

21.

Overall, one third left because they either got into trouble or were having difficulty with other students. Twice as many dropouts as graduates and more whites than Negroes volunteered this as a reason for leaving. On the other hand, more graduates than dropouts and more Negroes than whites mentioned as a reason for leaving the need to work. Graduates also seemed more frustrated with school than did dropouts or discharges. More of them said they were bored or lost interest. The same is true for whites compared with Negroes.

Observation: Negroes who enter the Job Corps appear to be a more highly motivated group than whites. Negroes tend to be working more than the whites pre-Job Corps and have more schooling than whites. They tend to appreciate school more than the whites. Seventy-seven percent of the Negroes compared with 59 percent of the whites said they found school worthwhile. Also, among Negroes who did not finish high school, the reasons volunteered for their leaving tend more toward the need to work while among whites who did not finish the reasons are more involved with getting into trouble and a general loss of interest. It is not surprising then, that there is a smaller proportion of the Negroes dropping out of the Job Corps compared with whites (there is not a higher proportion of Negroes graduating, however, for the difference is made up in the discharge group.)

	Negro %	White %
Graduates	32	30
Dropouts	49	63
Discharges	19	7

Age

Although the graduates, dropouts, and discharges have essentially the same pre-Job Corps status there is one key demographic difference between these groups that should be pointed out before examining their experiences in and since the Job Corps. This is the dimension of age: