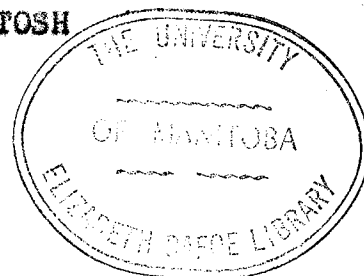


**A STUDY OF DROP-OUTS
IN ST. JAMES, 1962-63**

**A Thesis
Submitted to
THE FACULTY OF GRADUATE STUDIES
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**In Partial Fulfillment
of the Requirements for the Degree
MASTER OF EDUCATION**

**by
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A STUDY OF DROP-OUTS IN ST. JAMES, 1962-63

ABSTRACT OF THESIS

Early withdrawal from school is a well recognized problem, but comparatively little research has been done, in Canada, to relate dropping out of school to its causes. The City of St. James has its share of drop-outs in spite of its many social, economic and educational advantages. Therefore, the purpose of the study was to identify salient factors related to early school withdrawal in this typical urban Manitoba community.

The hypothesis was proposed that home factors are more critical in the decision to withdraw from school than are school factors.

The method of investigation consisted first of a pilot study to determine the feasibility of an investigation of drop-outs in St. James, then of interviewing one-third of the St. James drop-out population, chosen by random selection, for the school year September 2, 1962 to September 3, 1963. Each interviewee provided personal statistical information as well as personal views on a wide range of factors which might be related to drop-out, and he completed Bell Adjustment Inventory and School Inventory forms. School records supplied additional information.

When summarized in tables and analyzed, these data

pointed to salient factors in drop-out in both the home and the school. Children living in the oldest section of St. James and in the poorest houses were most prone to drop out. Parents with less education and in unskilled occupations were more likely to have drop-out offspring than parents in more skilled jobs. The most critical period in drop-out is at age sixteen and seventeen, or grades nine and ten; and the middle children in large families are more likely to withdraw than others. Male drop-outs were usually smokers, had been truant and had had trouble with the police. Both male and female drop-outs enjoyed part-time employment while students, and most expected to take further training but were ill prepared for it. They were mainly of low normal or dull normal intelligence, and had reading difficulties. Excessive changing of schools, serious failure records, poor attendance, limited homework efforts, a difficulty with study and a reluctance to ask for help or seek extra tuition are related to drop-out, but the actual prospect of failure is not related. Fear of failure is an important factor.

The school was a consistently poor area of adjustment but the high incidence of maladjustment in one or another home adjustment area indicates interaction and, when considered with additional personal observations of home problems, tended to affirm the validity of the hypothesis.

Some possible methods of treating the problem of drop-out lay in the direction of improvement in course offerings and guidance in the school, but most important of all, in the development of educational programs in industry which would encourage the growth of these young persons in a more meaningful setting.

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CHAPTER I

THE DROP-OUT PROBLEM

Early withdrawal from school is a fact of human behavior which is of concern to administrators, parents, and employers and for some decades it has been regarded as one of the outstanding problems in the field of education. However, although the problem is widely discussed in newspapers, magazines and educational publications, very little formal research has been done in Canada to establish accurately why a student leaves school before completing his course of study. As a basis for action in Canada there is very heavy dependence upon data gathered in the United States. These data are of unquestionable usefulness but it is conceivable that dropping out of school may have different motivation in Canada or a particular part of Canada.

Purpose of the Study

What factors cause young people to drop out of school in a typical Manitoba community? The type of life which a local child leads is influenced by the nature and extent of his formal education. Discarding the opportunity to accept education seriously limits the choices open to him when he tries to select a vocation.

Several factors must be at work in influencing a

child to drop out of school. If properly identified, these forces may be harnessed or at least held in check by those interested in the child's development and future. It is the purpose of this study to identify the salient factors related to early withdrawal from school by students in an urban environment in Manitoba.

Significance of the Study

Investigations in the United States show that the person who leaves school before graduation usually finds himself on the "less wanted" list of the labor market. He has less educational background to recommend him to an employer. He has no saleable skill and very often insufficient education to enable him to qualify for skilled training. The outcome is well illustrated in the results of a follow-up study of drop-outs conducted in Louisville, Kentucky, where it was found that the youngest workers (under 18 years) were least wanted by employers, had the poorest jobs and least job satisfaction.¹

Canada's Department of Labour has outlined the problem as follows:

¹ J. Dan Hull and Howard Cummings, "Discovering the Extent to Which Youth's Needs are Being Met," Report on Early School Leavers, Fifty-second Yearbook of the N.S.S.E., p. 71.

During the last few years a revolution has been taking place in Canada--a revolution in employment which is almost certain to affect the future of your children.

The introduction of more and better machines and improved methods of doing things, have been gradually wiping out thousands of jobs which require little education or training, so that unskilled and semi-skilled jobs now represent only 30 per cent of all employment in Canada. At the same time, employment opportunities continue to increase proportionately for graduates of apprenticeship programs, institutes of technology, high schools, vocational schools, trade schools and universities.

What this means to the future of the young people in your family is obvious. Early drop-out from school could mean being cut off from 70 per cent of the jobs in Canada, being limited in their earnings for life, a closed door to the better training opportunities in industry, often being restricted to dead-end jobs, and possibly a lifetime of insecurity and long periods of unemployment.²

This appraisal is well based in fact:

Unemployment is most serious among the poorly educated. A survey made in February, 1960, by the Department of Labor, disclosed the fact that 44 per cent of the unemployed had not reached Grade 8, 26 per cent had left school at Grade 8, and 8 per cent had left secondary school after only one or two years.³

There seems to be a direct relationship between inadequate education and being out of work, and this creates problems

² Dominion of Canada, Department of Labour, Education, Training and Employment. (Ottawa: The Queen's Printer, 1961.)

³ Dominion of Canada, Department of Labour, "Drop-Outs," The Bulletin, 41: 219. October, 1961.

for society in general as well as for the individual.

Today's drop-outs will be citizens tomorrow. Non-producing members of society dependent on their fellows constitute a serious drain upon the nation's resources. Furthermore, into their hands will be placed a measure of the responsibility for the conduct of civic and federal affairs. Some of them may be elected to public office; their support will likely be sought in programs of civic betterment; they will also raise children who may be strongly inclined to follow their examples; and, perhaps most shocking of all, as Topping has indicated, from their ranks are drawn the habitual delinquents that plague our society.⁴

In Canada, little formal research has been done on the subject of drop-outs and therefore little has been published. Royal commissions on education in Alberta and British Columbia produced some information,⁵ and the School Division of Winnipeg Self-Survey of 1948 dealt with drop-outs briefly.⁶ Dr. Lewis S. Beattie explored the matter very extensively in his report to the Canadian Conference on

⁴ C. W. Topping, "Some Factors in Juvenile Delinquency," The Manitoba School Journal, 17:17, December, 1955.

⁵ Report of the Royal Commission on Education in Alberta, 1959, (Edmonton: The Queen's Printer, 1959); and Royal Commission on Education, Report, [British Columbia], (Victoria: The Queen's Printer, 1960).

⁶ Committee on Field Services, Report of the Directed Self-Survey Winnipeg Public Schools, (Department of Education, University of Chicago, September, 1948) pp. 205-235, 261-277.

Education in 1962.⁷ But up until June, 1962, only four graduate theses dealt with the problem of drop-outs with a view to determining why people leave school before graduation.⁸ The Canadian Education Association gave the matter some attention in 1950 and 1951,⁹ but between July, 1950, and June, 1962, only one research article in this field in Canada was reported in the Education Index, and that was from Ontario.¹⁰ No mention of the drop-out problem in Canada was noted in the 1960 edition of the Encyclopaedia of Educational Research¹¹ although England and Australia were mentioned as well as the United States. There seems to be a lack of enthusiasm to explore the problem in Canada.

⁷ Lewis S. Beattie, The Development of Student Potential, (Ottawa: The Canadian Conference on Education, 1961).

⁸ Metro Gushaty, (unpublished Master's thesis, University of Alberta); Gordon James Rancier, (unpublished Master's thesis, University of Alberta); Gobin Sawh, (unpublished Master's thesis, University of New Brunswick); and Jacqueline D. Boucher, (unpublished Master's thesis, University of New Brunswick), see Bibliography.

⁹ Canadian Research Committee on Practical Education, Your Child Leaves School, (Toronto: Canadian Education Association, 1950); and Better Schooling for Canadian Youth, (Toronto: Canadian Education Association, 1951).

¹⁰ W. G. Fleming, "Study of High School Plans Among Grade VIII Pupils in Oxford County," paper, Ontario College of Education.

¹¹ C. W. Harris (ed.), Encyclopaedia of Educational Research, 1960, pp. 8-11 and 1278-9.

A research project proposal of the Canadian Association of School Superintendents and Inspectors, which was to investigate the comparative attitudes of drop-outs and non-drop-outs across Canada, was shelved because of lack of funds.¹² Yet the need for information was obvious. The Social Planning Council of Metropolitan Toronto strongly emphasized the need for research in its report on school drop-outs.¹³ A random sample of 1,500 students who wrote Grade IX Departmental examinations in Manitoba in 1958 revealed that 352 students, or twenty-three per cent, dropped out of school before completing an additional two years of school.¹⁴

The problem called for examination at close range and a determined effort to answer the question, "Why do they withdraw from school?"

Locale and Subject Population

The city of St. James was selected as the area in

¹² "A National Study of the Attitudes Affecting Students Leaving School Compared with Those Affecting Students of Like Ability Remaining in School." A Research Project Proposal of the Canadian Association of School Superintendents and Inspectors, (Toronto: 1961, Mimeographed).

¹³ A Report on Drop-outs, (Toronto: The Social Planning Council of Metropolitan Toronto, October, 1961, Mimeographed).

