

THE UNIVERSITY OF MANITOBA

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A STUDY OF THE RELATIONSHIP BETWEEN THE ACADEMIC
PERFORMANCE OF ELEMENTARY SCHOOL CHILDREN
IN A DEPRIVED AREA IN THE CITY OF
WINNIPEG AND THEIR ATTENDANCE
AT CULTURALLY STIMULATING
ACTIVITIES

Being a report of a study submitted in
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ments for the Degree of Master
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by

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ABSTRACT

This is a descriptive study of a selected sample of forty-seven elementary school children, twenty of whom were successful and twenty-seven of whom were unsuccessful school performers. All the children concerned in this study lived in an environmentally deprived area of the city of Winnipeg as designated by the Metropolitan Planning Commission of Greater Winnipeg. The study was undertaken in order to examine selected culturally stimulating activities in the life of the Metropolitan community which were or were not in positive relation to successful school performance.

Information was obtained through face-to-face interviews with parents of the children in the sample group. The interviews were based on a schedule of questions prepared by the research group, and designed to query attendance in four specific areas of culturally stimulating activity - religious activity, use of the public library, secular activities both within and outside of the immediate community.

It was found that successful school performance was positively related to the child's use of library facilities and to secular activities located outside the immediate community. Successful performance was found to be negatively related to religious activities and secular activities within the immediate community.

Average incomes were found to be higher in the sample of the successful students than the unsuccessful.

Over-all findings of the study were inconclusive as two of the areas selected as culturally stimulating proved to be negatively related to satisfactory school performance and two proved to be positively related.

CHAPTER 1

INTRODUCTION

Within the last five years, the problem of poverty has received a considerable amount of attention in Canada and the United States. This attention has taken the form of analytical thinking on the part of governments, social agencies and socially responsible people everywhere. Social agencies have for years focussed mainly on the problems of the poor, and preventative successes have been limited. It has been felt by many in the field of social work that social workers were in too many cases dealing with problems which could be averted had appropriate social concern been expressed and appropriate social action taken in the initial stage.

One means of dealing with poverty is through education. This is especially so in our industrial society which is now becoming increasingly specialized and complex requiring advanced education and training to compete. There are enormous numbers of children from poor families who are not benefitting from our present school system. As a result of this, a dangerously high percentage of these children are unsuccessful in passing their grades and many withdraw from school at an early age. The general topic presented to the Master's Year students of the class of 1965-66 School of

Social Work, University of Manitoba, was to measure whether there are identifiable characteristics of the life-style of the families in environmentally deprived areas of Winnipeg which may be related to the differences in educational achievement of their children.

It was believed by the group that there were many experiences inside and outside the home which could be considered, and that out of this, a consensus showing a relationship to school performance could be stated.

The sixty-three students in the Master's Class, 1965 were divided into four groups--two each of which were to examine similar factors of cultural stimulation. The group of which this writer was a member looked into the question of whether the participation in culturally stimulating activities of a selected group of school children could be related in any way to successful or unsuccessful school performance.

The setting for this study comprised environmentally deprived areas in the city of Winnipeg, Manitoba from which parents of students whose school performance had been classed satisfactory or unsatisfactory by their classroom teacher were interviewed. The locales had been classed as environmentally deprived by Census Tract numbers eleven and twelve, nineteen and twenty-two and twenty-three of the Report on Housing, Metropolitan Corporation of Greater Winnipeg, issued in October of 1965.

Social scientists are generally in agreement that experiences of the child before school and during school which are due to his particular environment and culture have a significant affect on the mental processes which are necessary for acquiring knowledge. Documentation of this theory may be found in Chapter 11.

The physical area as set out by the Greater Winnipeg Metropolitan Co-Operation report was marked as a blighted area for slum clearance. It included a high proportion of multi-family dwellings whose average income was stated as between \$3000-\$3700. The number of low-rental properties was high and the proportion of internal space to people per room was low. The area depicted a confused pattern of land use with industry penetrating into residential areas and few parks, recreational areas and free space present. The rate of mobility within the area was considered to be high, while the rate of mobility from the other areas of the city to this area was considered to be low. The area comprised many ethnic groups who tended to cluster in some parts of the area.

It was felt by the members of our group that every man's right to an education was also an element of theory supporting the study. Historically, it would seem our education system has developed more formally to classroom instruction from the previous emphasis of education and training on the location of the job. In

view of this greater emphasis, it would be thus desirable to learn about some of the difficulties and problems in this area of education.

The setting of our study was not restricted to the area as designated by the Metropolitan Corporation of Greater Winnipeg, as environmentally deprived in the sense that we took into account some activities of the children outside the environmentally deprived area. However, the setting of residence for the children in our sample group definitely fell in the environmentally deprived areas.

We were concerned in this study with a selected group of elementary students who were in attendance at school in the environmentally deprived areas studied. These children were in attendance in grades I, II and III in the elementary level of school. The children chosen for the sample group were either felt to be performing at a satisfactory or unsatisfactory level as seen by their individual classroom teachers.

Limitations were seen in that we had no assurance that a uniform criteria was established by the teachers involved to assess the satisfactory or unsatisfactory performance of the children selected for the sample. We did not have contact with the schools to broaden our information. Our contact was restricted to the interviews with the parents of the children. Attendance records of activity centres which could validate or invalidate some of the information received from parents, was not used. Whether there were

physical or mental health factors effecting the students of the sample groups was not taken into account. The area of attitudes was not directly entered into in our study. We did not consult as to whether parents wanted their children to participate in certain activities more than others, or whether the motivation for participation came from the parents or the children.

The major hypothesis ^{of} by our study is: The successful or unsuccessful performance of a selected group of elementary school children living in an environmentally deprived area of Winnipeg is related to their attendance at culturally stimulating activities outside the home.

The sub-hypothesis ^e of our study were formulated as follows:

1. A greater proportion of the successful children than the unsuccessful attend religious activities.
2. A greater proportion of the successful children than the unsuccessful use library facilities.
3. A greater proportion of the successful children than the unsuccessful attend secular activities inside of the immediate community.
4. A greater proportion of the successful children than the unsuccessful attend secular activities outside of the immediate community.

Our group chose the four stated areas of activities because we felt they were meaningful to the children in terms of stimulation and availability.

The rationale for our major hypothesis was based mainly on

the arguments espoused by Reissman, Deutche and Coll which refer to participation in activities outside of the home as one of the important factors in development of positive mental stimuli for the learning capacity of the school child. It was felt that the school was a middle class institution and that children who possessed middle class values were more likely to achieve in this situation. Middle or lower class values also entered into the area of participation in culturally stimulating activities of the children in our sample group. This was due to the rationale that middle class as a whole tends to be more of a joiner and participator in such activities than does the lower class. A possible way of measuring this influence to us was to consider activities within the immediate community and activities outside of the immediate community that the child attends. Activities outside the immediate community were thought to be middle-class based while activities in the immediate community, although thought to be middle class based, were attended mainly by the lower class. We felt the difference in the class emphasis of these activities might produce a corresponding relationship in the stimulation of the child's mental abilities in learning.

In choosing the areas of church, library, and non-secular activities for our study, we felt these were culturally stimulating activities which could provide a positive stimuli to the mental

abilities of the child. The church and library were institutions with voluntary contribution as a factor in common as well as their availability to all members of the sample group. The library participation was felt to be especially indicative of the development of reading skills among the children in our sample group. The inclusion of secular activities which were thought to be culturally stimulating was necessary to include other measurable and available activities which were offered to the children inside and outside their immediate communities. These activities were also felt to have a potential impact on the development of mental abilities for a child in the area of learning.

The following definitions were arrived at for the purposes of this study:

1. Culturally stimulating activities are those activities which increase the child's interests and abilities in such areas as verbal and visual skills, abstract thinking, social interaction and attention span.

2. Immediate community is that area which encompasses all the homes of the children in the sample group in which all daily living activities take place. Therefore, for the purpose of this study, the immediate community will be bounded by the following: Red River to Redwood Ave., to Salter Street to C.P.R. tracks, to McPhillips to Notre Dame Ave., to Balmoral Street to Ellice Ave., to Notre Dame Ave., to Portage Ave., to Main Street to the C.P.R

tracks to the Red River.

3. Religious activities are only those experiences of religious service and where religious instruction is predominant.

4. Secular activities are those culturally stimulating activities which are non-religious in nature. Some of these activities would include those which occur in Neighbourhood Service Centres, in parks, and on vacation trips.

5. Library facilities are those services that a public library provides. Examples of this would include the showing of movies, the telling of stories, and the loaning of books.

6. Environmentally deprived area of Winnipeg is the area which was defined by the Planning Division of the Metropolitan Corporation of Greater Winnipeg as being in transition and falling below social acceptable standards, according to census tracts published by the Corporation in October, 1965.

7. Successful school performers are those children whose performance is above average as identified by the individual classroom teachers of the students in the sample group.

8. Unsuccessful school performers are those children who are failing to meet the expectations of the school programme as identified by the individual classroom teachers of the students in the sample group.

For the purposes of this study we are assuming that each child

in the selected group had an equal opportunity to learn in the classroom. We are assuming that each child had the intellectual capacity in order that he or she might attain the successful level of performance as outlined by the classroom teacher. We must assume that the responses given by the parents to the questions in the study were accurate responses.

Prior to commencing the interviewing for this study, a pre-test sample with the first draft of our schedule of questions was undertaken. After completion of the pre-testing, certain revisions were carried out in the schedule and the formal interviews were carried out with the face-to-face method. The number of affirmative and negative responses were to be tabulated so as to show the relationships in our stated hypothesis to be validated or invalidated.

Full discussion of our method will be presented in Chapter III. The analysis of the data will be elaborated on in Chapter IV; evaluations and conclusions will be presented in Chapter V.

