

A COMPARISON OF SCHOOL DROPOUT
PROBLEMS IN IRAQ AND THE UNITED STATES

by

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CHAPTER I

Introduction:

The school dropout problem is international in that it encompasses both developed and underdeveloped countries. Each year thousands of children leave school before completion of their primary education, and many thousands more leave before graduating from secondary school.

This study will compare the rate that children drop out of school in the United States with the rate in Iraq. It will compare the number of students who enter the primary and secondary schools and remain there until completing the stage, in each of these countries.

There are many reasons for school dropout that have a common cause regardless of culture or nationality. Psychological, sociological and economic factors are three areas that do not differ with geographical locations. A fourth, and most important factor, is the feeling of failure which pervades in all dropouts regardless of nationality. When considering failures, an account should be taken of the skills and proficiencies acquired during the time spent in school, at whatever level, because school often represents the sole means to improve society and the modern world; especially in those societies which are torn between traditional and modern trends as is Iraq.

The principal goals then, are to develop plans to eliminate illiteracy among young people, by making the educational system more amenable, and to prevent early school leaving. We first must explore the reasons for dropout, how many dropouts there are from kindergarten through grade 12, and, where they are concentrated regionally.

When we compare the two countries - the United States and Iraq - it must be taken into consideration that the United States has a compulsory education law for children from ages 6 to 16, and consequently, the drop-

out rate in this age group is relatively small. Iraq, until November, 1976, had no compulsory education law for this age group, (Tables X and XII) and so the dropout rate has been high.

The problem of dropout has led various international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) to form fact-finding committees and conduct seminars on this grave international problem, UN (1973:5).

Purpose of Study:

The purpose of this study is to review the literature concerning the school dropout problem in both the United States and Iraq. Comparative statistics on elementary and secondary school dropouts will be reviewed, and reasons for dropping out determined. It will be noted that there are considerable cultural differences between the two countries which will affect the reasons for dropout.

Definitions of Terminology

Iraqi Dropout: A dropout is an individual who has left school before graduation, or before the completion of a program of studies, excluding those who transfer to other schools. Al-Bazzaz (1975:9) an Iraqi educator defined the dropout in Iraq as "The child at the elementary school stage who entered the school, officially spent some time, then left before completion of his education without continuation of his education in another primary school".

US Dropout: John H Rohrer; Schreiber (1973:73) state that the U.S. dropout is "The young adolescent characterized as follows: one who has grown to mistrust other individuals; one who has no emotional support; one

who has been inculcated with most primitive kinds of social values; one who has had to turn to peer group in order to find some one to relate to emotionally; one who because of frustration strikes back at the perceived sources of frustration".

Dropout: Pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduating or before completing an equivalent program.

CHAPTER II

REVIEW OF SELECTED LITERATURE

A Review of Education in Iraq

Iraq has a high rate of illiteracy with only 35% of the people being able to read and write. Indifferent rulers, and governments, prior to the 1968 Revolution did little to reduce the high illiteracy rate among the people.

Historical Background:

Iraq was once known as Mesopotamia, which means the land between the two rivers, (Tigris and Euphrates). Iraq it is believed by many, was the cradle of civilization. The first plough was probably used here; mathematics and the oldest known writing system was developed here. Around 5,000 years ago Hammurabi introduced the first code of law yet discovered. Prior to 1922 present day Iraq was a part of the Ottoman empire. After World War I, it fell under British influence. During that era, education was not encouraged, nor were schools built.

In 1958, when the Republic was established by the first Revolution, the illiteracy rate was almost 80%. After the Revolution, education was extended at all levels as shown in the Tables I through V and Table XI, (Iraqi Ministry of Educations (1976)).

Present-day Education:

Through an extended effort, the government endeavored to give everyone in his or her community an opportunity to learn regardless of sex, color or religion. In 1971 Law No. 153 was issued with the objective of eliminating illiteracy in the country within a period of ten years.

Anti-illiteracy campaigns were initiated among workers and peasants. In 1957, the year before the Revolution, the number of students admitted to the first grade of primary school was 111,879. In 1966-1967 the number had increased to 203,275, an increase of 82% (Annual Report (1970:33)).

Education in Iraq has become centralized under the Ministry of Education which appoints teachers and controls the curriculum and the organization of the school system. In 1968 the government undertook a nationalistic and patriotic policy for improving the condition of the Iraqi people economically and educationally. Education became free at all levels of the primary and secondary stages. Elementary schools were established in grades one through six, intermediate school grades one, two and three, and high school grades four, five and six. Many intermediate schools were established in large rural areas, in the large urban areas intermediate and high schools were merged in grades one through six.

School building construction programs were initiated according to population density and existing school facilities.

The largest increase in school building is, naturally, for the elementary and kindergarten stage, (Tables I and IV). Meanwhile there is an increase in secondary school construction. The secondary school student population nearly doubled while the teacher ratio increased only moderately as shown in Table II. The vocational schools, Table III, are few in number, however. In 1971-72 there were 9,067 students, and 1,117 teachers in 53 vocational schools. In 1975-76, there were 24,031 students, 1,608 teachers and only 77 schools. Most vocational schools are located in large urban areas and there is a need to locate more of these schools in rural areas. At the university level the student population nearly

doubled, (Table V). Here again the teacher ratio has increased but slightly. The primary expansion of the universities has been by the addition of new departments and colleges especially in fields of applied science.

In addition to the increase in school construction in Iraq, many students are sent abroad to obtain higher degrees in various disciplines.

Future of Education:

The future of education in Iraq is promising in spite of the fact that battle between traditional and modern schools still continues. Old customs and traditions are continually changing and adjusting to new ideas. In November of 1976, the Revolution Command Council issued a Law of Compulsory Education. This law states that education in the elementary stage is to be free and compulsory for all boys from six to fifteen years of age. The father, or guardian, of the boy is punishable by fine, or imprisonment, if he fails to send his son to school. It is noted here that it is still not compulsory for girls. It is intended that this be achieved when the material, and technical capabilities of the state can handle the extra load. Another factor to be considered is the attitude of the people in the countryside towards sending girls to school (Iraqi Government Official Publication, 1976:16).

When one compares the figures of primary enrollment of 977,582, (Table VI) in 1966-67 to that of 1,765,000 in 1975-76, (Table I) the tremendous growth that has taken place in just 10 years can be noted. This is an achievement of which the Ministry of Education and the government of Iraq can be proud. This steady increase of students, teachers, and school facilities will continue into the 1980's and then level off as all children will be entering kindergarten and primary school as they become of age.

TABLE I

Number of Primary School Pupils, Teachers, and Schools in
Iraq, 1971 - 1976.

Year	Pupils	Teachers	Schools
1971 - 72	1,195,000	54,302	6,006
1972 - 73	1,298,000	54,979	6,269
1973 - 74	1,409,000	58,455	6,731
1974 - 75	1,524,000	57,621	6,194
1975 - 76	1,765,000	68,733	7,796

TABLE II

Number of Secondary School Pupils, Teachers, and Schools in
Iraq, 1971 - 1976

Year	Pupils	Teachers	Schools
1971 - 72	315,572	13,626	994
1972 - 73	353,103	14,338	1,033
1973 - 74	388,624	14,871	1,093
1974 - 75	457,763	16,922	1,133
1975 - 76	509,369	18,573	1,302

Source: Iraq Ministry of Education, Department of Statistics, 1976.

