

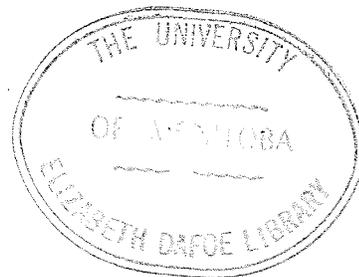
THE POTENTIAL DROPOUT STAYS AT SCHOOL:  
A STUDY OF PUPIL CHARACTERISTICS  
AT R.B.RUSSELL VOCATIONAL HIGH SCHOOL

AN ABSTRACT OF A THESIS  
PRESENTED TO  
THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
UNIVERSITY OF MANITOBA

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF EDUCATION

BY  
LILY SEDUN  
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## ABSTRACT

This study was concerned with students in a unique school setting. The research attempted to identify some of the correlatives, both behavioural and descriptive, that were associated with the choice of some of these students to withdraw from school before completing their course of study.

The setting in which the investigations was carried out was the R.B.Russell Vocational High School whose special purpose is declared to be the provision of "an appropriate educational environment for the many students who have been leaving school at the most formative period of their lives."

The subject-data used in the study were generated by students currently enrolled at, and recent dropouts from, R.B. Russell school; by dropouts and stay-ins in the Winnipeg schools at large; and by dropouts from schools similar to R.B.Russell in Ottawa and in Toronto. The data-collecting procedures were carried out with three objectives in mind: (1) a description of the kind of student who goes to R.B. Russell; (2) a close description of the dropout in order to identify any distinguishing characteristics and (3) the collection of such comparative data as would enable both (1) and (2) to be more appropriately evaluated. The sources of data were interviews, the school records, prepared questionnaires and the Mooney Problem Check List.

Information was gathered on the students' academic performance, familial and socio-economic backgrounds, social and personal environments and on the kinds of problems that arose in their everyday living. A normative portrait of the R.B.Russell student evolved. From this picture it was possible to draw a number of distinctions between the R.B.Russell students and their counterparts in other Winnipeg schools and in Ontario. In contrast, the only administratively effective distinctions that could be made between the R.B.Russell stay-ins and dropouts lay in their attendance records and in the nature of the problems they responded to on the Problem Check List. It was found

that the dropout had significantly poorer attendance at high school and that he was more concerned with problems of courtship, sex and marriage than other problem-areas. The stay-in was most concerned about his vocational future.

The R.B.Russell dropout was characterized as a superego lacunate. He was described as lacking the normal values associated with a middle class institution such as school is. Needs were noted for greater awareness on the part of the school of the discrepancy in value-systems; for more attention to increasing the attractiveness of school to these students; and for an effort to drive-home more forcibly the fact that society is becoming increasingly intolerant of the uneducated and unprepared dropout because of its provisions for him.

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## CHAPTER I

### PURPOSE OF THE STUDY

#### Overview

The purpose of this study was not, perhaps, as unique in concept as it was in setting and in orientation. The school dropout has long been a subject of concern and investigation by both the lay and the scholarly communities. However, the present study functioned within the belief that not all decisions to withdraw from school are 'bad' (in the sense of 'unwise', 'irrational') as is all too often automatically assumed. There are occasions when it may well be to the common weal for a given student to leave school before completion of the 'normal' programme. Concern for the individual may well be misplaced in these instances (outside the bounds of sensitivity to another human being).

It was an aim of this investigation, therefore, to attempt to identify some correlates, both behavioural and descriptive, that were associated with a choice to leave school. The study was conducted in a school setting in which the usual indicators of dropout were no longer entirely relevant since virtually every student in the school exhibited these characteristics a priori yet (for certain) not all dropped out! To the extent that the school setting is unusual the results will not necessarily be generalizable. Yet, since this school was established with at least one of its objectives being to help retain the potential dropout within the school environment until he was minimally equipped to confront adult life, the evaluation that results from the examination of the data that were generated is a valuable indicator of the extent to which the school concerned was attaining that objective.

The identification of correlative data requires only internal sources of information in any study. However, to help interpret those data, and certainly to assist in their evaluation, some kind of external evidence is always desirable. For the present study, comparative data were obtained from similar school settings in Ottawa and in Toronto and from previous investigations carried out in Manitoba.

In short, therefore, it was an aim of this study to investigate in some depth the backgrounds and social-psychological correlates of dropouts from a somewhat rare setting and to arrive at some evaluation of the effectiveness of the school concerned in reducing what is a potentially 100 per cent dropout rate. The school was assessed to be attaining its objective insofar as unwise (irrational) dropout was minimized.

#### A definition of the term 'dropout'

Definitions of the term 'dropout' are as varied as their sources. One widely-adopted definition (Putnam and Tankard, 1964) seems acceptable in the present context also:

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 an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program 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 the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of schoolwork."

Behaviourally, a dropout was defined in this study as any student who began Grade IX (or equivalent) with either the current Grade XI or XII cohort and who had subsequently withdrawn from school. For example, in an ordinary high school, students who enrolled in Grade IX in 1966 would be expected to be in Grade XII by the time of this study had they followed a normal pattern of age-grade progression.

### The school setting

The setting in which the investigation was primarily carried out was the R.B.Russell Vocational High School in Winnipeg, a school built jointly by the Governments of Canada and Manitoba. The special purpose of the school is proclaimed to be the provision of "an appropriate educational environment for the many students who have been leaving school at the most formative period of their lives."

Students in this school devote half their time to an academic programme which stresses rudimentary arithmetic, oral and written English, and social studies with an emphasis on civics. The remaining half of a student's programme is spent in vocationally-oriented experiences. Within the school a series of vocational shops have been organized. These shops are arranged on the so-called "family of occupations" concept. Conventionally, vocational high schools have provided a variety of unit shops which purport to train students as motor mechanics or welders or hairdressers. Yet this kind of specialization has not proven maximally effective for enabling the student to maintain flexibility in a rapidly-changing technology. It is argued that education in only one occupation exposes the student to the danger of finding himself without an occupation at all. Thus, in keeping with the notion that the student's vocational background must be as wide as possible in order to assure future adaptability to the changing technology, R.B.Russell provides a variety of related options. These options include, among others: power mechanics; metal mechanics; food services; building crafts; business education; graphic arts; apparel construction; cosmetology and horticultural sciences.

Eligibility for entrance to the school is (in general) based on a number of criteria. The basic requirement is that the student must be sixteen years of age as of December 1st of the year of entry. For the present study, this was a particularly critical requirement, for it meant that every pupil in the school could withdraw legally at any time they chose. A second requirement for entrance is that the student must have completed successfully Grade VIII of the Modified Occupational

Entrance programme. Alternatively, it is expected that the student will have completed successfully three years in the Occupational Education programme (programme for the educable mentally retarded). In either case, it is a general rule that a student will enter R.B.Russell at age seventeen. Also eligible for entry are those students who do not come within the category of educable mentally retarded but who, for a variety of reasons, are judged to be unlikely to conclude their regular program successfully. Students seeking entry must be recommended by the principal of the school they are attending at the time of application, and have the approval of their parents. It is assumed that the behaviour and attitude of the student is such as to ensure reasonable effort and co-operation with the staff and other students at R.B.Russell. Those students who, after a reasonable trial period, are found to be unable to adjust, are returned to their sending school.

There are, then, two classes of entrant: those students with limited mental ability (presently in about a 1:16 minority out of a roll of about 700), and those general-ability students who are judged by the feeder schools to be unlikely to complete their programme in the regular school environment.

Within certain broad limits commensurate with the known limits to their capacity, all entrants are given the option as to the course of study they pursue. In the event that the course of their first choice is over-subscribed-to, a student will be placed in a closely allied course and transferred at the earliest opportunity. The courses of study consist of the area of major interest, plus allied shop skills. In the case of the educable mentally retarded group, rather less than half the time is spent on academic content and proportionately more on practical experiences. It is anticipated that a complete course of study would last three years. On-the-job work experiences are substituted for practical sessions whenever the opportunity arises in an industrial setting. The student for whom such an experience is arranged is released for a block of time (usually two or three weeks). Since not all students are released for work experience simultaneously, those who are away from

the school setting "miss out" on their academic instruction. However, there is a sufficient amount of time built in to the academic programme for any conspicuous lacks to be filled.

In kind, extracurricular activities are not different from those in a regular high school. However, a greater flexibility exists in the time-tabling of school programmes than in an ordinary high school so that advantage may be taken of special events as they arrive. In a given time period, therefore (and depending upon current external events) the pupils at R.B.Russell may be engaged in a greater proportion of extracurricular activities than pupils in other schools.

Services to pupils are provided by two full-time guidance counsellors (one for boys, one for girls) and a full-time social worker. A nurse is in attendance half-time. In terms of comparable provisions in other high schools this is better than the average. However, it must be recalled that (in the very nature of the entrance requirements) the potential need for pupil personnel services is probably greater at R.B.Russell than it is in a regular high school.

#### Nature of pupil-problems encountered

In order to have some appreciation of the nature of the dropout problem in this particular school, it is helpful to acquire a sensing of the kind of milieu in which these pupils grow up and the kinds of problems they believe are important. A more careful empirical analysis of these problems will be provided as part of the study itself, but at this stage a number of generalities may lead to a better understanding of the nature of the study itself.

As a generality, these pupils come from working-class homes. In some cases City Welfare, a working mother, a common-law father or Children's Aid are the sources of financial support. Academic achievement is almost always universally poor, though measured intelligence is by no means always low. Attendance for some is spotty and often one or more grades in school have been repeated.

The most common psycho-social problems evinced by these pupils are in the areas of boy-girl relationships (courtship, sex, marriage),

in personal psycho-social relations and in their educational and vocational future. In reading of these problems one should recall that the average age of these students is rather greater than that of many high school pupils. Also, the strictures of discipline are very frequently brought about by the imposed demands of legal authorities, for more than a scant few of the students have Juvenile Court records for such misdemeanors as car theft, breaking and entering and shop-lifting.

The listing of such problems as those above makes the case self-evident that on the basis of currently accepted criteria, the likelihood for dropout is considerable. The school as an institution is charged to provide the means whereby the natural proclivity of these students to withdraw, is countermanded. It is the extent to which it is succeeding in this venture that the data of this study are intended to elucidate.

## CHAPTER II

### A REVIEW OF THE RELATED LITERATURE

Public interest and concern are focussed constantly upon those selective social processes by means of which individuals are recruited into various occupational groups or positions and into educational institutions that are regarded as preparatory to these positions. In part, the increasing concern rests upon a realization of the rapidly changing opportunities in the technostucture. The concept of structural unemployment has been used to describe a situation in which unemployment is consistently concentrated among groups with a low level of education and few skills (Lebergott, 1964).

A second basis for concern appears to be the rising social conscience, a growing consensus that problems of decreased vocational opportunity and dropout are legitimate areas for public and governmental intervention and that at least some such situations can be alleviated through the development of appropriate policies and programmes. Though cultural mores prescribe the right of the individual to choose from among the alternatives that are available, "... the responsibility of society is to provide the information, the opportunities and the rewards which make it possible for the individual to make a wise choice, one that will make appropriate use of his talents and provide the personal satisfaction that he seeks" (Sewell, 1963, p.2).

Although the proportion of dropout currently approaches 40 per cent of a given entering cohort this figure is small when compared with earlier periods and other countries. The sheer magnitude of the number of dropouts is, therefore, not the only source of social concern. Problems arise because of at least three factors other than the number of dropouts and the fact that employment opportunities for them are greatly limited. First, it is difficult for the contemporary dropout to achieve a sense of individual worth and of belonging to the community, specially in the cities. Dropout percentages are consistently higher in rural areas but in the rural community there are still socially-acceptable life opportunities for people who do finish high school (Tyler,

1964; Schreiber, 1964). Second, there is an apparent rigidity in educational and residential segregation such as previously occurred among immigrant groups (Reismann, 1959). And third, educators are particularly concerned because there is a generally-accepted view that it is the function of the school to provide an education for all. Hence, dropout implies failure on the school's part. "The dropout problem is quite humiliating to school people because these youths leave us with nothing else in mind. If there were plenty of jobs for our young, this would constitute a choice, but when they leave us for nothing else it is hard to take. I question whether any commercial enterprise could keep going if it lost over a third of its business each year." (Kelley, 1963).

The "dropout problem" has also attracted scholarly interest. Such interest has logically concentrated on high school youth. With the exception of the dropout himself, the decision whether to seek immediate employment or to continue education beyond the high school level is typically finalized during the high school years. If the choice is immediate employment, the additional choice of a specific occupation has to be made. Although the decision may be made in a relatively short time-span, it will doubtless be influenced by a variety of experiences which date back to birth. The set of values that an individual acquires from his family is likely to influence decisions about what jobs to seek and how far to pursue education (Sewell, 1963; Burchinal, 1962). If one peruses the scholarly findings that have accrued during the past ten to fifteen years, consistencies appear in three areas: (a) educational aspiration is associated with indices of ability such as measures of intelligence and past academic performance (Sewell, 1963; Sharp and Kristjanson, 1965; but compare Cervantes, 1965); (b) family characteristics, such as father's occupation, level of living and residence and mother's education, directly influence educational aspiration (Jones, 1965; Siemans and Forcese, 1965); (c) level of educational aspiration is also associated with non-family group experiences such as student-teacher relationships; provision of and participation in school extracurricular activities; occupational level and educational and occupational aspir-

ations of friends (Sewell, 1963; Hollingshead, 1949; Hall and McFarlane, 1963).

The kind and quality of research in this area in Canada has been decidedly restricted though recent efforts may imply a growing interest in the dropout problem.

The decision to drop out of school, then, is influenced by a variety of factors. Among these are (a) the amount and accuracy of knowledge held by the student about various occupations. It has been found generally that children whose fathers are in low-level occupations will associate with children whose fathers are similarly occupied (Hollingshead, 1949). Their vision of the world of work is extremely narrow and they find no advantage to extending their education (see Hunt, 1966, for an extensive bibliography on this point); (b) the way in which occupational alternatives are evaluated will also be shaped by that segment of the total society in which the student lives, as well as by his personal likes and dislikes (Miller, 1964; Miller *et al.*, 1964; Goodman, 1964); (c) the appropriateness of the student's self-evaluation. Aspirations tend to be limited by the student's evaluation of his likelihood of performing successfully in various of the alternatives that are available to him. Ability, social skills, successes and failures, the financial position of his family and the status of his father's occupation are but a few of the likely relevant variables (Schreiber, 1964; Reismann, 1962; Spears and Pivnick, 1964).

The research literature has provided a fairly comprehensive picture of the dropout in the United States, leading one to a relatively straightforward selection of variables to study. To help 'light the way' through the remaining portion of this review, a brief sketch of the 'average' dropout may be beneficial.

Typically, the dropout is a young person not far past his sixteenth birthday. He is slightly below average, or average in his measured intelligence and is more likely to be a boy than a girl. He is an 'underachiever', is not reading at his grade level, and is receiving poor academic grades. He is likely to have repeated one or two grades before arriving at high school. He is often a discipline problem in

school though he is not normally in trouble with the law. He takes part in very few extracurricular activities. He feels rejected by the school. He comes from a family that is opposed to the school and schooling. Most of his friends are people outside the school, often other dropouts. He is aware of the vocational problems associated with a lack of education but regards these problems as lesser ones than those generated by the school. He feels that he will succeed somehow, anyway. (Miller et al., 1964. This volume contains an extensive summary of the characteristics of school dropouts).

The reason that the typical dropout is sixteen years old is that compulsory attendance laws usually require that a student stay in school until that age. In many geographic areas, however, less than 50 per cent of the dropouts are of school leaving age. More typically in these regions the dropout is nearer seventeen, even though leaving age is sixteen years. (Maryland Department of Education, 1963; Guest, 1968; Pittsburgh Schools Board, 1962). There is evidence that the mean age of the dropout is increasing (Miller, 1964; Miller et al., 1964; Whitmore and Chapman, 1965).

There is a universal tendency for more boys than girls to drop out even though there are more girls than boys actually in school. A typical ratio is that 54 boys leave for every 46 girls (Guest, 1968; Schreiber, 1967).

There is some disparity in the accrued evidence on the relevance of intelligence to withdrawal from school. As many studies report that low intelligence is unrelated to dropout as studies that report a substantial correlation (Sharp and Kristjanson, 1965; Guest, 1968; Woollat, 1961; Schreiber, 1964; Lichter et al., 1962; Cervantes, 1965). In general, it has been concluded that at least half the dropouts have the intelligence to benefit from a high school programme leading to graduation and that about ten per cent have enough intelligence to pursue a college education (Schreiber, 1967).

The normal grade-placement at age sixteen is Grade X and about half of the dropouts quit at that grade level (Guest 1968, Schreiber, 1964, 1967). Perhaps because of language difficulties the average

reading age of the dropout is significantly lower than the stay-in (Bledsoe, 1959; Penty, 1956). Nachman and his associates (1964) and Whitmore and Chapman (1965) found that 60 to 70 percent of dropouts were reading below grade level and about 15 percent above grade level.

Studies on the attitude of parents toward education and its effect on dropout are not numerous. Pearl (1965), Lichter et al. (1962), and Sharp and Kristjanson (1965) are among those who have been able to establish a relationship between these two factors. From their reports and from reports of an unpublished nature from Los Angeles, California and Trenton, New Jersey, it would appear that up to one quarter of the dropouts have been actively encouraged by their parents to leave school. Generally it has been found that about half, and as much as 88 percent, of the parents of dropouts are either unskilled workers or are unemployable through lack of any skill. Level of parental education is closely related to the incidence of dropout since on the whole the kind of occupation entered is a function of education (Graves, 1964). It follows inevitably that the family income of such groups is low (Sharp and Kristjanson, 1965; Leubling, 1967; Siemans, 1965; Weinberg, 1968; but compare Cervantes, 1965).

Cervantes (1965) found that often "the home of the dropout is empty, his father gone, his mother stoic and unloving. Family friends try to keep the home together. The child finds appreciation, excitement and identification with various delinquent youth. He has an anti-academic orientation." The dropout believes he doesn't fit into his family nor does he particularly want to accept or understand his family in turn. (Cervantes, 1965; Lichter et al., 1962). There is conflicting evidence on the incidence of divorce, desertion, delinquency and dropout among the family of dropouts and dropouts' family friends. The discrepancies in the findings are in part a function of the fact that while lower-class membership is highly conducive to the dropout situation it is not the only source. Each socio-economic class has its proportion of dropouts and insofar as research is limited to one socio-economic level the likelihood of finding broken homes and their concomitants ranges from the almost-commonplace to the exceptional.

(Tyler, 1964; Lichter et al., 1962; Cervantes, 1965; Schreiber, 1964).

The dropout family has been characterized as "laissez-faire, individualistic, unstable, secular, urban, mobile, gutless and romantic" (Cervantes, 1965). There are usually more children than the parents can handle readily: for example, an only child for a divorced and working mother, five or more children for a non-divorced and working mother of blue- and lower white-collar class (Siemans, 1965; Cervantes, 1965). Parents are inconsistent in affection and discipline (Lichter et al., 1962; Sharp and Kristjanson, 1965; Cervantes, 1965). There are more problems in the father-child relationship than in the mother-child relationship (Bennett and Gist, 1964). Parents of dropouts have strong reactions (shame, anger) to school problems. "A combination of irritation and lack of understanding led to confused and inconsistent handling." (Lichter et al., 1962). The dropouts and their parents had unhealthy and distorted relationships: "... The more mature mothers and fathers, too, had predominantly negative relations with their children. Daughters who were trying to cope with sexual impulses reactivated the parents' poorly resolved problems round sexuality. The parents became suspicious and restrictive and the daughters defiant and rebellious. The generalized passivity of the inhibited boys irritated, worried and angered their parents. The parents nagged and pushed, the boys became more inert and ineffectual." (Lichter et al., 1962. p.255).

The impulsive, independent, unsupervised, rebellious, peer oriented life style which characterizes the dropout's general behaviour is also characteristic of his sexual behaviour (Cervantes, 1965). Kirkendall (1961) reports that five percent of high school girls drop out of school because of pregnancy. Kirkendall demonstrates by means of a cohort-analysis that his figure of five percent means that nearly one half of girls who leave high school before graduation leave while pregnant. "The romantic ideal has taken firm root in the upper echelons of the dropout youth culture....The dropouts in their heterosexual peer relationships have concentrated upon the erotic, the romantic and the sexually exploitative." (Cervantes, 1965. p.173).

The number of schools attended by students during their academic career is, in effect, a reflection of their family's mobility. Evidence suggests that a high degree of geographic mobility negatively influences educational aspiration (Sharp and Kristjanson, 1965). It is also well established that the dropout seldom participates in extracurricular activities (Penningroth, 1963; Wisconsin Division of Youth, 1965; Sharp and Kristjanson, 1965; Dade County School Board, 1964). Proportions of 90 to 95 percent are not uncommon as far as extracurricular nonparticipation is concerned.

Reading disability, grade retardation, dissatisfaction with the school environment, lack of participation in school activities: all these, then, are basic characteristics of the early school leaver. The things about school most disliked by the dropout and most liked by the stay-in, tend toward the core or curricular interests, while non-curricular matters tend to be prized (Cervantes, 1965; Hunt, 1966). Classroom behaviour problems (hostile social approach, attention inadequacy, insufficient action-control, self-overestimation and a general feeling of inadequacy) and truancy are indicants of potential withdrawal (Lichter et al., 1962). Research evidence suggests that boys' school problems start in elementary school and reach maximum proportions in high school; girls do not become as troublesome as boys until they reach puberty; boy dropouts have more factors in their favour (e.g. high I.Q.'s) than do girls; and that girls are of much more concern for their activity, boys for their inactivity (Miller et al., 1964; Lichter et al., 1962; Cervantes, 1965; Schreiber, 1964). Emotional and personality problems are seen as being a major cause of school difficulties and the resultant school leaving. "The dropouts left school because they were motivated to run away from a disagreeable situation; they did not feel impelled to run toward a definite and positive goal. Most of them recognized that a high school diploma would enhance their chances for employment. Their decision to drop out was the final outcome of an accumulation of school problems and the belief that it was too late to correct the difficulties...." (Lichter et al., 1962. p.247) Unlike some symptoms, educational problems stand out in plain view. Children

thus exposed feel resentment and shame and lose self-esteem. Their parents are likely to voice disappointment or anger about the school failure, thus adding to the youngster's unhappiness at home.

Most studies agree that school disciplinary problems are a major characteristic for about a quarter of the boys and a tenth of the girls. Disciplinary-problem incidents in high school increase two- to three hundred percent over similar incidents in elementary school. As a general finding between ten and twenty percent of the dropouts in the United States have been incarcerated in jails for varying lengths of time but over 75 percent had no agency referrals whatsoever. The most frequent school offences are listed as truancy, class misconduct and the breaking of school rules. Shore and Marino (1965) identify about a quarter of the dropouts as 'hard core'. These are the serious behaviour problems, the 'trouble-makers', many of whom are forced out of school as a result of disciplinary action. Others drop out just prior to their inevitable suspension due to chronic academic failure and their severe acting-out behaviour.

Apart from the problems associated with pregnancy noted earlier, some special problems are faced by girls who are considering withdrawing from school. While there is evidence that active efforts are made to retain about two thirds of the boy dropouts in school, less than half of the girls are encouraged to stay on by school staffs. There is a higher unemployment rate among girl dropouts than among boys and they remain jobless longer. A 1964 study of dropouts in Cook County, Illinois, shows that 85 percent of girl dropouts ended up on relief. (Pollack, 1966; French and Cardon, 1968).

Dropouts tend to be 'loners' or to have friends among older dropouts (Schreiber, 1967). Those who do drop out tend to be much more dissatisfied with their social relationships in school than those who do not withdraw. Early withdrawals are sometimes referred to as "school alienated" (Shore and Marino, 1965; Pollack, 1966). Not only are these youngsters retarded academically, but they have poor relationships with teachers and tense and strained relationships with fellow students (Shore and Marino, 1965). There is a distrust and suspicion of authority

figures, a hypersensitivity to criticism or rejection, a facade of toughness, strong dependency-needs and confused self-concepts (French and Cardon, 1968; Leubling, 1967).

This review has attempted to reference from recent literature some of the characteristics of the dropout and the cultural milieu in which he operates. The long-cherished notion of the past, that a youth could leave school, find a job, discover what he was good at, and eventually sit back satisfied with a cool million or two, are gone. Today there is apparently only one way to success -- through education. The dropout is faced with such rapid change he never really has the chance to find out what he is good at. He becomes increasingly confused, unsure and good for little. The cold fact is that our society has increasingly little patience or place for the school dropout.

## CHAPTER III

### METHODOLOGY

#### Subjects

The subjects for this study were found in two major sources: (a) 'live-subject' data from students now at, or recently withdrawn from R.B.Russell school and (b) record-card information on the R.B.Russell students, on comparable students in all Winnipeg schools contained in Guest (1968) and on recent dropouts from schools similar to R.B.Russell school situated in Ottawa and in Toronto. These three schools are all nearly identical in size of roll. The Ontario schools are on a semester system whereas R.B.Russell is on an annual arrangement; R.B.Russell has a three-year programme whereas the Ontario schools are designed for a two-year programme. In the type of student personnel services that are available, the content and organization of the course offerings and work experiences, the schools are identical. The only other difference that could be noted was that the Ottawa school accepts students at age fifteen instead of the sixteen years at the other two schools.

The 'live-subject' pool from R.B.Russell consisted of pupils currently enrolled in a randomly-chosen one third of all classes in the school (N = 244) and a random one third of persons who had since its inception, dropped out of R.B.Russell (N = 120). In addition, six persons were selected at random from this latter dropout pool and were asked if they would agree to being interviewed, to having their interview recorded on tape, and possibly to be quoted. The first six persons so selected and approached agreed to participate in the research under the given conditions.

Data on other subjects from R.B.Russell were collected from a random selection of record files held at the school. This sampling resulted in a pool of 101 files of subjects still in school at R.B.Russell and 136 files of dropouts. Data from the comparative schools in Ottawa and in Toronto were similarly obtained for dropouts from record files (N = 140). In the event that any randomly-chosen file

at any location did not contain all of the required information it was replaced by an alternative random selection. The report on dropouts in the Winnipeg School Division Number 1 (Guest, 1968) was also used as a source of comparative data. The latter contained many errors of record and of computation which were traced-down and corrected. It had to be assumed that matters of record on the schools' information sheets were accurate.

### Procedure

The data for this study came from such a variety of sources, sources varying in location, temporal productiveness and volume of information, that it was necessary to plan carefully prior to data collection for strategies to handle the data-flow and to articulate the several stages of the research. An over-all programme of research was first prepared, involving all phases of the study (see the appendix for a representation of this plan), and a time-line for the specific data-collection was also generated (Figure 1). With the aid of these general plans it was possible to co-ordinate the data-collection and produce the report more readily than might otherwise have been possible.

The data-collection procedures themselves were carried out with three objectives in mind: (a) the description of the kind of student that enters R.B.Russell school; (b) a closer description of the dropout in order to identify any distinguishing characteristics; and (c) the collection of such comparative data as would enable the data gathered under (a) and (b) to be more appropriately evaluated.

In order to be able to describe the student body at R.B.Russell, data were collected as follows. All the students in the randomly-chosen sample of classes were asked to complete both a Mooney Problem Check List (Mooney and Gordon, 1950) and a specially prepared Student Questionnaire which was intended to generate information on language, reading habits, various aspects of socio-economic status not recorded on the cumulative record cards (q.v.), and health data. Provision was made for students to refuse to respond to these items, though none did.

TIME (WEEKS)

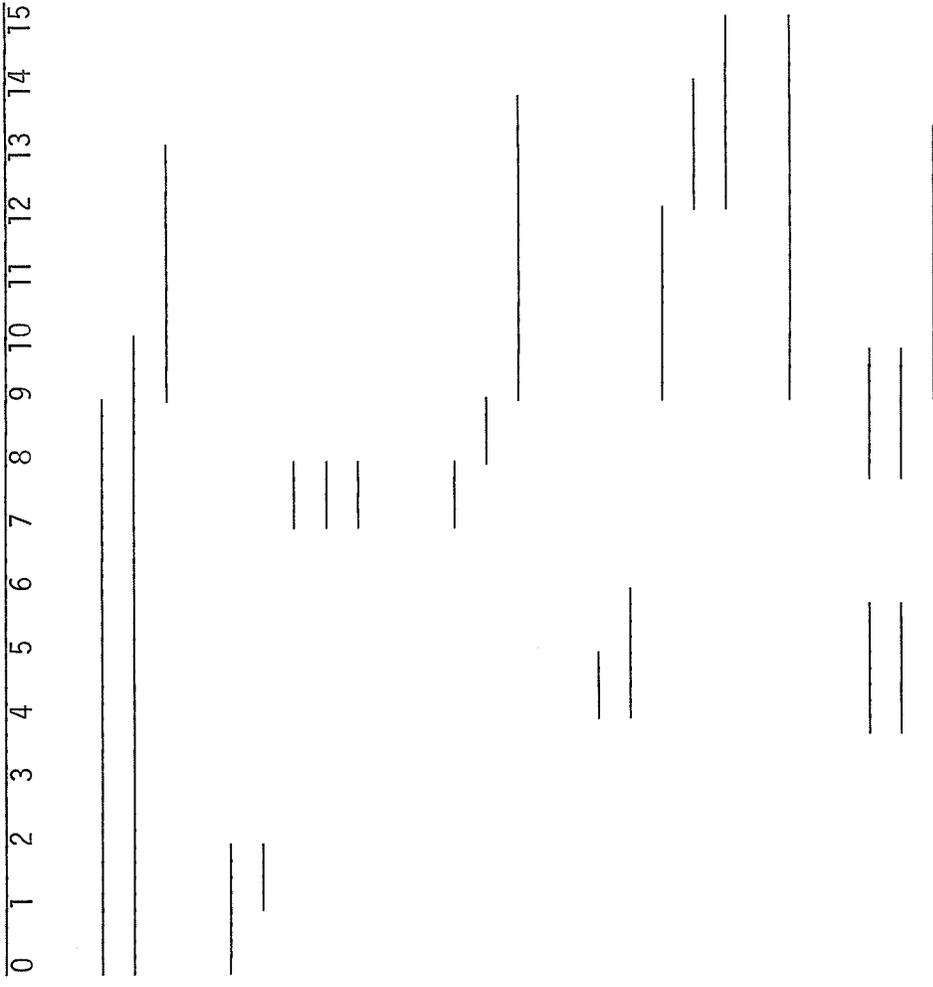


Figure 1: DATA COLLECTION

A copy of the Student Questionnaire is included in the appendix.

The cumulative record cards of the random samples of both the currently-enrolled students at R.B.Russell and the dropouts from all three schools were transcribed for later analysis. These cards yielded information relative to the socio-economic status of the students' families, school performance and attendance records, objective test data, a number of teachers' notations, and health records. The student files also usually contained a general information sheet that had been completed by the student describing his hobbies, his hopes and fears, and his activities external to the school environment. The data on these cards and the data from the two items described above (the Mooney Problem Check List and the Student Questionnaire) were transcribed onto summary data sheets for subsequent data-analyses.

Another questionnaire (reproduced and included in the appendix also) was prepared for circulation to those students who had dropped out of R.B.Russell during its period of operation. The addresses of these dropouts were obtained from the school and a packet containing the questionnaire, a copy of the Mooney Problem Check List, a return-address envelope (pre-stamped), and a covering letter was mailed to each. Of the 120 packets so mailed, four were returned "address unknown". After a week, a follow-up letter was mailed and several persons were contacted by telephone in order to ensure response. By diligent pursuit of the population 103 of the questionnaires were returned. Three of these were sent back with the notation that the respondent did not care to fill the questionnaire out. There remained a usable pool of 100 questionnaires, and Mooney Problem Check Lists, 56 from girls and 44 from boys. The questionnaire was designed to give similar kinds of information to the questionnaire given the currently-enrolled students but in addition it sought reasons for dropout, destination after leaving school, where information about an eventual job came from, where friends worked, what activities the respondent now pursued, and provision was made for evaluative comments on the whole functioning of R.B.Russell. A portion of these questions also paralleled the data-gathering instrument of Guest (1968) so that meaningful comparisons could be made

with his data. Other items attempted to provide information that would give solutions to some of the unanswered questions generated by Guest and by others.

The student questionnaire and the dropout questionnaire were each pilot-tested on a small sample (N = 28) of present R.B.Russell students to identify ease-of-reading and sources of ambiguity, and to provide some estimate of the reliability of response. On the pilot group no difficulty was experienced in interpreting the intent of the items, a finding supported in the major mailing. For the trial group, a visual check on the consistency of response to open-ended items, coupled with a correlation coefficient of .84 for quantifiable-response items, indicated that a satisfactory instrument had been generated.

All the data collected from the four identifiable sources (R.B. Russell current students, R.B.Russell dropouts, Winnipeg dropouts and comparison-school dropouts) were analyzed for similarities and differences, the latter being of paramount importance in the identification of the special characteristics of dropouts from R.B.Russell. Since much of the information was cursive-verbal, categorations of these responses were made and descriptive statements generated. For nominal data that could be categorized objectively, statistical comparisons of several kinds were made using nonparametric techniques. For those pieces of information that were based on higher-order data (i.e. data that had at least interval properties) measures of central tendency and spread were calculated and these latter were treated statistically in order to draw appropriate inferences.

Finally, an interview-schedule was prepared for use with the six students who agreed to be interviewed. A copy of this is provided in the appendix. Interviews lasted one to one-and-a-half hours. The tape-recordings of the interviews were subsequently transcribed for use.

## CHAPTER IV

### A FORETASTE: SIX CASE HISTORIES

In order to help the reader more fully appreciate the normative data in the chapters that follow, some case histories were prepared based on personal interviews and a more detailed examination of school records. The data that were available on the school records were specific enough in some respects but were too imprecise or general in others. In an effort to obtain a fuller picture of a small number of the dropouts and thereby set the scene for the presentation and interpretation of the collective information, six students' names were drawn at random from the list of dropouts, and they were approached with the request that they would permit themselves to be interviewed. All did so.

The six interviews are not offered as anything other than an aid to understanding the variety and complexity of the circumstances that contribute to a student's withdrawal from school. Names have been changed to preserve a modicum of anonymity, but in all instances it may be easy enough to identify the student. These case studies are presented to assist the reader appreciate the nature of the dropout and are in no way intended to be a source of embarrassment or injury to any individual. In the event that a reader can recognize a given case history, it is presumed that the ordinary strictures of professional conduct will prevail.

#### PAULA

Paula withdrew from R.B.Russell school at seventeen and a half years of age, to work in a hospital as a ward aide.

She is a pretty girl with dark eyes and long auburn hair. She is aware of her prettiness but seems to draw self-certainty rather than conceit from this knowledge. Paula lives with her parents and a fifteen year old brother in their home in the north end of Winnipeg. Her father and an uncle used to own a lucrative boiler-making business. As a consequence of drinking and drug-taking during the past few years, the father has had to relinquish his share of the business. Her mother is at

present working for Children's Aid, tending youngsters. Wayne, Paula's brother, is in Grade X at \_\_\_\_\_ High School. Paula's right arm and leg are partially paralyzed as a result of cerebral palsy incurred in infancy. She has learned to handle her handicap to the extent that it is scarcely noticeable.

As a result of her affliction, her activities as a child were restricted. Recalling her childhood, Paula says that her cousins, who are the same age, "felt sorry for her" and taught her to play baseball and other games. They also taught her to ride a bicycle. Paula's father objected strongly to this latter activity as he believed she might hurt herself. Paula defied him and did learn to ride the bicycle.

Paula commenced elementary school at the age of six. She had to repeat Grade I which, she claims, was the direct result of not being able to concentrate on schoolwork because of troubles at home, between her parents. Her mother and father were continually bickering, fighting and smashing things. Grade II she recalls she found very difficult. In Grade III she tried hard to do well, but was unable to obtain a good average in her marks. As a matter of record, Paula's measured intelligence is low normal.

School records show that she repeated Grade V. According to Paula, she was heading for a nervous breakdown at that time. She "couldn't respond to anything". The doctor attributed her nervousness to her parents' behaviour. Her nerves were "very, very bad". She began to question her reasons for living. Much of the time she just sat in her bedroom staring into space. A complete breakdown did not eventuate. (It was at this point in the interview that Paula interjected: "You know, I used to enjoy my parents at one time.")

On the whole, Paula enjoyed her elementary schooling. She often went home and played school or spent a great deal of time with her school-books. Her school attendance during these years was excellent with the exception of her Grade VI year when she was in hospital for four months. In hospital she had two operations, one on her right arm and the other on her right leg. After her discharge from hospital she had to attend once every week for physiotherapy. During the time she

was in hospital only her mother came to see her. Paula was told by her mother that the father would not come. "All he did was sit at home and take drugs".

It was also during her Grade VI year that her father "met up with" several men of questionable reputation and from this time on his total behaviour worsened. He drank more and more, took drugs and upon returning home in a drunken or drugged state would break the household furniture, strike the mother and indulge in loud behaviour. Paula, at age 14, had to call the police on numerous occasions to have her father subdued.

As a consequence of her father's behaviour, the family debts rose, and they were forced to move to the house in which they are now living. Paula entered Junior High School at about the time of this move. In Grade VII she went to school regularly but her nervous condition induced a state of withdrawal. She went nowhere and saw no-one after school each day; nowhere could she feel secure, and she would not bring friends home. Every day she would come home from school to find her father sitting at the kitchen table "with his feet up on it and a bottle of whisky or a case of beer beside him". Paula was frightened of him and avoided him as much as she could.

In Grade VIII she suddenly realized that "shutting myself off was getting me nowhere", so she went to the other extreme in her pattern of behaviour. She went out a great deal, dated and didn't come home till "all hours of the night". Her mother tried to discipline her but could exert no influence. These late-night escapades involved rides in cars (sometimes with strangers), parties and the like.

One of the boys she dated "used her", she felt, but she "didn't realize it until it was too late". After realizing this, once again she cut herself off from all her friends. In Paula's words, she "didn't want anything from anybody but myself".

Paula failed Grade VIII and it was because of this failure that she was called into the principal's office. Here it was suggested that she enroll at R.B.Russell. The principal was cognizant of her problems at home and believed that this new school might be the ideal situation

for her.

Paula attended R.B.Russell for one and one-half years. There she was very happy although the situation at home grew progressively worse. Not only was her father drinking and taking drugs, but the mother started drinking. In addition, her younger brother became involved with the police and as a result was placed on probation. Several times during Paula's first year at R.B.Russell her father tried to burn the house down.

At R.B.Russell Paula was placed in Institutional Services where her handicap did not deter her in any way. Here, she learned to cook, to bake, to clean house -- all the things she had not been allowed to do at home. Here, she believed she was able to get the understanding, comfort, and advice she so badly needed. She had confidence in a number of the teachers and was able to talk about her problems with them. She began to take part in extracurricular activities. One of these (a voluntary hospital-aide service) led her to believe that her interests lay in hospital-work.

In the Institutional Services programme Paula sewed several skirts, blouses and dresses. She also knitted a sweater. Of all of these articles, Paula is very proud.

Paula designated the group of students in Institutional Services "one big, happy family". Not only did she find she learned a great deal but "it was a lot of fun", and "everyone pitched in and helped whenever someone was in trouble".

In the meanwhile she met a man she believes she loves very much. She says that he made her realize that there was more to life than she was getting out of it. He was always there to look after her, to tell her troubles to and to help her when she felt she needed help.

Towards the middle of her second year at R.B.Russell the situation at home became yet more difficult. The family "lost the house, the furniture, everything". The father tried twice on consecutive nights to commit suicide by hanging. On both occasions the mother found him and released him. Paula called the police on the second attempt and her father was placed in a sanitarium where he stayed for several months.

He was released a short time ago but still attends as an out-patient.

The mother by now has decided she has had enough of the father's behaviour, and is taking the children and leaving him. Since there was not enough money coming in to support them it was decided that Paula leave school and look for a job. She found an opening as a ward-aide, in a local hospital, through the efforts of several of her teachers. Although Paula misses school a great deal and hopes to return there in the near future she feels obliged to help-out at home.

Paula claims that she has three basic problems. First, her parents. Paula believes that her father is "a good man underneath" and would like to continue living with him, but she also believes that he will never change from the way he is behaving now. Her father spent eighteen years in the penitentiary before coming to live with her mother and since his release at age 35, he has "tried to show everyone that he is boss and gets everything that he wants". Second, her current boyfriend. She loves him (and she claims he loves her) but he is not willing to marry her. Third, her education. She would like to give up her job even though she enjoys it very much and go back to school.

In talking about the school, Paula says that "R.B.Russell helped me a great deal in many, many ways. It gave me self-confidence. I can talk to anyone. It is one of the best schools I've gone to. My world is there". Paula would not like to see any major changes at the school but she believes that the students become frustrated because they aren't making any headway. No-one tells them to do things. They need more direction, she feels. "If students aren't forced, they refuse to do things".

She also believes that the situation in Institutional Services has changed. Since she and several of her friends who provided leadership for the group have left, "there isn't anyone left to make the decisions". They just sit around and don't want to do anything. She believes that she could help them if she went back to school. On the other hand, the financial circumstances being what they are at home, she will continue to work. She likes her job, is well-liked by her fellow-workers and is happy with the money she makes: "what more can you ask for?".

## GRANT

Grant lives in the north end of Winnipeg with his parents, six brothers and three sisters. Three younger brothers and two younger sisters are still in school; two older brothers are working; one sister and one brother are unemployed. The father is a truck-driver and the mother works full time as a babysitter.

Grant remembers his childhood as "pretty good". He "played round a lot" as a youngster but when he misbehaved seriously (breaking things, refusing to obey commands, stealing) he was beaten by either parent. He claims that the younger children are not punished as severely as he was when he was their age.

Grant commenced school at Grade I level at \_\_\_\_\_ School, where he remained through Grade VI. During his Grade II year he was put back into Grade I and as a result was half a year behind. During these elementary-school years Grant did not participate in any sports or other extracurricular activities. His elementary-school attendance was very good and there is no indication in his school records for this period that there was any irregularity to his behaviour. (During this time he "hung around with" his brothers and "the kids on the block".)

Grant's first year at Junior High School (1964) marks the start of his lack of interest in school. His school record contains the following comment: "He says he has no personal problems. He feels the reason that he failed Grade VII was simply lack of study. Maths give him the most trouble. He seems to lack initiative and seems to have no real desire to do well in school though he does seem to participate in class much better than last year. Maybe more encouragement by his teachers would create a desire to do better. He has a quiet place in the basement to study but says he seldom uses it". (He shares a bedroom with three brothers).

In another entry, dated March 1966, it was noted that there was "a big improvement over last year: (he is) happy in school (but he has) no aims for the future". And in October, 1966: "He seems capable -- but probably a lack of ambition here. Needs more study and should be in off

the streets by 10 p.m." Again, in November of the same year: "(He) comes to class without his homework done and no equipment. Wastes his time during class. Inattentive. Untidy workbooks."

For the first two years of Junior High School, Grant's attendance was good, but in his final year he established a record of truancy. When pressed for an explanation of his absences he could give no reason other than that he "just couldn't be bothered going to school". His favourite school subjects at this level were Fine Arts and Science and he liked Mathematics and Spelling least. His school records indicate that he took part in football, baseball and soccer. His hobbies were listed as pigeon-keeping, chemistry, and "drawing". As a Junior High School student he wanted to become a professional football player.

During his Grade VIII year, Grant became a disciplinary problem at school to such an extent that he was asked to leave. He was given the option of three other schools, including R.B.Russell, which he selected because of its newness and uniqueness.

At R.B.Russell, Grant believes that he learned to weld "pretty good". After a year and a half in the welding course he became bored and decided to take a "little holiday". One day turned into a week, a week into a month and eventually Grant didn't bother going back to school, at all. His attendance during his stay at R.B.Russell had always been poor and at the time of his prolonged absence a letter was sent to his parents threatening Grant's expulsion for truancy. Grant's parents were not in favour of his withdrawal from school, but since he was able to find a job as a printer, there "wasn't much they could do". Grant remained on the job at the printer's shop for about a month and a half. When the furnace "blew up on" him, he quit. For the past year he has not worked.

Grant claims he liked R.B.Russell school. The students "didn't bother" him. For the most part, neither did the teachers "except when they tried to change my way of writing or my way of doing numbers". He believes that the teachers are "good for the school -- they're sort of with it". Grant was satisfied with the welding course and believes that he will have no difficulty getting a welding job provided he can bring himself to start at the bottom.

Grant's social relationship with his peers is good. He has several close friends with whom he passes time but he does not belong to a gang. Upon being questioned where he gets his spending money from, Grant laughed and said: "I do a lot of things. Weazel a little, steal a little but not as much now. Anyway, I just fool around all day -- I don't need money for fooling around". Cigarettes are supplied by friends and drugs are not hard to come by "provided you are willing to 'push' them". When asked if he took drugs regularly, his reply was: "It's not regular, but you can say it is." Since Grant has started taking drugs he does not drink although he still likes to. Periodically, he and his friends go out and "hang one on".

When asked about his immediate future, Grant replied: "I'm going to fool around for a few years -- I'm going to have my fun now and then in a few years get a job". Sometime in the future Grant would like to get further training in welding.

At home, Grant is allowed to come and go as he pleases. "My parents are always on my back for not working". He is quite certain that they will not agree to support him for much longer.

Grant does not have a criminal record, though he has been "picked up by the cops for being drunk on the street".

In thinking back over his time at R.B.Russell, Grant remarked: "I miss school. It was a lot of fun".

#### ERROL

Before moving to Winnipeg, Errol lived in a nearby, small town. He started Grade I in 1957 in a Winnipeg school, at the age of six. His family moved several times during his elementary school years, causing changes of school. He attended three different schools during the first six grades. He repeated Grade I but was unable to say why. During his Grade II and Grade III years, Errol was shifted back and forth between the grades. "They couldn't make up their minds. I got very angry and from then on hated school. I should have passed Grade I anyway -- they thought that I'd been to a small school, but I hadn't". Errol's measured intelligence places him within the normal range.

There are four children in Errol's family: two younger sisters and a younger brother. There is another dropout in the family -- his seventeen-year-old sister was asked to leave school as she had not been applying herself to her schoolwork. Since leaving school this sister has moved out of the home. The thirteen-year-old brother and eight-year-old sister are both attending school. Errol's mother takes in boarders to help ease the family's financial burdens. For the past eighteen years, Errol's father has owned his own painting and decorating business. At present the father is studying photography, eventually hoping to make this his full time occupation. His mother cleans houses and according to Errol, is sometimes able to earn "nineteen, twenty dollars a day".

The family as a whole attended church regularly when the children were young. Errol also belonged to the Young People's Group at the church until two years ago.

Errol remembers his childhood as being a happy one. At school he got along well with his classmates and "didn't mind the teachers" until he entered Grade V. His Grade V teacher he disliked intensely. When asked to explain why, he replied: "She was so crabby. To put it bluntly, she couldn't even get along with my mother when she came down for Open House. She hated me something fierce. I don't know why. I didn't do her nothing".

During the elementary grades, Errol played baseball for the school team, took private violin lessons for four years and had two paper routes. Ever since he can remember he has had no need to ask his parents for pocket-money since he has always earned his own.

Errol attended Junior High School for two years before moving to R.B.Russell. Although of average intelligence, his marks in Grade VII were very low. Midway through his Grade VII year, Errol decided that if he had any intention of going on to highschool he had "better smarten up". He began working much harder at his school subjects. However, it was physical education that interested him most. Errol had always liked sports and although he did not excel at one sport in particular he participated in everything offered by the school. He played basketball, football and competed in track and field competitions.

Errol enjoyed the time he spent at Junior High School much more than he did his elementary school years. He liked the other students in his classroom though "sometimes I had to straighten somebody out or they had to straighten me out".

Errol entered R.B.Russell school in the Fall of 1966. He said: "For a new school I thought it was just great. I was shy, so the first little while I had to back off into a corner." Realizing that this was inappropriate behaviour he began taking part in different activities such as weight-lifting and school dances and soon overcame his shyness. He found all the students very friendly and had no complaints about the teachers. Errol had nothing but praise when he spoke about the Auto Mechanics course he took although he said he would have appreciated more theory. During his second year at R.B.Russell the Auto Mechanics course was restructured so that the first- and second-year students ended up in the same class. Errol found the repetition caused by the presence of the first-year students unpalatable.

In the academic areas, Errol expressed satisfaction with the way the school had taught him how to apply for a job. He said: "At least I'm not afraid to go in and ask for one. I have the trade and I don't have to lie about anything. " In all of his time at R.B.Russell, Errol was absent for only a few days necessitated for treatment of a burn to his hand that occurred during shopwork.

As is the custom at the school, work experience was arranged for Errol. He stayed at an Auto Electrical workshop for two weeks then returned to the regular school programme. Shortly after his return to school the Auto Electrical shop actively sought him for full-time employment. Their inducement to him was so attractive, Errol left school despite his parents' wishes to the contrary. The reality of the job turned out to be less than he expected. After two months of what Errol considered menial labour he sought alternatives through the Unemployment Office and was quickly placed in a similar position. The change proved highly satisfying to Errol and he is still in this new job after five months, happy and looking forward to promotion.

Although he works some fifty hours a week, Errol devotes his little spare time to building a drag-racing car in which he has invested considerable amounts of capital, some of which had to be borrowed from a bank. He also plays hockey for his firm's team.

Even at age eighteen Errol was required to be at home by 10 p.m. every evening, including weekends. Errol objected to this restriction, but his parents demanded that either he abide by their requirement, or leave. He left, and lived with an aunt. Three months later his parents agreed to a relaxation of their curfew and Errol returned home. As a matter of course he is not out late during the week but is now able to take part in extended social affairs on weekend evenings.

Although he smokes (which he is trying to give up), Errol does not take drugs, nor does he drink. As he says: "I try to keep as far away as possible from those."

Errol intends to attend the Manitoba Institute of Technology part-time in order to qualify as an auto-mechanic. When his apprenticeship is completed, his father has offered to help finance a garage for him.

#### JANE

While Jane was very young her parents separated. She was sent to live with an aunt for a year, at the end of which the family reunited. The reunion lasted until the father, who was an alcoholic, was divorced by her mother when Jane was five years old.

Jane attended the one elementary school for all six grades. She caught up to an older brother at Grade IV level. Her marks were better than his but she was made to repeat the grade while her brother was promoted. In addition to this brother, Jane has two younger sisters, one of whom is a step-sister.

Jane liked elementary school. Despite having average intelligence she had difficulty with a number of school subjects, especially Social Studies, Mathematics and Spelling. She did not take part in extra-curricular activities of any kind. She attended elementary school regularly.

At Junior High School level she underwent three changes of school. She repeated Grade VII. In general, she found Junior High School "a happy experience", Jane liked both her fellow-students and her teachers. Her only extracurricular activity was to take part in a music festival in Grade VII.

In Grade VIII she learned about R.B.Russell and transferred there. Under the insistence of her mother she took the Business Education course but never really liked it. She inquired of the principal if she could transfer into hairdressing but was informed that the change would involve her in another three years of schooling before she would be qualified as a hairdresser. The combination of her dislike for the Business Education course and the prospect of a lengthy stay at school caused her to withdraw from R.B.Russell and enter an eight-month hairdresser-training course at a commercial institution.

At R.B.Russell, Jane "liked all the teachers and the kids were very nice, too." She started to take part in the Drama Club during her first year, but soon gave that up.

Jane is required to be at home after 10:30 p.m. on week nights, but she has no deadline to meet on weekends. Her mother remarried while Jane was in Grade VI. Her stepfather rejected all the children of the first marriage saying that he would care only for the mother and his own child (Jane's stepsister). Despite the difficult circumstances Jane still lived at home.

Her mother became jealous when Jane started dating regularly as Jane and her mother no longer did things together. The mother has left Jane's stepfather and she and the four children now live together. The mother is supported by welfare; the stepfather supports his own daughter. Jane claims that the family is now generally happy again. She sees her stepfather when he brings the support-money to the house for her youngest sister. Jane reports that she finds these visits quite pleasant in contrast with the occasions when she sees her own father who has become a hardened alcoholic.

Jane's sixteen-year-old sister is still in school, taking a commercial course. Her nineteen-year-old brother has had three jobs

during the past year and is to enter a permanent (but unspecified) occupation this month.

Throughout her post-elementary school career Jane's attendance has fluctuated. It was particularly sporadic in Grades VI through VIII when her mother had to return temporarily to work after her separation from Jane's stepfather. Jane would often have to stay at home to look after her youngest sister. Jane has never received any pocket-money from her mother: she has had a variety of jobs, baby-sitting, sales-clerking and working in a hair salon.

Jane has three months to go in her hairdressing course. Her fiance has financed this training in opposition to her mother's wishes. Jane does not have a job in view as yet but considers that hairdressing jobs are not difficult to come by. She intends to work for a year or so before getting married.

#### JEWEL

At seven years of age, Jewel was hit by a car and she had to be hospitalized as a result of head injuries incurred by the accident. She remembers little else of her early childhood. Jewel does, however, recall being spanked a great deal for minor misbehaviours.

Jewel is living with her parents and three younger sisters in the southern area of Winnipeg. Her father drives a truck and her mother works part-time as a sales-clerk at Eaton's. Jewel's sisters (aged fifteen, thirteen and eight) are still attending school. The family has changed addresses frequently. Each move has brought with it a change of school for the children. Jewel attended seven different schools during her first six grades.

During her elementary schooling she repeated Grades II and IV. Jewel liked her early school experiences although she had considerable difficulty with the work. Her measured intelligence is low-normal. As she put it: "I must be dumb or something because I just can't get things into my head. The teachers have to go very slow for me if I want to learn something."

Jewel first began disliking school in Grade VI. She did not get

along with the other girls in her class and the boys openly petted her at every opportunity (even during class time) under threats of reprisal if their activity were revealed. It was also during her Grade VI year that Jewel's mother had a nervous breakdown. The children were shifted from grandmother to father and back again. Jewel missed many days of school because she had to look after her younger sisters. She recalls her grandmother being a "big help".

Jewel took part in baseball and volleyball. She also took private art lessons in Grade IV. She did not belong to any school clubs: "I don't like those kinds of things. I find them boring." In school, Jewel liked arithmetic but found language arts difficult. Because Jewel had repeated two grades her sister Darlene caught up to her in school in Grade IV. Jewel remembers getting help from Darlene in languages "it was so bad".

Ever since she was ten years old, Jewel has had to do housework. Her sisters help, but the responsibility of keeping the home neat and tidy falls primarily on Jewel's shoulders. Jewel doesn't really object to the responsibility except when she feels her mother is being unreasonable. "If the house is not perfectly clean when Mom gets home from work at 10, she makes us clean it at night and stay in for a week."

For her Grades VII and VIII, Jewel attended a Junior High School which she liked very much. Here, she was placed in the Modified Program. The other girls were very friendly towards her and the boys left her alone: "They no longer got fresh with me." Jewel particularly liked her homeroom teacher. Several notations appear on her school record cards. In June, 1966: "Jewel was a very good student for the programme. However she did tend to be talkative at times. She was elected secretary of the room." And one year later: "Neat, well-behaved girl. Appears indifferent towards school and not working up to capabilities (has discovered boys). Elected ticket representative but has done nothing in this capacity." Jewel was absent from school very little during those two years.

In the Spring of her Grade VIII year Jewel heard a talk on the nature and purpose of R.B.Russell. She was very much interested in applying as were almost all of the students in her class. Both of her parents agreed that Jewel should apply for the Hairdressing course.

Jewel entered R.B.Russell in the Fall of 1967, and was placed in the Hairdressing course. For the first few months of school Jewel attended regularly. Shortly after Christmas she began a pattern of truant behaviour, spending her days with her boyfriends who was not working at that time. Owing to her poor attendance, Jewel was taken out of the Hairdressing course and transferred to Tailoring. She disliked this course intensely and played truant even more frequently. The truant officer was sent to the home and Jewel was forced by her father to attend school regularly once again.

Jewel was put back into the Hairdressing course. She enjoyed the practical side but found the related theory impossible to master. She also found the general academic subject-matter extremely difficult. Realizing that it was highly unlikely that she would pass the hairdressing examinations Jewel concluded that she was "wasting her time" attending school. When, in the following Fall, her mother suggested she not return to school, Jewel readily agreed and immediately went out to look for a job.

Since leaving school last June, Jewel has held three jobs, one for two weeks, one for four months and her last job for about two months. She enjoyed this last job (packing) the most, but was laid off. In the ten months since she left school, Jewel has been without a job for a third of the time, and is at present not working.

Jewel is allowed out every second night but must be in by 11 p.m. on week nights and 1 a.m. on weekends. "I am not supposed to be seeing my boyfriend. The reason is his brought me home 45 minutes late. I think my mother just does it to be mean and I want very much to see him. I have been seeing him secretly and we've been going steady for well over a year." By various subterfuges (such as pretending that she is seeing a new boyfriend after an appropriate interval of time with the old) Jewel maintained the deceit of her parents and continued to see the same boy.

Jewel and her sisters enjoy the company of their father but have never got along with their mother. As Jewel puts it: "I think my mother goes out of her way to hurt my sister Darlene and me. She is happy only when she is going out, has just been paid or has just had her hair done.

Then she is easy to get on with. She isn't at all understanding and she only thinks of herself and no-one else. She complains a lot about stupid things. She wants us to run after her like dogs. She just sits down and orders us around." Jewel's father drinks heavily and this has in part contributed to the family having accrued substantial debts.

Jewel would not change R.B.Russell in any substantial way. All she wanted to see changed was the lunch-break which she thought ought to be extended to 45 minutes (the present 30 minutes "isn't long enough when you have to stand in line. You never get time to get out for a smoke.") She liked the students and teachers and thought the buildings were very pleasant places to be in.

In recent months Jewel has looked for work but has not found anything suited to her. She has become pregnant and will soon marry her boyfriend of two-and-a-half years.

#### SAM

Sam moved to Winnipeg at the end of his Grade III year from a small town. In Winnipeg's north end he lives with his mother, his stepfather (whom his mother married when Same was eight years old), and two step-brothers, one aged twenty-one and the other thirteen. The older step-brother attends university, the younger is still in school.

Sam started going to a little country school when he was six years old. He attended that school for two years, when the family moved to another farm necessitating a change of school. They lived there for one year before moving to Winnipeg. When questioned how he liked farm life Sam replied: "It wasn't bad. I was small and I didn't know any better."

Sam claims that Grade III was the last year he did any work in school. From then on, and for no apparent reason, he disliked school and frequently misbehaved in the classroom. He "resented the authority the teachers thought they had." He recalls colouring his desk with crayon "just to see what would happen". For his misdemeanors, Sam was given lines to write and on occasion was strapped for his misconduct. During Grades IV to VI Sam attended two different schools in the city.

Despite his dislike for school, Sam's attendance throughout the elementary-school years was good. He always managed to pass his grades although he constantly had difficulty with the school authorities, mainly because of his defiance of some of the school rules.

Sam entered Junior High School with the same attitude towards school that he had had in the later elementary grades. The only thing he recalls liking about Junior High School was the woodworking shop. He chose to enter the Modified Programme "because it was easier than the regular programme". His attendance at school during the first year continued to be good but in the second year of Junior High School he began to play truant.

Sam's leisure time was spent at sports such as rifle-shooting, swimming, baseball, football and hockey, or at the community club where he "fooled round with the guys". Sam also liked building models and reading history-books and he attended Army cadets. He earned spending money delivering papers and working in a store. He was elected captain of a hockey team, sports' captain of his class and (in Grade VI) class treasurer.

Many of the students in Sam's Grade VIII chose to take their subsequent schooling at R.B.Russell. Sam "went along with the group". His vocational choice was "electrical wiring in homes and buildings" but since a course directed to this end was not being taught at R.B.Russell, he was placed in a Landscaping and Gardening course. He found that the course "wasn't too bad" but thought that it was difficult. As he put it: "Anyway, I didn't like digging round in the dirt."

At the end of his second year at R.B.Russell Sam was sent out for work experience with the Metro Parks Board. He continued on the job for the three summer months (during which he was paid regular wages) then he left. He remained in the city a short while then decided to "give farm life a go". He stayed on a farm for about three months then returned to the city.

During his two years at R.B.Russell, Sam established a record of truancy. He was caught truant several times and was warned that continuance of his truancy would result in his expulsion. In June, 1967, the

following notation appears on his record card: "Sam does not apply himself. He loves to clown in class. Has limited attention span." Sam's intelligence-test scores show he has average intelligence. He claims he found the work at R.B.Russell easy, leaving him a great deal of time "to fool around", as he puts it. He believes that there are "a few good teachers and a few bad ones on staff". By "bad ones" he meant "those who think they are doing you a favour by teaching you." He liked the teachers "you could talk to -- didn't put authority on you." He disliked the teachers who exercised their position to underscore the differential statuses of teacher and pupil.

Sam did not participate in any extracurricular activities offered by R.B.Russell. He did select Physical Education as his optional subject and during class-time played all of the different sports that constituted the programme.

While attending R.B.Russell, Sam worked after school hours at a drive-in for six months. He also worked at the store and poolroom owned by his parents but this arrangement did not prove satisfactory to him. For the past three months Sam has been "loafing round with some of my buddies", and has no intention of seeking employment at present. Sam's parents urge him constantly to look for a job. He is anxious to live on his own so that he may come and go as he pleases. His plans for the future involve "bumming around for a few years and then joining the Army or something."

Sam and his friends now spend their time downtown in a poolroom or in a restaurant. He is given cigarettes by his mother from the store. He has stopped drinking liquor since he has taken drugs. He has a criminal record for breaking and entering and has also been "picked up by the cops for being drunk and disorderly". He has spent time in the Vaughan Street Detention Home. He finds his Probation Officer "very easy to talk to" and is able to confide in him.

Sam's three main desires, according to his school records, are "heath, weath and hapiness". His greatest difficulty is "getting into trouble." Going back to school does not seem to be a solution to his problems: as Sam said, "I wouldn't even consider it."

## SUMMARY

The reader will recall that these case studies were a random selection from a large pool of dropouts. In that sense there was no deliberate choice of subjects to illustrate any particular point. Yet within these six histories there was both variety and consistency of circumstance that will hopefully help the reader find greater meaning in the tabular information that follows. No interpretation of these case histories was attempted at the present stage of development of the study. Their content will be used along with the normative data of the next chapter and later, to help with interpreting the total data-pool.

## CHAPTER V

### RESULTS AND INTERPRETATIONS

The results of the data collection will be presented in this chapter. To facilitate understanding of these data, an analysis and interpretation of the information will be made as it is presented. Appropriate inferences will also be drawn. In the next chapter a summary and conclusions will be made, based on these data. The order of presentation of the data will begin with specific descriptions of the characteristics of the students and will range over personal, school, home-environmental, and socio-economic facts.

In all of the tabular and textual material presented in this chapter it will be convenient to use certain abbreviations as designations for the commonly-used sources of data. These abbreviations will be as follows:

- RBR-O: Students currently enrolled at R.B.Russell school.
- RBR-DO: Students who have dropped out of R.B.Russell.
- WPG-O: Students enrolled in regular high schools in the city of Winnipeg.
- WPG-DOO: Dropouts from regular ('ordinary') high schools in Winnipeg.
- WPG-DOU: Dropouts from ungraded classes in regular high schools in Winnipeg.
- OT-DO: Dropouts from the comparison schools in Ontario.
- MPCL: The Mooney Problem Check List.

#### Numbers of subjects studied

The numbers of subjects studied, according to source, is set out in Table I. Part (a) of the table gives the raw numbers of subjects and these, converted to percentages, are re-displayed in Part (b).

It will be recalled that, with the exception of the Winnipeg data, which is population information, these numbers were based on randomly-drawn samples, each about one-third of their respective populations. Disposition of files of the dropouts did not permit a check to be made on the representativeness of these samples in terms of the ratio of boys to girls, though it is suspected that the

TABLE I

## DISTRIBUTIONS OF THE NUMBERS OF SUBJECTS IN THE SAMPLES

(a) Raw Numbers			
<u>Source</u>	<u>Boys</u>	<u>Girls</u>	<u>Totals</u>
RBR-DO	63	73	136
RBR-O (files)	47	54	101
RBR-O (live)	132	112	244
WPG-DOO	644	599	1243
WPG-DOU	75	48	123
OT-DO	112	28	140
(b) Percentages			
RBR-DO	46	54	100
RBR-O (files)	47	54	100
RBR-O (live)	55	45	100
WPG-DOO	53	47	100
WPG-DOU	55	45	100
OT-DO	80	20	100

relative proportion of boys to girls in the R.B.Russell sample is not factually accurate (it is believed that more boys than girls withdraw). The statistical advantages of random sampling, however, far outweigh a specific concern such as this. On the best information that was available (data on the dropouts for 1967-68) the withdrawal ratio at R.B. Russell is 55 boys for every 45 girls. Hence, in terms of the validity of the samples, the data are known to be accurate representations of their populations, with the possible exception of the randomly-induced in the RBR-DO sample.

#### Distributions of dropouts by age and by sex

Percentage-distributions of dropouts from the Winnipeg schools, from R.B.Russell and from the Ottawa and Toronto schools are presented in Table II. These data are to be interpreted as follows: Taking the first column (which refers to the RBR-DO, boys), the entry of 14.3 means that this percentage of the boys who withdrew from R.B.Russell were younger than seventeen years at the time of their leaving. Reading down, the next entry means that about 43 percent were between seventeen and eighteen years of age, and so on.

TABLE II

#### DISTRIBUTIONS OF DROPOUTS BY AGE AND BY SEX (Percentages)

<u>Age (Yr/Mo)</u>	<u>RBR-DO</u>			<u>WPG-DOO</u>			<u>OT-DO</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
less than 17	14.3	13.7	13.9	20.5	30.1	26.2	32.1	71.4	40.0
17.0 to 17.11	42.9	43.8	43.4	26.4	39.1	32.6	53.6	14.4	45.7
18.0 to 18.11	31.7	34.2	33.1	26.8	22.1	24.5	14.3	14.3	14.3
19.0 or over	11.1	8.2	9.6	26.2	8.8	16.7	0.0	0.0	0.0

These distributions by age and by sex are statistically significantly different beyond  $p = .001$  (Chi square = 111.1,  $df = 9$ ). This difference can be attributed to the relatively large dropout at the youngest age in the Ontario group and to the relative holding-power of R.B.Russell until students are aged eighteen years.

Because of the entry-age restriction at R.B.Russell, the data of Table II may most meaningfully be contrasted by comparing the seventeen year old dropout rate at R.B.Russell with the less-than-seventeen age-group in the other schools. With this adjustment, the data from R.B.Russell and the Ontario schools are quite comparable. The dropout rate in comparable (ungraded) classes in the Winnipeg system at large is 75 percent for this same age-group.

The general conclusion from these data is that (with the exception of the ungraded classes in the Winnipeg system) the withdrawal age is delayed by one year after the legal school leaving age is reached.

#### Distributions by mental ability

The distributions of mental ability for each of the standardized tests were first transformed to standard normal deviates. These latter were then averaged and reconverted to the original score-scale, with a mean of 100 I.Q. points, and a standard deviation of 15 points. Means and standard deviations for each group were also calculated. This whole process of rescaling anticipates the objection to averaging test scores based on distributions of different moments.

The data are presented in Table III. Table III(a) shows the percentage of pupils in each sample that fell into each category of measured intelligence. Thus, the table should be interpreted to show that (for example) 16 percent of the RBR-DO had an I.Q. of less than 80 points; 29 percent had I.Q.'s between 80 and 90 points, and so on.

The distributions for the various sources are significantly different at  $p = .001$  level. (Chi square = 282,  $df = 44$ ). The primary difference lies with the OT-DO data where about 61 percent of the dropouts had I.Q.'s of less than 80 points, and with the WPG-DOO which had a somewhat more negatively skewed distribution than the other dropout distributions. It should also be noted that there is a nearly identical distribution of mental ability between the RBR-O and RBR-DO groups. In other words, these two groups cannot be distinguished in terms of their measured intelligence. The distribution of intelligence test data for the students in the Winnipeg system as a whole is given

TABLE III

## DISTRIBUTIONS OF MENTAL ABILITY

## (a) Rescaled and averaged data

Source	less than 80	80 to 89	90 to 99	100 to 109	110 to 119	120 and over
RBR-O	16.1	27.2	35.7	16.1	4.2	1.0
RBR-DO	16.0	28.6	32.8	15.8	5.5	1.3
OT-DO	61.4	15.7	17.1	5.7	0.0	0.0
WPG-DOO	6.2	15.4	40.5	26.9	9.3	1.6
WPG-DOU	21.0	40.3	30.9	5.9	1.8	0.0
WPG-O	3.2	10.2	19.2	26.3	23.1	18.0

## (b) Means and standard deviations

Source	Mean	Standard Deviation
RBR-O	90.8	11.1
RBR-DO	91.2	14.2
OT-DO	76.6	9.5
WPG-DOO	96.9	10.8
WPG-DOU	86.6	9.1
WPG-O	106.4	14.0

## (c) Means and standard deviations by test

Test	RBR-O		RBR-DO		OT-DO		WPG-O	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
CMM	96.2	11.8	94.9	24.1	-	-	-	-
Otis	92.8	10.3	93.0	10.1	75.0	9.9	102.4	10.8
Henmon- Nelson	94.4	9.5	95.5	11.3	-	-	108.5	13.3
Stanford- Binet	88.8	10.4	86.0	10.1	82.5	12.0	-	-
WISC	88.8	10.6	80.1	14.3	75.1	11.8	-	-
Dominion	85.6	10.7	88.1	10.5	74.5	10.5	107.8	15.8
Terman	-	-	-	-	76.4	6.4	-	-
IPAT	-	-	-	-	86.6	9.9	-	-

in the bottom line of the table and follows an approximately Normal distribution.

Table III(b) displays the means and standard deviations of the distributions of Table III(a). Significant differences (Kruskal-Wallis one-way nonparametric analysis of variance; chi square = 123.8; df = 25) exist between both sets of R.B.Russell data and the other distributions. The OT-DO mean is significantly different (and in the low direction) from all other means and the WPG-DOU mean is also lower than all means other than the OT-DO mean. All this may more clearly be stated, perhaps, by saying that the RBR-O and RBR-DO distributions cannot be distinguished statistically while these two are different from each of the others. The significant ordering of the means follows their natural sequence, except again the R.B.Russell means cannot be differentiated. Of course these differences, though statistically significant are in part a function of the number of subjects involved and should not be interpreted to imply that the dropouts necessarily require differential treatment or indeed treatment different from what they are now getting.