¹⁴ H. J. MacDonald, "Who Should Attempt the Matriculation Course?" The Manitoba School Journal, 22: 17, March, 1961.

which the investigation for this thesis would be conducted. St. James is an urban community of 33,898 people located immediately west of Winnipeg on the north bank of the Assiniboine River. It is mainly residential but has a large new industrial area in the northern part of the city. There are twelve schools with a student population of 8,338 as of September, 1962. The investigation was designed to center upon all students in grades one to eleven in St. James schools who drop out of school between September 4, 1962 and September 3, 1963.

Method of Investigation and Sources of Data

On the basis of a pilot study conducted during the school year 1961-62, a prognosis of drop-outs for 1962-63 was developed and one-third were selected for study, by random numbers. As the year progressed, students who dropped out were to be entered in the year's list of drop-outs. Those whose names fell in the random-selected spaces were to be interviewed personally and individual student records were to be examined. Facts, opinions and Bell Inventory results thus obtained would then be summarized and analyzed.

Assumptions

Whatever factors were at the root of the drop-out problem, it was assumed that they would fall into two

possible categories:

a) home factors which included influences derived from the home and its surroundings, the child's hereditary background, his habits, attitudes and beliefs, financial and social status, and personal adjustment.

b) school factors, which included native ability, success in school, courses of study, attitude and adjustment to school, student-teacher relations, schools attended, study habits, attendance and other items directly related to school progress which the school can control, influence or accommodate.

It was not the purpose of this study to evaluate the school system, its efficiency, facilities, the curriculum, the quality of instruction, or the aims and attitudes of the elected board, its administrators or teachers. No school system is without faults, but the pilot study indicated that drop-outs constituted only a small percentage of the total school population and, taken as a whole, the School Division of St. James was generally successful in educating the great mass of students presented to it each year. Therefore these factors are not included in the list of school factors, and inquiry is directed at the student and his adjustment within the present system.

Hypothesis

The hypothesis was proposed that home factors are more critical in the decision to withdraw from school than are school factors.

Limitations of the Study

The study was limited to the extent that it dealt only with urban children who constituted a somewhat select segment of the general population. The results would not necessarily be relevant in all of Canada nor even in all of Manitoba. Educational opportunities, economic situations and value systems vary from one area to another within the Province. Therefore the reasons for dropping out of school will likely vary from one area to another and the results of the study will be directly significant only in St. James. They may, however, have useful implications for similar areas elsewhere in the Province or in the rest of Canada. A further limitation is that this investigation does not propose to study retarded children. Their educational problems are already evident and more clearly defined. Only children with established I.Q.'s of eighty or better will be included in the study. Finally, this investigation is limited to the extent that it does not propose to treat drop-outs, but does propose to find out why they drop out.

It is possible, however, that some suggestions for treatment, and directions which treatment may take, will arise out of the study.

Definition of Terms

For the purpose of this investigation a drop-out shall be defined as any student with an I.Q. rating of 80 or better who leaves school before completing the course of study in which he is enrolled.

Students who dropped out while repeating grade eleven were excluded from the study because of the uncertainty of status at this point. A student who fails French may lack junior matriculation status but has, for the purpose of entry to some technical courses, grade eleven standing. Furthermore, it is very difficult to draw a distinction between the student who fails two subjects in his grade eleven finals and ventures to clear them at night school, and the student who returns to repeat the grade. Any student who completed one full year of study at the grade eleven level was thereafter excluded from the study.

Organization of the Thesis

In order that this drop-out study be seen in its proper perspective, it appears expedient to explore the

scene of the study at closer range and, as well, to examine in detail drop-out studies conducted elsewhere in Canada and in other countries. Therefore, Chapter Two will be a close-up view of the City of St. James, its growth, development, characteristics, problems and its school system. Chapter Three will be a review of relevant literature originating both here in Canada and abroad.

In Chapter Four the design of the study will be recorded in detail; but data gathered during the period of the investigation will be located in Chapter Five, along with appropriate figures and tables which will facilitate the interpretation of the data. Conclusions and implications which may arise out of this study will be found in Chapter Six. Pertinent recommendations for action or for further study will also be found in this final chapter.

In summary, the early withdrawal of students from school is a problem of serious proportions in Canada. Only limited formal research has been done to discover the reasons for which Canadians drop out of school, and it is therefore the purpose of this study to investigate the problem as it is manifested in a typical Manitoba community, with a view to determining why children leave school before completing the courses of study in which they are enrolled. Personal interviews and school records will constitute the main

sources of information, and it is hypothesized that home factors are more critical in the decision to drop out than are school factors.

The setting of the study is explored in the following chapter.

CHAPTER II

THE SCENE OF THE STUDY

The School Division of St. James and the City of St. James are essentially coterminous and are examined in limited detail in this chapter. This review of the scene of the study serves the purpose of revealing something of the nature of St. James that has a bearing on the problem of school drop-out in so far as environmental influences are involved. To this end, historical, economic and physical features of the City of St. James are reviewed briefly, and the School Division of St. James is explored with similar brevity from the point of view of growth, facilities, organization and administration, in order to clarify the image of the school system which was rejected by the drop-outs under investigation.¹

¹ Statistical information on the City of St. James was obtained from Mr. A. Reid, City Clerk, City of St. James, and historical information was obtained from Mr. J. S. Hanna, City Solicitor, City of St. James.

Statistical information on the School Division of St. James was obtained from Mr. T. C. Macgregor, Secretary-Treasurer, School Division of St. James, and information on organization and administration was obtained from Mr. R. T. F. Thompson, Superintendent of Schools, School Division of St. James.

The City of St. James

The City of St. James is located immediately west of Winnipeg, along the Assiniboine River. The area of the city is 5,073 acres or approximately eight square miles, of which one-third is taken up by the Winnipeg International Airport located on the north side of St. James. This gives the commercial-industrial-residential portion of the city a U-shaped layout. Industry is located mainly in the eastern upper arm of the "U" where both the Canadian National and Canadian Pacific railways provide service. Residential and commercial areas take up the southern and western parts or the bottom of the "U". The Trans-Canada Highway cuts across the southern portion of the city (the bottom of the "U") and it is here that commercial enterprises have clustered. Residential lots are no longer available from the city, because all land designated for such development has been sold. Urbanization has progressed to such an extent in St. James that agriculture is no longer carried on within its limits. The Royal Canadian Air Force station is located on the southern and western part of the air field, or west of the center of St. James. It is one of the two largest in Canada and a substantial block of property adjacent to the station proper is taken up with dwellings erected for station personnel and their families.

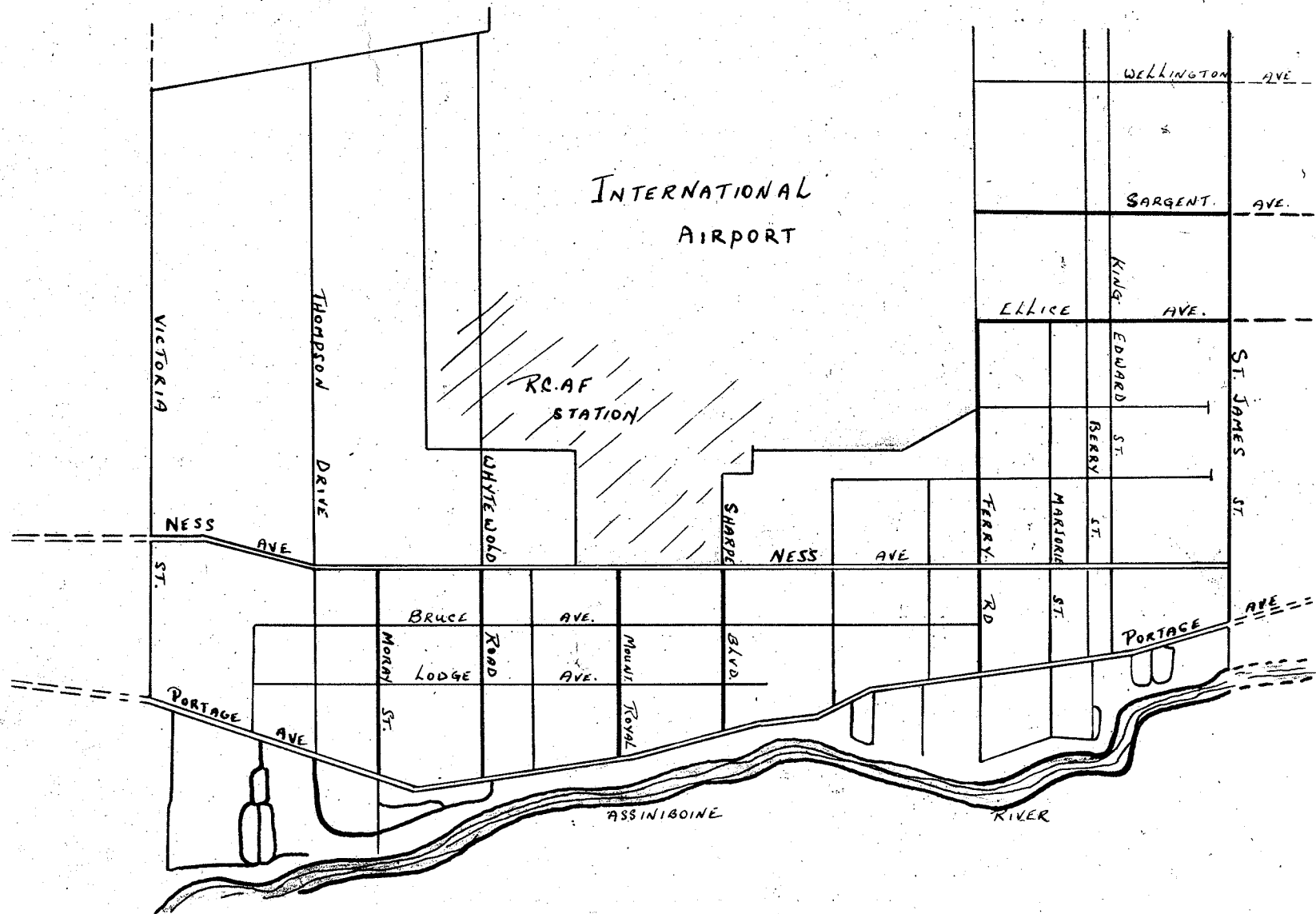


Figure 1. The City of St. James: Principal Streets

Historically, St. James was once part of the much larger municipality of Assiniboia, but in 1921 St. James was incorporated as a separate municipality. A financial loss in land development led St. James into bankruptcy in 1924, and in 1925 its administration was taken over by a municipal board appointed by the provincial government. In 1927 a council was again elected, and its activities were supervised by a government appointee, Mr. W. C. McKinnell, who continued in this capacity until 1940, when his duties were taken over by the Municipal and Public Utilities Board. This body continued its supervision of expenditures, including those concerning schools, until 1961, although all debts connected with the state of bankruptcy had been paid off by 1956. St. James was incorporated as a city in 1958.

The population of St. James at the time of its incorporation as a municipality was 10,467 and it remained a small suburb of Winnipeg for many years. In 1942 its population was only 13,244; but within ten years it began to expand, and within twenty years (by 1962) it had reached 33,898, or 254 per cent of the 1942 figure. Many factors contributed to the growth spurt: low taxes, convenient location adjacent to Winnipeg along the Trans-Canada Highway, city encouragement of land developers, and freedom

from flooding. The last point is perhaps particularly significant because St. James's higher ground level kept it almost completely dry during the great flood of 1950 in Manitoba, and many people seeking flood-free real estate found St. James to their liking.

Quite apart from such matters of good fortune however, some deliberate efforts were made to encourage growth. In 1950 the number of industrial concerns in St. James was very small although it included such major firms as Ford, Bristol Aircraft, and Midwest Aviation; but following the 1956 installation of sewers and hard surfaced roads in the area to which the city hoped to attract industry, the total number climbed to 244. Most were light industries with some manufacturing, but all were allowed to erect only masonry buildings, thereby insuring higher degrees of quality and permanence.

The great expansion in St. James which began a few years after World War II was matched by a corresponding rise in the value of the city. In 1942 the city's assessment was \$4,121,185. In 1962 the taxable assessment was \$65,051,000, of which 42 per cent was commercial-industrial and 58 per cent was residential. One aspect of this tax ratio is that industry, through taxes, helps to pay for education but does not help fill the schools. The huge Department of National Defence installation on the west side

of the airport is valued at \$17,798,740 but is non-taxable. Instead, the federal government provides grants to cover the cost of services, such as education, water and sewer facilities to personnel living on the base.

Land values also reflect an expanding economy. In 1950 the Ford Company purchased land for its parts supply center at \$800 per acre. Recently, in 1962, Oakland Hatcheries Limited purchased land at a cost of \$5,000 per acre. In 1940, St. James' assessment stood at \$3,801,615 and its debt at \$3,117,000. In 1962 its assessment totalled \$82,850,230 and its debt a mere \$1,461,000. The slump which seemed to envelop St. James when it went into bankruptcy faded into the background.

In the midst of these vicissitudes some promising developments occurred. In 1929 St. James set up the first town planning scheme in Manitoba. It was composed of two councillors and four citizens who worked on the committee voluntarily. One example of the outcome of their deliberations is that there are no billboards allowed in St. James. Deserving of mention is the development of St. James's revolving fund which was begun in 1955. Money from sale of public land was not used immediately to reduce taxes but was placed in a fund which, by 1962, had grown to \$5,000,000. The fund was used to finance large public expenditures and,

as monies borrowed were paid back with interest, the fund continued to grow even though land sales began to decline as all available land was sold. This fund has actually saved St. James a great deal of money in interest because borrowings paid back with interest are actually just going into another civic wallet and are available for further use immediately. Another development worthy of mention is some evidence of community spirit. It is probably best illustrated by the public at large.

Service Clubs. Kiwanis, Lions and Optimists had groups centered in St. James. All were active and working for the benefit of the community and had produced tangible evidence of their efforts. The Lions Club was the guiding light in the opening of a public library in 1956. The Optimists established a recreation park in 1959. The Kiwanis Club opened a half-million dollar housing project for elderly people in 1958. Passing reference may also be made to continual development of smaller projects such as play lots, cadet corps, health clinics, career nights for young people, and many other community service projects.

Community Clubs. There were altogether seven community clubs operating in the city in 1962, and each was autonomous in raising money and directing its own activities.

Interested citizens developed and effected policy without direction or control from the city council. Sports, square dancing, social evenings and all manner of recreation were offered by the community clubs.

Churches. There were twenty-one religious centers in St. James, including Anglican, Jehovah's Witnesses, Lutheran, Presbyterian, Roman Catholic, Salvation Army, and United Church centers. All were self-supporting.

Chamber of Commerce. The 325-member St. James Chamber of Commerce was actively supported by business and professional men in the district. Many of their efforts were in their own interests, such as improved mail service for St. James industry, but a good deal of their work benefited the city generally. They conducted "Town Hall" meetings prior to civic elections each year, although they supported no particular candidate. Their Traffic and Safety Committee made recommendations to Council regarding improved traffic control. Their Transportation Committee surveyed bus services and made recommendations for improvement.

Y. M. C. A. The St. James Family "Y" was an organization directed and supported by St. James citizens in co-operation with the Greater Winnipeg Y.M.C.A. It had an indoor pool and complete recreational facilities.

In summary, the City of St. James had grown from a poverty stricken suburb in the 1930's to what appeared to be an economically healthy city in the early 1960's. The state of the city's coffers and the high assessment, as well as the appearance of the city, gave statistical as well as visual evidence of living conditions well above those of a slum. The activity reflected in publicly operated facilities indicated that St. James was not prone to social lethargy. Why then should its children drop out of school? An examination of the school system was necessary before this question was investigated in detail.

The School Division of St. James

The school system in St. James seemed to reflect the development of the district as a whole. The population explosion of the city was promptly matched by school enrollments which rose from 2,584 in 1950 to 8,338 in September of 1962. The city's building boom was paralleled by the building of seven new schools between 1950 and 1962, as well as additions made to three of the five old schools and additions to five of the new schools. The city's improved financial status made possible the spending program of the school system which grew from \$204,071 in 1950 to \$2,550,990 in 1962. The interest in community affairs noted earlier

appeared in the school system in the form of home and school associations in three of the elementary schools, in regular, well-attended parents' nights at all schools, and in the various scholarships offered by business concerns and service organizations. Worthy of special note in this connection is the St. James Scholarship Foundation, an organization of interested citizens dedicated to the accumulation of a capital fund for the financing of scholarships for worthy St. James children.

The schools themselves were, in size and location and organization, the product of growth pressures, rather than of a particular plan. They varied in size from small eight-room elementary schools to thirty-room elementary schools and forty-room senior high schools. There were various combinations of grades. Some had elementary plus junior high grades, some were purely elementary or junior high, and there were junior and senior grades in the high schools.

Streaming within the schools sought to accommodate a wide range of student abilities; but since there was no kindergarten in St. James public schools, streaming was delayed until the first grade was completed. Thereafter, a child was placed in the two-, three- or four-year stream, according to his needs or abilities. This meant that bright or gifted students were allowed to cover grades two, three

and four in two years, normal students took three years, while slow students continued with grade one studies beyond the first year and were given four years to complete grades one, two and three. Selections for major work and ungraded classes took place at the end of grade four. It should be noted that students of drop-out age at the time of this study had not had the benefit of this two-, three- and four-year plan.

In grades five and six, streaming was continued. There were ungraded classes, regular classes and major work classes.

In the junior high school, ungraded classes were carried on for students with I.Q.'s below 80; a new stream was opened up for students meeting with serious retardation and whose I.Q.'s were in the 81-95 range; the regular stream was continued; and major work students were blended with other high achievers to form top level two-language classes. There was generally free movement, from year to year, into and out of these streams according to the child's needs.

At age sixteen, ungraded students were allowed to enter the second-level course at grade seven level, or were released from school, according to their capacities.

In the two accredited senior high schools, second-level students were channelled into the high school leaving course, while the regular and top-level students had a

choice of the university entrance course, the non-language general course, the new general course recently developed by the teachers of Manitoba, and the commercial course.

Subject matter taught in each course was that laid down by the Department of Education in its programs of studies for Manitoba schools. Specific textbooks were prescribed and provided free of charge by the Department of Education.

The responsibility for the operation of the School Division of St. James lay in the hands of the elected Board. The Board in turn delegated some of its responsibility to the superintendent of schools, the secretary-treasurer and the maintenance supervisor in charge of buildings. The superintendent was assisted in conducting the education program by a director of physical education, a high school co-ordinator, an elementary supervisor, two elementary consultants, and the principal, vice-principal and teachers in each school.

Certain auxiliary services were also available. The St. James Health Unit conducted regular health checks and immunization programs in the schools and maintained health records. The St. James Child Guidance Clinic, staffed with two social workers, a psychologist, a speech therapist and a secretarial assistant, dealt with serious

cases of child maladjustment referred to them. However, guidance, as a part of the curriculum, received only sporadic attention, being left largely in the hands of classroom teachers, and was often ignored entirely. Some counselling had been tried for brief periods, but opposition by the school division board prevented its blossoming into an established continuous program.

The picture presented, therefore, by the School Division of St. James was one of a small, poor, suburban school system unable to spend money without approval of its government supervisors, which had, in a short time, grown into a substantial, wealthy one. It had actually become the second largest in Manitoba. Its school buildings were adequate and were, for the most part, new within the previous twelve years. There was evidence of community interest as well as support for the schools and, with classes ranging in size from fifteen or sixteen in ungraded rooms to thirty-five or six in regular classrooms, accommodation seemed adequate. Individual differences in aims and ability were taken into consideration in the provision of a variety of courses or streams; and there was evidence of a healthy concern for scholarship, as shown by community interest in the matter and the school board's award program which sought to recognize good effort at all levels of achievement. Further,

certain auxiliary services had been established.

Why, indeed, do children drop out of this system, thereby turning their backs on opportunity? The direction in which a solution might be sought was determined by reviewing available literature on similar situations in North America and Great Britain. A summary of this review appears in Chapter III.

CHAPTER III

REVIEW OF THE LITERATURE

The problem of school drop-outs was neither new in education nor unique to St. James. As early as 1870, surveys of the holding power of schools in North America gave evidence of interest in drop-outs,¹ and since that time a great deal of material dealing with the topic has been published. Considerable refinement was made in methods of investigating the problem, and drop-outs in many different school systems were studied. It was therefore desirable that available literature on early school leavers be reviewed in order to devise the most effective instruments and methods for the investigation of the St. James problem. Furthermore, it appeared possible that somewhere in the English-speaking world there would be areas somewhat similar to St. James, in which drop-out studies had yielded implications of significance to this city. Relevant information gathered in the review of the literature has been summarized in this chapter, beginning with material originating in Manitoba, then in Canada generally. Thereafter, drop-out literature originating in the United States is

¹ C. W. Harris, Encyclopaedia of Educational Research, (New York: The Macmillan Co., 1960), p. 99.

extensively explored and, finally, a brief account of the drop-out situation in Great Britain is given.

Drop-out Studies in Canada

Manitoba

Drop-out studies in Manitoba, up to 1962, had been confined largely to brief statistical treatments as found in yearly reports of school superintendents and MacDonald's 1961 report on matriculation drop-outs.² The one exception to this state of affairs was the 1948 Winnipeg schools survey which delved into the matter in some detail, although the drop-out material constituted only a small part of a comprehensive report on the Winnipeg school system.³

The serious nature of the drop-out situation at that time is reflected in a stated retention rate of only 56.7 per cent.⁴ This figure was based on the fact that, of all sixth grade students in Winnipeg schools in 1942, only 56.7 per cent were in the Grade XI graduating class in 1947, a figure far below the 72.3 per cent quoted in the survey as

² H. J. MacDonald, "Who Should Attempt the Matriculation Course?" The Manitoba School Journal, 22: 17-18, Mar., 1961. ³

Committee on Field Services, Report of the Directed Self Survey, Winnipeg Public Schools, (Department of Education, University of Chicago, September, 1948), pp. 205-235, 261-277.

⁴ Ibid., p. 206.

characteristic of selected urban centers in the United States.⁵ The survey further showed that the most serious losses occurred between grades ten and eleven, and brought forth the conclusion that, "It seems that the concept of mass education in Winnipeg weakens somewhat after Grade X."⁶ The recommendation was made that consideration be given to revamping of courses to accommodate students whose needs lay in other than the university entrance course. At that time this course was followed by 68 per cent of the senior high enrolment, but was carried to fulfillment in university by only 18.5 per cent.⁷ In addition to comments concerning subject changes, facilities, and increased enrolments, a further recommendation was that greater emphasis be given to well integrated guidance programs designed to orient the student in terms of his own needs and available courses, and to interview students dropping out of school as a means of determining the effectiveness of the school program. By 1960, figures reported by the Winnipeg Tribune indicated considerable improvement in the holding power of Winnipeg schools. Almost 68 per cent of the age group due to graduate in 1960 had actually completed high school, but close to one-third had been lost

⁵ Ibid.

⁷ Ibid., p. 208.

⁶ Ibid., p. 207.

⁸ Ibid., p. 266.

along the way.⁹ Obviously the matter was far from solved even in the province's largest urban center where educational opportunity was at a very high level. In spite of this, no mention whatever of the drop-out problem was made in the report of the 1959 Manitoba Royal Commission on Education.¹⁰

British Columbia

To the west of Manitoba, however, royal commissions gave the matter somewhat more attention even though there were indications that the holding power of schools improved as one proceeded further west. In fact, British Columbia's Report of the Royal Commission on Education in 1960 claimed that "the retention rates for British Columbia schools are higher than those for all Canada and, as far as can be determined, higher than those for any other province."¹¹ British Columbia quoted Dominion Bureau of Statistics figures which credited that province with a 66 per cent retention rate for grade eleven students in British Columbia, while the rate given for all Canada was a mere 37 per cent.¹² It was noted

⁹ Article in The Winnipeg Tribune, July 30, 1960, p.1.

¹⁰ Report of the Manitoba Royal Commission on Education, 1959, (Winnipeg: Queen's Printer, 1959).

¹¹ Royal Commission on Education, Report, [British Columbia] (Victoria: Queen's Printer, 1960), p. 49.

¹² Ibid., P. 48.

that the retention rate was far higher in urban centers in the west coast province than in its rural areas, and the recommendation of the Commission was that a study be made of the factors contributing to this higher drop-out rate, with a view to improving the situation in rural areas.¹³

Alberta

In 1960, the Dominion Bureau of Statistics publication Student Progress Through the Schools, by Grade, 1960, provided the information in Table I.¹⁴ Presumably, the difference between the second grade enrolment in 1947-8 and the eleventh grade enrolment ten years later will be an indication of the numbers of students who have dropped out of school during the interval. These data are subject to some criticism inasmuch as they take no account of student retardation or population movement, but they do indicate, roughly, the holding power of a province's schools. It will be noted that Alberta appears to run a close second to British Columbia in retention of pupils at the grade eleven level; but if systems are compared it is

¹³ Ibid., p. 49.

¹⁴ Student Progress Through the Schools, by Grade, 1960, Dominion Bureau of Statistics, Education Division, Research Section (Ottawa: Queen's Printer, 1960), pp. 23-25.

TABLE I
HOLDING POWER OF SCHOOLS BY PROVINCES*

Province	Enrolment Grade II, 1947-48	Enrolment Grade XI, 1956-57	Per cent Holding Power
Newfoundland	8,907	2,425	27.2
Prince Edward Is.	1,976	704	35.6
Nova Scotia	14,201	5,200	36.6
New Brunswick	12,468	3,867	21.0
Province of Quebec	85,295	19,611	23.0
Ontario	75,213	36,614	48.7
Manitoba	14,504	6,906	47.6
Saskatchewan	18,877	7,720	40.9
Alberta	16,775	10,120	60.3
British Columbia	16,574	11,748	70.9

*Adapted from Student Progress Through the Schools, by Grade, 1960, Dominion Bureau of Statistics, Education Division, Research Section, (Ottawa: The Queen's Printer, 1960), pp. 23-25.

possible to consider Alberta's retention rate highest of all, since its grade eleven course gives entrance to first year university, while the British Columbia student must complete yet another year to achieve the same status. Retention in this pre-university year is much lower in British Columbia.

The high retention rate in Alberta is noteworthy because it appears to be the product of extensive interest and investigation. The Report of the Royal Commission on Education in Alberta noted that, in 1956, the following were not in school: 3,522 (22 per cent) of the 16-year-olds, 6,962 (44 per cent) of the 17-year-olds, 11,192 (71 per cent) of the 18-year-olds.¹⁵ The Report commented that "the startling decline in the enrolments of these age groups...confirms the large numbers of students drifting into society without adequate education."¹⁶

Professor D. B. Black of the University of Alberta conducted studies on drop-outs which were given considerable attention in the Report.¹⁷ He found that approximately 63 per cent of the students who wrote grade nine examinations in 1955 achieved more than one year of high school

¹⁵ Report of the Royal Commission on Education in Alberta, (Edmonton: The Queen's Printer, 1959), p. 38.

¹⁶ Ibid.

¹⁷ Ibid., p. 40.

and it was further estimated that this represented about half of the original group enrolled in grade one. Black's investigation also pointed up higher drop-out rates in non-matriculation programs and lower holding power in smaller high schools.¹⁸

The Report concluded:

Much more evidence must be sought, but on the basis of the facts available certain conclusions are beyond dispute. The overwhelming majority of pupils who require basic education and occupational and semi-skilled training are being dumped into society as semi-literate adolescents. Two-thirds of the pupils who could accomplish technical and other advanced programs never complete high school. One-third of those students who have the highest educational potential and who might accomplish almost anything they might set out to master do not finish high school.

The seriousness of the situation urges inquiry into curriculum, of provisions for education, and particularly of community attitudes toward education.¹⁹

The Report further notes that "No small part of a disinclination towards education may be traced to out-of-school influences--the home and society at large."²⁰ It leveled strong criticism at this age of technical advancement which seems to be characterized by self-interest; an

¹⁸ Ibid., p. 41.

¹⁹ Ibid., p. 42.

²⁰ Ibid., p. 42.

age in which huge defence budgets consume one-third of all national revenues but in which one-thirtieth for education is begrudged; an age in which entertainers and athletes and unskilled labor earn more than teachers. The Report noted finally that "...the future of youth and the level of education which they will achieve rely substantially on forces without the school."²¹

The Report dealt briefly with educational wastage and recommended "that the cause of drop-outs among gifted students be studied more intensively and that remedies be sought to reduce them."²²

Additional material on drop-outs originating in Alberta included two masters theses, the first by Metro Gushaty in 1952,²³ and the second by G. J. Rancier in 1962.²⁴ Gushaty's thesis had been completed and was available prior to the commencement of this study. His investigation was a follow-up study and sought to isolate causes of drop-outs in Southern Alberta. The method of investigation consisted of mailing a questionnaire to 503 former students, analyzing the 105 replies and comparing the

²¹ Ibid.