TABLE III

Number of Vocational Pupils, Teachers and Schools in
Iraq, 1971 - 1976

Year	Pupils	Teachers	Schools
1971 - 72	9,067	1,117	53
1972 - 73	11,610	1,130	63
1973 - 74	16,010	1,255	65
1974 - 75	21,033	1,508	71
1975 - 76	24,031	1,608	77

TABLE IV

Number of Kindergarten Pupils and Schools in Iraq from 1971-1976

Year	Pupils	Teachers	Schools
1971 - 72	13,857	620	133
1972 - 73	19,583	665	137
1973 - 74	16,874	865	149
1974 - 75	35,367	1,391	203
1975 - 76	48,702	1,790	248

Source: Iraq Ministry of Education, Department of Statistics, 1976.

TABLE V

Number of Universities, Pupils, Teachers in Iraq from 1971-1976.

Year	Pupils	Teachers	Schools
1971 - 72	43,427	2,103	5
1972 - 73	47,048	1,961	6
1973 - 74	55,118	2,217	6
1974 - 75	66,182	2,196	6
1975 - 76	69,446	2,430	6

Source: Iraq Ministry of Education, Department of Statistics, 1976.

TABLE VI

Enrollment in Primary School in Iraq, 1966/67 - 1969/70

Grade	Sex	1966/67	1967/68	1968/69	1969/70
1	Males	137 614	138 242	146 432	168 432
	Females	65 661	66 219	67 510	73 573
	Total	203 275	204 461	213 942	242 005
2	Males	116 071	119 288	119 917	126 936
	Females	51 856	54 047	56 070	56 301
	Total	167 927	173 335	175 987	183 237
3	Males	106 160	108 095	111 992	110 185
	Females	46 495	46 586	49 134	48 502
	Total	152 665	154 681	161 126	158 687
4	Males	104 911	108 684	113 237	111 488
	Females	45 018	46 494	46 410	48 490
	Total	149 929	155 358	159 647	159 978
5	Males	123 623	120 053	127 931	127 563
	Females	45 559	46 848	47 908	48 507
	Total	169 182	166 901	175 839	176 070
6	Males	103 670	103 778	98 952	91 262
	Females	30 944	32 204	32 557	29 420
	Total	134 614	135 982	131 509	120 682
Total	Males	692 049	698 320	718 461	735 866
	Females	285 533	292 398	299 589	304 793
	Totals	<u>977 582</u>	<u>990 718</u>	1018 050	1040 659

Werdelin, Ingvar Education Planning, Quantative Methods and Techniques, Regional Center for Education Planning and Administration in the Arab Countries, Beirut, Lebanon, 1972 p. 172.

Dropout Problems in Iraq:

Researchers sometimes find it difficult to pinpoint the cause of dropout in the elementary stage of education. This is because these causes are interrelated making it difficult to separate them. Frequently, such an interaction might appear to be a single reason, such as economic, social or educational, while the real reason may be a combination of these three mentioned factors, each affecting the child to a different extent. In spite of this kind of interaction, it is necessary to study these causes separately. By this means the study and the understanding of the problem will be simplified.

Reasons for Dropout:

The causes of dropout may be divided into three major areas (1) economic (2) social and (3) educational.

Economic Factors:

This group of factors can be considered of prime importance in a developing country like Iraq, because of the low per capita income of the average individual, in spite of the great efforts made by the present government to increase this income and create new jobs. The problem is more clearly observed in agricultural villages, because here are represented over sixty percent of the total population. The most probable economical causes of dropout for the majority of the population (farmers) are:

(a) The low income of the Iraqi farmer: This makes it necessary for each member of the family to work, and earn money, in order that the family might be able to obtain the basic needs for living. Also we have to take into consideration that the family ties are very strong. The head of the family finds himself, in most cases, obliged to utilize the effort and support of every member of the family including young children. A child

of school age is often kept at home in order to do some of the agricultural work, and to assist the family.

(b) The Use of Manual Labour: There is little mechanization in Iraqi agriculture and so the farmer assigns work that does not need much skill to his young children.

(c) The Seasonal Nature of Farm Work in Iraq: As extra labour is needed at certain times of the year a farmer is often forced to include his children so that all available help is utilized during the critical periods, (For example in preparing the land, in planting, and harvesting, etc.). But unfortunately, the educational regulations (until recently) were not flexible enough to solve problems of this nature. The pupil was required to remain in the same grade (fail) if the number of days absent exceeded 28 days during any scholastic year.

(d) The Movement of Families: Some farmers move to find better land or water supply, or to search for a seasonal job elsewhere. Often, in these cases the family moves too.

(e) Size of Family: Another factor which is connected with village life is a fast increase in family size and in overall population. This results in worse conditions and a lowering of the standard of living. Size of family affects the number of children sent to school, because some will be sent to work instead, to help support the family. It must be mentioned here, that in spite of the free education at the elementary stage in Iraq, some parents find it difficult to supply their children with proper clothing or books especially when they fail one of the grades and have to repeat the year. Economical factors were found to be one of the main difficulties that contribute to the dropout rate not only in rural

areas, but also among the lower-paid workers in cities. There is a job market for children in the cities for certain low paid tasks. The lack of control, and weak regulations do not prevent the employment of children of school age.

It was found in a study made by the Ministry of Education that almost 70% of the dropout problem could be attributed to these economic factors.

Social Factors:

This is another area where there are many problems with individual city, village and community. These factors affect the dropout rate of both sexes. Social factors may be summarized as follows:

(a) Traditions and Customs: There is a general tradition still existing in Iraq which affects in one way or another the educational situation. This is the tradition and custom that discourages the education of the female. Some of the villagers believe that girls do not need to go to school because they will be married early, in some cases before they can finish their schooling. Therefore, priority is given for the girl to learn, and do, the work needed to run a home. It is believed that such knowledge makes her a successful housewife. This particular point has shifted. Only recently have parents been persuaded to allow their daughters to attend school (at least until they know how to read and write).

(b) Educational Conditions: The general educational and cultural condition in Iraq, whether in cities or villages, has a direct effect on this problem. There are, in many areas, vast differences in the existence of modern amenities, such as electricity and paved roads, because villages are often remote. These conditions in the undeveloped areas obviously have a negative effect on education in general. In addition to this, the low educational level of the head of the family tends to increase illiteracy.

As a result of the lack of education of the parents, children are prevented from completing their schooling or even from entering school at all. Some of the studies of Ibrahim and Akram (1975) revealed that the ratio of dropout is directly proportional to the illiteracy of the family head.

(c) Health Services: The lack of medical care in itself or in combination with other factors, is another factor contributing to school dropout. Poor families in some villages suffer from malnutrition, eye diseases, tuberculosis, and other diseases. A probable increase in suffering is brought about by wise methods of treatment as advised by unlicensed people. Medical care has an influence on pupils both directly and indirectly. Lack of health care causes many children to drop out of school. Although there are health centers in all cities for school children, they are not sufficient in number, and are usually far from villages. In addition to the lack of health centers, there is also a lack of medical doctors. Statistical data shows that in 1970 there was on the average one doctor for each 10,000 school children. Al-Bazzaz (1975:2)

(d) The Family Structure and Economical Conditions: The family structure and its economical conditions has a direct effect on the continuation of the pupil in the school, it directs him, in one way or another, according to his ability. Some family conditions might have a negative effect on the pupil remaining in school and result in an early dropout. These negative conditions include divorce, family quarrels, large family size, irresponsibility of the family head in directing his children, and the lack of communication between the parents and the school. All these mentioned points can lead to an early dropout.

(e) Environmental Conditions: Iraq varies widely in its geographical characteristics, the northern part of the country is mountainous, the western part is a desert that is inhabited by bedouin tribes, the rest of the country is a plain. In spite of the effort made by the government to build roads to facilitate better transportation and communication, there are still many small villages that are far from such roads, which makes having schools in all villages difficult. Therefore, schools are established in the large villages of the area. Pupils from small outlying villages are expected to attend these central schools; but owing to the lack of transportation, and extreme climate conditions (heat and cold), children have good reason to leave their schools, and education, at one stage or another, in their early life. On the other hand, in large cities there are an insufficient number of schools. Consequently schools are overcrowded. This results in the dropout of many pupils.

Educational Factors:

Educational factors are very important in regard to the dropout problem and play both a negative and a positive role. Here we are interested in, and want to discuss, those that have a negative effect such as:

(a) Educational Regulations: Educational regulations increase the dropout rate in Iraq. The inadequacy of the regulations makes it difficult to accomplish the educational goal of attracting children to school, their continuation in school, and the prevention of dropout. One of the factors that weaken the regulations is that there is no penalty for parents if their children dropout of school at the elementary stage. A penalty, like paying a fine where children dropout of the school would act as a deterrent. (See Iraq Cost, 1976). In addition, the school administrators or supervisors do not investigate each case of dropout nor do they always contact the

parents of the pupil who drops out in order to secure their cooperation in preventing such cases from taking place. The routing involved in registering a child in school is also a contributing factor. For example, every child who registers in school must have his or her birth certificate at hand, and many families do not have birth certificates for their children. Parents may be too busy at the time of registration to go to an administrative centre to get a birth certificate for their child. Some do not have enough money for the journey, as they need to wait several days in the city until the certificate is prepared.

(b) The Lack of Preparation for First Grade: Most of the children who register for the first grade have not had the opportunity to attend kindergarten. The percentage of children who had completed their preschool education (kindergarten) in 1970-1971 in all schools in Iraq stood at 2%, while 98% of the children registered directly into the first grade (see Tables I and IV for year 1971-72). Therefore, children come together from different backgrounds. Many experience a shock owing to the great difference between the home and the school environment. Children who attended kindergarten do not experience so dramatic a change, as the transition from home to school is much more gradual and natural.

(c) The Curriculum and Book Format: The curriculum and book format play an important role in attracting the child to school. Unfortunately, the school books in Iraq are not aesthetically pleasing. They are mostly printed in black and white and the paper used is of low quality. Often the binding is made for economy and is not durable. From the standpoint of content, books are not satisfactory either. Theory is emphasized and a standard text is used all over the country. In addition, the child is often required to memorize most of the text. These problems contribute to

the dropout in education at the elementary stage.

(d) The Method of Teaching: There is a relationship between the method of teaching, and the curriculum. The adequacy of teaching methods, with regard to children's needs and learning ability, is important if we are to decrease the rate of dropout. Unfortunately, the methods of teaching in Iraq requires memorization, a heavy load of homework, and little opportunity for extra help for children who are weak in certain areas. (Sometimes a special program could be devised that would help less able children to work at their own speed). All these mentioned points encourage the student to dropout and teach children to hate school.

(e) The Teachers: The qualifications of the teacher have a direct influence on pupils. One of the most important teacher qualification factors is practical capability and preparation. Only 60% of the teachers in Iraq have had special educational training. There is a lack of capable teaching staff to train and educate future teachers so that they are prepared when they enter the school system. Few Iraqi teachers study to improve their teaching methods or to discuss new ways of teaching. Another factor that affects the teacher is the social and educational environment that tends to undervalue the teacher in the community. Other factors like the low teacher/child ratio, the absence of teachers from school, and the continual change and transfer of teachers from one school to another, even during the school year, all have their effect and contribute to the dropout problem. A teacher capable of building up good relationships with his pupils, giving them the help and advice they need will be popular with both the students and teachers alike. Punishment, or the making of personal remarks, on the part of the teacher will also turn children away from school.

(f) The Pupil: Pupils are frequently faced with individual reasons that lead them to drop out of school. A major factor is a general disability to learn, or a weakness in a particular area. The underlying cause of these problems could be personal lack of ability or insufficient free time for homework, independent study or preparation. Sometimes, too, these difficulties arise because a child is registered in school before the legal age of school entry, and an imbalance occurs between the child's age and skills, and those expected of him. Problems are also encountered by the child who is registered in school when he is older than the other children. Some children in Iraq are brought up speaking a language other than that used in the school system, and thus have special problems. In addition, economical and social differences contribute to the dropout rate.

(g) The Type of Examinations: The type of examination at the elementary school level is unsuitable. Most of the evaluation of the pupils is based on their capability to mechanically memorize set material, and does not take into consideration the students overall knowledge and learning ability. One of the problems with regard to the examinations is that all the pupils in the country are required to take the same state examination at the end of the elementary stage of education, without consideration for differences in individual ability, and environmental conditions, or geographical location. Another important point is that the schools use a standardized grade card. This card or licence, is the method by which the pupil passes from one grade to another. It is important not just for the school records, but also for parents who use it to evaluate their child's progress. This creates certain problems for some of the children in that they are placed under stress during the examination periods, as they know they will be punished by their parents if they do not do well. Some

children become genuinely sick, while others make themselves sick in order to have another opportunity to take the exam. Teachers sometimes estimate a grade without giving a pupil another examination. From this we can see that this types of examination gives children adequate reason to dropout at one stage or another.

(h) Failure: Failure in school is considered one of the main reasons for the dropout rate in Iraq, not only at the elementary stage, but also among intermediate and secondary school teenagers. The average percentage of students who failed for the year 1969-1970 at the sixth grade stood at 22% (Table VII and VIII). This high percentage of failure which does not permit the pupils to move up to the next grade, and instead, requires that they repeat the whole school year even for the subjects they succeeded in passing, certainly contributes to the rate of dropout.

(i) The School Management: The directors of the schools and their assistants lack training and experience to enable them to select good methods to control the dropout problem or to study the case of each individual pupil who drops out. Recently some training programs have been introduced for school directors, but the number of trained staff is relatively small and is concentrated mainly in big cities.

The lack of communication between the parent and the school is another factor that contributes to the problem.

(j) Educational Control and Supervision: The duty of the educational supervisor is to take into consideration both the teaching and the learning conditions. Therefore, one of the prime points is the study of the problems of the school, one of which is the dropout rate. That this problem is not receiving enough consideration from the educational supervisor is obvious, since the reports presented by the administrative supervision system do not

TABLE VII

The Development of Repetition and Drop-out Rates in Public Primary Schools
in Iraq, 1965/66 - 1968/69

Grade	Sex	Repetition Rates				Drop-out Rates			
		65/66	66/67	67/68	68/69	65/66	66/67	67/68	68/69
1	Males	21.43	20.32	18.66	21.56	11.56	9.47	10.49	9.93
	Females	20.14	21.16	21.42	20.73	11.82	10.16	11.64	9.59
2	Males	20.67	18.54	16.65	18.49	5.30	4.41	3.99	3.90
	Females	19.62	19.13	19.44	18.26	6.02	5.40	5.32	4.76
3	Males	18.83	17.16	15.43	16.65	4.60	4.28	3.67	3.73
	Females	18.72	18.36	18.37	17.26	4.98	4.80	4.64	4.12
4	Males	24.39	24.81	21.16	18.84	5.63	5.22	4.44	3.91
	Females	25.01	25.10	25.71	24.67	5.91	5.85	5.38	5.08
5	Males	37.64	37.13	32.76	33.53	9.46	9.09	7.63	7.46
	Females	38.49	37.71	39.73	33.92	9.49	9.42	9.04	9.09
6	Males	35.55	36.83	24.06	25.29	11.86	11.32	10.87	10.12
	Females	31.96	34.08	24.67	18.71	9.44	10.18	8.74	6.73

Werdelin, Ingavar, 1972:175. Educational Planning Quantitative Methods and Techniques, Regional Center for Educational Planning and Administration in Arab Countries, Beirut, Lebanon.

TABLE VIII

Computation of an Index for the Relative Efficiency of the Primary
School System in Iraq, 1965/66 - 1968/69

	Boys				Girls			
	65/66	66/67	67/68	68/69	65/66	66/67	67/68	68/69
Total number of years studied per 1000 ent- rants to grade 1	6347	6560	6250	6361	6224	6405	6256	6274
No. of gra- duates from 1000 students who entered grade 1	481	516	569	581	496	507	523	581
No. of years studied for each graduate	13.2	12.7	11.0	11.0	12.6	12.6	12.0	12.0

Werdelin, Ingemar, 1972:175. Educational Planning Quantitative
Methods and Techniques, Regional Center for Educational Planning
and Administration in the Arab Countries, Beirut, Lebanon.

indicate any study or comments on the dropout problem. There is not enough information on the reasons for dropout, and this in turn, also encourages school management to forget about the problem.

(k) School Buildings: There is no proper balance between the dramatic increase in the number of school children, and the number of new schools built for them. Statistics show that only 52% of the schools can be considered as properly built and equipped. The remaining 48% are either rented houses, or old schools that lack some of the primary requirements of a school. 73.7% of the schools do not have play yards, 48% of the schools do not have electricity (mainly in the villages), and only 5% of the schools have telephones.

Because of insufficient school facilities for the increasing number of pupils, 25% of the schools are following a two shift program. In addition to these problems, there is also an imbalance in the distribution of schools. It is difficult for many children to reach their schools on time owing to a lack of transportation. These problems turn children away from school. Although the government is building more schools, they also (for economic reasons), are not able at present to equip the schools with all the proper facilities that might attract the pupil and encourage him/her to remain in school.

(l) Social Facilities at the School: The development of social programs in the schools, in addition to better teachers, will attract children. For example, food programs and health care in the schools could play an important role in the regular attendance of children. In the year 1972, only 20% of the children were supplied with meals by the school. Those who could take advantage of the program benefited, not only from the balance diet provided, but also by being spared the tedious journey of returning home for lunch. 73% of the schools have no library. Even those

schools that do have one are hampered by a shortage of books. In many schools there are only a few theoretical books shelved in the administration office. Further, the school does not offer enough field trips, parties, films or other cultural events. Besides the problems mentioned, the lack of guidance and counseling, and the inability of the teacher to help the students according to their individual needs, causes many to leave school.

Cost of Dropout:

The cost of dropout cannot be measured only in dollars and cents or dinars, but must be measured by the loss of the brain power to the nation; (Table IX). The budget for education in Iraq constitutes nearly one fourth ($\frac{1}{4}$) of the total annual budget, that is about 6% of the annual gross national product. This is one of the highest percentages in the world. (Al-Rawi (1973:103)). The elementary educational level in Iraq is considered unique as approximately 60% of the total education budget is spent on this stage.

Wastage in Education:

The wastage in this program is shown by Table X, (Al-Bazzaz (1975:34)) which shows a 10.4% dropout rate for the first primary grade for the years 1965-66 through 1969-70. Further, out of each 1000 students entering elementary schools only 98 graduate. Of these 96 go on to junior high or intermediate school. At the junior high school level, only 36 graduate and of these, only 34 carry on to high school. Only 16.5 of these graduate from high school. (Considering this evidence along with that of Werdelin (1972:174-75) it is observed that in spite of all the money spent on education, only a little more than one half of all eligible children enter primary school, and of those who enter only one half are able to pass through to graduation. It was further found by Werdelin that most of the money spent

TABLE IX

Number of dropouts and the cost from 1965 - 1966 - 1969 -
1970.

Grade	Total student dropout through 5 years	Cost through 5 years (Dinar)*
1	107,657	3,704,693
2	40,543	2,790,331
3	33,118	3,418,970
4	40,155	5,527,255
5	75,253	12,948,031
6	67,933	14,026,262
Total	364,659	42,415,542

* 1 Dinar = \$3.378

Al-Bazzaz Hikmar, Bunni, j. Dropout in Education, Ministry
of Education, Republic of Iraq, 1975. p 73

The number of the pupils dropout of Iraq schools between 1965/1966 - 1969/1970 for three stages -
Elementary - Intermediate - High School.

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TABLE XI

The number of pupils and the average of dropout in elementary
schools in Iraq according to the grades for the period 1965/66
through 1969/70

Grade	Total No. of Pupils	Dropout	Percent
First	1,034,211	107,657	10.4
Second	845,526	40,543	4.8
Third	754,525	33,118	4.4
Fourth	757,526	40,155	5.3
Fifth	802,058	26,253	9.4
Sixth	679,680	67,933	10.0

Source: Al-Bazzaz (1975:34). Dropout in Education, Ministry of
Education, Republic of Iraq.

in Education went for the salaries of teachers, most of whom did not do their jobs adequately.

Projected Dropout Rate upto 1981:

In the educational planning program through the school year 1980-81, the ratio of dropouts to entrants is expected to level out as shown in Table XIII, (Werdeline (1972:178)). One of the factors contributing to this lower rate is that the range of age distribution will be narrowed, as the government is to give priority to young children who enter grade one of primary school. This priority group will range in age from 6 years 2 months to 7 years 2 months.

Factors such as mental and physical immaturity, or poverty will still force some students to postpone their entry to school for one year or more. By 1980-81, the assumed dropout rates will be one per cent and this is thought to be more reasonable. The degree to which this is accomplished depends on the continuing emphasis on education in Iraq, the training of better teachers and administrators. A better school system is predicted because of a more judicious use of the budget allocated to education, and by preventing the wastage of money, as well as preventing the more serious loss of the young potential talent .