Table III(c) provides a summary of the means and standard deviations of performance on a number of the commonly recorded mental ability tests. These data are provided primarily for their interest. Perhaps the only additional conclusion that can be drawn from them is that the distribution of mental ability is more homogeneous for the Ottawa and Toronto schools and for R.B.Russell than it is for the population at large. This conclusion follows from the observation that that the majority of these tests are standardized to have a standard deviation of 15 points of I.Q. whereas the performance data are closer to a standard deviation of ten points.

#### Academic performance

Of particular relevance to this study is the fact that the students at R.B.Russell school (both dropouts and stay-ins) were, on the average, of low-normal mental ability. The average I.Q. is considerably better than the average of the OT-DO group. No apparent reason for this disparity could be found since R.B.Russell and the

Ontario schools draw from very similar populations, including ethnic background.

Specifically for the R.B.Russell students it was possible to examine their past school record of academic performance. Of the 136 dropouts' records examined, only three students had ever been given an A grade for any subject that they had taken. The modal grade was a D for the stay-ins, and C for the dropouts. There were a few instances of B grades but many more instances of failure.

Since Reading skills are critical to general school performance, data were gathered to provide some insight as to how students at R.B.Russell compared with students at other Winnipeg schools. Reading Test data were not always recorded on the cumulative record cards so that these data presented in Table IV may best be thought of as only a rough approximation.

TABLE IV

## DISTRIBUTIONS OF READING ABILITY

(Percentages)

Source	Reading 1 or more grades below	Reading at grade- placement	Reading 1 or more grades above	Not stated
RBR-O	34.8	39.1	19.6	6.5
RBR-DO	19.9	30.9	16.2	33.1
WPG-DOO	13.5	13.0	22.6	51.0
WPG-DOU	32.5	18.7	12.2	36.6

The data of Table IV show that more of the RBR-DO are reading on-grade than were the other two categories of dropouts. However, there is a tendency for students from both R.B.Russell and ungraded Winnipeg classes to read slightly below average (i.e., grade-equivalence), the modal retardation being about one grade.

For the RBR-O and RBR-DO students alone, it was possible to compare the reading performances at Grade III with Grade VI. In Grade III the RBR-O students were reading at an average level of 3.9 (s.d. = 0.7).

At the same grade-placement, the RBR-DO group was reading at grade-equivalent 3.7 (s.d. = 0.7). In other words, in both instances these students were reading above their grade-placement level. However, an interesting result was obtained from the Grade VI data. At Grade VI the average reading levels were, respectively, 5.8 and 6.2 for the stay-ins and dropouts (both with a standard deviation of .5 grade). By Grade VI, then, the RBR-DO group had a reading level that was better than the RBR-O group ( $t = 2.10$ ,  $df = 234$ , significant beyond  $p = .05$ ), but both groups had lost ground relative to the total population.

When questioned about their reading habits outside the school, 43.3 percent of the R.B.Russell students said they did no reading whatsoever and an additional 11.4 percent read less than the equivalent of one book a month. Thirty-three percent read one or two books a month and 11 percent read four or more books a month.

Academic disability is sometimes associated with multilingualism. Although 94.3 percent of the students claim to speak English well, 5.7 percent said that they could speak it only with difficulty. Four percent of the students at R.B.Russell speak French fluently; 86 percent do not speak French at all and the remainder speak French with varying degrees of fluency. Twenty-three percent of the students speak a language other than English or French in the home and of this number 2 percent speak two languages other than French or English. The most common alternative language was Ukrainian.

Also useful as an index of academic performance is the degree of academic retardation, reflected in the number of grades that have to be repeated. In Table V are set out for various sources of data the distributions of the number of grades repeated and the actual elementary grades repeated. Tables V(a) and V(b) are to be interpreted as indicating the percentage of students who repeated no grade, one grade, two grades, and so on, Table V(a) for the total group and Table V(b) for boys and for girls separately. Table V(c) indicates the percentage of repeating students who had to repeat kindergarten, grade 1, 2, and so forth. Since both R.B.Russell and the Ontario schools have a grade structure which is decidedly non-comparable to ordinary schools and with

TABLE V

## DISTRIBUTIONS OF GRADES REPEATED

(Percentages)

## (a) Number of grades repeated: Total

Source	0	1	2	3	4	5	Not stated
RBR-O	23.0	41.0	28.0	4.0	1.0	0.0	3.0
RBR-DO	16.2	26.4	25.7	15.4	3.7	1.5	11.1
WPG-DOO	9.0	38.0	19.0	6.0	1.0	0.0	27.0
WPG-DOU	0.7	22.0	28.5	19.5	5.7	0.7	22.8

## (b) Number of grades repeated: by sex

Source	0		1		2		3		4		5		Not stated	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
RBR-O	9	40	45	36	36	18	7	0	0	2	0	0	2	4
RBR-DO	8	23	35	19	29	23	11	19	3	4	2	1	13	10
WPG-DOO	6	13	39	36	22	15	9	3	2	1	1	0	23	31
WPG-DOU	1	0	19	27	25	33	25	10	5	6	0	2	24	21

## (c) Actual elementary grades repeated

Source	K	1	2	3	4	5	6
RBR-O	0.9	33.6	19.6	16.8	10.6	11.5	7.1
RBR-DO	2.5	27.5	19.6	16.5	11.6	13.5	8.8
OT-DO	5.0	25.0	24.8	5.2	10.0	25.0	5.0

each other, comparisons beyond the elementary school grades proved to be meaningless, so these data are not included in the table.

From Table V it can be seen that the modal number of grades repeated for all except the WPG-DOU group is one. For the latter group the modal number of grades repeated was two grades. By a successive application of chi square tests of goodness-of-fit, it is found that the distributions were each significantly different from every other. That is, although all the distributions have positive skews their frequency-locations differ significantly. Looking at the distributions as displayed by sex in Table V(b), perhaps the most remarkable phenomenon is the four-to-one ratio of girls to boys among RBR-O who proceeded unchecked through the school.

Table V(c) shows that the modal grade that was repeated was Grade I and with the exception of Grade V (which shows a slight frequency-increase) there is a smooth, decreasing progression in the proportion of repeats as the grade-level is increased. The relatively high proportion of repeats in the early grades is a pattern which has been observed among many culturally-deprived groups (Reismann, 1959). Compared with a normal age-grade progression rate of six years through the elementary grades (specifically excluding kindergarten) students at R.B.Russell, both dropouts and stay-ins, spend an average of 7.8 years in elementary school. The Ontario group, which could expect a progress-rate of eight years because of the different designation of elementary grades, spent an average of 9.6 years in elementary school. In other words, all three groups were grade-retarded about a year and a half.

#### Attendance

Elementary school years are, by law, 200 days long. During their elementary-school years the Ontario students attended school an average of 180.3 days (s.d. = 10.1 days); the RBR-O group attended an average of 187.8 days (s.d. = 9.7) and the RBR-DO group had an average attendance of 184.4 days (s.d. = 11.4 days).

Although the average number of days attended by the RBR-O and RBR-DO groups are statistically significantly different ( $t = 2.47$ ,  $df = 235$ ,  $p = .001$ ) it is not likely that one could base a meaningful administrative decision for differential treatment on a disparity of about three-and-a-half days average attendance per year.

The difference in attendance between the stay-ins and dropouts increases as one proceeds up the grades. The mean attendance-figure through secondary school for the stay-ins was 178.0 days (s.d. = 17.0) and for the dropouts the average was 171.6 days (s.d. = 15.0). These differences also are statistically significantly different ( $t = 2.99$ ,  $df = 235$ ,  $p = .001$ ), although again one would scarcely make different administrative decisions based on a discrepancy in average attendance of this order of magnitude.

Particularly among the dropouts, averaged figures disguise some extremely low attendance-rates. Table VI provides an illustration of the attendance pattern in more detailed form.

TABLE VI  
ATTENDANCE RATES IN DAYS PER YEAR  
(Percentages)

Source	less than 160 days	160 to 169	170 to 179	180 to 189	190 to 199	Not stated
RBR-O	2.0	3.0	20.8	30.7	43.6	0.0
RBR-DO	6.6	3.7	8.8	33.8	42.6	4.5
OT-DO	2.9	8.6	25.7	40.0	11.4	11.4

It will be noticed in the above table, that among the RBR-DO group nearly 7 percent attended for fewer than 160 days. At the other extreme of the distribution about 43 percent of all students attended highly regularly. This attendance compares with a modal attendance of 185 for the Ontario students. On the whole, one might be prepared to say that the attendance of the groups represented in Table VI was good. By successive application of the chi square goodness-of-fit test, each distribution may be shown to be statistically significantly different

from every other. It may be concluded that excessive absence (defined as attendance of fewer than 170 days a year) is a useful predictor of potential dropout. In comparing stay-ins with dropouts the incidence of absenteeism greater than the cut-off of thirty days' absence per year is more than twice as much among the dropouts as among the stay-ins.

The mean number of years spent in school beyond the elementary levels are, respectively, 4.1 years for the RBR-O group, 3.7 years for the RBR-DO group and 2.2 for the OT-DO group. This last datum might well be interpreted as a comparable 4.2 years when allowance is made for the different designation of what constitutes secondary schooling in Ontario.

### Health

There is some rationality to supposing that attendance at school is in part influenced by a student's health. When asked what their attitude toward their health was, 69 percent of the R.B.Russell students responded "never think of it" and an additional 8 percent responded that it concerned their family but was of no concern to themselves. Fifteen percent see a doctor once a year; 7.5 percent claim to be affected by their health including a 1.9 percent of students who considered that they were seriously handicapped by it.

Fifty-two percent of the students said they had "nothing at all" wrong with them. About 25 percent of them had trouble with their eyes although 45 percent had not been to an optician within the last two years, and 11 percent had not been to an optician ever. Thirty-five percent of the respondents wore glasses. Nearly a quarter of those who wear glasses claim not to be able to see well in class with them.

Seven percent of the students had had trouble with their ears. Only 5 percent of all the students in the school reported being hard-of-hearing, seven students having to wear hearing aids.

Three percent of the pupils had problems with their extremities. A total of sixteen percent of students had a variety of ailments of other kinds.

Although R.B.Russell has a nurse in half-time attendance there is evidence from these kinds of responses and reported involvement of teachers in health concerns, to suppose that it would not be inappropriate to increase the attendance to full-time. Certainly it would seem reasonable that some attention should be given to the data related to eye troubles.

With the rare exception, neither these data nor the recorded medical reports indicate that the general health of the students is a major contributory to absenteeism.

Nutritional standards seem adequate and the school is assisting by providing balanced lunches at a nominal cost.

Serious shop accidents are extremely rare, only one or two being reported annually.

#### Travel to school

The modal time taken by R.B.Russell students to travel to school, is 30 minutes. About one third of the students live within fifteen minutes' travel-time and 14 percent take over 45 minutes to get to school each day.

Most (67.3 percent) R.B.Russell students travel to school by public transport. An additional 20 percent walk to school and the rest (13 percent) come in their own car, are driven by parents or boyfriends, or come in the school bus. At the time that the questionnaire was answered, no student reported travelling to school either by bicycle or by motor-cycle.

#### Geographic mobility

Eighty-nine percent of the students studied at R.B.Russell had been at school in Winnipeg the previous year. Two percent of the pupils came from other provinces and 9 percent came from overseas.

Table VII sets out the data which show the number of home addresses that the various student-groups have had during their school career. The table is to be read so that, for instance, one might infer that about 45 percent of RBR-0 had had only one address, 24 percent had

two addresses, and so on. The average number of addresses were: RBR-O, 2.6 addresses during their school career; RBR-DO, 2.8 addresses and OT-DO, 2.6 addresses. The difference is not significant ( $t = .18$ ,  $df = 234$ ).

TABLE VII  
NUMBER OF ADDRESSES DURING SCHOOL CAREER  
(Percentages)

Source	Not stated	1	2	3	4	5	6	7	8	9	10
RBR-O	0.0	44.6	23.8	11.9	5.9	5.0	7.9	1.0	0.0	0.0	0.0
RBR-DO	11.0	30.9	21.3	9.6	10.3	7.4	2.9	3.7	2.1	1.0	0.0
OT-DO	11.4	8.6	28.6	14.3	14.3	8.6	2.9	5.7	0.0	0.0	5.7

Table VII shows that for the R.B.Russell students there is modally no change of address (i.e. only one address is listed). In this respect, the Winnipeg-based students were considerably more stable than their Ontario counterparts who modally had one change of address but who were substantially distributed across high frequencies of change including 6 percent with ten addresses during their school career.

The distributions of number of addresses were found to be statistically significantly different (chi square = 44.4,  $df = 20$ ) at the .005 level. The significance of difference lay between RBR-O and OT-DO, and RBR-O and RBR-DO; the RBR-O and RBR-DO being of most interest. There was no significance to the difference RBR-DO and OT-DO.

It was of interest to discover the extent to which the number of changes of address was accompanied by changes in the number of schools attended. The data were as follows: for RBR-O the average number of elementary schools attended was 2.5; for the RBR-DO it was 3.2 and for the OT-DO it was 3.7. The value of 2.5 is significantly lower ( $t = 2.8$ ,  $df = 235$ ) at the .001 level than the values of 3.2 and 3.7 ( $t = 3.43$ ,  $df = 127$ ) which are themselves not significantly different ( $t = 1.43$ ,  $df = 156$ ). This information means that the number of elementary schools attended may be used to distinguish the RBR-O from the RBR-DO groups.

At secondary level the number of schools were: RBR-O, 2.2; RBR-DO, 2.4; OT-DO, 1.6. This latter value is statistically significantly lower at the .001 level than the value of 2.2 ( $t = 3.01$ ,  $df = 133$ ) and 2.4 ( $t = 4.49$ ,  $df = 164$ ), but the values of 2.2 and 2.4 are not themselves statistically significantly different ( $t = 1.34$ ,  $df = 229$ ). These data are, then, the direct opposite of the trends noted at elementary school, namely that the Ontario students are most stable at secondary- and least stable at elementary-levels. It was thought that these findings might in part be explicable by the differences in designating grade levels between the two provinces. When adjustments were made in the data to standardize the designations, similar differences were still found. The only comparative data that could be found were that the average number of schools attended by all pupils in Manitoba was 2.48 (Sharp and Kristjanson, 1965). This latter figure is essentially identical to the average found for the R.B.Russell students so that it cannot be concluded that R.B.Russell students are, on the whole, more mobile than their counterparts in any other school. The range of changes among R.B.Russell pupils is greater, however: about 6 percent had made four or more changes of school as compared with 0.2 percent for the province as a whole.

#### Residence

Approximately one-third of the R.B.Russell students live in the north end of Winnipeg. The remaining two thirds are scattered widely across the rest of the city.

Distributions of dropouts by place of residence and by sex are given in Table VIII. The table is to be interpreted as follows: In row one, 54 percent of the WPG-DOO live with both parents; 8 percent live with their mother alone; 1 percent with their father alone, and so on.

From the table it may be seen that there is a consistent trend for all the dropouts to live with both parents. In those instances where they are not living with both the mother and the father, the most common place of residence is with the mother alone. Although about 6 and 7 percent, respectively, of the OT-DO and the RBR-DO students lived with

TABLE VIII  
DISTRIBUTION OF DROPOUTS BY RESIDENCE  
(Percentages)

Source		Living with....					Not Stated
		Both Parents	Mother	Father	Other Adult	Alone	
WPG-DOO	B:	53.8	8.2	1.1	1.2	6.4	29.3
	G:	55.3	10.0	1.3	0.3	3.8	29.2
	T:	54.5	9.1	1.2	0.8	5.1	29.3
WPG-DOU	B:	54.7	18.7	6.7	0.0	4.0	16.0
	G:	50.0	16.7	0.0	2.1	8.3	23.0
	T:	52.8	17.9	4.1	1.0	5.7	18.7
RBR-DO	B:	77.8	6.3	1.6	12.7	1.6	0.0
	G:	60.3	19.2	5.5	1.4	13.7	0.0
	T:	68.4	13.2	3.7	6.6	8.1	0.0
OT-DO	B:	71.4	25.0	0.0	3.6	0.0	0.0
	G:	85.7	0.0	0.0	14.3	0.0	0.0
	T:	74.3	20.0	0.0	5.7	0.0	0.0

a responsible adult outside the home (a foster-parent or guardian, an older brother or sister or other relative), less than one-sixth this number resided in similar fashion among all the dropouts from the Winnipeg schools at large. In the sample that was drawn, none of the Ontario students lived alone, though as much as 8 percent of the R.B. Russell students did so. Comparable figures for the RBR-O group, which are not included in the table because they are stay-ins, were that 72 percent lived with both parents, 18 percent with their mother, 4 percent with their father, another 4 percent with relatives or in a foster home, and the remaining two percent live alone.

The distributions of dropouts and stay-ins by place of residence were not significantly different for the RBR-O and RBR-DO groups (chi square = 5.6, df = 4), so that one can not use knowledge of with whom a pupil lives as an indicator of potential dropout.

The following question was asked of the R.B.Russell students:

- "Compared with the rest of the city, the area in which I live is
- (a) one of the best
  - (b) as good as the average
  - (c) poorer than the average
  - (d) one of the poorest"

In response, 20 percent of the students considered they lived in one of the best areas; 17 percent in a better-than-average area; 58 percent in an area "as good as the average" and only 1 percent in "one of the poorest". Recalling their actual residential distribution these replies are an interesting example of the affective judgment of these students.

Two separate questions were asked with the intention of finding out the number of rooms in the home and the number of people in the household. In inquiring about the number of rooms, hallways, bathrooms, workrooms, laundries and unfinished basements were not included. Living-, dining-, family- and bedrooms were included as were kitchens.

Two percent of the students live in homes that had only one or two rooms as defined above. Four percent lived in three-roomed homes, 8 percent in four rooms, 18 percent in five, 21 percent in six, 17 percent in seven, 14 percent in eight and 15 percent in nine or more rooms. The average number of rooms per home was 6.4 (s.d. = 1.9 rooms). About a third of the homes, then had five or fewer rooms and another third had eight or more rooms.