²² Ibid., p. 228.

²³ Metro Gushaty, An Analysis of Causes of High School Drop-outs in Southern Alberta, 1947-1951, (unpublished Master's thesis, University of Alberta, 1952).

²⁴ Gordon James Rancier, High School Drop-outs: Ten Case Studies of Drop-outs in the Acadia School Division, (unpublished Master's thesis, University of Alberta, 1962).

results with twenty personally conducted interviews of drop-outs. The mailing list did not constitute a complete list of the drop-outs for the stated four-year period in the area Gushaty dealt with. He attested to a high degree of correspondence between the interview and questionnaire methods of gathering information.

The questionnaire which Gushaty used called for factual information such as age, school and grade last attended, present earning power, occupation of parents, as well as opinions such as favorite subjects, reasons for leaving school, attitudes to education and advice, and suggestions for curriculum improvement. Wherever opinions were required questions tended to be so constructed as to give variety of choice in the answer, as well as to render the information returned subject to easy analysis. The following sample taken from Gushaty's questionnaire points up these qualities:

18. How valuable do you consider High School education to be? Check (✓) one.

- (a) Very useful and valuable
- (b) Useful and valuable
- (c) Has no particular use or value
- (d) Has certain disadvantages
- (e) Is a distinct waste of time and money.²⁵

Gushaty's findings pointed out elements of strength

²⁵ Gushaty, op. cit., Appendix.

in larger schools, compulsory attendance and guidance. Course offerings, as they existed at that time, were good preparation for university but were almost wholly academic and were therefore rather inadequate to the needs of the farming district in which the investigation was conducted. Weaknesses detected in the school system included sarcastic teachers, lack of homework checking, lack of sex education, lack of flexibility, overcrowding, lack of vocational training. It was indicated that improvement should be in the direction of more counselling, more debating and speech training, more teaching of how to study, more variety in course offerings.²⁶

Eastern Canada

From 1930 to 1962, according to Brehaut²⁷ and the Canadian Education Association Registry of Canadian Theses in Education 1955-1962,²⁸ only two other masters' theses dealt with the problem of drop-outs in Canada. The first,

²⁶ Ibid., p. 120.

²⁷ Willard Brehaut, A Quarter Century of Educational Research in Canada, 1930-1955, (Toronto: University of Toronto, 1958).

²⁸ Canadian Education Association, Registry of Canadian Theses in Education 1955-62, (Toronto: Canadian Education Association, Research and Information Division, 1963), p. 20.

by Gobin Sawh,²⁹ listed various reasons for pupils leaving public school, while the second, by Jacqueline D. Boucher, dealt with numbers of drop-outs in New Brunswick high schools and related reasons to age, grade, sex, and type of school.³⁰ Both originated in New Brunswick and neither was available for review prior to the commencement of this study. Other Canadian literature on the topic came out of Ontario.

The Beattie Study

Although the 1950 Report of the Royal Commission on Education in Ontario made no mention of the problem of drop-outs,³¹ the Canadian Research Committee on Practical Education produced two reports which dealt with the problem, Your Child Leaves School, and Better Schooling for Canadian Youth, in 1950 and 1951 respectively.³² In 1961, Lewis S.

²⁹ Gobin Sawh, The Destination of Students Leaving the Public School System in the Halifax Dartmouth Area, 1959-60, (unpublished Master's thesis, University of New Brunswick, 1961).

³⁰ Jacqueline D. Boucher, A Study of Drop-outs in New Brunswick High Schools, (unpublished Master's thesis, University of New Brunswick, 1962).

³¹ Report of the Royal Commission on Education in Ontario, (Toronto: The King's Printer, 1950).

³² Canadian Research Committee on Practical Education, Your Child Leaves School, (Toronto: Canadian Education Association, 1950); and Better Schooling for Canadian Youth, (Toronto: Canadian Education Association, 1951).

Beattie, former Superintendent of Secondary Education in Ontario, prepared a study, The Development of Student Potential, in which the reports of the Canadian Research Committee were reviewed, along with other relevant drop-out material.³³ This fact, coupled with its currency, rendered Beattie's study more significant for the purposes of this investigation.

Beattie's study was one of a series prepared primarily as documentation for the 1962 Canadian Conference on Education. His study covered the broader topic of student potential and its development, and was not confined strictly to causes and treatment of drop-out. The plan of the study consisted of a review of research findings mainly in Canada, although some from abroad were included, together with an analysis and conclusions reached in consultation with twenty prominent Canadian educators. The strong Canadian flavor made Beattie's study particularly relevant to the investigation of St. James drop-outs, although the logical development of the topic of student potential brought in some material not directly related to this investigation.

The foreword set a tone of rational appraisal of the drop-out situation; it noted that all who drop out should

³³ Lewis S. Beattie, The Development of Student Potential, (Ottawa: The Canadian Conference on Education, 1961).

not necessarily have been kept in the stream until they completed high school and therefore are not wasted potential.³⁴ Some have the capacity for further schooling and would profit by staying longer, but many drop out for excellent reasons and are better out than in. There are other ways of obtaining formal training and of adding informally to the development of skill and knowledge throughout one's life.

However, it was made clear that the general importance and value of education was becoming more and more evident in that occupations in skilled and semi-skilled categories in the early sixties accounted for about one-third of all jobs; but two-thirds of students in schools left before obtaining enough education to train for skilled or professional work. Therefore, two-thirds of the labor force were competing for one-third of the jobs.³⁵ A noteworthy limitation on the improvement of this situation is that the extent of a student's education will depend upon his personal capabilities as well as the diversity of opportunity offered.³⁶ Nevertheless, the situation seemed to be more acute than necessary because "two-thirds of all individuals and probably about half of those who could do so, fail to complete a

³⁴ Ibid., p. 1.

³⁵ Ibid., p. 9

³⁶ Ibid., p. 14.

regular high school course."³⁷

One bright note was sounded. Many Canadian drop-outs do enrol in other courses. Over 20,000 students were enrolled in secondary school correspondence courses; an equal number were articulated in apprenticeship courses; and thousands more were attending private trade and business schools.³⁸

Beattie's study also explored the causes and methods of treatment of drop-out. He quoted Cork:

In most cases school withdrawal results from a multiplicity of factors, which when operating together present the individual student seemingly insoluble problems which he can most easily meet by withdrawing from school.³⁹

Beattie added:

Whatever the external causes appear to be, the real cause lies in the pupil's reaction to them. They may reduce his morale to the point where he has to change his environment to retain his own self-respect. Our objective should be to prevent this subjective reaction by removing the external causes which create it.⁴⁰

Beattie further quoted Canadian Research Committee on Practical Education data on causes of drop-out as listed by teachers and later by the employed drop-outs. Agreement between teachers and pupils on reasons was very close.

³⁷ Ibid., p. 21.

³⁸ Ibid., p. 24.

³⁹ Ibid., p. 27.

⁴⁰ Ibid.



The main reasons given were those related to school, such as subjects, teachers, lack of interest, and economic reasons such as parental attitude and sickness.⁴¹

Beattie's study then marshalled thinking for an attack on the external forces which cause drop-out by breaking causes down into four categories. He labelled these forces adverse factors and saw them as forces which tended to act upon young people at a time when they were reaching for independence and sometimes caused them to take premature action. The adverse factors were:

1. Lack of effective guidance. A 1959 survey in Maryland indicated that parents still play the most important role in helping students choose life courses.⁴² The student may rebel against parental choices or he may place a low value on education. Both situations lead to drop-out. Furthermore, society's example is often faulty. It is widely accepted practice to seek the easy way. Finally, if his peers place a low value on schooling, a student may be guided out of school.

2. Lack of motivation. Poor choices of courses, lack of aptitude, lack of interest, lack of self discipline, are variations of this force.⁴³ Deliberate laggards are

⁴¹ Ibid., p. 28.

⁴² Ibid.

⁴³ Ibid., p. 29.

probably best accommodated by firm treatment such as that meted out by the Calgary School Board. There they are expelled.

3. Lack of opportunity. Limited course selections and lack of diversified grouping in smaller schools is a noted cause of withdrawal.⁴⁴ Compulsory attendance to age fifteen years keeps children in school, but after that point rural enrolments drop off severely compared with that of larger urban schools. In effect, a program sufficiently varied to meet the needs of individuals is essential to a high level of holding power.

4. Lack of means. Continuance of formal education is dependent on sufficient funds.⁴⁵ The Association d'Education du Quebec found, in its survey of grade seven students, that over half the drop-outs at this level were from the two lowest of nine income brackets. The percentage of drop-outs also increased rapidly with the size of the family. It is also probable that availability of jobs may be a lure to leave school. Some sort of financial assistance appears necessary to retain low income families in school. Quebec gave payments of ten dollars per month to each family with a sixteen- to eighteen-year-old in school.

⁴⁴ Ibid., p. 30.

⁴⁵ Ibid., p. 33.

Beattie's study proposed solutions which included mainly increased guidance, in the broadest sense, diversity of opportunity, and increased financial aid to students.⁴⁶ Parents should participate more intensively in establishing good habits, attitudes and in facilitating study at home. They must also know where to turn for advice in these matters. Home and School Associations, better reporting, personal interviews, fuller information on courses, more favorable recognition given to scholarship, expanded guidance and counselling in the schools, and increased co-operation between industry and the educational systems were all facets of a program intended to improve the general attitude to scholarship and to increase the holding power of schools. The aim, of course, was to motivate people to want to achieve well in school, and required reinforcement in the form of a wide range of opportunity for education. Accommodating the talents of individuals by streaming, flexibility within the classroom, diversification of courses in secondary schools with concurrent maintenance of standards, represent opportunity at its best.⁴⁷ Finally, to make fullest use of proposed improvements, financial aid from the federal government, designed to equalize educational opportunity, as well as

⁴⁶ Ibid., p. 40.