The Dropout Problem in the United States

The dropout problem in the United States parallels that of Iraq, except at the elementary stage of education, (Table X and XII). Until recently, Iraq had no compulsory education law that required children to remain in school until the completion of the elementary grades. In the United States, education is compulsory, in most cases, until age 16 or the completion of 10th grade. As noted in Table XII, for the year 1974,

TABLE XII

Percent of high school dropouts among persons 14 to 24 years old by race and sex, United States, 1967
and 1974

	1967				1974			
	Black		White		Black		White	
	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9
Total, 14 to 24 years old	23.9	21.8	11.5	13.1	16.3	18.1	11.0	11.0
14 and 15 years old	3.5	4.0	1.5	1.4	3.9	2.1	1.8	1.9
16 and 17 years old	11.7	14.6	7.0	9.4	8.3	12.6	9.4	9.1
18 and 19 years old	30.6	22.0	15.4	16.3	26.9	20.2	17.4	13.9
20 to 24 years old	42.6	26.1	18.8	19.0	23.6	27.7	13.6	14.5

Note - Dropouts are persons who are not enrolled in school and who are not High School graduates.

Sources: U.S. Department of Commerce, Bureau of the Census, Current Population Series - P. 23, No. 46,
and Series P. 20, No. 278.

TABLE XIII

The Percent Development of Drop-out Rates in Primary School in Iraq, 1968/69 - 1980/81

Year	Boys/Grades						Girls/Grades					
	1	2	3	4	5	6	1	2	3	4	5	6
1968/69	.099	.039	.037	.039	.075	.101	.098	.048	.041	.051	.091	.067
1969/70	.100	.040	.040	.040	.070	.100	.100	.050	.040	.050	.090	.070
1970/71	.100	.040	.040	.040	.070	.100	.100	.050	.040	.050	.090	.070
1971/72	.100	.040	.040	.040	.070	.100	.090	.050	.040	.050	.090	.070
1972/73	.070	.030	.030	.030	.050	.070	.070	.030	.040	.040	.060	.050
1973/74	.050	.020	.020	.020	.030	.040	.050	.020	.020	.020	.030	.040
1974/75	.030	.010	.010	.010	.010	.020	.030	.010	.010	.010	.010	.020
1975/76	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010
1976/77	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010
1977/78	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010
1978/79	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010
1979/80	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010
1980/81	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010

Wardelin Ingavar, 1972:178. Educational Planning! Quantitative Methods and Techniques, Regional Center for Educational Planning and Administration in the Arab Countries, Beirut, Lebanon.

TABLE XIV

Percent Development of Repetition Rates in Primary School in Iraq, 1968/69 - 1980/81

	Boys/Grades						Girls/Grades					
	1	2	3	4	5	6	1	2	3	4	5	6
1968/69	.216	.185	.166	.188	.335	.253	.207	.183	.173	.247	.339	.187
1969/70	.210	.180	.160	.180	.330	.250	.210	.180	.170	.250	.330	.190
1970/71	.210	.180	.160	.180	.330	.250	.210	.180	.170	.250	.330	.190
1971/72	.210	.180	.160	.180	.330	.250	.210	.180	.170	.250	.330	.190
1972/73	.110	.180	.160	.180	.330	.250	.110	.180	.170	.250	.330	.190
1973/74	.050	.080	.160	.180	.330	.250	.050	.080	.170	.250	.330	.190
1974/75	0	.080	.100	.180	.330	.250	0	.030	.100	.230	.330	.190
1975/76	0	0	.040	.130	.310	.250	0	0	.040	.140	.310	.190
1976/77	0	0	0	.090	.210	.230	0	0	0	.090	.210	.170
1977/78	0	0	0	.050	.120	.160	0	0	0	.050	.120	.120
1978/79	0	0	0	.030	.050	.100	0	0	0	.030	.050	.090
1979/80	0	0	0	.030	.030	.060	0	0	0	.030	.030	.060
1980/81	0	0	0	.030	.030	.040	0	0	0	.030	.030	.040

Werdelin, (1972:178). Percent Development of Repetition in Primary School in Iraq 1968/69 - 1980/81.

dropout rate for all students, black, white, male or female stood at 9.7 per cent in the United States. The equivalent age and grade dropout for the Iraq student in the year 1969/70, (Table X, intermediate,) is 6.4 per cent. It must be noted here though that only half of the children in Iraq enter primary school. Consequently the figure 6.4% is the dropout rate once the child is enrolled, (Werdelin (1972:174)).

From a sociological perspective, the dropout problem in the United States and Iraq are the same. Iraq is a developing country and has its problems with rate of illiteracy which encourages dropout. The dropout rate in the United State is predominantly in the lower socio economic group.

Reasons for dropouts in the United States:

There are two primary factors which contribute to the dropout problems in the US.

1. Poverty: The dropout is not only a problem of the secondary school, but also of the elementary school. It has been said that the high school dropout can be identified as early as kindergarten. The teacher, can identify the socioeconomic status of the child, if the child comes from a socalled "culture of poverty" there are likely to be family tendencies and traits which foster the dropout syndrome.

In the "culture of poverty" one finds either no father present, or that he is absent a great deal. There is usually no family organisation such as planned meals, and no family interaction. These deficits result in the children being unable to verbalize, and express their thoughts and needs rationally to a parent or parents.

There is often no family activity outside the home, and many children

especially in large urban areas, have never been to the country, or even out of their immediate neighbourhood. Their life space is grossly inadequate because of this cultural deprivation.

The child, because he is a product of a slum, or remote rural area, is not able to complete because of language problems. He has probably developed a language that fits his needs, being understood by his peers, but not by his teachers or middle class peers who happen to be in the same school. He is often ridiculed by peers and, in many cases, declared a failure. Once so labelled, he is lost to the present day system. Such labelling as a social misfit by the teacher restricts his/her learning. He/she becomes a low achiever because that is what he/she is expected to be.

In addition to school problems, the greatest problem that a child faces is one where the basic needs of life are not met. These needs have been documented by Abraham Maslow in his hierarchy of needs. The basic needs of food, clothing, health and affection must be satisfied first if school experiences are to have real meaning. Learning cannot take place until these basic needs are satisfied. In many cases these needs can be met by the school, as in head start programs, and free breakfast and lunch programs, where the family is unable to provide for the child adequately. Still, the family is the key, if there is no emotional support, or bodily comfort provided, at home, the school can do but little.

Bell (1976:48) succinctly illustrates the part a family plays, in his report on a study conducted by John McKee of the Draph Prison in Alabama. Judge Bell is a Juvenile Court judge and he reports that 90% of juvenile crime is caused by school dropout. 90% of dropouts have no vocation or training skills, many have never held jobs, dropouts usually have a negative attitude toward work, and place little value on work as a way of life. The

primary recommendation of Judge Bell was to initiate social work service in the school system, and establish strong home-school contacts to assist families with their children and their problems.

Educational Factors: Usually, by the time he/she is in the third grade, the potential dropout is older than his/her peers. He/she has been told he/she is a failure, and already feels rejected and alienated. He/she is absent from school often owing to illness, or lack of clothing, but primarily because no one at home motivates him/her to go to school.

The future dropout falls behind in reading (there are few, if any, books, magazines, or newspapers at home to provide an added stimulus. He/she is usually lagging in arithmetic, spelling and other areas of achievement normally expected of his/her grade. He/she is usually unable to deal with abstract ideas and concepts if he/she comes from a culturally deprived home. The IQ of the parent or parents is probably low. He/she cannot look for help in homework or for encouragement at home. His/her IQ is estimated low, because it is derived from a culturally based intelligence test, which tests not intelligence, but the cultural background of the child. Not having access to books, magazines and intellectual interaction at home, his/her score is sure to be lower than that of other children who do.

The child becomes skillful in manipulating unpleasant situations. He/she manipulates his/her teachers, and his/her home life by not going to school, probably because he/she was not accepted in the first place, by his/her teacher or peers. Behaviour that is expected of him/her in school (discipline) is different from that of his/her home where he/she probably comes and goes as he/she pleases. Nothing in school interests him and as far as he/she is concerned there is nothing practical to be learned there.

If the teacher has already labeled him/her as a trouble-maker, or a failure, he/she feels himself/herself to be a "born loser" without any urge to accomplish or reach a goal. At school, his/her behaviour is not approved by teachers or peers but out of school he/she can usually win gang approval by stealing and thus he/she finds the acceptance he/she did not get at school or at home. This then is the beginning of the dropout process, or what some people call the "push out" from school.

The non-promotion is another area which precipitates dropout. This occurs at all levels, elementary through college. The student who slips further behind each year believes that he/she is unsuited for academic or school work and views schools as impossible. If he/she gains recognition outside the school he/she often becomes a dropout. An average of 50% of the students who enter four year college degree programs fail to complete them.

Other problems are cheating, which is prevalent among the successful as well as unsuccessful students; drug use, which is a problem among the young in junior high through college, with the most avid users dropping out because they cannot afford or emotionally handle such problems and the everyday troubles of school too; inner city riots, racial problems, and inadequate teaching are all factors which intervene in the education process.

The question arises as to whether it really is the educational process that is creating such problems for young people or whether they are caused by social upheaval as the values of our society change. This question is equally valid for the education process in Iraq today. Some families in villages do not educate girls, and call for the establishment of separate school systems for boys and girls.

A study of several high school districts in the United States identified the potential dropout problems as being caused by (1) children, especially boys, who start school before being ready, (2) bad first grade experiences caused by illness or moving, (3) the use of standardized tests, which fail to take into consideration cultural factors being caused when (4) children change schools frequently, (5) those of overachievers who burn out, (6) bad attitude toward teacher and school, (7) awareness of marked traits, which differ from those of classmates such as interest, physique, social class, nationality, dress and personality development (8) feeling of not belonging, (9) negative parental attitudes.

There are several characteristics by which a dropout potential can be recognized: (1) inadequate and ineffective personality (2) he/she comes from a family that consistently lacks stability, is large and has a low income (3) at school these children find themselves in difficulty educationally, emotionally and socially (4) They express their frustrations by withdrawal, aggressiveness and hostility and find a way to drop out.

Periods and Rates of Dropout

There were two periods of time that dropout rates in the United States reached a peak, Hunt (1975:14-15).

The first stage was during the rapid industrialization and urbanization around 1900. This rapid urbanization was accompanied by the heavy immigration of people from southern and eastern Europe, the enactment of child labor laws, and the growth of the high school. School dropouts became a concern to many, as the Europeans came from peasant stock, and children traditionally stayed home and worked in the countries from which they came, instead of continuing their studies.

The second period of increase in dropout was during the mid-twentieth century. This was the time of the great migration of southern blacks to the urban and industrialized north. A heavy dropout rate occurred and in tradition the existing school systems of these large urban centers were overburdened with new students. Many could not compete or stay abreast of other children at the grade level that they had reached in the all black school systems of the south of that period.

Table XV shows the number of students per 100 graduated from high school at 17 years of age. (One can pick out the periods of industrialization and major wars in the United States and note how during each such period the number of graduates increases). From 1900 to 1920 there is an increase from 6.2 to 16.8 in the number of graduates. Again, looking at the period 1929-30 to 1939-40 during the "New Deal" period of Franklin Roosevelt and the increased demand for war materials, the rate jumped from 29.0 to 50.8 per 100 students. During World War II and afterward to 1946, we notice a decline owing to young people joining the military and to the end of the War. Then in 1948 with the advent of the Berlin Blockade and the Korean War, there is a steady increase up to 60%. During the period of the first Russian space satellite and the Vietnam War, we see a steady rise, (through 1974 to 76.7%).

It may be coincidental that these rises occur during periods of heavy industrialization and its attendant requirement for skilled technical manpower; but my own personal interpretation is that industrialization and war, demand for trained people, and the good salaries offered greatly motivate children to stay on and finish school.

United States Dropout Rates: Even the highest peak of 76.7 high school graduates in 1967-68, means that of the 3,521,000 students eligible to

graduate, 23.3 percent or 819,000 were dropouts. This figure really becomes incomprehensible when we look at the figures for 1973-74. Of 4,096,000 eligible students, 25.1 percent were dropouts.

Looking at the age group and probable grade level of the dropout in Table XII we see that in 1974 for the 14 and 15 years old or 9th grader the dropout rate was approximately 9.7, this includes males and females, blacks and whites. For 16 and 17 year old (or 10th graders) the dropout rate was 39.4 percent. For the 18 and 19 year old (or high school senior) the rate was 78.4 percent, and for the 20 to 24 year old (college age) the rate was 79.4 percent. This indicates that only 20.6 of our youth go on to community or four-year college

Kansas Dropout Rate: Table XVI depicts a particular age group in the State of Kansas who entered the elementary grades in 1962 at 100% strength. By 1971-72, 16% dropped out prior to entering ninth grade. The remaining 84% entered high school. Out of these only 66% graduated, which shows a loss of 34%. This 34% loss indicates that one out of every 3 Kansas never complete highschool, and at some time (unless they return to school) they may well end up on welfare and/or unemployment because they cannot compete. To carry our survey further, of the 66% who graduate from college only 32% chose to enter a community or four-year college. 16% of these 32% graduated from college. Kansas then realized 16 out of a 100 possible college graduate from a beginning elementary class of 100% in 1962. The question arises as to whether or not this is adequate. Compare to Table XIV, this correlates with the national average of 20.6 who complete or who are still attending college during the age period of 20 to 24.

