charles Mitsuyama
2. Dept. of Education . . . . . Wah Jim Lee
3. Honolulu Community College . . . . . Darrow L. Aiona
4. Honolulu Community Action Program . . . . . Wayne Omuro
5. Manpower Commission . . . . . Robert Dye

10:30-11:00 Coffee Break and Social

11:00-12:00 Introductions and Divide into five groups: Aides, School Counselors, Employment Counselors. Each Area Coordinator in charge.

12:15-1:20 Lunch: School Cafeteria Cost: 50¢

1:20-4:00 Film: "Passion for Life"

Discussion led by Darrow Aiona: Reactions to film and project introduction from morning session.

Tuesday, February 6 Meet at EMPLOYMENT OPPORTUNITY CENTER,  
1040 South King Street (opposite McKinley High School) Second Floor.

8:30-9:30 Employment Service: Charlotte Sue, E. S. Specialist

- a. Organization: Honolulu local offices
- b. Major functions: Honolulu Placement Branches

- 9:30-10:00 Outreach Activity: Maurice Morita & Wesley Chun,  
E. S. Community workers  
Participants, experiences
- Kay Asuncion, Experienced CAP Aide  
What it is?  
Why necessary?  
How to accomplish?
- 10:00-10:30 Break
- 10:30-12:00 Film & Discussion - What's in it for Me!  
Maurice Morita & Wesley Chun,  
Leaders  
Charlotte Sue: Discussion Leader
- 12:00-1:00 Lunch
- 1:00-2:00 Field trip: to Employment Service Placement Branches -  
Industrial Offices, Professional, Clerical and  
Sales Office
- 2:00-4:00 Employment Opportunity Center  
Operations: Hatsune Sekimura, Community  
Organization Coordinator
- a. Intake Functions: Norma McDonald, E. S. Interviewer  
b. E. S. Counseling: Howarth Matsuyama, E. S.  
Counseling Supervisor

Wednesday, February 7 Meet at EMPLOYMENT OPPORTUNITY CENTER on  
South King Street, Orientation to  
Major Training Programs

- 8:30-9:00 Neighborhood Youth Corps: Edward Miyamoto, E. S.  
Counselor
- 9:00-9:30 Manpower Development & Training: Claudette Sison,  
E. S. Counseling Supervisor
- 9:30-10:00 Break
- 10:00-11:00 Field Trip to MDTA training facility: Central  
Intermediate School, Clerk Typist training and  
cashier-checker training, Mrs. Plummer, MDTA teacher
- 11:30-1:00 Field Trip to MDTA Fry Cook Training: Mr. Shiro  
Matsui, MDTA Teacher; Lunch included
- 1:30-4:00 Film and Discussion: "Superfluous People"



Thursday, February 8 Meet at EMPLOYMENT OPPORTUNITY CENTER on  
South King Street

8:30-9:00 Job Corps: Background Information: Claudette Sison,  
E. S.

9:30-12:00 Hawaii Job Corps Center: Field Trip and Lunch

1:30-4:00 Field Visits

Group 1: Kaimuki, Waianae and Aiea groups meet at  
Kalihi CAP office.

Group 2: Farrington and Kailua groups meet at Palolo  
CAP office.

Respective Area Coordinators will give an orientation  
of their community and their work in the area.

Friday, February 9 Meet at EMPLOYMENT OPPORTUNITY CENTER on  
King Street

8:30 Workshop: Techniques and procedure

1. Pertinent E. S. forms.
2. Keeping of a log-diary - keep daily log of  
contacts.
3. Drop-out lists.

11:00-12:00 Lunch

12:00-4:00 Outreach Procedures and Role Playing

Discussion. Leader: Darrow Aiona

## COURSE OUTLINE

- I. Discussion of Initial Problems Met in the Field.
  - A. School Counselors
  - B. Dropouts
  - C. CAP Coordinators
  - D. Field Work Procedures
    1. Receiving of Dropout list
    2. Conference with Area Coordinator
    3. Conference with School Counselors to see about:
      - a. Those readmitted
      - b. Background information on dropouts
        - 1) Not an attempt to make dropout go back to school
        - 2) Determination of wants and needs
        - 3) Consideration of the law about compulsory education -- 18 years old
    4. Seeking Out of Dropouts
      - a. Individuals still in school
      - b. Individuals not in school
    5. Contact and Motivation
    6. Availability of Services
      - a. Transportation to EOC
    7. Completion of Pupil Personnel Action Form
    8. Utilization of CAP services
  - E. Keeping of Diaries and Recording
  - F. Image of the Outreach Aide and Relationship to Other Personnel
  - G. Image of the Dropout - Role Playing

H. Image of the School Counselor

II. Discussion on the Culturally Deprived Youth

A. Definition of a Sub-culture

1. Cultural Problems
2. Urban Complex
3. Minority Groups
4. Social Movements

B. Influence of Social and Cultural Background on Behavior

1. Situations showing ways in which people live and work together
2. Understanding of community problems and services

C. Youth Sub-culture

1. Educationally handicapped youth
2. Social psychology of adolescence
3. Social aspects of delinquency

D. The Culturally Deprived Youth - Definition

1. Attitudes and patterns of living in culturally deprived areas
2. Employment attitudes of youth
3. The youth and his family
4. Youth and the peer group
5. Youth and his ethnic group
6. Youth attitudes toward existing agencies

III. Discussion of Educational System

A. Public vs Private

B. Teachers

C. Students

D. The School in Your Community

1. Ethnic make-up
2. Ratio of teachers to pupils
3. Socio-economic background of the neighborhood
4. School curriculum
5. Extra-curricular activities
6. Advantages and disadvantages of the particular school
7. Attitudes of teachers: concern, dedication, discipline, effectiveness, relationships with students
8. The effectiveness of school counselors
9. Projected goals of the school in relationship to neighborhood

E. Conflicts in the Schools in Relation to:

1. Teachers and counselors
2. Students
3. Community

F. School Drop-outs

1. Causes
2. Advantages and disadvantages
3. Purpose
4. Solutions
5. Concerns
6. Societal Dropout Phenomenon

IV. Discussion of CAP

- A. Purpose
- B. Effectiveness in the Neighborhood

- C. The Role of the Coordinator
- D. Criticisms
- E. Effectiveness of Anti-Poverty Programs
  - 1. Planners
  - 2. Citizen participation
- F. Being an Activist
- V. Our Island Community
  - A. Introduction
    - 1. The peoples
    - 2. Hawaii - experiment in human relations - the varied reactions
    - 3. The setting
    - 4. Shifting human frontiers
  - B. Who Are the People in Our Community?
    - 1. The native Hawaiian
    - 2. Immigrant peoples - the changing definition
    - 3. Immigrant peoples - the changing facts
    - 4. Age and Sex
    - 5. Inter-marriage
  - C. Where Do They Live - Looking at My Own Neighborhood
    - 1. A land of many lands
    - 2. The habitat of the Hawaiian
    - 3. The habitat of other islanders
    - 4. Islands with the city: ghettos?
  - D. How Do They Live?
    - 1. The changing economy

2. Finding an economic place

3. Employment

E. What Are They Becoming?

1. Education and assimilation

2. Political status and participation

3. Plane of living

a. Knowledge of low income culture

b. Discussion of experiences, concept of being poor

c. Relationship among ethnic groups

d. Advantages and disadvantages of being poor

e. Criteria for being poor - causes, difficulties, etc.

f. Potential positive aspects of low-income culture

1) Cooperativeness and mutual aid

2) The extended family

3) Avoidance of the strain of competitiveness  
and individualism

4) Equalitarianism

5) Informality

6) Humor

7) Freedom from blame and parental over-protection

8) Children's enjoyment of fellowship

9) Lessened sibling rivalry

10) Traditional outlook

11) Enjoyment of leisure activities

12) Ability to express anger

13) Freedom from being word bound

14) Physical style involved in learning

- VI. The State Constitution
  - A. Constitutional Convention Election
  - B. Constitutional Issues
- VII. The Hawaiian Homestead Act
  - A. History of the Act
  - B. Advantages and Disadvantages
  - C. Need for Change
- VIII. Nativistic Movements
  - A. Store front Churches
  - B. Secular Movements
  - C. Hawaiian Movements - Hoomana O Ke Akua Ola
    - 1. History
    - 2. Membership
    - 3. Real Hawaiian Culture
    - 4. Meeting the needs of the people
    - 5. Extent of Movement
    - 6. Religious - Nationalistic Movement
    - 7. Attraction for Lower-income Hawaiians
- IX. Proposal of New Programs

A  
SAMPLE  
OF  
NEWS RELEASES



# Drop-out aide training to begin Monday

HONOLULU ADVERTISER  
-12 Wednesday, Jan. 31, 1968

## Classes To Start on Drop-Outs

A new "drop-out aide" training project — former high school drop outs will be taught how to help current drop-outs — begins Monday at Honolulu Community College.