⁴⁷ Ibid., p. 46.

increased bursaries and direct student aid, were seen as necessary adjuncts to the entire scheme.⁴⁸

It is to be noted that Beattie's study was intended as a starting point for discussion at the 1962 Canadian Conference on Education. It drew upon reliable factual information to support its philosophy but, as evidenced by the breadth of its proposals, Beattie's study ventured to stimulate discussion on long range improvements and not to provide an immediate panacea.

The Toronto Study

In 1961, in Toronto, the Social Planning Council of Metropolitan Toronto set up a committee to study the problem of drop-outs. The report of this committee's work was produced in October, 1961, and is the outgrowth of study and discussion, but not formal research conducted in Toronto, since resources for this purpose were not available.⁴⁹ In their discussions they relied heavily upon research emanating from the United States, although some Toronto statistics were used to substantiate their findings.

⁴⁸ Ibid., p. 54.

⁴⁹ A Report on School Drop-outs, (Toronto: The Social Planning Council of Metropolitan Toronto, 1961), p. 1.

The committee was composed of representatives of education, industry and social agencies. Their work fell into the four categories of Guidance and Counselling, Flexibility of the School System, Work Study Programs, and Retraining and Upgrading.⁵⁰ The committee defined a drop-out as a pupil who leaves school without completing an educational plan or course, and emphasized the seriousness of the situation by quoting Toronto statistics which showed a retention rate of only 30 per cent between grades nine and thirteen.⁵¹ The Committee referred to a confusion of values which lent too much emphasis to academic type education and listed causes of voluntary withdrawal as are frequently found in the literature on the topic, namely, dissatisfaction with school, poor academic achievement, home status, personal deficiencies.⁵² The Committee also drew attention to recent advances in dealing with the problem, such as greater diversification in the school curriculum, establishment of vocational guidance departments, a child adjustment center, and increases in vocational training.⁵³ The committee made special mention of reading difficulties among boys.

The sub-committee on guidance and counselling surveyed

⁵⁰ Ibid.

⁵² Ibid., p. 5.

⁵¹ Ibid., pp. 2,3.

⁵³ Ibid., p. 6.

the availability of qualified guidance services in Ontario schools and, in the light of the New York Board of Education experiment,⁵⁴ recommended early identification and treatment of potential drop-outs, extension of guidance services to elementary school, increased remedial teaching staff, increased guidance staff including social workers and psychologists, more contact with parents, and more child psychology in teacher training.⁵⁵

The committee on flexibility in the school system recommended more opportunity for parents to meet with teachers, availability of schools for study after hours, less rigidity in the grade system to accommodate individual needs including both the bright and the dull, improved selection and training of teachers.⁵⁶ Worthy of special note was reference to an article by W. H. Worth in which he concluded that non-promotion neither improved performance nor helped maintain standards.⁵⁷

The committee on work study programs recommended the establishment of courses combining formal schooling with on-the-job training, the courses being designed to meet job requirements.⁵⁸ This was intended primarily as an improvement on existing terminal courses for slow students.

⁵⁴ Ibid., p. 8.

⁵⁵ Ibid., p. 15.

⁵⁶ Ibid., p. 13.

⁵⁷ Ibid., p. 14.

⁵⁸ Ibid., p. 19.

The committee on retraining and upgrading dealt with methods of assisting people who had already dropped out of school, and urged provision of opportunities for guidance and refinement of some skills, similar to the Detroit job upgrading program.⁵⁹

The work of the Toronto Social Planning Council's Committee on School Drop-outs terminated with the forwarding of recommendations to federal, provincial and local governments.

To summarize the drop-out picture in Canada, a substantial amount of concern had been directed toward the problem, but formal research in Canada tended to be spotty and most frequently took the form of statistical treatments. On the other hand, educational authorities in the United States, as well as gathering data, actually tried many different solutions to the problem.

Early School Leavers in the United States

United States drop-out studies have been mainly of the follow-up variety and produced basically three categories of information: 1) facts on drop-outs, such as their I.Q.'s and numerical relationship to the general population,

⁵⁹ Ibid., p. 21.

2) opinions regarding reasons for dropping out, and
3) philosophical speculations on drop-outs and what can be done about them. Generally, studies contained two or all three of these categories of information. Some studies, however, were not follow-up studies at all, but instead endeavored to identify potential drop-outs and to treat them before they withdrew. These studies form a logical sequel to the proposals for solving the problem and will be reviewed with them.

Factual Information About Drop-outs

As early as 1907, Thorndike drew attention to the high rate of elimination of students who first entered school between 1900 and 1904. A total of 81.7 per cent failed to get beyond the ninth grade.⁶⁰ Ayres also indicated a similar trend when in 1909 he pointed out that schools tended to take all students to the fifth grade, half of them to the eighth grade and one-tenth to the final year of high school.⁶¹ Since that time there has been a steady rise in the holding power of schools in the United States. The United States Office of Education released figures covering the entire nation during the twenty-five year period

⁶⁰ As quoted in C. W. Harris, Encyclopaedia of Educational Research, (New York: The Macmillan Company, 1960), p. 8.

⁶¹ Ibid.

between 1924-25 and 1948-49, and based on fifth grade enrolments because compulsory attendance laws are effective until that time.⁶² The percentage of students entering the ninth grade rose from 61.2 per cent to 86.3 per cent, and the percentage of students graduating from high school rose from 30.2 per cent to 58.1 per cent. Furthermore, Harris reported a holding power increase of twenty-five per cent between 1945 and 1954.⁶³ Essentially the trend was to retain more students in high school although there was considerable variation from school to school and from state to state.

In Lambert's report of a West Virginia study it was noted that in one area sixty-five per cent completed the high school course while in another only nineteen per cent graduated.⁶⁴ In 1954 the state of Georgia had a holding power of only thirty-four per cent, while Wisconsin retained seventy-three per cent of its young people through graduation from high school.⁶⁵ One readily asks why such

⁶² "School Retention Rate Rises," School Life, 42:20, January, 1960.

⁶³ Harris, loc. cit.

⁶⁴ Samuel M. Lambert, "Increasing Education's Holding Power," N. E. A. Journal, 39: 665, December, 1950.

⁶⁵ Harris, loc. cit.

variation occurred, whether improvement could be wrought, and whether the cost made improvements worthwhile.

Indeed, it seems inevitable that, at some time during one's investigation and consideration of the drop-out problem, the question comes to mind as to why we bother with drop-outs at all. If they don't want to attend school, why not leave them alone? Many were just misfits and trouble-makers anyway. The answer given by most authorities had either a moral base, or more frequently a practical, materialistic one. The ideals of education incite the moral obligation not to allow a child to leave school before his fullest capacities are realized. School has one of the greatest influences on children and one cannot discard this influence lightly. On a more practical level, the school can save society a great deal of expense by keeping young people in school where the environment is more conducive to good citizenship than the gang hangouts to which drop-outs might gravitate. The N.E.A. Research Bulletin⁶⁶ pointed out that juvenile delinquency occurred ten times more frequently among drop-outs and, according to Monroe, forty per cent of the criminals committed to federal and state prisons and reformatories in 1933 were between fifteen and twenty-four

⁶⁶ "High School Drop-outs," N. E. A. Research Bulletin, 38: 12, February, 1960.

years of age.⁶⁷ Furthermore, the average high school graduate earned \$50,000 more in his lifetime than the person with only eighth grade standing⁶⁸ and, while Byrne described this approach as "crass materialism,"⁶⁹ it was one taken by many authors, and with some foundation. Projections of laborer versus technician and professional requirements in 1975 in the N.E.A. Research Bulletin showed that the unskilled laborer would have a much more difficult time finding employment as a result of the trend to automation and the elimination of unskilled jobs.⁷⁰ In 1950, twenty-nine per cent of the labor force was unskilled. By 1975 this figure was expected to drop to twenty-two per cent. Tesseneer pointed out that a good basic education was necessary to learning a skill and the drop-out lacked this.⁷¹ Why, then, did they leave school?

⁶⁷ Walter Scott Monroe (ed.), Encyclopaedia of Educational Research, 1952, p. 1516.

⁶⁸ N.E.A. Research Bulletin, loc. cit.

⁶⁹ Richard Hill Byrne, "Beware the Stay in School Bandwagon," Personnel and Guidance Journal, 36: 494, March, 1958.

⁷⁰ N.E.A. Research Bulletin, loc. cit.

⁷¹ R. A. Tesseneer and L. M. Tesseneer, "A Review of the Literature on School Drop-outs," N.A.S.S.P. Bulletin, 42: 142, May, 1958.

The answer to this question is without doubt the heart of the entire matter; for with this knowledge something can be done to effect a remedy. It was to this end that extensive investigations were carried on in various sections of the United States. Although the findings of these research projects did not entirely agree with each other, and in fact some were in direct conflict, some variation in motives for leaving school was to be expected, since local traditions as well as needs doubtlessly influence the decision of the youth about to make up his mind about school. In any case, certain characteristics of the drop-out situation recurred time after time and these have formed the basis for much of the remedial work undertaken.

The characteristics hereafter listed represented the cumulative findings of many investigators with certain outstanding specific instances cited, but they were not to be interpreted as characteristic of all drop-outs all over the United States.

1. Drop-outs were generally retarded at least one grade. Livingston's study showed that eighty-four per cent of the group he dealt with were retarded two grades.⁷²

⁷² A. Hugh Livingston, "Key to the Drop-out Problem: The Elementary School," Elementary School Journal, 59: 268, February, 1959.