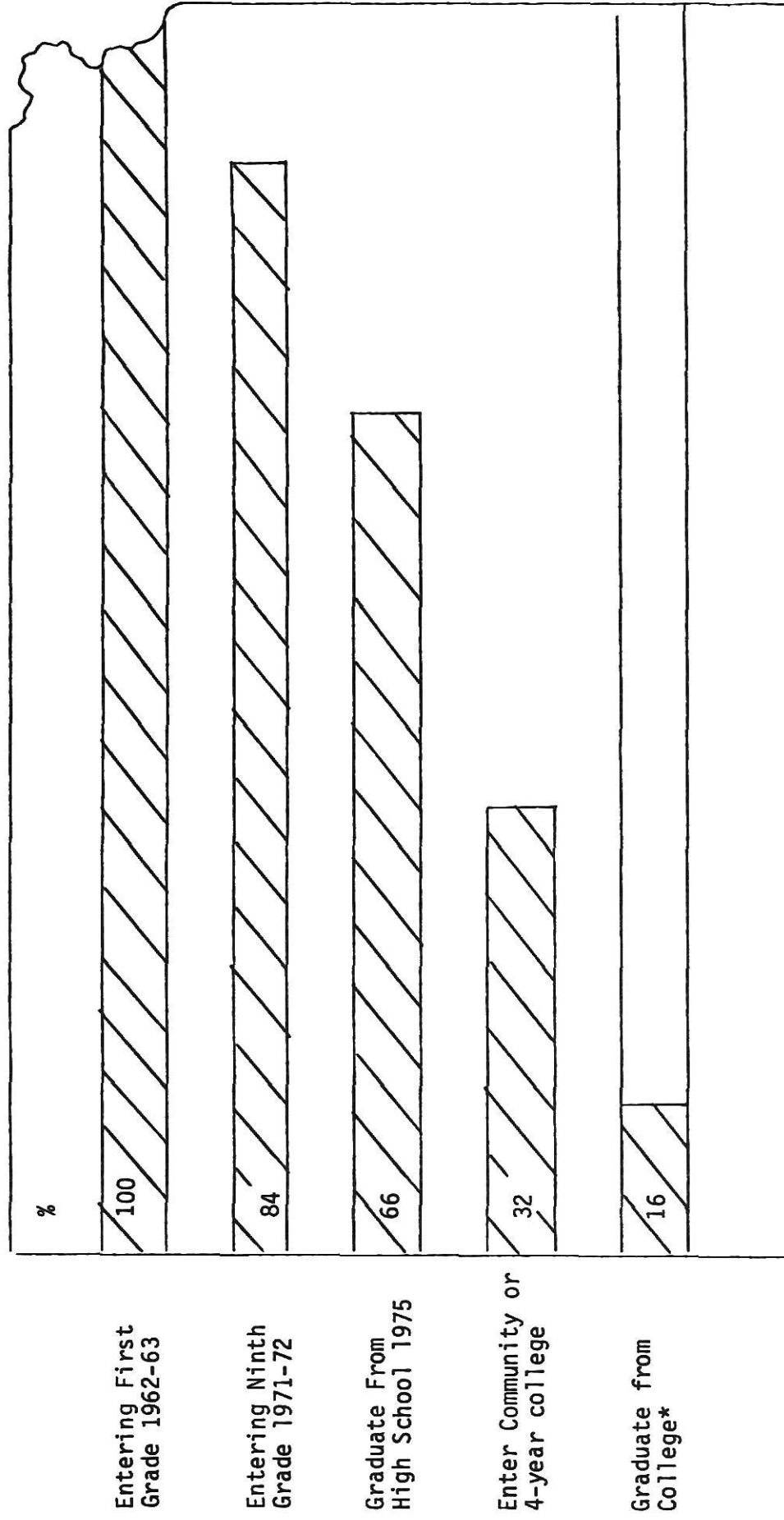
Number of High School Graduates Compared with Population 17 years
of Age: United States, 1869-70 to 1973-74.

School Year	Population 17 yrs. old	High School Graduates			Number gradua- ted per 100 persons 17 yrs. of age
		Total	Boys	Girls	
1	2	3	4	5	6
1869-70	815,000	16,000	7,064	8,936	2.0
1879-80	946,026	23,634	10,605	13,029	2.5
1889-90	1,259,177	43,731	18,549	25,182	3.5
1899-1900	1,489,146	94,883	38,075	56,808	6.2
1909-10	1,786,240	156,429	63,676	92,753	8.8
1919-20	1,855,173	311,266	123,684	187,582	16.8
1929-30	2,295,822	666,904	300,376	366,528	29.0
1939-40	2,403,074	1,221,475	578,718	642,757	50.8
1941-42	2,242,375	576,717	576,717	665,658	51.3
1943-44	2,410,389	1,019,233	423,971	595,262	42.3
1945-46	2,254,738	1,080,033	466,926	613,107	47.9
1947-48	2,202,927	1,189,909	562,863	627,046	54.0
1949-50	2,034,450	1,199,700	570,700	629,000	59.0
1951-52	2,040,800	1,196,500	569,200	627,300	58.6
1953-54	2,128,600	1,276,100	612,500	663,600	60.0
1955-56	2,270,000	1,414,800	679,500	735,300	62.3
1957-58	2,324,000	1,505,900	725,500	780,400	64.8
1959-60	2,862,005	1,864,000	898,000	966,000	65.1
1961-62	2,768,000	1,925,000	941,000	984,000	69.5
1963-64	3,001,000	2,290,000	1,121,000	1,169,000	76.3
1965-66	3,515,000	2,632,000	1,308,000	1,324,000	74.9
1967-68	3,521,000	2,702,000	1,341,000	1,361,000	76.7
1969-70	3,825,343	2,896,000	1,433,000	1,463,000	75.7
1971-72	3,957,000	3,006,000	1,490,000	1,516,000	76.0
1973-74	4,096,000	3,069,000	1,512,000	1,557,000	74.9

Sources: US Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools, Fall; 974; Statistics of Nonpublic Elementary and Secondary Schools; and unpublished data.

TABLE XV

KANSAS EDUCATIONAL PROGRAM



Published by (1975):

Guidance Section
State Department of EducationSource: State Department of Education
School year 1975

* This figure based on 50% of the starting freshman finishing a four year degree program.

CHAPTER III

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

COMPARISONS

When one looks at the diverse nature of these two countries - Iraq with a population of approximately 12 million people, and the United States, a highly developed, technical society, with 220 million people, it seems that there would be no areas for comparison. However, such areas do exist. In particular there are four areas with common problems. These are: (1) The social and cultural area, (2) The area concerned with the problems of the educational factors, (3) The problems of the elementary schools, (4) The problems of the secondary schools.

Social and Cultural Problems: When we compare the dropout in the two countries we find that he/she is the product of a low socioeconomic environment. Whether he/she is in rural Iraq or Appalachia, his/her basic needs are not met. He/she either lives in the slums of a big city, or too far from a township that has an adequate school system. The dropout is kept at home to help the family earn money, to farm land or because he/she just does not have the clothes or necessary money to go to school. The one difference here is social. There are ~~separate~~ schools for boys and girls in Iraq as opposed to coeducational schools in the United States.

Educational Factors: These factors are basically the same in both nations. Parents are often not educated; the child therefore has no interest in school because he has not been exposed to any intellectual activity at home, by way of books, newspapers or magazines. The teachers in Iraq, as in the United States, are, in some cases, ill prepared for their job, or are not interested in helping the deprived child. The intelligence

testing of children in both nations is related to cultural testing rather than to facts which pertain to the child's own particular environment. Many educational programs are theoretical. These are adopted in both urban and rural school districts with no practical value to either. The lack of kindergarten preparation, in both countries, often causes the child to fail in the first grade because he needs time to adapt to a new environment. One of the most unnecessary failures of both systems is the lack of teacher understanding of both their pupils and the socioeconomic background from which they come. Teachers in both nations should be aware of the child's needs as stated by Maslow.

Elementary School Problems: The prime difference (until November 1976) between elementary schools in Iraq and those in the United States is that education in the United States is compulsory until the age of 16 and in Iraq it was not. This situation has been changed by the Iraqi Compulsory Education Law Number 118-1976. Socially and culturally, other factors are similar. More rote memorization is required of Iraqi students than of those in the United States. Until recently, the Iraq student had to pass a national examination before he could be promoted to the next higher grade. This requirement has been recently eliminated.

The dropout rate in Iraqi schools at intermediate level (Table X) is much lower than the dropout rate for the same age group in the United States, (Table XIII). However, one must also consider here the number of students who are enrolled versus those who are not. The dropout rate in Iraq is only that of enrolled students as education was not compulsory at the time the statistics were compiled.