Lt. Gov. Thomas P. Gill will address the opening session of the program at 8:30 a.m.

The 10 student-aides in the program will attend classes at the college two days a week, and the rest of the time will work with Community Action Program professional persons in five areas — Aiea, Kalihi, Palolo, Waianae and Waimanalo.

The aides are intended to serve as a bridge between the high school drop-outs and the professional staffs of various State agencies.

The pilot study is designed to determine how aides can be used in helping attack the drop-out problem, whether several State agencies can work in a cooperative effort, what kind of college training will be helpful to the aides, and how this kind of work-study program will help the aide help himself.

Working in the project are the State Employment Service, Department of Education, State Manpower Commission, Hawaii Community Action Program and the Honolulu Community College.

Gov. John A. Burns pointed a finger at one of the State's newest — and smallest — educational programs today.

He called it "the critical test of whether federal and

State planning and imaginative action to help the educationally deprived will actually give young people a new start in life."

In his statement, he referred to a new "drop-out aide" training program which will start Monday at Honolulu Community College.

The experimental program is co-ordinated by the State Commission on Manpower and Full Employment. Also involved are the State Employment Service, Department of Education, and Hawaii Community Action Program.

The "outreach" pilot program will give a week of special training to school drop-outs, who will then go out into such areas as Aiea, Kalihi, Palolo, Waianae and Waimanalo to approach other drop-outs.

It is a program designed to encourage the drop-outs to take jobs, get training, go back to school or otherwise improve their chances for future employment advancement.

Theodore Ruhig, the Manpower Commission's executive secretary said the training program will consist of a series of talks, films, luncheons, field trips and instruction in techniques and procedures.

The training sessions open Monday at 8:30 a.m. with a talk by Lt. Gov. Thomas P. Gill.

Darrow L. Aiona, a teacher-minister born in the Islands who has had years of experience in Mainland urban poverty areas, will conduct the classes.

Specialists from various government agencies will assist in the training of the aides.

HONOLULU ADVERTISER  
Monday, Feb. 5, 1968 A-7

## Drop-Out Aides To Be Trained

The State's newest — and smallest — education program gets underway today at Honolulu Community College.

It is an experimental "drop-out aide" program coordinated by the State Commission on Manpower and Full Employment, in cooperation with the State Employment Service, Department of Education, and Hawaii Community Action Program.

The pilot program will give a week of special training to school drop-outs, who will then go out into such areas as Aiea, Kalihi, Palolo, Waianae and Waimanalo to approach other drop-outs.

# Dropouts attack problem of dropouts in pilot study

By Ligaya Fruto  
Star-Bulletin Writer

It takes a dropout to understand dropouts.

This is the working theory behind the four-month pilot study called Schools Dropout Outreach Project instituted some weeks ago by the State Commission on Manpower and Full Employment.

Under this project, 10 aides—themselves dropouts—have been named to alleviate the dropout problem in Waianae, Aiea, Farrington, Kaimuki and Kailua high schools.

Participating in the project are the State's Department of Education, Department of Labor and Industrial Relations (Employment Service Division), Honolulu Community Action Program, University of Hawaii Community College System and the Manpower Commission.

## Purpose outlined

"The purpose of the project is to identify, locate and place high school dropouts

into appropriate training and educational programs, to coordinate the efforts of the cooperating agencies in solving the dropout problem and to make more effective use of current programs designed to assist the high school dropout," Robert Dye, dropout program coordinator for the commission, reported to the State's House Committee on Education.

"The idea is to get dropouts into job areas so that they don't completely drop out of society," Darrow Aiona of the Honolulu Community College said more succinctly.

Aiona has worked on this problem in New York's Harlem, with underprivileged Puerto Rican youngsters.

Dye said that speed is essential to this project. A weekly list of students with 20 or more days of absence from school during this academic year is given to the aides by the DOE.

After first consulting with the school counselor, the outreach aide contacts the stu-

dent and attempts to discover his reason for dropping out.

If the problem is financial and a job for the student is the answer, the aide gets the student to talk to an employment counselor and the latter takes whatever action is necessary.

If other ways of helping the dropout are called for, the aide seeks these ways.

## Indifference deplored

Most of the aides deplore the indifference of some school officials toward what ails youngsters today.

"Why do kids sniff glue, sniff paint?" asked Stanley Abilla of Aiea.

"I found out that the reason they do this is because the only time they can talk back to the teachers or the principal is when they're loaded.

"When talking to kids, the principal goes boom, boom, boom! The kids feel trapped. He doesn't care why kids are doing what they do. He just wants them to toe the line.

"So we talk to kids and some of them go back to school to earn a diploma. But have they learned anything?"

Jimmy Toyama of the Job Corps Center, who met with the aides to arrange for tours to the center, said that "the whole business of dropping out is a fad.

## Other dropout

"Everybody is dropping out—professionals, business people, hippies. The kids think, 'If these people can drop out, why not we?'"

Raymond Galdeira of Waimanalo found that 35 per cent of the students at Waimanalo Intermediate School do not even reach high school.

He was therefore concerned at the numbers dropping out when students do reach high school.

He handled the case of a girl who was too shy to tell her school counselor or her parents that the school load was too great for her to handle.

She told this to him, probably because he was not a part of the school system and because she knew he himself had dropped out of school 10 years before.

Galdeira prevailed on the school counselor to recommend the cutting out of some subjects from the girl's school load, and the girl is back in school.

"A girl I talked to was ashamed to tell me at first that she had no money and no clothes and so could not go to school," said Mrs. Peggy Barfield of Aiea.

"I went to a social worker and she got the girl some clothes."

"Our schools are really geared for middle-income families," Aiona said, "with proms, clothes, school rings. Teen-agers want to belong, and those who can't afford these things feel left out."

Some of the aides were critical of school counselors "who never gave counsel" because they are not interested or too bogged down by school work.

"Your advantage is you  
(CONTINUED)



INSTANT RAPPORT — Mrs. Pagaduan has no trouble communicating with Debbie Silva, left, and an unidentified girl who is a potential dropout.



**DROPOUT ALTERNATIVES**—Aides in the Schools Dropout Outreach Project listen to Jimmy Toyama of the Job Corps Center, fourth from right, outline a job alternative for high school dropouts. From left are Mrs. Christina K. Silva of Waimanalo, Mrs. Adelaide Veloso of Kaimuki, Stanley Abilla of Aiea, Mrs. Cecilia Pagaduan of Kaimuki, Mrs. Barbara Faubion of Aiea, Darrow L. Aiona of Honolulu Community College, Raymond Galdeira of Waimanalo, Ernest Matsumura of the Job Corps. Not in the picture are Carlos Lattaua of Palama, Nancy Kam of Kalihi and Elliott Kamaka of Waianae.

don't belong to any establishment," Aiona told the aides.

"School counselors are part of the school system. You are supposed to open communication lines between the kids and the counselors or other school repre-

sentatives."

Mrs. Cecilia Pagaduan described a "bonus system" that the students themselves initiated to help each other, and Aiona praised a system of rewards that will benefit students who have done sat-

isfactory work.