CHAPTER 11

BACKGROUND

The environmentally deprived child must attend school as well as the child who is not environmentally deprived. This is enforced under law everywhere in Canada. Manitoba's Child Welfare Act¹ makes school attendance compulsory for all able-bodied children up to fourteen years of age in city areas. Does the environment in which a child lives effect his school performance? If so, in what way? In the last few years, and particularly since the John F. Kennedy presidential administration in the United States, there has been vocal concern expressed by government over the continuance of poverty amidst affluence of record heights. We shall discuss this vocal concern as expressed by numerous writers of social science background with a view to learning of the difficulties of the environmentally deprived, and in particular those difficulties which might have a bearing on a child's school performance.

Michael Harrington's book, *The Other America*, printed in 1963 is credited with being the impetus behind the United States governmental concern. The late President Kennedy was reported to

¹Child Welfare Act, Province of Manitoba, The Queen's Printer, 1954.

be very moved by Harrington's penetrating social expose, and ordered his chief economic aide to write out plans for the "war on poverty", just three days before his assassination. President Johnson's persuasion of his anti-poverty programme is one of the present United States government priority items. The Congress of the United States passed the "war on poverty" in August, 1964. The act reads in part:

"The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is therefore the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to every one the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity."²

Concern about the subject of poverty has also been expressed in Canada. "In this affluent society we do not let people starve. But if a family cannot afford the kind of housing, clothing, food medical care, education and pleasure that the rest of us now take for granted, then by our Canadian standards, that family is poor."³

²United States of America, The Economics Opportunity Act (Washington D.C., Section 11, August 1964)

³Alan Phillips, "Our Invisible Poor", (Macleans, February, 1965) p. 7

Furthermore, "on the basis of income, a family in Canada is considered poor if they earn \$3,000. or less per year and live in a city, or if they earn \$2500. and live in a rural area. According to this index, one-fifth of our population lives in poverty."⁴ The reasons for this type of thinking are quite obvious in that in countries which boast the highest standards of living in the world, (Canada's is now the highest⁵), the ever-present poverty problem of significant proportions seems to operate in blatant antithesis to the superficial image of society.

Harrington comments on the magnitude of the problem in the United States by using Robert Lampman's Senate study estimates which states that "low income people in the United States could reasonably range between 16 per cent and 36 per cent of the population."⁶ If we use the higher figure, this amounts to approximately sixty-five million Americans. However, not all "low income" people are living in a culture of poverty, and Harrington arrives at the figure of 20%-25% as that being more accurate. Nevertheless, when we deal in human suffering whether it is ten million more or ten million less does not eradicate responsibility or lessen the concern. "Give or take

⁴Ibid., p. 9

⁵October News Release (Canadian Press), Dominion Bureau of Vital Statistics, (Ottawa, Canada, 1965)

⁶Op. Cit., p. 172

ten million, the American poor are one of the greatest scandals of a society which has the ability to provide a decent life for every man, woman, and child."⁷

There are many reasons to believe that a continual state of poverty has a meaningful and important impact on the mind of the poverty-stricken. Cohen says: "Living in poverty inevitably leads to questions about one's own adequacy as well as about the values of society. The brave front often seen is a protection against the care of depression that is a natural consequence of living under these conditions."⁸ The far-reaching effects of poverty on the family should not be under-estimated. "It is well known that such families present very complex problems in family functioning and have a very high incidence of problems about which the community is vitally concerned and towards solutions of which it is annually soliciting for funds. For example, the incidence of illegitimacy, delinquency, mental illness, school drop outs, divorce, separation, child dependency and neglect are higher in this population group than in the general population."⁹

⁷Ibid., p. 172.

⁸Jerome Cohen, "Social Work and the Culture of Poverty", Social Work: Vol. 1X: Jan., 1964. p. 9.

⁹Leonard Schneiderman, "Some Theoretical and Methodological problems in Serving the Multi-Problem Family", National Federation of Settlement and Neighbourhood Centres, New York, 1964, p. 23.

Philips comments that, "after twenty, thirty, forty years of frustration they no longer care. They escape in apathy or anger, alcoholism or crime."¹⁰

Although the background material available for our concern for the school performance of the environmentally deprived child seems to be of a general rather than a particular nature, there would seem to be general agreement that the environmentally deprived child encounters a great deal of difficulty in performing well in school. "The lower-class child enters the school situation so poorly prepared to produce what the school demands that initial failures are almost inevitable, and the school experience becomes negatively rather than positively reinforced."¹¹ These type of children are referred to as culturally deprived by Riessman as he states, "the term culturally deprived refers to those aspects of middle-class culture such as education, books, formal language from which these groups have not benefitted."¹² If a child has led a constricted life with little outside activity, he is less likely

¹⁰Op. Cit., p. 9

¹¹Martin P. Deutsch, "The Disadvantaged Child and the Learning Process Mental Health of the Poor, Riessman, Cohen et Pearl, The Free Press, New York, 1964., p. 172.