The Secondary School Problems: One of the biggest differences in the school systems is in the number of vocational school students in Iraq

compared to the number in the United States. Table III shows 77 vocational schools in Iraq in 1976, with only 24,031 students. This is one area, in view of the dropout rate and the large number of potential students who do not attend school, that could be drawn into the educational system. The dropout rate of enrolled Iraqi high school students, age 16 to 18 (Table X) is 3.2%. This is much lower than that of the comparable United States age group, which is 39.4 for 16 to 17 years olds, and 78.4 for 18 and 19 years olds. It can be said that once an Iraqi student passes the entrance requirements for high school he seldom drops out. It is difficult to draw any further conclusions because of population disparities, and the unknown factor in Iraq; where it is not known how many eligible 16 to 18 year olds could be in high school, but have never enrolled.

The Iraq school system is not geared for career education at the elementary or high school level. There is a lack of vocational type courses at the elementary and secondary level.

Recommendations

The following recommendations are made in order to assist the Ministry of Education of Iraq in improving the education in that country:

(1) The establishment of vocational technical schools that have curriculums in agricultural and fields such as industrial skills, irrigation, health and home economics. These vocational schools could be located in large rural areas. The necessity of sending young children to intermediate schools in large urban areas would then be eliminated.

(2) The utilization of the rural village schools as learning centers for all adults who wish to learn to read and write. Practical courses in agriculture, home economics, health and hygiene would not only assist the adult, but provide the family with an insight into the reasons why education, especially the education of children, is important. This procedure would also be a means of introducing magazines and other literature into

the home to expose the very young to books and so increase their awareness and desire for education.

(3) The consolidation of schools from the separate system of schools for boys and girls into a co-educational system. This would prevent the wastage of the duplication of facilities and would permit more schools to be constructed in rural areas, with a better staff of teachers, and more instructional media. This would create more competition and greater use of the potential brain power now being wasted by not encouraging girls to seek education beyond the elementary school.

(4) The more equal distribution of educational assets between urban and rural schools. At the present, large urban schools receive most of the media equipment such as film strips, audio visual equipment and television. The transfer of this equipment to rural areas for use in vocational schools and adult training centers would reap great rewards.

(5) The restructuring of the curriculum, especially in rural areas from one that is primarily theoretical to one that is practical. A large percentage of dropout occurs because school is irrelevant. Establishing a vocational program along with the theoretical program would not only prepare the students for higher education, but would provide him with a skill so that he could find a job and be a useful member of his society.

(6) The establishment of closer ties between the teacher, principal, student and parent. A strong parent-teacher organization needs to be established in all areas. Such an organization would involve the parents, and bring them into the school and make them aware of school activities. Better teacher-parent relationships would be established and dropout rates would probably fall.

(7) The above recommendations are different from the school practices in Iraq. If Iraq is to move forward from a developing country to a developed country, it can do so only through its people. It is never too late for adults to learn, for their own satisfaction, to contribute to the education of their children, and to benefit their country. Advanced world societies today are highly technical. This calls for people with knowledge and education.

United States: (1) In order to create more relevancy between education and life in general, skills marketable in today's technical society must be taught in schools. More stress on vocational training is needed in our secondary schools.

(2) The creation of realistic teacher training programs to make the teacher more aware of the social background of the students. Student dropout created by socioeconomic poverty is accentuated by the lack of teacher understanding and his/her labeling of the students.

(3) The initiation of career training from kindergarten through grade 12. Job awareness and the opportunity to earn money at the junior high level and also in work study programs would greatly reduce the dropout rate at this age level.

(4) The initiation of reading programs for the student with language difficulties. Mastery of reading at an early age would motivate the student to remain in school. Access to reading material in the home would provide additional motivation for education.

(5) The establishment of more effective parent-teacher associations that would bring the parent into the school. Teacher home visits should be encouraged especially at the elementary level. Parent involvement in

school activities would be advantageous provided that it was at a level comfortable to the parent.

(6) The establishment of adult evening classes within the school systems with free tuition and with materials provided by the community. These classes would be for the school dropout as well as for his parents or other adults. If more reading material could be introduced into the home, the more motivation for learning would be created.

(7) The recommendations for the United States are different from those for Iraq only in cultural aspects. The creation of adult learning centers in both countries is imperative for the motivation for learning and education at all levels. The basic education that the average American youth receives is not adequate in today's technical society. Education in both countries must be made a part of a life-long learning experience.

Conclusions

Dropout, whether in Iraq, or in the United States, is a national problem that neither country can afford. It is conclusive that the major cause of dropout in the low socioeconomic group is lack of educational background or tradition. This factor, regardless of geographical location usually perpetuates itself. The situation will not change unless the systems of government, namely the school system with the help of other government agencies recognize the problem and institute programs for its correction.

The dropout problem is a manpower problem. This often becomes a social problem with its attendant crime, unemployment and psychological problems as illustrated by the high divorce rates prevalent in the United States today. Each year as the population increases there are over a

million potential students who do not graduate from high school with their peer age group.

For Iraq this problem is of even a greater magnitude. In a country of 12 million people where nearly half the eligible primary grade age children are not even entering school, a problem of such proportion is created that no country can afford to tolerate it. This situation is especially critical in a developing country. The relevancy of school to everyday life is important for both nations. But career and occupational training for job skills becomes irrelevant if the student, whether he/she is a child or adult, can not read or write.

Both nations need to increase their counseling staffs, to determine the needs of the student, both from a standpoint of out-of-school needs, and in-school needs. The dropout rate proves that students likely to dropout need to be identified early so that action can be taken to correct the situation through community programs. Unless the family is involved, and their needs cared for, attention to the student alone is seldom of much value.

In order to accomplish reform in the school programs each school district needs to coordinate its finding with other agencies of government. Welfare agencies, and Health and Medical Care departments, and Job Opportunity centers, all need to be informed of the problem of school dropout. Schools should be able to inform government agencies of the problems. The future of each nation rests with its young people.

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A COMPARISON OF SCHOOL DROPOUT
PROBLEMS IN IRAQ AND THE UNITED STATES

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A MASTER'S ABSTRACT

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ABSTRACT

It is ironic that two highly diverse nations - the United States and Iraq - have in common, a problem of the magnitude that "Dropout" presents. The concern for the dropout (subsequently, the under educated) is no less, in a highly developed technical society as represented by the United States, than it is in Iraq, a country attempting to develop itself.

Factors which influence the education of people, i.e., socioeconomic status, educational systems, rural or urban communities, and ethnic groups are powerful forces which counteract a nation's intent on achieving equality of education for all its people.

There is an adequate budget for education in both Iraq and the United States; but a more economical, and fair distribution of these funds and other resources such as media and staff, must be made between rural and urban educational systems.

Relevancy of education for all students must be stressed. Theory is necessary and has its place; but there are many rural and urban children, who follow parents in trades and skills, and desire more practical school-work. Many young people want to work with their hands and therefore need more practical work, in school to prepare them better for the future.

Vocational education opportunities need to be greatly expanded in both countries a college of education is, in many cases, not demanded or wanted, but a skill for employment is always important.

The Tables reflect the high rate of dropout after the 10th grade in the United States, and a high rate of dropout, or non-entrance at the elementary level of school in Iraq. These dropout rates are luxuries that neither nation can afford if they look to the further technological development of society.