2. Drop-outs were inclined to participate very little in extra-curricular activities. Livingston substantiated this by contacts with former teachers as well as the drop-outs.⁷³

3. In a lower I.Q. range, Murk found that sixty-three per cent had I.Q.'s above ninety,⁷⁴ but Tesseneer reported a number of surveys in which drop-out I.Q.'s were notably lower than those of graduates.⁷⁵ Unquestionably, some drop-outs had good I.Q.'s and Wolfbein reported that one in sixteen had college level ability.⁷⁶

4. Drop-outs tended to come from a weak home or one broken by divorce or death. Snapp found seventy per cent of drop-outs in this category.⁷⁷

5. Drop-outs were generally children of parents who worked at unskilled jobs. Livingston's study of elementary drop-outs showed that eighty-two per cent had

⁷³ Ibid.

⁷⁴ Virgil Murk, "A Follow-up Study on Students Who Drop Out of School," N.A.S.S.P. Bulletin, 44: 74, February, 1960.

⁷⁵ Tesseneer, op. cit., p. 145.

⁷⁶ Seymour L. Wolfbein, "Transition from School to Work: A Study of the School Leaver," Personnel and Guidance Journal, 38: 100, October, 1959.

⁷⁷ As quoted in Tesseneer, op. cit., p. 149.

unskilled parents.⁷⁸ Monroe reported a similar trend.⁷⁹

6. Drop-outs were children with poor attendance records in elementary school.⁸⁰

7. Drop-outs tended to be lower in reading level. Penty found that three times as many poor readers drop out as do good readers.⁸¹

8. Drop-outs tended to come from an uninspiring home.

9. Drop-outs tended to come from low income families. Hand's study in Chicago showed that seventy-two per cent of drop-outs were from low income families.⁸²

10. Drop-outs were generally children with personality defects which led to tension in relations with teachers and other students. Roberts and McGeever described him as resentful, rude, sullen, defiant, inclined to tell lies.⁸³ Bowman and Matthews' Eight Year Longitudinal Study revealed that students saw their potential drop-out class mates as

⁷⁸ Livingston, loc. cit.

⁷⁹ Monroe, loc. cit.

⁸⁰ Snapp, as quoted in Tesseneer, op. cit., p. 148.

⁸¹ As quoted in Harris, op. cit., p. 1273.

⁸² As quoted in Tesseneer, op. cit., p. 145.

⁸³ Richard O. Roberts and John F. McGeever, "A Junior Occupational Program," N.A.S.S.P. Bulletin, 41: 45, November, 1957.

lacking in friendship qualities.⁸⁴

11. Drop-outs tended to be people who transferred from school to school a good deal. Bledsoe reported an incidence of transfers among drop-outs four times that of those who continued through high school.⁸⁵

12. Drop-outs were predominantly people who left school at age sixteen or seventeen years.⁸⁶ Compulsory attendance laws were generally in effect until that time.

13. Drop-outs are more likely to be boys. Mack's survey of 255 Massachusetts high schools substantiated this point.⁸⁷

Other drop-out factors such as race had been investigated but seemed to yield little general agreement.

Opinions of Drop-outs as to Why They Leave School

Various surveys revealed slightly varying percentages of drop-out opinions on leaving school. Harris criticized the surveys as being too limited in design and for

⁸⁴ Paul Bowman and Charles V. Matthews, Abstract of Motivations of Youth for Leaving School, (Quincy, Illinois: University of Chicago, Quincy Youth Development Project, 1960), p. 4.

⁸⁵ Joseph C. Bledsoe, "An Investigation of Six Correlates of Student Withdrawal from High School," Journal of Educational Research, 53: 4, September, 1959.

⁸⁶ Bowman and Matthews, op. cit., p. 3.

⁸⁷ A. Russell Mack, "A Study of Drop-outs," N.A.S.S.P. Bulletin, 38: 49, February, 1954.

accepting student opinions without allowing for rationalization.⁸⁸ The most common reasons stated by drop-outs included: 1) dissatisfaction with teaching and curriculum;⁸⁹ 2) feeling of not belonging, not well adjusted; 3) economic need;⁹⁰ 4) lure of a job; 5) marriage and pregnancy; 6) not interested in school.

Proposed Solutions and Philosophical Speculation

Philosophically, educators in the United States were generally inclined toward the ideal that a high school education was good for everyone. A great willingness to strive to achieve this end, with considerable success, characterized their handling of the drop-out problem. Some saw it, however, not entirely as a school problem.

One may well reflect on the fact that one of every five Americans presently lives in one or another of our great cities. Approximately a fifth of our total national elementary- and secondary-school population attends a school in one of these same cities. Of this fifth, approximately one-fifth belongs to a culturally differentiated, educationally retarded minority group and, characteristically, they live in the poorest housing, suffer the greatest congestion, are exposed to the

⁸⁸ Harris, op. cit., p. 99.

⁸⁹ Shiebler's midwest survey attributed seventy per cent of drop-outs to this cause. As quoted in Tesseneer, op. cit., p. 147.

⁹⁰ Berlman attributed twenty per cent of drop-outs to this cause. As quoted in Harris, op. cit., p. 9.

highest adult crime, produce the highest level of youth delinquency, and face the lowest level of economic upgrading and mobility. To say that these problems, as they relate to and induce drop-outs, are uniquely the problems of our schools or of the cities themselves is utter failure to see the problem. The problems are educational and cultural and social and economic and political. They must be dealt with concurrently on all fronts.⁹¹

Nevertheless, it fell to educational authorities to try various remedies in the school situation. These attempts included curriculum improvements, changes in promotion policies, changes in public relations, improvements in guidance, part-time employment programs and job upgrading programs.

Curriculum improvements. Many authors advocated differentiated courses of study and more realistic curricula including such subjects as those indicated in Henderson's survey of Illinois parents, teachers, students and laymen: understanding civic affairs; homemaking; and courses which led to earning a living.⁹² Some caution was expressed, however, by such authors as Byrne who pointed out that our future doctors would not come from the ranks of the drop-outs, and stay-in-school campaigns, though useful in rousing

⁹¹ L. W. Nelson, P. R. Hunt and E. E. Cohen, "The Drop-out Problem: A Growing Educational Concern Today," N.A.S.S.P. Bulletin 45: 277, April, 1961.

⁹² As quoted in Harris, op. cit., p. 1270.

interest, may be misleading.⁹³ Most United States high schools had enrolments below 175 students. They could not be expected to do everything. Therefore, the curriculum should be made more flexible, where practical, after cool appraisal. Larger schools definitely had the advantage in this regard.

Promotion policies. Since peer relations were such a problem to the retarded student who saw all his age mates advancing through school ahead of him, Livingston recommended that promotion policies be scrutinized very carefully with a view to revision.⁹⁴ On the other hand, Fine expressed the opinion that "blanket policies of promotions have fostered an attitude of irresponsibility among many students."⁹⁵ He found special guidance more satisfactory, especially for bright low achievers.

Public relations. Low income families and poorly educated families are characterized by disorganization and a tendency to place low value on education. Considerable public relations could be done in this area in an effort

⁹³ Byrne, op. cit., p. 495.

⁹⁴ Livingston, op. cit., p. 270

⁹⁵ T. W. Fine, "Student Retention in the Junior High School," N.A.S.S.P. Bulletin, 45: 84, November, 1961.

to improve attitudes to the school and to education in general. Following his Pine Hill High School experiment, Boggan concluded that informed interested parents were the most important factor in retaining pupils.⁹⁶

Improved guidance. Donald Davis experimented with two matched groups of potential drop-outs in the graduating ninth grade of a high school.⁹⁷ They exhibited the common characteristics of retardation, adverse school experiences, poor reading, family problems. Davis accepted the findings of previous studies which indicated that drop-outs have a lack of self-esteem and a feeling of not being wanted, and further that most reasons for withdrawal from school are school centered. Therefore, the aim of the project was to determine the effect of a deliberate attempt to inculcate feelings of worth in potential drop-outs. The experimental group was the subject of consultations with teachers, and all its members were made known to teachers; the students were counselled and their problems discussed; they were taken on field trips. The control group received none of this attention. It was found that students in the

⁹⁶ Earl J. Boggan, "Causes of Student Drop-outs: Solution at Pine Hill," N.A.S.S.P. Bulletin, 39: 85, April, 1955.

⁹⁷ Donald A. Davis, "An Experimental Study of Potential Drop-outs," Personnel and Guidance Journal, 40: 799-802, May, 1962.

experimental group had fewer failures, fewer disciplinary referrals to the office and no drop-outs after a year. In the control group, fourteen per cent dropped out. Special attention seemed to result in greater holding power.

Possibly the most interesting support for the improvement of guidance programs was the conclusion offered by the New York City Board of Education following an investigation of two methods of conducting guidance programs, one standard control group and one intensive guidance test group.⁹⁸ There was little difference in the rate of graduation in the two groups and researchers concluded that intensive work done with the teachers, who taught both control and experimental groups, had led to a carry-over into work with the control group, which therefore benefitted also.

An outstanding example of the effect of improved guidance was that offered by the Scholarship and Guidance Association of Chicago. They conducted a study in depth and, using individual casework, sought to investigate the relationship between poor school behavior and achievement and home problems.⁹⁹ The aim was to determine whether

⁹⁸ "Intensive Guidance Given Potential High School Drop-outs," Personnel and Guidance Journal, 35: 564, May, 1957.