¹²Frank Riessman, The Culturally Deprived Child, Harper and Row, New York, 1962, p. 3

to be ready to learn at school. Deutsch sums this point up quite well when he says, "change in circumstances is required to force the accommodative modifications of schemata that constitute development. Thus the greater variety of situations to which the child must accommodate his behavioral structures, the more differentiated and mobile they become. Thus the more new things a child has seen and the more he has heard, the more things he is interested in seeing and hearing."¹³

Do the poor suffer from inactivity? This would seem not to be the case. The poor are active in carrying out the daily tasks of living as best they can. Frieberg sees the lower class as people who are not "joiners". Harrington points out what to him appear to be rigid and superstitious characteristics found amongst the lower economic groups. Sanders in his book The Community sees people of different economic levels active in different ways, participating in different types of recreation. All seem to point out that the middle Class are more outgoing, the Lower Class more inclined to be inward looking and restrictive in their activities.

Most of the writers believe that one of the main stumbling blocks in understanding the environmentally deprived child is based on our strict adherence to middle-class values, and our failure to

¹³Deutsch, Martin P. "The Disadvantaged Child and the Learning Process", Mental Health of The Poor, Reissman, Cohen et Pearl, Free Press, New York, 1964, p. 177.

see these children in their cultural milieu. Reissman refers to "The culture of the school which overlooks and underestimates his particular skills and mode of intellectual functioning that arise out of his culture and way of life."¹⁴

Deutsch comments that, "the culture of their environment is a different one from the culture that has molded the school and its educational techniques and theory."¹⁵ As we study some of the activities of the environmentally deprived child, we perhaps may see whether involvement in the activities we have chosen as stimulating have a positive effect on his school performance.

The theory base of social casework should offer some insight into the problems and conflicts around an environmentally deprived child of school age. If we were to follow the social functioning approach that is mainly espoused by Pearlman in casework theory, we might see the environmentally deprived as a symbol client, with certain components of the environment as external stresses. If, as states Reissman, we are more likely to produce changes on the outside of the home than in it, our area of culturally stimulating activities is perhaps a workable and logical area to explore.

¹⁴Reissman, Frank, The Culturally Deprived Child, Harper and Row, New York, 1962, p. 5.

¹⁵Deutsch, Martin P. "The Disadvantaged Child and the Learning Process," Mental Health of the Poor, Reissman, Cohen et Pearl, The Free Press New York, 1964, p. 173.

Hopefully, by focussing on the alleviation of outside stresses (i.e. positive participation in culturally stimulating activities) that we might enhance the inner functioning of the environmentally deprived.

Edna Brooks refers to a study of the socio-economic factors and their possible relationship to parental attitudes and school attendance in St. Louis. "The study attempted to discover characteristics of children with attendance problems and the situations or stresses that serve as barriers to school attendance."¹⁶

Theorists generally agree that the school affords ample opportunity to examine the emotional problems of the young. Lippman sees, "the best place for detecting emotional problems in the growing child is the school."¹⁷ Jesselyn discusses the critical age of latency and refers to children of early school age as going through a great deal of emotional adjustment. She states, "one of the school problems of the latency period is emotional blocking in learning."¹⁸

¹⁶Brooks, Edna E., "Socio-Economic Factors, Parental Attitudes and School Attendance," *Social Work*, Vol.111, October, 1962, p. 55-63.

¹⁷Hyman S. Lippman, Treatment of the Child in Emotional Conflict, McGraw-Hill, New York, 1956, p. 274.

¹⁸Irene M. Jesselyn, Psychosocial Development of Children, Family Service Association of America, New York, 1948, p. 86.

She further comments that, "the child's confidence must first be restored before he can be expected to make real progress in the learning process."¹⁹ These comments are pertaining to the normal child and school adjustment and give further strength to the arguments of Reissman and Deutsch who we have already quoted in regards to the unpreparedness of the environmentally deprived child for school. A possible outgrowth of a young environmentally deprived child's reluctant participation in school can be seen in the movie *Blackboard Jungle*. A lower-class Puerto-Rican student of about twelve years of age commented, "I get up in the morning, and my room smells stinky, I wash up in a stinky bathroom, I miss the stinky school bus and when I get to school the teacher looks at me as if I am stinky,"²⁰ This movie obviously represented a group of students who were environmentally deprived, and from the scenes shown it was obvious their participation in culturally stimulating activities outside their immediate community and home was at a minimal level. Street gangs were prevalent. Their language was not middle-class nor were their goals middle-class. They

¹⁹Ibid., p. 88

²⁰Blackboard Jungle, movie, Metro-Goldwyn-Mayer, Hollywood, California, U.S.A., released 1954-55.

could not see that learning "English" could possibly assist them in attaining a job. The teacher in the film resorted quite successfully to showing the group films of a somewhat elementary nature (Jack and the Bean Stalk) in which the group could become stimulated and discuss the film afterwards in their own language, and by equating much of the environmental struggle in their own lives to the difficulties of Jack.

From the material examined, it would appear that the deprivations encountered by the poor are seen by many social scientists to have a marked and profound effect on the school performance of the poor. We have documented evidence to support this on a level of value conflicts; mental preparedness of the child for the social and learning experience in school. This would appear to offer evidence that a child's abilities to perform well at school are possibly enhanced by his involvement or exposure to culturally stimulating activities outside his home.