"Our school system is often so negative," he said. "If you don't do this, you're punished. I'd like to see more kids getting rewards for doing good work."

The aides have discovered

that taking part in the pilot study has many rewards for themselves.

Galdeira and Abilla are running for seats in the Constitutional Convention because they feel that people like them and the ones they work with should be represented.

"I came out of my shell," said Galdeira, who has become an active community worker since he began to work in the study.

"We have become real participants in the community," said Mrs. Adelaide Veloso of Kaimuki. "We don't believe that the kids are bad."

"If the school counselors said there's nothing to be done about a kid, we just don't take their word for it."

"We don't stop there. We have meetings with the counselors, the teachers, the parents, and we tell them what to do. We tell them they can't give up, because the kids are important."

The aides are so involved in the program that they hope to continue with it even after the time for the pilot study runs out.

And all of them are going back to Honolulu Community College in the fall because they have come to realize, even more than their charges, how valuable it is to complete one's education.

# Viewpoint

Conducted by **KHVVH-TV**  
and the

## Honolulu Star-Bulletin

"WHEN THERE'S a problem in Kaha, it gets solved; when there's a problem in Waimanalo, it gets studied." Despite efforts to help the poor in Waimanalo and other poverty pockets in the State, that is how many of Hawaii's underprivileged view their fate. Tonight, Viewpoint (9 o'clock, Channel 4) focuses on the dropout program for a unique view of how the poor see the rest of society. Guests are Raymond Galdeira and Stanley Abilla, both high school dropouts who now serve as aides to the dropout program run by the State Manpower Commission, and Robert P. Dye, coordinator of the program. Joining in the discussion are regular Viewpoint co-moderators Richard Pollak, assistant editor of the Star-Bulletin, and Mason Altiery, news director of KHVVH-TV. Excerpts from tonight's program follow:

**POLLAK:** The media and most people tend to look at the dropout as a problem, and very seldom is an attempt made to look at it the other way around. How does the dropout, how do the people in Waimanalo look at the society that they are trying sometimes desperately, sometimes only fitfully to become a part of? What does that society look like to them?

**ABILLA:** I'd like to say in the Aiea community the students themselves feel that they're being left out — closed from the beginning because of the past records that they had. There are juveniles and maybe two years ago they were caught for stealing and now they're trying to make up. They go out and seek part-time employment. The

first question asked by most employers is: "Have you got a police record?" So it leaves a student with either he's going to lie or tell the truth and take the chance; and many times telling the truth they've been turned down, so what they've got to do is they go back to the community, they see the rest of the older boys hanging around and the things they're doing — for example, marijuana. Many people in the community think that these kids are still on glue. Well, it's really changed. They're sophisticated; they're grown up. From glue they've jumped to paint, from paint to pills and now they're finally entering the stage of marijuana, mainly because they see an opening to make money. fast money. They can buy a package maybe for \$15. They can roll 50 sticks, and make 100 per cent profit. Society doesn't want to give them a chance to get a part-time job, to do it the legal way, so the students that I've talked to said: "Why try to go and find a job if they don't want to give us a job. I can go and get a bag of marijuana and make some good money."

**ALTIERY:** What is the general mood of these kids? Not just the kids, but their parents, the people who are from what we call culturally deprived areas. There are many people in our society who say that the culturally deprived are like that because they don't want to be any better or they're lazy or this and that and the other thing. Now you're saying that in these areas the people are blaming the society. What is their mood — is it one of hostility, is it one of disgust or simply resignation or what is it?

**ABILLA:** Well, I would say it's mostly frustration. They get this problem at home. This one student told me that she came from a big family, her father didn't have a very good job — he was a janitor — and when she went to her school, the teachers always pressed her for her fees and she felt ashamed; you know, constantly day after day this teacher pressing her for her fees. So eventually she ended up in the bathroom, not going to the classroom, and only going to the classes that she wanted to attend. But then later on when she got into a program . . . at Aiea High School, the Elementary Secondary Educational Act, where the students get money as rewards to come to school, and I found out talking to her that she's been able to get the necessities that she needed like books, maybe a new dress that she wanted to wear to school, and she sort of feels equal now in her classrooms. She told me if the program was dropped she had adjusted because she had gotten the things that she had needed in school whereas in the past she couldn't do it because the parents didn't have the money and maybe just for that week he could give her a dollar and a quarter for the fee she had to pay but yet in weeks to come she would be bugged by the teacher to pay the fees.

**ALTIERY:** When we talk to people in the groups that we are discussing tonight, and you know this as well as I do. If you start talking to them and they get at all frank you invariably start hearing the word "haole" used in many different ways, always with overtones of derogation about it. Now what is the attitude in this matter? Are they being derogatory toward haoles or do they use this word simply as the sym-

bol for the society or are they consciously aware of what they're doing? It's a kind of racism that I'm asking you about.

**DYE:** I don't know. maybe I could start this by saying that a couple of weeks ago I was at a meeting and some of the people at the meeting — there were mostly Hawaiians at the meeting — were talking about "these damn haoles." And the host laughed finally because I was sitting there with my big white face hanging out and said, "Oh, that's all right, he's not a haole. He's one of us." And so I think that there's an initial suspicion of a haole, but I think once they find out that the haole is just an ordinary guy, that he's suddenly adopted into the big extended Hawaiian family. So I don't think it's racist at all. I think it's a mistrust.

**GALDEIRA:** You know why, a lot of people in our community have been snowed by, say, a haole because of the salesmen coming over and knocking and trying to sell his goods. Take salesmanship, for example, I mean when they go out to sell a product they usually hit the low income people because they can sway them to buy their products. So then from this . . . taking all this into consideration every time a haole person knocks on the door the people, you know, start to hold back . . . what you want here, you'd better get out of here. I bought enough and I've got into enough bills with you people. But actually some of them are there to help them. We have a lot of, say, haole people working with the Community Action Program. So then what we did, we took them into our communities. I took one of them and introduced him to the people and let them know that he's here and he's here to help us and they accepted him.

# College's Outreach aides honored at Friday dinner

Ten Honolulu Community College students who worked without drop-out students from five high school target areas this year were awarded certificates of completion at a dinner held Friday, June 21, at the Hilton Hawaiian Village.

Their task was to contact the dropouts and attempt to determine their problems in an effort to get them back in school or find them permanent employment.

Those receiving certificates were Elliott Ka-

maka, Stanley Abila, Barbara Faubion, Cecilia Pagaduan, Adelaide Velasco, Peggy Barfield, Christina K. Silva, Nancy Kam and Carlos Latava.

Four of them, Abilla, Mrs. Pagaduan, Mrs. Velasco and Galdeira, will assist in a special project for dropouts to be conducted this summer at the University of Hawaii Peace Corps training facility at Molokai. Programs which might utilize the services of the remaining six aides are now under consideration.

The college awarded 12 academic credits to each aide for his participation in the program called "Outreach."

Under the direction of Darrow Aiona, the students attended classes two days a week. An interdisciplinary curriculum of sociology, political science, psychology and communications comprised the classroom instruction, with special emphasis on material that would be helpful in the Outreach program.

Outreach began on the

campus in February. It was developed by the college in cooperation with the State Department of Education, The Employment Service Division of the Department of Labor and Industrial Relations, the Honolulu Community Action program, the office of the Lieutenant Governor and the State Manpower Commission.

Salaries for the aides were paid by the Office of Economic Opportunity.

Featured speaker at the Friday evening dinner was Lt. Governor Tom Gill.

THE SUMMER WORKOUT PROJECT

May 15, 1968

MANPOWER COMMISSION PROPOSAL  
FOR  
SUMMER WORKOUT PROJECT

INTRODUCTION

Most people "need to get away from it all," at least every now and then. Anthropologist Edward T. Hall reports that even some animals need a "vacation" and when they don't get it their anxiety level increases. There is some evidence that people who live in depressed areas (the greater the density, the greater the anxiety) need vacations even more than "rat race" executives do.