The distribution of number of persons per household was as follows: one or two persons: 4 percent; 3 persons, 6 percent; 4 persons, 19 percent; 5 persons, 21 percent; 6 persons, 14 percent; 7 persons, 15 percent; 8 persons, 11 percent; 9 or more persons, 11 percent. The average number of persons per home was 5.9 (s.d. = 2.1 persons). This latter average has to be treated a little cautiously since it includes single-parent homes and homes in which other than the members of the

immediate families reside.

Comparing the average number of rooms per household with the average number of residents, simple division reveals that the average number of rooms per person is 1.1.

#### Numbers of children per family

Table IX includes the distributions of the numbers of children per family.

TABLE IX

#### DISTRIBUTIONS OF NUMBERS OF CHILDREN

(Percentages)

Source	1	2	3	4	5	6	7	8+
RBR-O	6.1	16.2	19.2	18.2	17.2	5.1	7.1	11.1
RBR-DO	5.0	13.9	14.8	19.4	16.7	12.0	5.2	12.9
OT-DO	3.4	20.7	10.3	31.1	17.5	6.8	3.4	6.8

The distributions of numbers of children are not significantly different for the R.B.Russell groups but each of these differs significantly from the Ontario group. Nor are the mean values significantly different ( $t$ , of the order of 1 in each case). The obtained mean values were: RBR-O = 4.5 (s.d. = 2.1); RBR-DO = 4.7 (s.d. = 2.4); OT-DO = 4.1 (s.d. = 1.7). Thus again, the average number of children per family can not be used to discriminate the dropout from the stay-in at R.B.Russell. The range of family size was from one to fourteen students in both the RBR-O and RBR-DO groups.

In the RBR-O group the average location in the family of the respondent was exactly half-way. This was also the case for the OT-DO group. For the RBR-DO group, however, the mean location of the respondent in the family was about two thirds of the way up. In other words, for the R.B.Russell students, the dropout was relatively older than the stay-in in comparison with their siblings. In the case of each

group, there were more older brothers than older sisters and more younger sisters than younger brothers. These data have implications both in terms of the kinds of responsibility that a child is likely to have towards the rest of the family and also in terms of the kind of identity-figures in the home or immediate familial environment. One may infer that the R.B.Russell dropout has fewer identity-figures in his environment and more likelihood of responsibility to younger siblings than does the R.B.Russell stay-in.

#### Parents' occupations

The R.B.Russell students were asked to indicate the occupations of their mothers and fathers, and the educational level attained by both, these factors being clearly co-relative.

Unfortunately, 48 percent of the respondents were unable to indicate the educational level of their father and 45 percent the educational level of their mother. The residual data cannot be assessed for representativeness but are at least valuable for establishing a broad picture.

For the father, one third had only an elementary school education and 47 percent had had some high school education. An additional 17 percent had graduated from high school. Only 3 percent had qualifications from a post-high school institution of any kind. Three of the fathers had been to college, one of them being a college graduate.

For the mothers, 20 percent had had only elementary schooling, 53 percent had had some high schooling and 19 percent had graduated from high school. The remaining 6 percent had some post-high school qualifications: 4 percent had been to business or nursing school and 2 percent had graduated from college.

The mothers, then, were educated somewhat better on the whole than the fathers were. The modal educational level for both was "some high school". About a quarter of the parents had graduated from high school or some higher educational institution. The telling figures, perhaps, are in the high proportions who have attended only elementary school.

Seventy-two percent of the fathers were employed full-time and an additional 2 percent were employed part-time. Eight percent were retired either because of age or ill-health and 9 percent of the fathers were deceased. Only 1.7 percent of the fathers were unemployed at the time the questionnaire was distributed.

Thirty-four percent of the mothers were working full-time and another 16 percent, part-time. These figures mean that 50 percent of the mothers were working in some capacity. Forty-four percent were categorized as housewives and 2 percent of the mothers were deceased.

Table X sets out the proportions of fathers and mothers that were employed at various levels of occupational skill.

TABLE X

## OCCUPATIONS OF FATHERS

(percentages)

Source	Prof1.	Low Prof.	Semi-Prof.	Skilled	Semi-skilled	Un-skilled
RBR-O	0.0	0.0	5.0	35.7	31.3	21.3
RBR-DO	0.0	1.0	3.3	34.1	31.7	26.8
OT-DO	0.0	3.7	7.4	40.7	48.1	0.0

## OCCUPATIONS OF MOTHERS

Source	Prof1.	Low Prof.	Semi-Prof.	Skilled	Semi-skilled	Un-skilled
RBR-O	0.0	1.0	0.0	12.2	14.3	3.1
RBR-DO	1.0	1.0	0.0	5.5	12.5	6.3
OT-DO	0.0	3.1	0.0	31.3	3.1	0.0

The above table needs a little explanation. For the fathers, wherever a row total does not equal 100 percent, the residue were not occupied. For the mothers, the percentages provided are percentages of the total group of mothers. These will be considerably less than 100 percent in total since there were 68.4 percent of mothers who

were classified as housewives among the RBR-O group, 74.2 percent among the RBR-DO group and 59.4 for the OT-DO group. The table, then, is specifically for parents currently occupied in the labour force.

It will be noticed that very few of the fathers or of the mothers were in occupations that are classified as higher than skilled labour (Canada Manpower classifications). For the Ontario students, the fathers' occupations were modally semi-skilled; for the R.B.Russell students the fathers were modally in skilled occupations. The most common single occupation among fathers of all groups was truck driving. Virtually all of the skilled trades were represented. Essentially all the unskilled fathers were working as labourers.

The situation for the mothers was somewhat different because of the large proportion of the mothers of each group who were classed as housewives. Sales clerks, secretarial workers, factory hands, waitresses and chambermaids were the most common occupations for the mothers who were working. Working mothers in the higher echelons included a pharmacist, teachers, and a social worker.

The general and obvious conclusion is that the parents of the R.B.Russell students are modally in the lower occupational strata. The RBR-O and RBR-DO groups do not have significant differences in the occupations of their parents. No correlation could be found between the occupation of a parent and the propensity to withdraw.

#### Adult influences on choice of course

An attempt was made to discover the extent to which significant adults in the students' environments influenced choice of course, taken at R.B.Russell School. The students were asked to what degree (a) their parents and (b) their teachers and/or principal became involved in the decision to select a given course of study. The results were as follows:

For the parents, 49 percent agreed with the choice of their child and another 15 percent concurred even though they would have preferred an alternative choice. Three percent of the parents insisted on an alternative that the student would not have chosen. Twenty-seven percent of the parents did not advise their children in any way and the

remainder, 6 percent, "didn't care".

For the teachers, 57 percent did not become involved in the decision. Thirty-five percent concurred with the choice of the student and 4 percent "didn't care". Three percent of the teachers insisted on the student changing his choice of course.

In actuality, upon arrival at R.B.Russell, 70 percent of the girls and 73 percent of the boys were placed in the course of their first choice. Sixty percent of the remainder of the students underwent one change of course during their career at R.B.Russell, sometimes back to their first course, sometimes elsewhere.

#### Involvement of parents in the decision of the student to withdraw

The dropouts were asked whether or not their parents agreed with their decision to withdraw. For the WPG-DO, 58 percent of the parents of the boys agreed with the decision and in only 6 percent of the cases was there active opposition. The remaining 36 percent of the parents were reported to be indifferent. The parents of the girls of the WPG-DO agreed to the decision in 58 percent of the cases also, but only 3 percent opposed the choice.

For the RBR-DO, in contrast, only 1 percent of the parents were reported to be indifferent, for both the boys and the girls. Fifty-eight percent of the girls' parents agreed with, and 41 percent opposed the decision to withdraw. Only 27 percent of the boys' parents favoured withdrawal and 72 percent were opposed.

When asked to what extent fathers helped their children find a job, 22 percent of the girls responded that he had actively involved himself in their search for employment. None of the boys reported that they had been assisted by their father in looking for a job.

#### Reasons for leaving school

The reasons given by the dropouts for leaving school are shown in Table XI. Because students could respond to more than one reason, the entries in the column headed "%" do not sum to 100. Comparisons are made between questions asked of the RBR-DO and parallel questions

TABLE XI

## DISTRIBUTIONS OF DROPOUTS' REASONS FOR WITHDRAWAL

Reason	WPG-DOO				WPG-DOU				RBR-DO			
	B	G	T	%	B	G	T	%	B	G	T	%
Found most work in school dull.....	181	113	294	28	25	15	40	33	24	16	40	29
Tried, but got discouraged.....	124	118	242	23	6	9	15	12	4	24	28	21
Need more money to spend.....	118	102	220	21	18	8	26	21	16	16	32	24
Other reasons.....	95	114	209	20	17	7	24	20	16	16	32	24
Got behind because of absences.....	111	90	201	19	11	6	17	14	4	16	20	15
Desired more freedom.....	105	175	180	17	18	7	25	20	8	4	12	9
Saw no value to school.....	100	75	175	16	14	10	24	24	20	44	64	33
Earnings needed by family.....	74	75	149	14	13	5	18	15	12	4	16	12
Trouble with teachers.....	80	42	122	12	6	0	6	5	12	0	12	9
Other problems interfered with schoolwork.....	107	111	218	21	9	8	17	12	20	32	52	24
Friends are out of school.....	43	48	91	9	1	2	3	2	8	12	20	15
Felt was taking wrong course.....	41	40	81	8	4	2	6	8	8	16	24	20
Thinking of getting married.....	8	69	77	7	0	10	10	9	0	16	16	12
Asked to leave by principal.....	56	17	73	7	5	0	5	4	12	8	20	15
Health.....	28	41	69	7	1	1	2	2	4	0	4	3
Teaching not good enough.....	17	43	60	6	1	3	4	3	0	12	12	9
Needed at home....	9	20	29	3	4	3	7	6	4	8	12	9
Trouble getting along with peers..	12	12	24	2	4	3	7	6	0	8	8	6

asked on a different instrument of the WPG-DO students by Guest (1968).

Among the R.B.Russell students, the most common reason for withdrawal was that they "could see no advantage to staying in school". The next most common reason was that "scholwork was dull and uninteresting". Inability to concentrate on schoolwork because of other worries or problems, and a desire for more money to spend were other major reasons given. These are comparable concerns among the WPG-DO students at large, also.

The reasons least selected were "trouble getting along with other students" and health reasons.

It is perhaps of interest that the six reasons that were rated as being of greatest concern to the R.B.Russell students are clearly distinct from the remaining reasons. The mean percentage of students responding to the six items of most concern is 25.5 percent whereas the mean for the remaining twelve items is 10.3 percent. There was, then, a clear clustering of reasons that cause greater anxiety than others. That four out of the "top six" are associated with the nature of school and of schoolwork is in some sense noteworthy, since affectively one would not have judged the R.B.Russell students to be overly concerned about academic matters. The financial reason is not surprising in terms of the socio-economic standing from which most of the students come. The final category that received a large proportion of the responses can not be interpreted with the same degree of clarity as the others since it was the "catch-all" category and contains a miscellany of unique reasons. Among these latter were a forthright "I just hated all of school"; and, "If I didn't earn they (presumably the parents) wouldn't support me"; "I couldn't stand being at home" and "I wanted to get my Grade XII and go to university".

#### Plans for returning to school

Twenty-eight percent of the girls and 60 percent of the boys among the RBR-DO indicated that they plan to go back to school at some later date. Only 10 percent of these students had any idea of where they would return and of this proportion almost all expressed a desire

to go back to R.B.Russell.

Thirty-six percent of the girls and 16 percent of the boys were planning equivalent secondary-school training at other than a school. Most of these girls were planning to go to a commercial hairdressing institution while the boys were hoping to qualify for courses at the Manitoba Institute of Technology and some of them were going to join the armed services specifically for the kind of further technical training they could get.

#### Employment after leaving school

A summary of the post-school destinations of the dropouts is given in Table XII. The table should be interpreted in the by now familiar fashion.

TABLE XII

#### DISTRIBUTIONS OF DROPOUTS' POST-SCHOOL DESTINATIONS

(Percentages)

	WPG-DOO			WPG-DOU			RBR-DO		
	B	G	T	B	G	T	B	G	T
At home - plan work in future	27	27	27	27	21	24	37	50	44
Working now	18	19	19	28	18	24	27	27	27
At home - no plans to work	8	8	8	17	19	18	18	22	20
Not stated	46	46	46	28	42	34	18	0	8

Most of the dropouts are at home but "have plans for getting work". About 25 percent over-all are working now. Twenty percent of the RBR-DO group are at home with no plans to work compared with 8 percent of the WPG-DOO and 18 percent of the WPG-DOU groups. The high proportions of "not stated" data from the Winnipeg schools render their interpretation less certain but it is fairly clear that among the R.B.Russell dropouts few leave to enter a job directly.

A question was asked of the RBR-DO group as to whether or not they had arranged a job before they left school. Fifty-eight percent of the girls left school for a specific job but only 36 percent of the boys did so. The girls went to such jobs as working in a mail-order warehouse, waitressing, hospital aiding, housemaiding and working as a short-order cook. The boys went to work as railroad carmen, packers, automobile repair workers, printers and drivers. There were, of course, single instances of a wide variety of occupations ranging from carhop to postman.

The students found out about these jobs from a surprisingly narrow range of sources: they either asked on the job, learned about it through a parent or friend, or were contacted through Canada Manpower. In only two instances in the sample (and both of these were girls who went to work at Eaton's mail-order warehouse) was the school credited with having any direct involvement in gaining a job for the student.

Of those dropouts who did not have a job when they left school, 22 percent still have no job. Some of the girls found jobs as baby sitters, waitresses or housekeepers. The boys found jobs labouring or delivering.

Most (60 percent) of the students, both boys and girls, found that what they had anticipated about the job was, in fact, accurate. Of those who felt that what they had been told about the job was misleading, 84 percent said they still would have taken the job anyway.

The majority of the dropouts believe that the courses they took at school have not much relevance to what they do now. Specifically, 48 percent of the girls claim that the courses had no relevance and an alarming 100 percent of the boys. The implications of this finding for course validity at R.B.Russell are patently obvious. To the extent that the data are meaningful there are two alternative interpretations. Either the courses are, in fact, invalid for the world of work, or it is extremely difficult for the dropout to obtain a job in the vocational area in which he specialized at school. Probably some of both alternatives stand by way of explanation, but there is a matter of concern here.

When asked how much they got out of the courses they took at school that they have since found useful, 20 percent of the boys responded "nothing at all"; 50 percent, "not much" and only 10 percent claimed to have got "a great deal". Forty-two percent of the girls felt that they had gained "quite a lot"; 42 percent "not much" but 16 percent believed they had received "a great deal", from the courses.

These and the previous data imply that some attention should be given to the question of course-work validity at R.B.Russell: hopefully criterion-validity, but at the very least, face-validity.

#### Vocational milieu of the dropouts

One of the claims that has been made is that the school dropout tends to associate with other dropouts and to have friends in low-level occupations.

The dropouts in this study were asked what their three best friends did, and what the fathers of these friends did for a living. Ten percent of the fathers of their friends were in skilled occupations; 82 percent were in semi-skilled or unskilled jobs and the remaining 8 percent of fathers were out of work. The vast majority of the friends' fathers (72 percent) were in some kind of labouring job. These results confirm the generally accepted notion of low occupational level among the families of friends.

Among the friends themselves, 42 percent were still in school. This proportion is considerably higher than the proportion of 10 percent usually reported in the literature. Another 22 percent of the friends were without a current job. About 25 percent of the girls' friends were married housewives. The remaining friends were scattered among a wide variety of occupations: for the girls, most were working in skilled occupations such as hairdressing, secretarial work and sales clerking; while the boys' friends were working in such semi-skilled occupations as a factory-hand or truck driver and in such unskilled occupations as carhop and labourer.

The general conclusion seems to be confirmed, that whenever the friends of the dropout are working they are indeed occupied in low

level occupations, but this is more the case among the boys than among the girls.

#### Extracurricular activities

Contrary to the usual finding, 76 percent of the dropouts from R.B.Russell had taken part in one or more extracurricular activities, provided by the school.

Perhaps surprisingly, only 24 percent said they had taken part in school dances. Twenty-eight percent had taken part in girls' or boys' volleyball, 12 percent in football, 5 percent in basketball. About 20 percent had taken part in the Drama Club, and the same percentage was found for Open House and the School Tea. Minor percentages were spread over such activities as Track and Field, Soccer, Chess Club and Badminton. Twelve percent performed on the school band but none of the girls took any part in cheerleading.

#### Data from the Mooney Problem Check List

The MPCL was administered to both the RBR-O and RBR-DO groups, and to a random sample of 452 students in the Winnipeg schools at large. For the RBR-O's, the average number of problems that were checked was 19.7 whereas for the RBR-DO's the average number of marked problems was 32.7. A significant different of practical magnitude exists between the two mean values ( $t = 3.44$ ,  $df = 235$ ). Among the RBR-O's the range of problems marked was zero to 81 with a median number of 16 and a quartile deviation of eight. For the RBR-DO's the corresponding data were: range, 0 - 78; median = 33; quartile deviation = 11.

The responses to the MPCL were cast into the categories generated by the test and the number of responses made in each category was ranked. The ranks are presented in Table XIII and the rank-order correlations are displayed in Table XIV.