CHAPTER 111

METHOD

This is a descriptive study. No statistical relationships were sought between any of the variables. There were no controls exercised on the variables. The study represented an attempt to find an association between socio-cultural and educational factors in the home and in the community as related to satisfactory and unsatisfactory school performance. Extensive reading was undertaken for the study from the area of social science writers who discussed material of relevance to our study. Other knowledge was obtained by hearing speakers from schools in the environmentally deprived areas in question; from discussions with social agency personnel in these areas and from the Metropolitan Planning Commission of Greater Winnipeg.

The study was administered to a selected group of people. Members of the research group conducted face-to-face interviews to obtain the data sought in prepared schedules.

The sources of data were the Winnipeg School Board, and respective classroom teachers who selected students who were performing at a satisfactory or unsatisfactory level in an environmentally deprived area of the city of Winnipeg. The Metropolitan Corporation

of Greater Winnipeg provided the source of data which identified the environmentally deprived areas studied. A further source of data were the parents of the selected group of children who were the respondents of the interviews undertaken by all members of our research group in January, 1966. Parents were interviewed together if possible, and if only one parent was available the interview was still undertaken.

A total of eight-eight families were selected for the original sample. These were the names given to our research group from the Winnipeg School Board. In the pre-test sampling which was done in November of 1965, fourteen names were taken from the sample group given by the Winnipeg School Board in Grades IV-VI and fourteen names were taken from Henderson's Directory on the basis of the next highest number on the street to the ones selected from the Winnipeg School Board list. Of the total of twenty-eight potential participants, fourteen agreed to participate in the pre-test sampling. During the interval of the initial contact and actual interviewing three withdrew, making a total of eleven families participating in the pre-test sample. The interviewers who conducted the eleven interviews met and discussed possible revisions for the schedules prior to undertaking the formal study. Some questions were changed because they were confusing to the respondents and seemed superfluous to the purposes of the study.

A question regarding religious instruction was modified to make it applicable to all religious groups rather than one Protestant. In discussing some of the culturally stimulating activities, examples were added to give the schedule wider scope. All interviewers were briefed before contacting a family to review the focus of sections not familiar to them and to interpret areas of the schedule. Other questions were made more concise and more in line with present orientation to lessen the risk of inaccuracies due to faulty memory of the respondents. Students approached the potential respondents, requesting the parents permission to participate in the study. A letter of introduction from the University was available to the respondents, clarifying the role of the student. With the permission of the selected parents, the interviewing was completed. Each member of the four research groups was assigned a family to approach, and if possible to interview. Letters of thanks were sent to families which participated.

It was felt that as the residences of the sample group of our study all were located in environmentally deprived areas, and that as some members of the group were performing satisfactory and some unsatisfactory, that possible associations between the socio-cultural and educational factors outlined in our hypothesis could be considered valid from such a selected sample. We did not use a random sampling, and thus in terms of research findings,

our selective method could be described as somewhat limiting. We had to rely on the accuracy of the parental responses in the interviewing. The number of questions had to be kept to a minimum due to the time expended in interviewing considering both the interviewer and the respondent. The interviewers were not aware of the school performance of the child at the time of the interview, to avoid bias.

The schedule was composed of a face sheet which queried in the area of identifying data such as names, ages, number in family, marital status, ethnic origin, residence and length of residence in Winnipeg, occupation and income. The remainder of the schedule contained four sections representing the four groups in our research project.

Each group attempted to obtain pertinent information relevant to their focus in the study, and the questions in the schedule were formulated accordingly. The composite schedule was organized to proceed from questions on the child's experiences to the parents experiences in order for the interview to be as non-threatening as possible. The questions composed by our group were framed to give evidence of attendance or non-attendance in religious activities, library facilities and secular activities. Questions regarding the religious activities queried as to attendance at church and religious instruction with possible answers of often, sometimes,

rarely or never to assess frequency of attendance. This similar response to attendance was allowed in the use of books from the public library; attendance in club activities and secular activities inside and outside the immediate community. Questions pertaining to who goes with the child to religious activities, and why he doesn't attend same were directed to concluding possible motivational associations. The location of many of the activities was asked to ascertain whether the activities were inside the immediate community or outside the immediate community. Questions of income, ownership and use of car, one or two parent families, and encouragement were considered necessary when considering opportunity to attend activities and were thought to be useful for possible cross-classification comparisons with some of the tabulations.

The major classifications necessary for this study were the satisfactory and unsatisfactory classifications of the student performance as stated by the classroom teachers. We had to set up classifications for attenders and non-attenders that would prove meaningful for consideration of the tabulations from the sub-categories of (a) religious activities, (b) library facilities and (c) secular activities.

In the questions regarding religious activities and library facilities attenders were considered those who participated either often or sometimes while non-attenders were considered those who participated rarely or never. In considering the questions

pertaining to secular activities; (a) question 8- anyone who has attended often or sometimes in at least one activity was considered an attender; (b) question 9- anyone who had attended any of the listed activities before and/or since he started school was classed as an attender; (c) question 10- anyone who has attended often or sometimes was classed as an attender; (d) question 11- anyone who had attended any activity out of the five listed over the past three years was considered an attender.