Changing environment not only reduces tension, but helps to break habit patterns which are not socially acceptable and, often times, not even personally acceptable. An extreme example would be going "cold turkey," or "drying out".

In addition, changing the environment assists one in gaining perspective. What appeared to be an insurmountable problem sometimes ends up as "no big deal." There is also value in plain escaping from ugliness, even if the time be short.

PROPOSAL

Select twenty-four potential dropouts, at least four from each of the five target areas, for a "workout" on Molokai during the summer school vacation. The students, twelve girls and twelve boys, would be employed on Molokai at the going rate of pay. They would camp out, forming their own community and being responsible for their own housekeeping and recreation. A teacher provided

by the DOE would be available to them to complete deficient work. Four dropout aides (two males and two females) would counsel them and provide the necessary adult assistance in the project. At least one of the aides would be married and would bring his family with them. The family would serve as a model for the students. The presence of small children would be beneficial to the project. The project would last at least two months.

The advantages to the student would be many fold. They would be able to change their environment, earn a substantial amount of money, make-up lost credits, experience community responsibility, receive counselling, observe a visible family model with which they can identify, have an opportunity to cast off their former roles and break personally undesirable habit patterns. There are other obvious benefits -- vacation, fun, new friendships, travel.

Successful work experience, successful learning experience, successful personal relationships with peers and adults and children, however, will be the greatest gain.

The aides will receive supervisory training during the two month period. The training will enable the aides to assume supervisory positions with Community Action Program (CAP) in the Concentrated Employment Program (CEP) areas. The aides already have four months experience working with high school dropouts and have completed one semester of academic work at Honolulu Community College.



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RUTH RICHARDS MIDKIFF

June 14, 1968

State of Hawaii  
State Commission on Manpower & Full Employment  
5 6 7 South King Street  
Honolulu, Hawaii 9 6 8 1 3

Attention: Mr. Theodore F. Ruhig  
Executive Secretary

Gentlemen:

In response to your request of June 4, it is a pleasure to inform you that at a special meeting of the Trustees of the Atherton Trust a grant of \$2,500 was authorized toward your pilot project for a summer workout on Molokai for 24 high school dropouts. A check for that amount is enclosed. The Trustees would appreciate receiving an evaluation of the project after its completion.

Yours very truly,

*D. C. Mair*  
Donald C. Mair  
For the Trustees

\$2,500 check  
enclosed

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## Molokai 'School', Camp Set

The University of Hawaii's Peace Corps training facility at Hoolehua, Molokai, will be converted into a combination school and work camp for 24 Oahu youngsters when an unusual program begins Monday, June 24.

Aimed at encouraging recent high school dropouts to return to the classroom this fall, the two-month project is sponsored by the State Department of Education. The University is contributing its Molokai facilities.

The youngsters will spend alternate days working in the Del Monte pineapple fields and in the classroom doing remedial work.

"We hope Molokai will provide a setting where youngsters who have dropped out of school can make up class work and will be encouraged to continue their educations," said Robert P. Dye, program consultant.

The project gives participants an environmental change, new contacts, an opportunity to earn money and a chance to receive remedial instruction, he said.

Twelve boys and 12 girls will participate. Four aides will help. Kenneth Nakayama, DOE teacher at Maunaloa School on Molokai, will be director of the project.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P. O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 14, 1968

MEMORANDUM

TO: Mr. Theodore F. Ruhig, Executive Secretary  
Commission on Manpower and Full Employment

FROM: Dr. Irwin Tanaka, Director  
Compensatory Education

SUBJECT: Evaluation of the Summer Work-Study Camp on Molokai

The Pilot Dropout Project which was initiated and carried out under the supervision of your commission from February to June 1968 served as the basis for the Summer Work-Study Camp. A total of twenty-four students, twelve boys and twelve girls, were enrolled to participate in the camp. Most of these students were contacted by the dropout project workers. During the first week of the camp, due to adjustment difficulties, ten of the original students left and were replaced by four others. These eighteen students remained for the duration of the program.

While the Summer Camp Program has been adjudged very successful, because of the limited time for detailed planning, there were a number of serious problems encountered at the inception. These problems were overcome and in the process valuable lessons were learned which will serve the planners of future summer work-study projects with good models to follow.

Among the major problems that were encountered, the lack of a selection policy for staff and camp aides and the absence of an orientation program for camp personnel caused some difficulties. The proper selection of camp enrollees and the arrangement of a careful pre-camp orientation could have avoided many of the difficulties encountered at the beginning of the project.

As arrangements with the employer groups could not be satisfactorily completed by camp opening time, another problem that arose unexpectedly was in the paid-work phase of the program. In spite of this, the project was implemented on schedule with the Department of Education providing work at the campsite and paying the enrollees from Title I, PL 89-10 funds. Three weeks after the camp was in operation, however, Libby, McNeill and Libby magnanimously offered to provide paid-work experiences for the enrollees. This offer

Memorandum to Mr. Ruhig

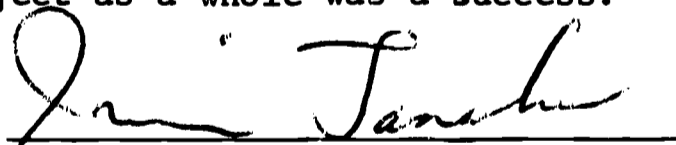
October 14, 1968

was promptly accepted, and all the enrollees except four worked for that company. The remaining four were provided with work experiences at the camp and were paid from Title I funds. The success of this summer project is due in part to Libby's providing the enrollees with realistic paid-work experience.

In this conjunction in evaluating the summer project, especial note should be made of the many-sided support and funding. There was evolved an extremely desirable mix of public state and city agencies, private philanthropy and private business enterprise. The Juliette M. Atherton Trust at a special meeting of their trustees authorized a seed grant of \$2,500 for the Molokai Summer Project. The University of Hawaii provided the use of its Molokai Peace Corps facilities. The State Manpower Commission provided initial stimulation, coordination and some funding. The State Department of Education provided supervision, teaching personnel and funding. And when the problem of camp adjustment because of camp remoteness became recognized, the Culture and Arts Committee of the Mayor of Honolulu's Council for Youth Opportunity provided Richard Boone of Paladin fame and his troupe for periodic camp entertainment and individual ukulele lessons.

The over-all success of this summer project can be measured in terms of the objectives developed when this project was conceived. The primary purpose of the camp was to provide dropout students with an opportunity to prepare themselves to re-enter regular school. This goal has been met with all enrollees registered in classes for the fall session, many with renewed enthusiasm to complete their high school education. This is significant in that several of these enrollees had stayed out of school for varying lengths of time before participating in the project. All of the enrollees were enthusiastic about this project, not only for the encouragement that they received to further their education and for the opportunity to earn some money, but also because of the general environment of the camp.

Mr. Kenneth Nakayama, the camp director, summarized the camp activities when he stated, "the project as a whole was a success."



Irwin Tanaka, Director  
Compensatory Education

IT:gg



AT WORK-STUDY CAMP Counseling Aides Richard Galdeira, left, and Stanley Abilla, standing, make a point in a Saturday morning session as students relax from studies and work. In background, girl at other table is part of similar group chatting with aides Adele Velasco and Syl Pagaduan. Tables bear decorative touches of girls assigned to paint them.

## TO STOP A DROP-OUT

### Pine Company Cooperates In Summer Work-Study Experiment

In the pineapple fields this year, there's a lot more maturing than Hawaii's world-famous pineapple.

There are also thousands of young men and women. That, of course, has been going on for many years as pineapple has provided the No. 1 job opportunity for students.

But this year, for 18 students, pineapple employment is also part of an experiment that may determine whether they "stay in" or "drop out."

One part of the "laboratory" is a Peace Corps training center on Molokai where 10 boys and 8 girls live and study part time under a supervised program.

The other part of the experiment is carried on in the pineapple fields of Libby, McNeill & Libby where most of the students are having their first work experience and turning in good performance records.

#### TO FIND THEMSELVES

Equally important, it's their first opportunity to find themselves through gainful employment and earning money they can call their own.

Some come from families whose parents have not worked for years. Some have not lived at home for two years but rather as young "bachelors" in whatever quarters they could find. All are only 16 or 17 years old.

The experiment itself, established by a directive from the

Governor to the Manpower Commission, has almost as many sponsors and supporters as there are students involved. Space is too short here to list all the contributions—but here are some of the participators: Department of Education, Governor's Manpower Commission, Peace Corps of U of H, Atherton Trust, The Lieutenant Governor's Office, Office of Economic Opportunity, Aloha Airlines, the Mayor's Council on Youth Opportunity, and Libby, McNeill & Libby who took special steps to provide the work opportunity.

Project director at the camp is Kenneth Nakayama of the Department of Education, who conducts the remedial education classes during the "off" or non-working days.

#### IF IT SUCCEEDS

But if the experiment does succeed—if the 18 students "stay in" and don't "drop out"—a large measure of the credit will go to the four counseling aides who spend all their waking hours with the group.

The "aides" themselves were once "drop outs" and now give the impression that their one mission in life is to see that others don't.

All four served from last February to the end of the school year as "outreach aides" to help potential high school drop outs.

All members of this experiment are potential drop outs re-

cruited for the program by the outreach aides who had known them in their own schools.

And how do you spot a potential drop out? It's a girl or boy with more than 20 days of unexcused absence, says Raymond Galdeira, Kailua, one of the four counseling aides.

#### "OUT-REACH" AIDES

Counseling the students with Raymond are three other "outreach aides" from the past year: Stanley Abilla, Aiea; Syl Pagaduan, Kahuku; and Adele Velasco, Waimanalo. All are in their "20's."

On work days, three times a week, the group rises at 4 a.m., breakfasts at 4:30 and are ready for the Libby pickup truck at 5:30 a.m.

Only five have ever worked at a job before; only two in pineapple. And in the fields, many are discovering "new muscles" as they break into field work.

#### FIRST MONEY

For most, their pineapple pay checks are the first money they have had in their own right, says aide Galdeira. Their checks are deposited in the bank, with each student receiving \$5.00 a week from his earnings.

Come the end of the season and return to school, the "outreach aides" will continue their counseling and help the students buy the things they need for the coming school year—wisely.

With a perceptiveness and in-

sight borne of their own experiences as drop outs, the aides discuss the problems of their charges.

All four agree that one of their biggest advantages—both during the past school year as "outreach aides" and now—is that they too were "drop outs."

"We weren't 'tied up' with the school," says Raymond, "and the kids weren't afraid to talk to us."

"They also know they can't kid us—or pull anything over on us—that we've been through it all ourselves," added Stan Abilla.

#### WILL IT SUCCEED?

How successful will this experiment be? Will it justify expansion next year to help still more kids who have been on the short end of life get ahead rather than drop out and fall behind?

A large part of that answer probably lies in the hands of the 18 boys and girls themselves.

As aide Galdeira noted, the real test of this year's project—and hope for more in the future—is if the 18 potential drop outs go back to school this fall and stay in, fulfilling the hopes of the many people who are betting on them with this pioneering project.

If so, as Wendell Wade, manager of personnel for Libby who took a personal interest in making the work project possible, says, "that will make the pineapple fields doubly fruitful this year."

## Attachment 1

- I. Duration of the Camp  
June 24 to August 17, 1968
- II. Weekly Schedule
- a. Monday, Wednesday, and Friday - 6:30 a.m. to 3:30 p.m.  
Field Work Experiences provided by Libby or Camp Work Experiences
  - b. Tuesday and Thursday
    - 8:00 to 10:00 - Class Study Sessions
    - 10:00 to 12:00 - Individual Study and Counseling Sessions
    - 12:00 to 1:00 - Lunch
    - 1:00 to 3:00 - Organized Recreation
  - c. Saturday and Sunday
    - 1. Camp out at Peace Corps Seashore Camp Site, Pukoo
    - 2. Sightseeing trips or organized recreational activities
- III. Work Data
- a. Work performed and paid for from Title I, PL 89-10 funds
    - 1. Fifteen enrollees were on this special payroll for three weeks, June 24 to July 14, 1968.
    - 2. Students worked an average of 20 hours per week.
    - 3. Payroll for the three weeks came to a total of \$1,050.
    - 4. Four students stayed on this special payroll for the rest of the project period, July 15 to August 17, 1968.
    - 5. They worked an average of 14 hours per week at \$1.25 per hour. Payroll per week averaged \$65.
    - 6. Total for this special payroll amounted to \$1,390.
  - b. Work performed and paid for by Libby, McNeill and Libby.  
(see attachment, letter dated September 9, 1968)
- IV. Study Sessions
- a. Subject areas covered:  
English, General Mathematics, History, Home Economics, and Biology
  - b. Class sessions
    - 1. Large group meetings and discussions whenever general concepts in English, General Mathematics, and History were taken up.
    - 2. Individual work assignments in all subject areas.
    - 3. Tutorial help from the camp director and aides.
    - 4. Materials used included textbooks borrowed from Molokai High School and lesson materials especially adapted for the students.
  - c. Counseling sessions arranged for all enrollees.

9-11-68

88

82/83

Attachment 2



# Libby, McNeill & Libby

P. O. Box 1140 • Honolulu, Hawaii 96807

September 9, 1968

Department of Education  
Liliuokalani Building  
1390 Miller Street  
Honolulu, Hawaii

Attention: Mr. Masao Osaki

Gentlemen:

Per your telephone request, we list below the names of the school drop out boys and girls who worked for Libby, McNeill & Libby this summer on the island of Molokai. Also shown are the total hours worked and their gross earnings:

<u>Name</u>	<u>Hours Worked</u>	<u>Gross Earnings</u>
S. E. Brown	87.8	\$ 158.07
A. G. Wood	52.0	91.90
P. L. Kawewehi	80.0	141.87
D. P. Noa	88.0	157.03
A. J. Kaleo, III	47.8	86.38
J. Broad	95.8	170.87
A. L. Ledesma, Jr.	88.0	155.99
V. L. Pahoa, Jr.	79.8	140.52
R. Hee	72.0	128.07
L. L. Barnes	96.0	171.22
M. Lalau	89.3	159.33
A. Dahilig	96.0	171.22
M. A. Kapoi	88.0	155.99
L. Kaahanui	24.0	43.15
D. Kaleo	8.0	15.23
M. K. Sparacino	8.0	15.23
C. I. Hoomana	20.0	36.75

The last four on the above list were unable to continue work because of their physical condition.

The rate of pay for all of these children was \$1.60 per hour, and they all had an opportunity for extra earnings through Libby's incentive pay system.

If you need any additional information, we will be happy to provide it.

Sincerely,

*W W Wade*

W. W. Wade, Manager  
Personnel Administration

WWW:ns

THE STATEWIDE DROPOUT PROGRAM



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P. O. BOX 2360  
HONOLULU, HAWAII 96804

October 22, 1968

STATEWIDE DROPOUT PROGRAM:  
A PROPOSAL

Submitted by:

  
Dr. Irwin Tanaka,  
Director of Compensatory Education

86 / 87

October 21, 1968

MEMORANDUM

TO: Ralph H. Kiyosaki, Superintendent

FROM: Irwin Tanaka, Director  
Compensatory Education Program

SUBJECT: Interim Dropout Project

Submitted for your review and analysis is an interim dropout project for the seven school districts. The proposed project utilized practices and concepts derived from existing projects that have been implemented by various governmental agencies.

Among the many projects that were instrumental in structuring this dropout project included the following: EGO, counseling the deprived; Aiea High School's alienation class; Kauai School District's mobile classes; Waianae High School's aggressive counseling service; and McKinley High School's Operation Tangent. All of the seven district superintendents were also individually consulted for their views and reactions in conceiving the dropout project.

The distinctive features of the project proposal are many. For example, it provides a "model" for: staggered counseling, a class which is located outside the formal-school environment, tutorial and remedial course work for the dropout; after-school motivational activities; University-DOE sponsored in-service training; curriculum adaptation for the potential dropout and dropouts; parental-involvement activities, and work experiences for the dropouts and potential dropouts.