Table XIII is to be interpreted column-wise. For example, among the RBR-O's, "Finances, Living Conditions and Employment", with a rank of one was the area of greatest concern. "Courtship, Sex and Marriage", with a rank of eleven was of least concern. The intermediate ranks are

TABLE XIII

## MPCL COMPARISON DATA

(Ranks)

Problem area	WPG-O			RBR-O			RBR-DO		
	B	G	T	B	G	T	B	G	T
Health, physical development.....	9	9	9=	7	5	6	9=	6	7
Finances, living conditions, employment..	5	7	5	1	1	1	1	1	1
Social & recreational activities.....	3	3	4	10	10	10	11	9	10
Courtship, sex & marriage.....	11	11	11	11	11	11	9=	11	11
Social-psychological relations.....	7	5	6	9	8	9	7	3	4
Personal-psychological relations.....	2	1	2	6	2	3	4	2	3
Morals, religion.....	8	8	8	5	9	8	5	8	6
Home & family.....	10	4	9=	8	6=	7	8	7	8
Future -- vocational & educational.....	6	10	7	4	3	5	6	5	6
Adjustment to school work.....	1	2	1	3	2	4	2=	4	2
Curriculum & teaching practices.....	4	6	3	2	6=	2	2=	10	9

to be similarly interpreted with small numerals implying areas of greater concern.

Table XIV sets out the rank-order correlation between each column with every other column. Thus, the first cell is to be interpreted as demonstrating that a correlation of .70 exists between the ranked problem areas of the WPG-OGs and the WPG-OBs (G and B standing, as usual, for girls and boys respectively). Likewise, the sixth cell in the top row suggests that there is a correlation of .36 between the rank-orderings of the WPG-OGs and the RBR-DOGs.

TABLE XIV

## MPCL COMPARISON DATA

(Intercorrelations)

	WPG- OG	WPG- OB	WPG- OT	RBR- OG	RBR- OB	RBR- OT	RBR- DOG	RBR- DOB	RBR- DOT
WPG-OG	-	.70	.77	.25	.05	.23	.36	.20	.33
WPG-OB		-	.97	.48	.48	.54	.40	.52	.48
WPG-OT			-	.50	.49	.60	.43	.60	.55
RBR-OG				-	.73	.86	.76	.67	.79
RBR-OB					-	.90	.41	.90	.61
RBR-OT						-	.55	.85	.62
RBR-DOG							-	.47	.94
RBR-DOB								-	.68

In general, the intergroup correlations are lower than the intragroup correlations (as might be expected). An exception is the .90 intercorrelation between the RBR-OB and RBR-DOB. Extremely low correlations were found between the ranked data of the WPG-O data in general and the data from the students at R.B.Russell. None of these intercorrelations accounts for a common variance of more than 36 per cent (WPG-OT -- RBR-OT). Most of the obtained correlations between the WPG-O data and the R.B.Russell data are in the range .35 to .50.

The conclusion (and an important one) from the intercorrelative data is that the three groups have substantially different rank orderings of problems.

The subjects from R.B.Russell were asked to identify their three most pressing problems. The problems were categorized as before and the obtained frequencies ranked. The ranked data and their intercorrelations are presented in Tables XV and XVI, which should be interpreted just as were Tables XIII and XIV. The abbreviated headings on Table XV follow the MPCL codes and parallel the corresponding rows in Table XIII.

TABLE XV

## 'MOST CRITICAL PROBLEMS' ON THE MPCL

Problem Area	Girls		Ranks Boys		Total	
	RBR-O	RBR-DO	RBR-O	RBR-DO	RBR-O	RBR-DO
	HPD	3	9=	2	5	3
FLE	4	6	7	6=	5	6=
SRA	10	9=	10	10=	10=	10=
CSM	6	1	5=	1=	6	1=
SPR	8	2=	8	6=	8	4=
PPR	5	4=	4	3=	4	3
MR	9	9=	11	10=	10=	10=
HF	1	2=	3	6=	2	4=
FVE	2	4=	1	1=	1	2
ASW	7	9=	5=	3=	7	6=
CTP	10=	9=	9	10=	9	10=

TABLE XVI

## 'MOST CRITICAL PROBLEMS': INTERCORRELATIONS

	RBR- OG	RBR- OB	RBR- OT	RBR- DOG	RBR- DOB	RBR- DOT
RBR-OG	-	.88	.97	.49	.62	.61
RBR-OB		-	.95	.40	.79	.66
RBR-OT			-	.53	.69	.66
RBR-DOG				-	.56	.83
RBR-DOB					-	.87

Interpreting the total data for both groups, some interesting differences were found in what were regarded as the most critical problem-areas. For the stay-ins the most critical problems were associated with the future, followed by home and family problems. However, for the dropouts the future took only second place to "Courtship, sex and marriage". Of least concern were social-recreational areas and "Morals and Religion". That health matters should receive such a high ranking among the stay-ins was rather surprising in view of the insouciance about health reported earlier in the study.

Among the dropouts the boys were more concerned about their future than were the girls and it is perhaps of interest to note that economic concerns received only median rank.

Again, the intergroup correlations are lower than the intragroup correlations. The stay-ins are extremely homogeneous in their rankings as evidenced by correlations of .90 and above. Fairly uniform magnitude intercorrelations exist between the rest of the data with perhaps the only datum of note being the relatively high correlation of ranks of the RBR-OB and RBR-DOB.

It is perhaps worth a diversion to record some of the free responses as to what eventuate as the most pressing problems. The following listing (in the words, spelling and punctuation of their authors) gives some idea of the flavour of the concerns and urgencies of the R.B.Russell student. The first ten statements are from stay-ins, the rest from dropouts.

"I realy Hate academic classes and I dont want to take them because I dont get along with any of the teachers and I realy Hate it very much in other words I hate school more than anyting eles in the wold."

"I hate peoples who thinks there better then someone else."

"I don't know but I feel that when I have a female I feel I am in a different worls then when another guy comes to evn talk to her I get jeleous."

"There is one of the teachers in the school that i do not like she is the worrist teacher i ever had all my other teacher at other school they were realy nice all the time maybe once in a wile they get mad but otherwise there realy nice to me all the time. I hate the teacher i have i do not mean my home room teacher i mean my typing teacher Every time i get typing any mistake i made she hallows at me all the time."

"Well I wanted to get a car No said my mother. Want to learn how to drive Wiat till I fix my car said my brother. Your to fat loose wait said my father."

"Is catch any flew or cold or anything going arround and I miss too much school."

"I have trouble when going out with the opposites sex, as a result of being to free with myself and letting him go as far as he wants. And also not getting enough sleep and I'm always tired."

"I want to be hospitalized just to get away from everyone and everything for a while."

"My mother and father are drunks its killing them. I don't want to be around to see them kill themselves on a bottle."

"My parents are afraid that i'm going to go out and do something wrong. Because a couple of my girl friends are pergants."

"The problem that trubles me most is with in myself. LOVE. This hurts me the most. I found the man I love and yet I can't hav him and mariage To me its plain to see mariage and I are like heven and hell. They will never get to gether. I'm horrified of thinking of the future all this speach of how I should get married and have children or how I am supposed to be."

"About getting married and supporting wife and child."

"I am married now and moved from the city in which I was born. I wish I could go back but I don't know if I ever will. I miss all my friends in Winnipeg. The reason for being out here is Gary was transferred out here. Some times I also wonder if I have married the right person. Because if I see someone I use to go out with I start wondering if I still like him."

"Before my boyfriend went up North we had intercourse I'm sorry to say. Now I think I am pregnant. I don't know here to look. I haven't wrote my boy up north yet because I know he'll make me come up there with me. Yet I know my guy here won't let me go. He said, baby or not he'll love it as long as it is mine. Beleave you me I just don't know what happened to me or what's going to happen. I don't know who to turn to."

"The only problem I have is I want to move out on my own. But Im not sure if I can handle all the expenses. My girlfriend wants a room mate to save expenses. Id move in but I can't find a job Id like to stay at."

Finally, responses to the two questions: (a) would you like to spend more time in school discussing your problems? and (b) would you like to talk to someone about your problems? are tabulated below.

TABLE XVII

## MPCL FREE RESPONSE ITEMS

(Percentages)

		RBR-DOG	RBR-DOB	RBR-DOT	RBR-OG	RBR-OB
More time in school?	Yes	33.3	50.0	40.9	40.7	39.5
	No	66.7	50.0	59.1	59.3	60.5
Talk to some one?	Yes	46.2	22.2	35.5	44.4	51.1
	No	53.8	77.8	63.5	55.6	48.9

Fifty-nine percent of the RBR-Os and RBR-DOs were not interested in spending more time in school talking about their problems. Among the RBR-DOBs there was an even division on this question, however. Among the stay-ins there was a clear-cut disfavouring of this option.

In answer to the question "would you like to talk to someone about your problems?", more people in both groups answered "No" than answered "Yes". Nevertheless, 47 percent among the stay-ins and 36 percent among the dropouts felt the need for someone to talk to. This latter figure may be indicative of a need for the school to provide some facility for dropouts to return for counselling or guidance.

## CHAPTER VI

### SUMMARY AND CONCLUSION

The data that have been presented in the preceding chapter have given rise to few variables that may be used as discriminatory indices between the dropout and the stay-in at R.B.Russell.

Nevertheless, a fairly clear picture of the R.B.Russell student has evolved and the data of the last chapter have enabled a number of distinctions to be drawn there, between the R.B.Russell student and his counterparts in Ontario and the Winnipeg school system at large. Perhaps by using what has been uncovered about the R.B.Russell pupil to paint a broad-brushstroke picture is the most direct path to portraying his problems and needs.

The dropout, modally, lives with both his parents in a house of six rooms in a household of six people. He is about two thirds of the way up his family, the older siblings more likely being brothers than sisters and the younger siblings more likely being sisters than brothers.

His mother is more likely to be at home than working, but if she does work it is probably in a skilled job. His father, also, is working, probably in a skilled- and possibly in a semi-skilled occupation. Both his mother and his father are most likely to have attended high school but have themselves dropped out before graduating.

He lives within thirty minutes' travelling time of R.B.Russell and travels to school by public transport. He will have undergone two changes of address in his school career. He speaks English at home but if a second language exists in his household it is likely to be Ukrainian.

He dropped out of school at an age of seventeen years, against the wishes of his parents. A girl dropout, however, will usually have the support of her parents for withdrawing. The dropout is unlikely to have a job ready to go to, but if he has, he has probably learned about it from friends.

His academic career has been unimpressive. His I.Q. is probably in the range 85 to 95 I.Q. points and he probably had a straight C record during his schooling. He has repeated one or two grades, most likely the early elementary grades. He is therefore academically retarded about a year-and-a-half. His reading is not very far from being on-grade though he reads almost not at all outside the school environment.

In all these things, no distinction could be made between the stay-in and the dropout at R.B.Russell.

One distinction that may be made is on the basis of school attendance. Although their attendance records at elementary school are very similar, at high school the stay-in has significantly better attendance-patterns than does the dropout. The dropout may, in fact, be absent for one quarter of the school year.

The dropouts' reasons for withdrawing are varied but four of the six most likely reasons are associated with the unattractiveness of school and its perceived low payoff.

The courses he took at school he now finds are of little relevance to what he is doing. He was free to select his own course and most often was given the course he chose. He wants to return to school for retraining but is vague about when and where. At school he was moderately active in extracurricular activities.

His friends are equally likely to be still at school and out of school, not working. His friends' fathers are likely to be labourers and his own father does little or nothing to help him find vocational placement.

One other area in which the dropout can be distinguished from the stay-in is in the nature of the problems that he marks on the Mooney Problem Check List. The stay-in boys and dropout boys were similar in their rankings of the problem areas but the girls, once outside their primary concern are markedly different. Social-psychological problems are a much greater concern for the dropout than the stay-in, for example. On listing their three most critical concerns

both groups again ranked worries about the future high, however the dropouts (both boys and girls) are much more concerned about "Courtship, Sex and Marriage" than the stay-in, while the latter is more concerned about his family and his health.

If one may be permitted a single typification after a study of this nature, the picture of the dropout that emerges is essentially that of the superego-lacunate. The dropout does not accept the normal school superego values such as good attendance, good performance, good behaviour. He sees nothing wrong with truanting, not studying and misbehaving in classes. His parents may not, also, possess the conventional superego values toward school and consciously or unconsciously encourage his attitude. Five of the six case studies may be said to support this view.

The resolutions of the problems of the R.B.Russell dropout, as illuminated by this study, are not so much the prerogative of any school alone as they are of society being willing to tolerate school values that are apparently other than middle-class. A need exists to make school and schooling more valued by these R.B.Russell students. More tolerance perhaps should be given to the student who makes a rational withdrawal in the face of an array of environmental factors that are often horrifying in an allegedly socially-secure society. That a teenager, threatened by his parents with expulsion from his own home and with nowhere to go should choose to leave school to seek a job is not surprising. That he has apparently learned so little of relevance during his school career is, to say the least, unfortunate. Nor does he, on the basis of the evidence produced here, have all the help he could perhaps expect from the school in finding appropriate employment. Further it may well be that somewhere in his school career it should be made clear to him that the world in which he is to live is becoming increasingly inhospitable to the unqualified and unprepared and that he has an obligation to himself and society to be patient and postpone self-gratification until he has gone as far as he and his school, together, can go.

The picture of the R.B.Russell student and the characterization of him and his environment lead to a few (but an important few) recommendations and conclusions.

First, some hope can be derived from the fact that the mother remains at home and is a little better educated than her husband is. The stability and cultural stimulation that result from her presence in the home is obvious enough. Therefore, it is recommended that active measures be taken by the school to enlist the support of the mothers and their active interest in furthering the academic backgrounds of these students. It may be that minimal amounts of homework should be required instead of the gross distinction that exists at present whereby school work has its place only in the school and as far as the student is concerned is confined there. If some effort were made to require relevant homework to be done out of school it is quite possible that the student will begin to see applications and advantages to academic content in his extra-school environment. The support of mothers in the supervision of homework may not be an unreasonable request of them.

Second, the study showed that -- certainly as far as the boys were concerned and to some extent in the case of the girls -- the parents are favourably disposed towards the position of the school in trying to prevent the withdrawal of the pupils. It is therefore strongly recommended that the principal make an effort to meet with the parents of the student body and arrive, with them, at some strategy for helping prevent dropout. If (as is possible) the parents of these students are reluctant to come into the school, the school and the School Board should make provision for a social worker and counselor to visit the parents to carry out the necessary propagandization.

In any event, whether it is for the latter reason or not, the school should devise and act upon ways to establish contact with parents and sustain their general interest.

Third, it is not unreasonable to suppose that at least some of the blame for the dropout rate is directly attributable to the actions (or lack of action) of the staff. Only a few of the pupils expressed any vehement dislike for the school as a whole. If they liked the school, what is being done to make that liking for school greater than the liking for counter-attractions in the out-of-school environment? These teachers should be making a special effort to enhance the value of an education when they are obviously aware that their charges are all potential dropouts. If need be, teachers should agree to follow-up on any dropout and in the event that he does not get a job, bring every pressure to bear to ensure his re-entry. Each teacher should assume this responsibility for a certain number of the pupils. Follow-up is not only an essential to the vocational preparation of these students, but also to their social-psychological welfare. In every sense they should be made to feel welcome to return to school for further training or to return for counselling and guidance.

One other clear conclusion from the study was that many of these students leave without any job in view. It is suggested that the school be staffed in such fashion as would mean that virtually every student who left school did so only with appropriate employment in view. In other words, job-placement services should be a high priority in the school. The aid of competent labour-force economists must be sought to help the school plan its training programme. There is no reason to suppose that the kind and the content of present courses are going to be relevant in three years' time, let alone tomorrow. That the school should pretend to function without such input data as an economist could provide is nothing if not myopic. The school curriculum which is neither face-valid nor criterion-valid can never attract nor hold students.

If, as appears to be the case, psycho-social problems are dominant concerns in the lives of these students, the school must provide whatever counselling services are needed to reduce the dissonance

which these problems generate. Certainly, time should be made available to an enlarged counselling staff to talk to these students about their concerns, and to use their psychological training to inculcate a belief in the value of postponing self-gratification.

Finally, if financial concerns are so pressing as to lead to an early withdrawal from school, the principal and staff should make whatever case is necessary to the Provincial Government for such special financial dispensation as would enable these students to maintain themselves and thereby be free to continue their schooling.