Classifications to consider attenders and non-attenders for the sub-hypothesis were derived.

In sub-hypothesis No. 1 (religious activities), the child was considered an attender if he had been classed thus in either or both questions no's 3 and no. 4, part D of the schedule.

In sub-hypothesis No 11 (library facilities), the child was considered an attender if he had been classed as an attender in both questions no's 1 and 2. In question no. 2 of this sub-hypothesis an attender was anyone who had given a "yes" response in either of the four categories.

In sub-hypothesis No. 111 (secular activities), the child was considered an attender if he had been classed as an attender in two of the four questions (questions 8,9,10, 11) relating to this sub-hypothesis.

Open end questions were used in our schedule to provide opportunity for full answers and provide alternatives that weren't

specifically sought in other questions.

The tabulations were done by totalling the various responses to each question using the criteria for attenders and non-attenders as afore-mentioned.

The responses of successful students and unsuccessful students were tabulated separately. An attempt to establish a proportion comparison between the variables of attenders, non-attenders, satisfactory and unsatisfactory was done by weighting the totals and obtaining per-centile figures. This will be fully explained in Chapter IV of the study as the findings are presented.

CHAPTER IV

ANALYSIS OF RESULTS

Raw material collected from the schedules has been examined and the findings computed to show their relationship to the hypothesis and sub-hypothesis of the study.

In approaching the tabulation from the questions on the schedule, it was found that several could not be used for purposes of analysis. In the questions which queried as to what a child does in the public library, and if the child brings home books from the library or anyother source, it was found that only six out of the sample of forty-seven children were able to make responses in this area and thus we eliminated these two questions. Further invalidating these questions was the fact that children from two of the school districts in our sample were serviced by a mobile library and not a public library as stated on the schedule. The question asking if the child attended movies and where he attended them was eliminated from the tabulating because it was inappropriately phrased and impossible to relate the responses to the approximate categories of our analysis. The question asking if a child took music lessons and on what instrument and where was eliminated as only four out of the forty-seven children took

music lessons. This left the question, "does your child bring home books from the public library?", as the source of data for the sub-hypothesis on library activities. The questions asking, "does your child go to church often?", and "does your child attend religious instruction classes?" were used for the sub-hypothesis on religious activities. The question which listed such activities as neighbourhood service centres, Winnipeg Central Boys Club, playgrounds, and others was used for the sub-hypothesis on secular activities inside the immediate community. The questions listing activities such as zoo, arena, museum, stadium, children's theatre, ballet, swimming pools, symphony, Kildonan Park, musical festival, trips to the lake or farm, vacation trips, camps (day or resident) and "others" were used for the sub-hypothesis on secular activities outside the immediate community. The questions regarding who accompanies a child to church or religious instruction; reasons for a child never attending religious instructions; what a child might do outside his home after school, after supper, Saturday and Sunday; and ownership and use of the family car were recorded for general interest. It was felt that the question regarding the car was an important one and could possibly be tabulated to show some relationships with our other findings.

The criteria for establishing "attenders" and "non-attenders" and "successful" and "unsuccessful" has been stated in Chapter III.

In the question applicable to the sub-hypothesis on library activities seventeen of the successful children were classed as attenders, and three of the successful children were classed as non-attenders. Fourteen of the unsuccessful children were classed as attenders and thirteen of the unsuccessful children were classed as non-attenders. On a percentage basis this gives us a finding of 85% of the successful children as attenders and 51.8% of the unsuccessful children as attenders.

In the questions applicable to the sub-hypothesis on religious activities we had the following results:

Question No. IV: Nine of the successful children were considered attenders and eleven of the successful children were considered non-attenders. Eighteen of the unsuccessful children were attenders and nine of the unsuccessful children were non attenders. In percentage figures, this equals 45% attenders in the successful category to 66.6% attenders in the unsuccessful category.

Question No. V; Ten of the successful children were considered attenders and ten of the successful children were considered non-attenders. Seventeen of the unsuccessful children were considered attenders and ten of the unsuccessful children were considered non-attenders. In percentage figures, this equals 50% attenders in the successful category to 62.9% attenders in the unsuccessful category.

In the question applicable to the sub-hypothesis on secular activities inside the immediate community we had the following results:

Eleven of the successful children were considered attenders and nine of the successful children were considered non-attenders. Twenty-three of the unsuccessful children were considered attenders and four of the unsuccessful children were considered non-attenders. In percentage figures the comparisons represented 55% attenders in the successful category to 85.1% attenders in the unsuccessful category.

In the questions applicable to the sub-hypothesis on secular activities outside the immediate community we had the following results:

Question IX: Nineteen of the successful children were considered attenders and one successful child was considered a non-attender. Twenty-two of the unsuccessful children were considered attenders to five who were considered non-attenders. Equated to percentage, the results were 95% attenders in the successful category to 81.4% attenders in the non-successful category.

Question No. XI: Seventeen of the successful children were considered attenders and three of the successful children were considered non-attenders. Twenty-three of the unsuccessful children were considered attenders and four were considered non-attenders. In percentage figures, the comparisons represented 85% attenders in the successful category to 85.1% successful in the unsuccessful category.

