By DAVE MILLER
Advertiser Staff Reporter
(One of a series)

Tom is 18 years old and decides to go to college. His reasons are: 1) He is old enough to make his own decisions; 2) He needs money; and 3) He has a job offer to do his work. His parents have encouraged him to go to college, but they don’t have enough money if they plan to start dating and running around.

In 1963, the Dropout Dilemma had two problems. One is that the third grade of the high school population, 16,000 students, has lost half of its enrollees. The other is that the dropout rate in 1963, 1033.2x387.8, is 1 in 4.

The Typical Dropout
The typical dropout in Lafayette High School is between 16 and 18 years old. He is not married, and he has been dropped from school on the third month of the 9th grade, has failed two or more courses, and his incarcerated status makes it difficult to get back to his education. He cannot see himself married, enter the armed forces, or simply give up his education. He may fail in school, and he is not sure what he can do next.

How many will join the ever-increasing ranks of high school dropouts?

Things may seem brighter in the employment market to the student who wants to quit and get a job. But parish officials who have studied the problem are convinced that the dropout rate is almost sure to face a life-long job, difficult unemployment, frustration, and inability to get ahead.

If history repeats itself in Lafayette, 122 students will have dropped out over the summer, and 386 more before June 1965, according to Ernest A. Landry, parish visiting teacher, and Nat Glaude, assistant principal.

Girls, on the other hand, usually leave school to get married.

But it is boredom which is the base of the problem in almost every instance. Landry says that the typical student is not a victim of maladjustment or what he terms "environmental instability." "In the early grades the child is promoted whether he wants to stay or not. We don’t want to hold him back, we say, ‘You can make a brother or a father behind.’" Then, when he gets to high school, he becomes discouraged, and rebellious.

Almost always, it is in the field of reading that the potential dropout has fallen behind. Practically every dropout is a poor reader.

The Prejudice of Blame
Educators are becoming aware that the student himself is not always to blame for his failure. He is handicapped by the limited opportunities of his courses. More often than not, dropouts are caused by a combination of these.

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Almost always, it is in the field of reading that the potential dropout has fallen behind. Practically every dropout is a poor reader.
By DAVE MILLER
Adviser Staff Reporter (2nd of a series)

When a high school student drops out of school before receiving his diploma, he usually thinks that he can get a job and earn his living. But almost invariably he is unable to support himself and his family.

For example, James B. Brown, left in December of last year, was a senior at the city high school. He says he found it hard to study at home - the distance to his home was too far. He also says he was interested in being a carpenter. He got a job after graduating from high school but he left work after a few weeks.

The problem of dropping out is a serious one for students who are not interested in school and have no plans for the future. The dropout rate varies from school to school, but in most high schools it is high. The reasons for dropping out are many, but a common one is the feeling of being a failure. Students may feel that they cannot succeed in school and may become discouraged.

Teacher advice and guidance are important in helping students decide whether to drop out or not. Teachers can provide guidance on how to make the right decisions about their future.

Pay Often Face Student Who Drops Out Of School

Menial Jobs

Local students who drop out of school often end up in menial jobs. They may have to work long hours for low pay. The earnings from these jobs may not be enough to support themselves and their families.

For example, A. J. Dugas, a high school student, said: "I dropped out of school because I didn't want to work in a factory. I would rather work in a factory than work in a menial job."

The problem of dropout rate is a serious one that needs to be addressed by the school system and the community. Schools should provide better opportunities for students to succeed and provide guidance on how to make the right decisions about their future.
Parish Educators Ask Crash Program to Stem Tide of School Dropouts

By DAVE MILLER
Advertiser Staff Writer
(Last of a series)

Year after year, the number of high school students who drop out before graduation increases, due in part to the increase in students. This year's crash program, however, remains fairly constant, because industrial arts programs that dropouts have never been instituted in Lafayette and in the high schools.

Parish Educators Ask Crash Program to Stem Tide of School Dropouts

In Lafayette, says Ernest Landry, visiting teacher for the parish, "Landry believes that nothing less than the same level of the curriculum is needed to allow for what he terms "ability grouping." This allows every student to work on projects which are significant to that student. The only objective is to get them to the same level of achievement." Landry explains. "This eliminates the possibility of a person becoming discouraged because he is not able to keep up with his brighter fellows."

Next, Landry would completely overhaul the industrial arts departments of the high schools.

"More training" in industrial arts departments should be geared to getting the person on the job, rather than merely "talking to him" in classroom or shop. The employment of the individual - that should be the objective." Landry is also concerned about the slow learner. Those who are academically designated as slow and who number about 20 percent of Lafayette's students, "should try to evaluate our industrial system and provide for their needs so that they can fit into our modern industrial society," he says, "in order to give them the weapons which are needed to them, and let them become the well-equipped recipients of the future."

Delilah Salome, Lafayette City judge, does not believe that the solution lies in the curriculum. "Unfortunately, there does not seem to be a solution right now - television repair, small engine repair, carpentry, machinery, electronics, and many other crafts. Then the curriculum which the trade schools should be geared to the needs of the community.

Another reason for the continuing dropout rate was cited by a Lafayette High School student in a meeting of the Louisiana Junior Officers' Association last year. The student said he was critical of teachers and the school programs of the schools. "Teachers don't strive to make their class lessons more interesting and less plans interesting to the student," Wright said. "The student finds his classes dull, rather than interesting, and might eventually drop out of school."

The meeting was held last year. Dr. George B. Brain, superintendent of Baltimore, Md., discussed curricular measures for the dropout problem which were derived from a questionnaires sent to the Research Council of the Great Cities Program for School Improvement. The questionnaire were as follows:

1. Identifying potential dropouts
2. Operating an adequate and altitude testing program.
3. Identifying potential dropouts
4. Operating an adequate and altitude testing program.
5. Identifying potential dropouts
6. Operating an adequate and altitude testing program.
7. Identifying potential dropouts
8. Operating an adequate and altitude testing program.
9. Identifying potential dropouts
10. Identifying potential dropouts

Altering school admissions policies to provide for the early enrollment of culturally and economically deprived children in educational programs. Providing a pupil-counting ratio of approximately 30 to 1. Providing clerical assistance to enable counselors to spend the major portion of their time in identifying and counseling potential dropouts and their teachers. Providing systematic follow-up of pupils whose cases are closed by other services.

Intensive training programs for pupils in need of remedial assistance. Providing special enrichment programs for potential dropouts. Providing special enrichment programs for potential dropouts. Providing special enrichment programs for potential dropouts.