APPENDIX

## PRELIMINARY RESEARCH STRATEGY

## CHAPTER I: PROBLEM

Overview Statement of Problem Justification Definitions Summary

## CHAPTER II: LITERATURE REVIEW

Additions Re-draft

## CHAPTER III: METHODOLOGY

<u>Flow Chart</u>	<u>Subjects</u>	<u>How collect</u>
	R.B.R. - Ord.	School records
	R.B.R. - D-O	Winnipeg norms
	O-T - D-O	Interviews
	Wpg. - D-O	Comparative schools
<u>Instruments</u>	<u>How administered</u>	<u>Summary</u>
Student quest.	School records	
Student quest. II	Interviews	
MPCL	Mail	
	Literature	

## CHAPTER IV: A FORETASTE: SIX CASE HISTORIES

Case studies: 1, 2, 3, 4, 5, 6 Summary

## CHAPTER V: RESULTS AND INTERPRETATIONS

<u>Analysis - RBR-O</u>	<u>Analysis - RBR-DO</u>	<u>Analysis Comp. Data</u>
		<u>OT-data</u>
father's occup.	father's occup.	father's occup.
mother's occup.	mother's occup.	mother's occup.
av. # chld/fam.	av. # chld/fam.	av. # chld/fam.
av. # addresses	av. # addresses	av. # addresses
modal age	modal age	modal age
av. # sch/elem.	av. # sch/elem.	av. # sch/elem.
av. # yrs/elem.	av. # yrs/elem.	av. # yrs/elem.
attend/elem.	attend/elem.	attend/elem.
modal grds. rep.	modal grds. rep.	modal grds. rep.
read. @ 3	read. @ 3	--
read. @ 6	read. @ 6	--
av. letter grd.	av. letter grd.	--
av. # sch/sec.	av. # sch/sec.	av. # sch/sec.
av. # yrs/sec.	av. # yrs/sec.	--
attend/sec.	attend/sec.	attend/sec.
av. # yrs/RBR	av. # yrs/RBR	av. # yrs/--
I.Q. tests: CMM	I.Q. tests: CMM	I.Q. tests: OTIS
OTIS	OTIS	S - B
H-N	H-N	WISC
S-B	S-B	TER
WISC	WISC	DOM
DOM	DOM	IPAT

## PRELIMINARY RESEARCH STRATEGY (CONT'D)

<u>Analysis - RBR-O</u>	<u>Analysis - RBR-DO</u>	<u>Analysis Comp. Data</u>
MPCL	MPCL	<u>Winnipeg Data</u>
Language	Course location	# of withdrawals
Reading habits	Reasons for leaving	Age, sex, grade
Level of employ.	Parental attitude	Course
Father's educ.	Re-training	I.Q. scores
Mother's educ.	Job choice	Reading ability
Live with	Job information	Academic history
Housing	Occup. friends' fs.	Attendance
Distance/school	Occup./friends	Live with
Influence/courses	Critique/RBR	Parents' attitude
Health	Extracurr. activ.	Home problems
		Attitude/school
		Reasons why
		Plans re-training
		Plans/employment

Personal Problems

Av. no. responses MPCL: RBR-O vs. RBR-DO  
 Problems: ordinary schools  
 Problems: students dropped out  
 Problems: stay-ins

School PerformanceSocio-economic Status

## CHAPTER VI: SUMMARY AND CONCLUSIONS

Description RBR Students

What are students like?  
 Differences between RBR students and ordinary schools

Description RBR Dropout

What are dropouts like?  
 Differences between RBR students and RBR dropouts

Rational vs. Irrational DropoutsCorrelates of DropoutsRecommendations for Further ResearchSummaryBibliographyAppendix

## STUDENT QUESTIONNAIRE

NAME: \_\_\_\_\_  
                     FIRST                    MIDDLE                    LAST

1. (CHECK ONE): BOY \_\_\_\_\_ GIRL \_\_\_\_\_
2. DATE OF BIRTH: \_\_\_\_\_
3. HOME ADDRESS: \_\_\_\_\_
4. PHONE NUMBER: \_\_\_\_\_
5. WHAT SCHOOL DID YOU GO TO BEFORE YOU WENT TO R.B.RUSSELL?  
 \_\_\_\_\_
6. HOW LONG DID YOU STAY AT R.B.RUSSELL? (CHECK ONE):  
 LESS THAN A MONTH \_\_\_\_\_ 1 TO 6 MONTHS \_\_\_\_\_  
 7 TO 12 MONTHS \_\_\_\_\_ MORE THAN A YEAR \_\_\_\_\_
7. HOW OLD WERE YOU WHEN YOU LEFT R.B.RUSSELL? \_\_\_\_\_ YRS. \_\_\_\_\_ MTHS.
8. WHAT COURSE DID YOU ASK TO BE PUT INTO AT R.B.RUSSELL?  
 \_\_\_\_\_
9. WHAT COURSE DID YOU ACTUALLY GET PUT INTO?  
 \_\_\_\_\_
10. LIST ANY CHANGES OF COURSE:  
 \_\_\_\_\_
11. CHECK ANY OF THE FOLLOWING THAT WERE REASONS AS TO WHY YOU LEFT:  
 \_\_\_\_\_ My family needed the money I could earn.  
 \_\_\_\_\_ I was needed to help out at home.  
 \_\_\_\_\_ I wanted more money to spend.  
 \_\_\_\_\_ I wanted more freedom.  
 \_\_\_\_\_ I had a health problem.  
 \_\_\_\_\_ I found most schoolwork dull.  
 \_\_\_\_\_ I couldn't see any advantage to staying in school.  
 \_\_\_\_\_ I got too far behind in schoolwork because I was absent a lot.  
 \_\_\_\_\_ I couldn't concentrate on schoolwork because of other problems or worries.  
 \_\_\_\_\_ I tried to do well in school, but got nowhere.  
 \_\_\_\_\_ Because the teachers weren't good enough.  
 \_\_\_\_\_ I was taking the wrong course.

## STUDENT QUESTIONNAIRE (CONTINUED)

\_\_\_\_\_ I had trouble getting along with some of the teachers.

\_\_\_\_\_ I had trouble getting along with some of the other students.

\_\_\_\_\_ Because most of my friends had left school.

\_\_\_\_\_ I was asked to leave by the principal.

\_\_\_\_\_ Because I was thinking of getting married.

\_\_\_\_\_ I had other reasons, which were: \_\_\_\_\_

12. WHEN YOU HAVE GONE THROUGH THE LIST IN QUESTION 11, GO BACK OVER IT AND PUT AN ARROW AGAINST THE SINGLE MOST IMPORTANT REASON WHY YOU LEFT SCHOOL.
13. WERE YOUR PARENTS OR GUARDIANS IN FAVOUR OF YOUR LEAVING SCHOOL?  
YES \_\_\_\_\_ NO \_\_\_\_\_
14. DO YOU PLAN TO GO BACK TO SCHOOL AT SOME LATER DATE?  
YES \_\_\_\_\_ NO \_\_\_\_\_
15. IF YOU ANSWERED YES TO QUESTION 14, WHERE DO YOU PLAN TO GO BACK TO SCHOOL? \_\_\_\_\_
16. DO YOU HAVE ANY PLANS FOR GETTING OUT-OF-SCHOOL TRAINING?  
YES \_\_\_\_\_ NO \_\_\_\_\_
17. IF YOU ANSWERED YES TO QUESTION 16, WHERE? \_\_\_\_\_
18. DID YOU HAVE A JOB LINED UP BEFORE YOU LEFT SCHOOL?  
YES \_\_\_\_\_ NO \_\_\_\_\_
19. IF YOU DID HAVE A JOB, WHERE? \_\_\_\_\_  
IF YOU DID NOT HAVE A JOB, WHAT DID YOU DO WHEN YOU LEFT SCHOOL?  
\_\_\_\_\_
20. WHERE OR FROM WHOM DID YOU FIND OUT ABOUT THE JOB YOU FINALLY TOOK? \_\_\_\_\_
21. DID YOU FIND THAT WHAT YOU HAD BEEN TOLD ABOUT THE JOB WAS TRUE?  
YES \_\_\_\_\_ NO \_\_\_\_\_. WHAT KINDS OF THINGS ABOUT IT WERE YOU TOLD THAT WERE NOT TRUE? \_\_\_\_\_
22. IF YOU HAD KNOWN THESE THINGS WOULD YOU STILL HAVE TAKEN THE JOB?  
YES \_\_\_\_\_ NO \_\_\_\_\_

## STUDENT QUESTIONNAIRE (CONTINUED)

23. WHAT OTHER JOBS DID YOU THINK ABOUT TAKING? \_\_\_\_\_
24. HOW MUCH DID YOU GET OUT OF THE COURSES THAT YOU TOOK AT SCHOOL THAT YOU HAVE SINCE FOUND USEFUL? (CHECK ONE):
- \_\_\_\_\_ Nothing at all.
- \_\_\_\_\_ Not much.
- \_\_\_\_\_ Quite a lot.
- \_\_\_\_\_ A great deal.
25. IS THE JOB THAT YOU HAVE NOW (IF YOU ARE WORKING) RELATED TO THE COURSES THAT YOU TOOK AT SCHOOL?
- YES \_\_\_\_\_ NO \_\_\_\_\_
26. WHO ARE YOUR THREE BEST FRIENDS? (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
27. WHAT DO THEY DO FOR A LIVING? (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
28. WHAT DOES THEIR FATHER DO? (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
29. WHAT DOES YOUR FATHER DO FOR A LIVING? \_\_\_\_\_
30. DID YOUR FATHER HELP YOU FIND A JOB? YES \_\_\_\_\_ NO \_\_\_\_\_
31. WHAT DO YOU THINK THAT R.B.RUSSELL DID FOR YOU THAT OTHER SCHOOLS YOU WENT TO DIDN'T DO? (USE OTHER SIDE IF NEED BE).
- \_\_\_\_\_
32. WHAT DO YOU THINK THAT R.B. RUSSELL SHOULD HAVE DONE FOR YOU BUT DIDN'T DO? (USE OTHER SIDE IF NEED BE). \_\_\_\_\_
- \_\_\_\_\_
33. CHECK ANY OF THE FOLLOWING THAT YOU PARTICIPATED IN WHILE YOU WERE AT R.B. RUSSELL:
- |                  |                    |                  |
|------------------|--------------------|------------------|
| _____ Basketball | _____ Soccer       | _____ Band       |
| _____ Volleyball | _____ Cheerleading | _____ Chess Club |
| _____ Badminton  | _____ Drama Club   | _____ UNICEF     |
| _____ Football   | _____ Open House   | _____ Dances     |

## STUDENT QUESTIONNAIRE II

This inventory is a questionnaire, not a test. There are no "right" or "wrong" answers.

The purpose of these questions is to gather information about you that will be helpful in a study that is being done of the pupils of R.B.Russell school.

Here is a sample question, to show you how to mark the questions in the booklet.

Ottawa is the capital city of what country?

1. Mexico
2. Canada
3. France
4. Brazil

Since the correct answer is "Canada" you would circle the number "2". Some questions may require more than one answer. Be sure to read the question carefully before answering it. If you change your mind about an answer, be sure to erase the first mark completely.

IF YOU FINISH EARLY YOU MAY GO BACK AND CHECK YOUR ANSWERS

## A. QUESTIONS ABOUT YOU

1. Are you male, or female?
  1. Male
  2. Female
2. On December 31st 1968, how old were you?
  1. 16 years old
  2. 17 years old
  3. 18 years old
  4. 19 years old or older
3. How well do you speak French?
  1. Well
  2. Fairly well
  3. With difficulty
  4. Not at all
4. How well do you speak English?
  1. Well
  2. Fairly well
  3. With difficulty
  4. Not at all
5. Do you speak any languages in addition to French or English?
  1. None
  2. One
  3. Two
  4. Three or more.

I speak:
6. About how many books a month do you read?(Do not count books assigned by your teacher).
  1. I rarely read a book
  2. Less than one book a month
  3. One or two books a month
  4. Three or four books a month
  5. More than four books a month

7. Which one of the following best describes your employment situation during the forthcoming school year?
  1. I do not plan on working
  2. I plan to work less than three hours a week
  3. I plan to work between three and six hours a week
  4. I plan to work between seven and ten hours a week
  5. I plan to work more than ten hours a week
8. How many brothers do you have?
  1. None
  2. One
  3. Two
  4. Three
  5. More than three (specify \_\_\_\_\_)
9. How many sisters do you have?
  1. None
  2. One
  3. Two
  4. Three
  5. More than three (specify \_\_\_\_\_)
10. Are you the oldest, youngest or in between your brothers and sisters?
  1. I do not have any brothers or sisters
  2. I am the oldest
  3. I am the youngest
  4. I am neither the youngest or the oldest
11. My father is
  1. Employed full-time
  2. Employed part-time
  3. Temporarily unemployed
  4. Retired because of illness or age
  5. Deceased
12. My mother is
  1. Employed full-time outside the home
  2. Employed part-time outside the home

3. Temporarily unemployed
  4. At home full-time and not seeking employment
  5. Deceased
13. Which of the following best describes with whom you live?
1. Both my parents
  2. My Mother
  3. My Father
  4. Relatives
  5. Foster-parents
  6. I live alone
  7. None of these
14. What was the highest educational level completed by your father?
1. Elementary school or less
  2. Some high school
  3. High school graduation
  4. Diploma or certificate after high school (e.g. trade school, community college, technical school, and so forth)
  5. Some college or university
  6. College or university graduation
  7. Diploma or certificate after university graduation (e.g. MA, MSc, PhD, Law, MD, and so forth)
15. What was the highest educational level completed by your mother?
1. Elementary school or less
  2. Some high school
  3. High school graduation
  4. Diploma or certificate after high school (e.g. trade school, community college, technical school, and so forth)
  5. Some college or university
  6. College or university graduation
  7. Diploma or certificate after university graduation (e.g. MA, MSc, PhD, Law, MD, and so forth)

16. Compared with the rest of the city the area in which I now live is
  1. One of the best
  2. Better than the average
  3. As good as the average
  4. Poorer than the average
  5. One of the poorest
17. How many people live in your household? (Include yourself, also include relatives, boarders, etc.)
  1. One or two
  2. Three
  3. Four
  4. Five
  5. Six
  6. Seven
  7. Eight
  8. Nine
  9. Ten or more
18. How many rooms are in your household? (Do NOT count hallways, bathrooms, laundry rooms, workrooms, unfinished basements, etc. DO count finished basement rooms, dens, living rooms, dining rooms, family rooms, kitchen, bedrooms, etc.)
  1. One or two
  2. Three
  3. Four
  4. Five
  5. Six
  6. Seven
  7. Eight
  8. Nine
  9. Ten or more

## B. SCHOOL EXPERIENCES

19. Which best describes the country in which you went to school last year?
  1. Canada
  2. United States
  3. The United Kingdom or Ireland
  4. A country other than these
20. Which best describes the Canadian Province in which you went to school last year?
  1. Did not go to school in Canada
  2. Newfoundland or Nova Scotia
  3. Prince Edward Island or New Brunswick
  4. Quebec
  5. Ontario
  6. Manitoba
  7. Saskatchewan or Alberta
  8. British Columbia
  9. Northwest Territories or The Yukon
21. If you were in Manitoba last year, which best describes the kind of school you were in?
  1. Was not in Manitoba last year
  2. Public school, elementary grades
  3. Separate school, elementary grades
  4. Private school
  5. Secondary school
  6. Other kind of school
22. If you were in Winnipeg last year, which best describes the kind of school you were in?
  1. Was not in Winnipeg last year
  2. Public school, elementary grades
  3. Separate or Private school
  4. Secondary school
  5. Other kind of school

23. Which of the following best describes you?
1. Taking Grade IX for the first time
  2. Repeating Grade IX
  3. Taking an Ungraded Course for the first time
  4. Taking an Ungraded Course in a different school
24. Throughout my elementary schooling I attended
1. The same school
  2. Two different schools
  3. Three different schools
  4. Four or more different schools
25. Which best describes the language most often spoken by your teachers in elementary school?
1. English
  2. French
  3. Both English and French
  4. Some other language
26. When deciding which high school course I would enter my parents
1. Agreed with me that the course I was in was the right one
  2. Insisted that I take a course other than the one I wanted
  3. Wanted me to take a different course but let me take this one
  4. Did not have strong feelings about it
  5. Did not advise me
27. When deciding which high school course I would enter my teachers
1. Agreed with me that the course I was in was the right one
  2. Insisted that I take the course other than the one I wanted
  3. Wanted me to take a different course but let me take this one
  4. Did not have strong feelings about it
  5. Did not advise me
28. Which of the following best describes your present school program?
1. Occupational
  2. Business and Commerce
  3. Other

30. How do you get to school most mornings?
1. Walk
  2. Bicycle
  3. Motorbike or motorcycle
  4. Own car
  5. Driven by parents
  6. Public transport
  7. School bus
  8. Other
31. On the average, how long does it take you to get to school in the morning? Include both waiting and travelling time.
1. Less than 10 minutes
  2. Between 11 and 15 minutes
  3. Between 16 and 20 minutes
  4. Between 21 and 25 minutes
  5. Between 26 and 35 minutes
  6. Between 36 and 45 minutes
  7. Between 46 and 60 minutes
  8. More than one hour

#### C. YOUR HEALTH

32. What is your attitude toward your health?
1. Never think of it
  2. Consider it only to the extent of obtaining a physical examination every year
  3. Affects my recreational activities somewhat
  4. Concerns my family but not me
  5. Handicaps me slightly in my school work
33. Have you at any time consulted ...
1. a Social Agency
  2. a Psychologist
  3. a Psychiatrist
  4. none of these

34. During your life, have you had any difficulties with  
A -- your eyes  
B -- your ears, or  
C -- control of your arms or legs.
1. A only
  2. B only
  3. C only
  4. Two of these
  5. None of these
  6. Something other than these
35. When did you last have an eye examination by a doctor?
1. Within the last six months
  2. Within the last year
  3. Within the last two years
  4. More than two years ago
  5. Never had one
36. When did you last have your teeth examined by a dentist?
1. Within the last six months
  2. Within the last year
  3. Within the last two years
  4. more than two years ago
  5. Never had one
37. Do you wear glasses?
1. No
  2. Yes
38. Can you see as well with glasses (if you wear them) from the back of the classroom as from the front?
1. No
  2. Yes
39. Do you have any difficulty in hearing?
1. No
  2. Yes
40. Can you hear as well with a hearing aid (if you wear one) from the back of the classroom as from the front?
1. No
  2. Yes

## INTERVIEW QUESTIONNAIRE

## 1. FAMILY BACKGROUND

age of student  
home address  
parents' occupations  
siblings, their ages and occupations  
family recreation  
responsibilities at home  
conflicts at home  
disciplinary measures  
mobility of family  
childhood memories

## 2. ELEMENTARY SCHOOLING

age commenced school  
number of schools attended  
number of years attended  
grades repeated  
academic achievement  
participation in school activities  
attendance at school  
likes and dislikes in school  
awards won  
highlights at school

## 3. JUNIOR HIGH SCHOOL

number of schools attended  
number of years attended  
attendance at school  
grades repeated  
extracurricular activities  
evening and weekend activities  
friends

## 4. R.B.RUSSELL SCHOOL

entry date  
attendance  
vocational course  
satisfaction or dissatisfaction with course  
extracurricular activities  
part-time jobs  
work experience  
improvements, if any  
evaluation of the school  
withdrawal date  
reasons for leaving  
attitude of parents  
attitude of principal

## INTERVIEW QUESTIONNAIRE (CONT'D)

attitude of counsellor  
job plans  
plans for further training  
did course prepare them for job  
description of job  
plans for returning to school

5. Peers and peer groups
6. Trouble with law
7. Smoking, drinking and drugs
8. Hobbies
9. Evening and weekend activities
10. Plans for the future

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