Cross-classifying one-parent and two-parent families with the sub-hypothesis on religious activities, it was found that 25% of the successful children of one parent families were attenders compared with 80% of the unsuccessful children of one parent families who were attenders. 62.5% of the successful children of two-parent families were attenders compared with 82.3% of the unsuccessful children of two parent families who were attenders.

In considering the residence factor it was found that 60% of the children in our successful category were members of families who had moved within the last seven years. Comparatively 74% of the children in our unsuccessful category had moved within the last seven years.

It was also found that 40% of the children in our successful category were members of families who owned a car in good operating condition, whereas 14.8% of the children in our unsuccessful category were members of families who owned a car in good operating condition.

Cross-classifying the average per capita income of the families, with the sub-hypothesis on secular activities outside of the immediate community, we found the following:

1. \$531. to be the average per capita income of the successful children who were classed as non-attenders.
2. \$852. to be the average per capita income of the successful children who were classed as attenders.
3. \$515. to be the average per capita income of the unsuccessful children who were classed as attenders.

4. \$560. to be the average per capita income of the unsuccessful children who were classed as non-attenders.

The over-all per capita average incomes were \$763 for the children in the successful category and \$546 for the children in the unsuccessful category.

The over-all percentage of those who could be classified as attenders in all categories represented approximately 35% of the successful children and 30% of the unsuccessful children.

Conclusions, assessments as to reliability and validity and interpretations of these findings will be presented in Chapter V.

CHAPTER V
CONCLUSIONS

This research project attempted to study the culturally stimulating activities of a selected group of environmentally deprived school children to assess whether there was a relationship evident between participation in these activities and successful or unsuccessful school performance. The following major hypothesis was tested: "The successful or unsuccessful performance of a selected group of elementary school children living in an environmentally deprived area of Winnipeg is related to their attendance at culturally stimulating activities outside the home." Our selected sample for study was obtained through the assistance of the Winnipeg School Board and the teachers of the forty-seven children in our sample. The findings indicated inconclusive support for the major hypothesis. One of the sub-hypothesis was substantiated conclusively. One of the sub-hypothesis showed inconclusive substantiation. Two of the sub-hypothesis were not sub-stantiated, one of these showing a strong reverse relationship. Specific findings with respect to each of the sub-hypothesis tested follow.

Sub-Hypothesis Number One:

"A greater proportion of the successful children than the unsuccessful children attend religious activities." This sub-hypothesis was not substantiated by the findings. In fact, a strong reverse relationship of the variables above was evident in our calculations. This would lead us to conclude that attendance at religious activities is not an important factor in the school performance of the children in our selected sample. We would speculate here that perhaps the social factors that contribute to school performance of a child had made a lasting impact on the child before he was old enough to participate in religious activities and that the religious activities were correspondingly an insignificant factor in the child's learning abilities. We also might speculate as to whether or not our selected sample may have contained a high percentage of immigrant families whose children, because of social adjustment to a new country would naturally be encountering difficulties at school and who are traditionally devout church attenders. In view of the high percentage of unsuccessful school children from our sample in attendance at religious activities we would wonder if the quality of the religious activities could not be examined and that explorations could be made to focus on the opportunities available to the churches to exercise more enriching and stimulating influences on these children.

Sub-Hypothesis Number Two:

"A greater proportion of the successful children than the unsuccessful use library facilities." This sub-hypothesis was substantiated conclusively. We may conclude that the use of library facilities was a positive influence on school performance of the children in our selected sample and that the ability to learn well is reflected in the ability to read. The desirability of having library facilities accessible to all students would seem to be supported. The association between reading skills and learning stimuli as stated by social scientists in Chapter 11 would seem to be substantiated.

Sub-Hypothesis Number Three:

"A greater number of the successful children than the unsuccessful attend secular activities inside of the immediate community." This sub-hypothesis was not substantiated. It was felt that our responses to questions in this area were particularly focussed around playground activities, and that this particular activity was not too meaningful in the quality aspect of culturally stimulating activities. We also felt that in many cases the children may have participated in activities within their immediate community because of negative social factors in the home and not because they received particular stimulation from participating in the activity. It would appear that the secular activities within the immediate community that we

selected for study were not noteworthy ones in terms of supporting successful school performance.

Sub-Hypothesis Number Four:

"A greater proportion of the successful children than the unsuccessful attend secular activities outside of the immediate community." This sub-hypothesis was substantiated but it was felt that the margin of substantiation was not sufficient enough to warrant our labelling the substantiation as conclusive. It would appear that the secular activities we selected for the schedule outside of the immediate community were more widely attended by successful students in our sample than the unsuccessful.

One hundred percent of those children coming from families who had operatable cars attended secular activities outside of the immediate community, and it would thus appear that transportation is an important factor in considering this area.

All of our findings regarding income, whether it be on a per capita basis or group basis revealed that the successful children in our sample had greater financial resources than the unsuccessful. This would support the idea that adequate income is a positive stabilizing factor in the life styles of people.