Another salient feature of this project is that it synchronizes and consolidates existing efforts in ameliorating the school dropout problem. For example, projects mounted by the Neighborhood Youth Corps in/out-of-school projects, the Educational Guidance and Opportunity (EGO), ESEA Title I projects which focused on the alienated child, and the special motivation classes have been realigned to effectuate a comprehensive approach. Previously, each project functioned in isolation or as an independent entity.

Memorandum to Kiyosaki

-2-

October 21, 1968

The dropout proposal cannot be totally implemented this school year. Factors which prevent comprehensive inauguration include the problem of qualified personnel, and limited district and state resources. Each school district has made provisions for an aggressive counselor. The Kauai, Leeward, and Central Districts anticipate launching a sophisticated dropout project. With additional fiscal funding, it is anticipated that the dropout project will include the intermediate and elementary levels during the 1968-69 school year.

In concluding, we are submitting a dropout proposal for your analysis and personal reactions. Before providing a formal evaluation, we hope that you would call upon us for a verbal presentation. The written draft does not reflect the specifics of the project.

Attachment--1

## RATIONALE FOR THE DROPOUT PROGRAM

"A dropout is a pupil who leaves a school for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term 'dropout' is used most often to designate those elementary and secondary school pupils who have been in membership during the regular school term and who withdraw from membership before graduation from secondary school (Grade 12) or before completing equivalent programs of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of school work."<sup>1</sup> This definition was adopted by the Cooperative Project on Pupil Accounting for Local and State School Systems.

Because Hawaii has not yet developed an effective state-wide pupil accounting system, the Department of Education has been unable to conduct studies according to the design and procedures recommended in the National Education Association School Dropout Project.<sup>2</sup>

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<sup>1</sup>John F. Putnam, "Information About Dropouts: . Terms and Computations," School Life, Vol. 45, No. 7, May 1963, p. 27.

<sup>2</sup>Daniel Schreiber, Bernard A. Kaplan, and Robert D. Strom, Dropout Studies: Design and Conduct, 1965, Washington, D.C.: National Education Association.

There are three ways of indicating the magnitude and the immediacy of the dropout problem. The first is to note the number of pupils who have dropped out of school. During the 1966-67 school year, a total of 1009 pupils in Grades 9 through 12 were classed as dropouts. Of these 145 or 14.4% were in Grade 9, 338 or 33.5% were in Grade 10, 328 or 32.5% were in Grade 11 and 196 or 19.5% were in Grade 12. The dropout distribution by districts indicates that this is a statewide problem and the figures for each are as follows: Honolulu - 564, Central Oahu - 113, Leeward Oahu - 80, Windward Oahu - 142, Hawaii - 90, Kauai - 18, and Maui - 0. For the last district, the data is incomplete.

There were 89 pupils in Grades 7 and 8 who have dropped out of school in the school year 1966-67. This is another sign that the dropout problem is not confined only to Grades 9-12. The dropout distribution by districts is as follows: Honolulu - 66, Central Oahu - 5, Leeward Oahu - 6, Windward Oahu - 4, Hawaii - 7, Kauai - 1, and Maui - 0.

Still another indicator which characterizes potential dropouts is the high correlation with the number of pupils from low income families. Past evidence has shown that the majority of the dropouts come from this group. A survey was taken early in the 1968-69 school year to determine the number of pupils who are eligible to enroll in work-study programs, such as the Neighborhood Youth Corps, that are designed especially to prevent dropouts. At that time there were an

estimated 2912 pupils who met the necessary criteria to enroll in such programs. They were located in the following districts: Honolulu - 595, Central Oahu - 111, Leeward Oahu - 395, Windward Oahu - 685, Hawaii - 669, Kauai - 287, and Maui - 170.

The data above compiled from the Hawaii Public Schools Dropouts and Suspensions - 1966-67 and the Neighborhood Youth Corps Program, "Estimated Number of Students Eligible for Enrollment," issued by the Department of Education, attest to the fact that there is a dropout problem and that the problem may reach serious proportions.

The absentee rate among the pupils who are in the lower twenty percentile class rank in Grades 7 through 12 is another indicator. There are no official data compiled but a cursory examination of the incomplete figures from several schools reveals that the dropout rate among this group is much higher than other pupils.

The dropout problem as such has been with the schools for some time but increased attention has been focused on it because of the recent emphasis on providing for the educationally deprived. This stress has resulted in implementing hurriedly planned programs that in many cases were uncoordinated and poorly designed. These programs also suffered from the lack of trained personnel and the lack of understanding of the perspectives of the problem by many of those working in the programs. That these efforts have resulted in some nominal

success, such as lowering the dropout rate by a few tenths of a percentage point, can be credited to the devoted efforts of the individual instructors and administrators.

Several of the projects that have been tried have shown some promise. Among these were the extensive use of counselors, providing work-study programs, instituting special classes either within the school environment or in the community, and providing tutorial services. But their full potentials have not been realized because most of these were small independent projects. Also the lack of effective evaluative means prevented the use of the results derived from these projects in planning future programs.

Encouraging results were achieved by a Pilot Dropout Project during the January-June 1968 semester, in which former dropouts, acting outside the regular DOE framework provided outreach, motivational counseling, advocacy and supportive services for dropouts. This project combined the resources of the Manpower Commission, the DOE, the State Department of Labor, and the Office of Economic Opportunity. It was found in the course of this project that many of the pupils who drop out from the school do want to return to the school.

This is borne out in the informal surveys conducted in the deprived areas of the State. This can be a positive factor in any effective program designed for the dropouts.

The Department of Educational personnel engaged in planning and implementing a statewide dropout program have concluded that

a massive coordinated effort must be initiated. They also have concluded that for such a program to be effective, it must have:

- a. the personnel engaged in the program who are fully oriented to the task;
- b. the program be built on proven practices with successful results; and
- c. the funds, resources, and personnel used in a coordinated effort.

These three elements have been incorporated in the statewide dropout program proposal.



## PROPOSED INTERIM DROPOUT PROGRAM

School Year 1968-69

- I. TITLE OF PROJECT: An interim dropout project.
- II. SCOPE OF PROJECT: The project purports to enhance and cultivate the differential talents of selected potential dropout and dropout disadvantaged students by priorities in the following seven school districts: Leeward Oahu, Honolulu, Windward Oahu, Central Oahu, Hawaii, Maui, and Kauai. The beneficiaries of this program are approximately 800 students in grades 9 through 12. The number is not definite, as specific needs for each district are distinctive and require differentiated attention.
- III. OBJECTIVES OF THE PROJECT: The multiple services provided by this project will attempt to prepare the potential dropout and dropout students to meet the many challenges of our sophisticated society. Individualized services in the areas of occupational and personal development will be the primary concern of this project. The following are specific objectives of this proposal:
  - A. To provide group and individual counseling to improve the student's attitudes and behavior toward education, self, and community (peer groups, parents, school personnel).
  - B. To raise the student's occupational and educational aspirational levels.

- C. To provide and seek supportive services to meet the needs of these students.
- D. To encourage students to stay in school.

IV. DESCRIPTION OF THE PROJECT:

A. Basic Criteria of Identification and Selection:

Students recommended by school personnel and other community agencies as having potential to continue with post-secondary education and training, but lacking in financial resources or motivation to continue with even secondary schooling; the school-alienated; those with social problems that may be deterrent to continuing education; and the school dropouts.

- B. Scope and Content: The dropout project will employ many approaches, including but not limited to the following activities: staggered and aggressive counseling; community classroom located outside the formal school environment; tutorial and remedial course work for the dropout; after school motivational activities; University-EGO-DOE sponsored in-service training; curriculum adaptation for the potential dropout and dropouts; community/governmental involvement activities; and work/study experiences.

This project attempts to consolidate existing efforts in ameliorating the school dropout problem. For

example, projects mounted by the Neighborhood Youth Corps in-school and out-of-school projects, the Educational Guidance and Opportunities (EGO) counseling, ESEA Title I projects which focus on the alienated child, and the special motivation classes have been realigned to effectuate a comprehensive approach. Previously, each project functioned in isolation or as an entity.

1. Counseling Services:

- a. Identification and Reporting System: The Department of Education will develop and implement a comprehensive dropout reporting system. Such a reporting procedure would provide a listing of all the potential dropouts and dropouts to the detached counselors. The counselors would relate to those dropouts who are interested in returning to school. The dropouts who are alienated to the school environment will be referred to the Employment Opportunity Center.
- b. Employment Opportunity Center: The Center will provide services in the following areas:
  - (1) Intake -- recruit dropouts for employment or various work-study programs;
  - (2) Vocational assessment -- diagnose dropouts in terms of their individual requirements;
  - (3) Counseling -- provide counseling in the area of occupational

information and orient them to the whole spectrum of alternatives that are available (Job Corps, Community College, Adult Education, Manpower Development Training, Employment, Concentrated Employment Program, Work Incentive Program, Military Service, etc.); and

(4) Placement -- provide assistance in placing the dropouts in the various programs or jobs that they qualify for.

- c. Detached Counselors: Given sufficient personal, educational, and social guidance, disadvantaged students can in most cases sustain themselves in school work and satisfactorily attain their academic potential. The present level of counseling services in schools located in limited environment communities is not geared to provide enough intensified personal attention. At the present time, the major part of the time of the counseling staff is spent in "crisis counseling" or in handling emergency problems frequently involving the same students repeatedly. Counseling services are also restricted to the normal school hours (8:30 a.m. to 2:45 p.m.).

Inherent in the detached counseling will be flexibility of hours for outreach so that

home visits with parents and students may be made before, during or after school hours and in whatever facility is mutually convenient. For instance, the counselor may spend one full day in the community, meeting and talking with parents on familiar grounds. The intensive counseling envisioned by this proposal will make possible the counselor's use of time to meet with agencies to meet the over-all needs of the student, whether the needs be medical, academic, social and/or economic, so that long-range personal goals may be met. Throughout the tenure of the project, the parent-counselor-student relationship will be the primary focus of the project.

d. Outreach Aides: These para-professional aides will have responsibility under the supervision of the detached counselor, for (a) locating and relating with the potential dropouts, dropouts and parents; (b) devising and utilizing strategies for achieving the objectives of the project (listed under III); (c) using their special relationship to the students and parents concerned to evaluate and recommend improvements in services programs and arrangements which affect the dropout rate.

2. In-Service Training:

- a. Counselor In-Service Training: The project will also initiate a systematic training program to prepare counselors to deal more effectively with this group of students. It is the premise of this proposal that the counseling of the deprived requires special qualifications and professional understanding and skills which are not the usual part of ongoing counselor training programs. The in-service training will include carefully spaced series of meetings covering the following: orientation of objectives, regulations and operations of various community agencies serving this population, counseling demonstrations, communications, and workshops on post-secondary training and educational facilities and opportunities, financial aids to higher education, and college admissions. These in-service activities will be conducted both during school hours and after school hours, and will be coordinated by the director of the Educational Guidance and Opportunities (EGO) project. The director will utilize resource persons from the local university, the Department of Education, private

and public agencies, and other nationally renowned authorities in the area of counseling disadvantaged students. Counselors from the neighbor islands will be included in the five major in-service programs to be held on Oahu and others to be held on their respective islands during the school year.

- b. Outreach Aide Training: The proposed training program will follow the "New Careers" concept and practices, whereby each aide will be afforded on-the-job training by the outreach counselor, and then be given formal instruction at the Honolulu Community College. A "Career Ladder" will be developed for the aides to attain professional certification upon completion of the training program. The program will be a part of the Department of Education Educational Assistant Series, and an appropriate curriculum will be developed by the Community College System.
3. Tutorial-Remedial Instruction: The instructional component will be geared for the hard-core dropout and the potential dropouts. Three optional activities will be available for the selected beneficiaries: (1) community school (a class for the dropouts) situated away from the school site;

(2) special motivation class (a class for the potential dropout) situated on the school campus; and (3) cultural-motivational activities (club-like sessions for the potential dropout) situated on the school campus. The work-experience activity will complement the instructional component. The dropouts who will participate in the community school will concurrently participate in the NYC Out-of-School project. The potential dropout will participate in the NYC In-School project.

a. Community School: An acute problem confronted by the school is that the traditional concept of school instruction, its values, and its goals are not always valid for the economically or educationally deprived. The values of the teacher, the content of the program, the textbooks and materials used may be appropriate for the middle class children but not for the disadvantaged.

It is evident from school failures that "normal or traditional" instruction for the deprived youngster needs to be evaluated. As an initial step in this incremental approach, the project will undertake the development of new approaches and methods in motivating and instructing the



deprived students. In developing a curriculum, the focal concern will be on the student's needs, abilities, educational competency, and other personal qualities. Concepts employing behavioral modifications, programmed learning and other teaching methodology will be utilized. The district curriculum staff will be involved in the development of a flexible and functional curriculum for the dropouts. This class will be conducted away from the normal school environment.

The students will be placed in the special motivation class upon their readiness to re-enter school.

- b. Special Motivation Classes: This individualized curriculum will specifically meet the differentiated needs of each enrollee. Some suggested topics might be an employment survey, civics, recreational problems, sex education and gang codes. There will also be visitations and meetings with community resources. Non-academic but pertinent materials such as newspapers, magazines (sports, automechanics, body building, etc.) and other informational materials from agencies to reinforce basic educational goals

will be utilized greatly. The objective will be to develop student awareness of the total educational perspective through the instructor's ingenuity, creativity, and imagination. The students will return to the normal classroom as their facility increases. This class will be situated in the regular school environment.

- c. Cultural-Motivational Activities: Those potential dropout students who leave the special motivation class will enroll in the cultural-motivational activities program. Other qualifying potential dropouts will be accepted into this after-school activity. The approach will be congruent with the special motivation classes. The participants will attend "club-like sessions" that would amount to a maximum of 10 hours per week. The potential dropouts will be supervised but the program will be unstructured, informal, and non-credit. This component would provide these students with additional opportunities to work closely with an interested faculty member who would counsel them.

4. Parental Involvement: The involvement of parents will be a crucial issue in this project since with their cooperation and assistance the success of

this project will be greatly enhanced. There will be attempts to include them in the activities and perhaps utilize their talents in various areas. Also, there will be a working agreement with the Adult Education Program Specialist to have classes for these parents and coordinate them closely with this project.

5. Work Experience: NYC funds will be primarily used for the major portion of this component. This activity proposes to provide part-time work-training experience for youth from low-income families. Enrollment shall be limited to youth aged 14-18 years. Participants are compensated as follows: NYC in-school project - \$1.40 per hour, 10 hours per week; and NYC out-of-school project - \$1.40 per hour, 32 hours per week. A whole spectrum of work stations will be created in non-profit governmental agencies. Work-experience stations will include but not be limited to the following:  
Hospital Aides, Secretarial Aides, Teacher Assistants, Custodial Helpers, etc.

- C. Implementation Plan: Even though the total project activities cannot be implemented comprehensively, portion of the components will be mounted this school year (1968-69). Activities that will be implemented are dependent upon state and district resources.  
(See budget proposal for specific implementation.)

D. Personnel:

1. Counselors: The counselors will be hired when money is authorized. The project will be for a period of ten months and will be operated during the school year 1968-69. It will be jointly funded from the following sources: ESEA, Title I; Neighborhood Youth Corps; Educational Guidance and Opportunities and state funds. The counselors shall be hired by the District Superintendents, and shall be granted tenure and salary according to Department of Education policies and regulations. Their assignments shall be determined by local needs and by the respective District Superintendents. Physical facilities shall be provided by the districts. Review and approval shall be jointly made by the directors of the Compensatory Education of the Department of Education; and Educational Guidance and Opportunities.
2. Part-time after school advisors: These advisors shall be trained in their specific interest areas: art, home arts, band, shop crafts, etc. They shall provide the leadership, guidance, and instruction in their areas.
3. Tutorial-remedial teachers: They will be responsible for the instructional aspects of the community school and special motivation classes.