It was felt that our study suffered from several over-all limitations. Our sample was too small and not necessarily typical of the mainstream of children this age and thus our conclusions could

not be given generally except as pertaining to our particular sample group. The schedule of questions which our study group prepared was originally designed for all elementary children and we did not allow for sufficient differentiation and the particular areas of important activities for children in the ages of the Grade 1 to 111 range. It was felt that the culturally stimulating activities chosen for the schedule may not have been the most important culturally stimulating activities for the children in our selected sample. We did not attempt to assess the qualitative aspects of the activities we chose and thus we did not allow for the possible negative effects on stimulation due to poor quality in the leadership and content of the activity. A wide range of other impinging factors could have been operating in considering the attendance or non-attendance at activities of children in our selected sample.

The very obvious relationship between the successful students and the use of library facilities; between successful students and adequate income should give support to furthering both these elements in the lives of the environmentally deprived.

It is hoped that this study will be of some assistance to those working with and interested in environmentally deprived school children.

Part I

Interview Schedule

Research Project 1965-66

Family Name _____

Schedule No. _____

Address _____

Interviewer _____

Performance S U

School A B C D

Family Members

Name

Age

Living In Home

Father _____

Yes _____ No _____

Mother _____

Children 655055 _____

Marital Status (if one parent family) Divorced _____ Separated _____ Widowed _____
Others in Household:

Relationship _____

Ethnic Origin - - - Father _____ MOTHER _____
(Language spoken by male ancestor on arrival in Canada)

Length of Residence at present address _____

Length of Residence in Winnipeg _____

(If appropriate) Where else have you lived in Winnipeg during past 5 years?

Father's Occupation _____

Mother's Occupation _____

Gross Family Income _____

Part D

1. Does your child bring home books from the public library?

Often _____ Sometimes _____ Rarely _____ Never _____

2. Does your child use the public library for:

- a) doing homework Yes _____ No _____
- b) reading Yes _____ No _____
- c) story telling hour Yes _____ No _____
- d) the movie program Yes _____ No _____

3. Does your child bring home reading material (including comic books) from anywhere other than the public library? If yes, from where?

- a) borrowing _____
- b) school library (other than texts) _____
- c) other (explain) _____

4. Does your child go to church often?***

sometimes _____

rarely _____

never _____

5. Does your child attend religious instruction classes? (e.g. Catechism classes, Sunday School, etc.)

often _____

sometimes _____

rarely _____

never _____

6. If the answers to (4) and (5) are other than never, who takes the child to the Church or to his religious instructions?

- a) himself _____
- b) parent _____
- c) sibling _____
- d) other _____

*** often- two or more times monthly
 sometimes - once a month
 rarely - less than once a month

Part D cont'd

7. If the answers to (4) and (5) are Never, why doesn't the child go?

- a) distance is too great _____
- b) lack of maney for fare _____
- c) other _____

8. Does your child attend, or has he/she ever attended, any club in this area?

<u>Boys:</u>	<u>Specify</u>	<u>Of</u>	<u>Attends</u>			<u>Has Attended</u>
			<u>Se</u>	<u>Ra</u>	<u>Ne*</u>	<u>Ne*</u>
	Neighbourhood Service Centres _____	_____	_____	_____	_____	_____
	Winnipeg Central Boys Club _____	_____	_____	_____	_____	_____
	Playgrounds (local) _____	_____	_____	_____	_____	_____
	Other _____	_____	_____	_____	_____	_____
<u>Girls:</u>						
	Neighbourhood Service Centres _____	_____	_____	_____	_____	_____
	Playgrounds (local) _____	_____	_____	_____	_____	_____
	Other _____	_____	_____	_____	_____	_____

9. Which of the following has your child attended?

	<u>before he started school</u>	<u>since he started school</u>
zoo(Assinaboine Park)	_____	_____
arena (circus, Hockey)	_____	_____
museum	_____	_____
stadium (football)	_____	_____
children's theatre	_____	_____
ballet	_____	_____
swimming pools	_____	_____
symphony	_____	_____
Kildonan Park	_____	_____
Musical Festival	_____	_____
Other	_____	_____

* Of- Often, Se- Sometimes, Ra- Rarely, Ne- Never

Part D - cont'd

10. Does your child attend movies?

Often _____ sometimes _____ rarely _____ never _____

If answer is other than never, to what movie theatre(s) does he/she usually go?

11. What has your child done during vacations:

	<u>1965</u>	<u>1964</u>	<u>1963</u>
Trips to the lake or farm	_____	_____	_____
Vacation trips (other than to lake or farm)	_____	_____	_____
Day Camp	_____	_____	_____
Resident Camp	_____	_____	_____
Other (Specify) _____	_____	_____	_____

12. Does your child take music lessons?

Yes _____ No _____

If yes,

A) what instrument? _____
B) where are lessons taken _____

13. What other activities does your child do outside of the home?

a) after school _____

b) after supper _____

c) Saturday and Sunday _____

14. Do you own a family car in good operating condition? Yes _____ No _____

If yes, do you use the car to take the children to any of the above activities? Yes _____ No _____

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