They will also participate in the development of the special curriculum for the potential dropout and the dropouts.

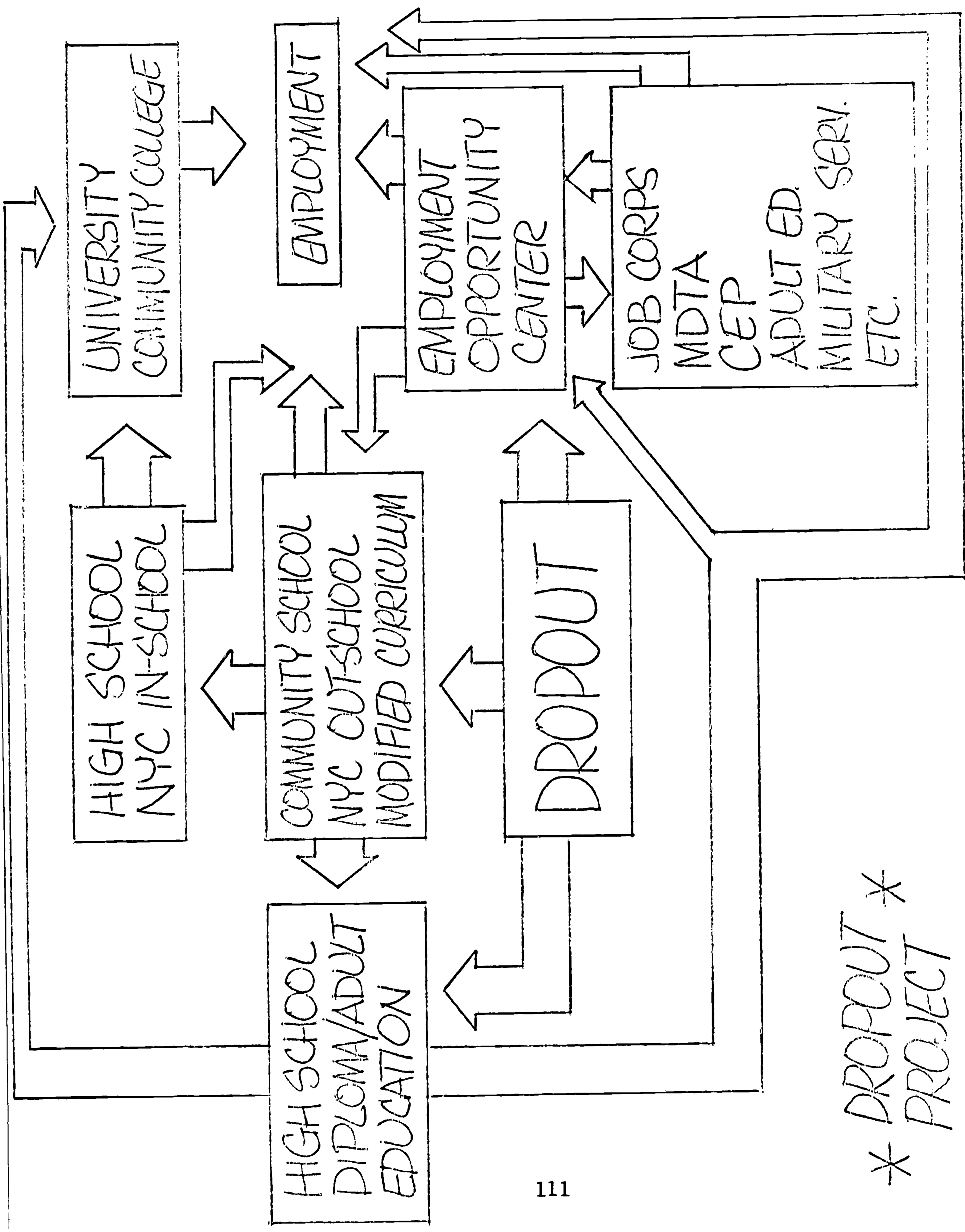
4. District Coordinators: The district coordinators will assist the district superintendent in overall administration, supervision, and evaluation of the total interim dropout project.
5. Outreach Aides: The aides shall be responsible to the detached counselors in the outreach program. They will be selected in accordance with the procedures established for the Educational Assistants by the State Department of Personnel Services.

E. Evaluation: The Director of Compensatory Education, Department of Education, will initiate a comprehensive and systematic method of evaluation which will reflect the attainment of the objectives of the proposed project. A number of evaluative procedures are being considered for this project. For example, an advisory council may be organized to formulate specific evaluative procedures.

1. The following individuals may be requested to serve on the advisory committee:
  - a. Mr. Ted Ruhig - Executive Secretary of the Manpower Commission
  - b. Mr. Robert Agena - State Department of Labor

- c. Dr. Arthur Mann - Assistant Superintendent of Instructional Services
  - d. Mr. Walter Chun - Office of Economic Opportunity
  - e. Mrs. Annabelle Fong - Educational Guidance and Opportunities
  - f. Mrs. Edna Taufaasau - Department of Personnel Services
  - g. Mr. Herman Doi - Legislative Reference Bureau
  - h. Mr. Robert Nui - City and County of Honolulu
  - i. Dr. Richard Kosaki - University of Hawaii
  - j. An outreach aide
  - k. A detached counselor
  - l. One person who sits on a CAP committee as a representative of the disadvantaged.
2. Other evaluative procedures are being considered to determine the effectiveness of this dropout project:
- a. Assistant Superintendent of Instructional Services, Curriculum Directors, Program Specialists (State and District) and University of Hawaii Professors will be asked for subjective evaluations regarding the contribution of these various programs.
  - b. Numerous standardized tests are being considered to be utilized, insofar as they are relevant, to provide an objective evaluation of some of the measurable aspects of the project.

- c. School attendance, punctuality, and class cuts will be studied to determine any relationship between previous attendance habits and attendance habits after the program has been initiated.
- d. The teacher's "Socio-Emotional" referrals will be studied to determine any impact of or correlation between this project and socio-emotional adjustments of the students.
- e. Procedures will be established, through questionnaires, to provide baseline of student achievement and teacher, student, and parent attitudes just prior to the initiation of the project, and to measure these same factors again towards the end of the school year.
- f. Follow-up studies of project students in the senior high school will be conducted to study the impact of the project in relationship to school attendance and academic achievements.
- g. Pupil attitudes and behavior will be measured by opinionnaires prior to the initiation of this project and again towards the end of the school year.
- h. Records of participation in the after-school or before-school tutorial classes will be maintained to reflect the value of these classes.



\* DROPOUT \*  
PROJECT



October 31, 1968

MEMORANDUM

TO: Charles Mitsuyama  
Employment Service Division, Department of Labor

FROM: Irwin Tanaka, Director  
Compensatory Education Program

SUBJECT: Request for EOC Services

The Department of Education has developed a Model Dropout Program that is presently being implemented and staffed. This particular program also incorporates the efforts of the Pilot Dropout Project coordinated by the State Commission on Manpower and Full Employment. Features of the Pilot Dropout Project are being retained and re-established under the sponsorship of the DOE. An essential project element which proved highly successful was the utilization of dropout aides or former dropouts to contact and establish positive relationships with dropouts and those indicating a potential to leave school. Ten positions formerly funded under the auspices of the OEO will now be the responsibility of the DOE.

In order to recruit and place suitable applicants for these ten aide positions, we ask for your assistance in providing for these services from the EOC. The function of assessment for position suitability by your prescribed means will be a vital part of this service.

These positions will be established following the minimum requirements as set forth in our Educational Assistant Series and are expected to lead towards a career development in school counseling.

If these conditions are acceptable, selected persons are expected to be referred to CEP New Careers for training and placement in the DOE established positions.

IT:nyh