⁹⁹ Solomon O. Lichter et al., The Drop-outs, (New York: The Free Press of Glencoe, 1962), p. v.

intensive individualized treatment could effect better social, educational and emotional adjustment for the drop-out or potential drop-out. "Rarely do children who are successful in school leave prior to graduation."¹⁰⁰ Therefore selection criteria included academic underfunctioning as well as truanting, bad behavior and an I.Q. of ninety or better. High schools referred the sixty boys and forty-five girls used in the study. For each referral a three-fold description was developed: 1) the predominant observable complaint such as learning difficulties, social complaints, anxieties, depression; 2) the major psychodynamic issue such as neurosis or character disturbance; 3) the character formation or essentially the character disorder such as schizoid, depressive, masochistic, compulsive.¹⁰¹

The program was initiated in 1954, terminated in November, 1958, and included interviews with the student and the parents, detailed study and assessment, financial assistance for certain children, vocational counselling, psychiatric consultation, medical and dental care where necessary.¹⁰²

It was speculated that many drop-outs simply use school to work out conflicts not connected solely with

¹⁰⁰ Ibid., p. 2. ¹⁰¹ Ibid., pp. 12, 13.

¹⁰² Ibid., p. 4.

education. In such cases the school did not create the problem and remedial measures would be ineffective as long as the conflict is untreated.¹⁰³

Findings included the following points:

1. For almost two-thirds of the boys, but only one-third of the girls, malfunctioning began in elementary school.¹⁰⁴

2. Seventy-two per cent of the study group had problems in more than one school area, such as achievement, misbehavior, truancy.¹⁰⁵

3. Girls tended not to become troublemakers until adolescence, possibly because a favorable response to social pressures to be good brought the gratification of acceptance.¹⁰⁶

4. Financial stress was not a significant factor. In only four of the seventy treatment cases was financial assistance necessary. Capable students somehow overcome financial obstacles.¹⁰⁷

5. Forty-eight per cent of the boys and thirty-one

¹⁰³ Ibid., p. 40. ¹⁰⁴ Ibid., p. 60. ¹⁰⁵ Ibid., p. 61.

¹⁰⁶ Ibid., p. 63. ¹⁰⁷ Ibid., p. 66.

per cent of the girls had I.Q.'s of 110 or over, but counselling was no more successful with them than with those in the normal range.¹⁰⁸

6. Girls appear better able to take the stresses occurring in a poor environment.¹⁰⁹

7. Forty-nine per cent of the girls were draining off their tensions in overt behavior such as restlessness, lying, drinking. Earlier defenses of conformity had been broken down by adolescence. By contrast, forty-nine per cent of the boys were "unmasculine," lacking independence and aggressiveness. Because they actively rebelled, the girls were "healthier" than the boys.¹¹⁰

8. Most problems in the group studied stemmed from character malformation and not neuroses. Problems did not arise out of laziness, poor study habits, faulty discipline, poor curricula.¹¹¹

9. The entire group was difficult to treat. Thirty-three per cent dropped out before the fourth interview and seventy-one per cent of the remaining seventy left too soon.¹¹²

10. Fifty-two per cent of the girls and forty-six per cent of the boys improved in personality functioning.

¹⁰⁸ Ibid., pp. 66, 69.

¹⁰⁹ Ibid., p. 68.

¹¹⁰ Ibid., pp. 71, 77.

¹¹¹ Ibid., p. 73.

¹¹² Ibid., p. 83.

There was a high correlation between improvement and length of treatment.¹¹³

11. Personality improvement led to improved school functioning; but boys and girls who showed no personality improvement, did not show improvement in school.¹¹⁴

12. Of the treatment group of seventy, fifty-six were old enough to leave school at the end of the treatment period. Of these almost fifty per cent had remained in school or had graduated.¹¹⁵

13. Investigators found no special school dynamic, personality problem, or external factor that could be considered primarily or uniquely related to dropping out of school. They were, however, able to suggest danger signals the school should watch for, such as sharp discrepancies between intellectual ability and academic functioning, sudden changes for the worse in high school functioning, "odd ball" behavior, always blaming others for troubles, and belligerency.¹¹⁶

The Chicago study concluded that drop-outs were not acting constructively but were running away from a disagreeable situation. Furthermore, emotional problems in the

¹¹³Ibid., pp. 85, 87.

¹¹⁴Ibid., pp. 89, 258.

¹¹⁵Ibid., p. 90.

¹¹⁶Ibid., pp. 94, 188, 253.

youngsters and their parents were the major cause of school difficulties and resultant school leaving; but since no typical emotional disturbance characterized the group, treatment had to be individualized and should be begun early in order to insure success. Finally, it was noted that emotional problems are more effectively dealt with while the child is in school, than after drop-out when he is at large in the community and a problem to society.¹¹⁷

Part-time employment. Many researchers considered part-time employment an important factor in increasing holding power. Roberts and McGeever reported a well developed program of this kind.¹¹⁸ Potential drop-outs were referred to a special orientation class in which, among other treatment, if it was found that part-time employment would benefit the student, he was assisted in obtaining the job, and a counsellor kept in touch with the employer.

Job upgrading programs. In the slums of large cities were to be found thousands of youth both out of school and unemployed. This condition was labelled by Secretary of Labor Arthur J. Goldberg, "potentially the most dangerous social condition in America today."¹¹⁹ He

¹¹⁷ Ibid., pp. 248, 253, 268.

¹¹⁸ Roberts and McGeever, op. cit., pp. 43-7.

¹¹⁹ As quoted in C. S. Capp, "Diverting our Social Dynamite," Journal of Home Economics, 53: 756, November, 1961.

recommended: 1) provision of some kind of job training to qualify young people for employment; 2) devising some means of locating employment opportunities; 3) vigorous enforcement of anti-crime laws; 4) acceleration of efforts to eliminate prejudicial practises in business and labor unions.

The city of Detroit developed a program to accommodate these unemployed non-graduated youth, age sixteen to twenty years.¹²⁰ In the belief that drop-outs are uncomfortable in themselves and that they feel they have failed, the Detroit program was designed to give them time to look at themselves, reorganize and move in a positive direction. Rooms for the training were well equipped, guidance services were available, some on-the-job training took place, and there was prolonged contact with stable adults. Improvements in the appearance of the drop-out were noted; they developed better work habits, were better able to present themselves for employment and had a more realistic concept of the kind of work they should seek.

These solutions, however, were not without some critics, nor were they considered, by their proponents, as complete remedies. Dunkel suggested that not all of youth's needs could be met in school and that holding power should

¹²⁰ Nelson, Hunt and Cohen, op. cit., p. 278.

not be used as a criterion of the school's effectiveness. In fact, holding in school could become a palliative or a method of sweeping our social ills under the school rug, thereby avoiding proper treatment. Further criticism was levelled at the inability to discover significant combinations of factors responsible for causing withdrawal from school, and he called for much more intensive research, including longitudinal studies in order to discover the interplay of factors involved in this multifactor problem. This implied continuous study of school children from the time of enrolment in the first grade through high school. Potential drop-outs, identified by ability and achievement tests as well as personal interviews, could then be given special attention, whether it be course adjustment, counselling or remedial work, to assist their staying in school.

In conclusion, it appeared that the climate and philosophy of the particular school or school district were the most outstanding factors in improving retention. It seemed probable that there would always be early school leavers; but the school that was aware of the problem and attempted to solve it materially reduced the incidence of

¹²¹ Harold E. Dunkel, "Holding Power," The School Review, 65: 236, June, 1957.

drop-outs. The best example of this was shown in Boggan's report of Pine Hill High School where holding power was increased by a program reflecting interest and a desire to grapple with the problem.¹²² Expanded courses including auto mechanics and welding, expanded guidance including counselling and home visits, and part-time work programs raised holding power from fifty-four per cent to ninety per cent.

Early School Leavers in Great Britain

The only other country in which published research of any magnitude had been done was Great Britain. With a much higher population concentration, fewer areas for expansion of the economy and, because of the greater supply of manpower and much greater competition for jobs, a different philosophy of education persisted. The Times reported that, with automation and introduction of new technologies, as well as the cessation of compulsory national service in the armed forces, such crowding in Glasgow's educational institutions developed that a system of part-time education was instituted for 2,197 secondary school students and 1,174 primary school students.¹²³ In England

¹²² Boggan, op. cit., p. 84.

¹²³ "School Leavers in Glasgow," The Times Education Supplement, 2343: 765, April 15, 1960.

particularly, the belief that all children should complete high school at public expense was not widely held. Instead, public high schools or their equivalent were intended to accommodate about one-third of the children of secondary school age. This privileged third received the Grammar School education which prepared them for entrance to university and was generally considered the doorway to opportunity. The other two-thirds of the school population received the Technical School or Secondary Modern School education. Both had very flexible programs but lacked the prestige and desirability of the Grammar School. Probably the most devastating feature of the whole picture was that selection for these schools occurred just after the child turned eleven years of age. On the basis of a testing program conducted each year for the current crop of eleven-year-olds, a child's entire future was determined. The result was widespread anxiety. Parents whose children were about to write the Secondary School Selection examination often became overwrought, and there was evidence of anxiety among good students in Technical and Secondary Modern Schools who had "failed" the examination. It appeared that some had failed because they were late developers, but were capable of handling the Grammar School courses and found the courses they were forced to take uninspiring

and unproductive.¹²⁴

Lack of confidence in the Technical and Secondary Modern school courses was evidenced in a marked drop-out rate from these schools after the student had passed the compulsory school attendance age. The Bristol Education Committee noted that in 1956 only two per cent of the students in the age group just past fifteen years of age remained in school and, of these, half withdrew before completing the fifth year in secondary school.¹²⁵ Headmasters generally felt that these young people could benefit from an additional year of school both for academic as well as social and psychological reasons, but some incentive for remaining in school was required. The solution seemed to lie in providing some tangible evidence of training and, with this in mind, a program of examination and certification was developed which had the respect and support of employers and labor unions and the community in general. This program was duplicated in many centers throughout England and was later supplemented

¹²⁴ Thelma Veness, "Goal Setting Behavior, Anxiety and School Streaming," British Journal of Educational Psychology, 30: 22, February, 1960.

¹²⁵ "Staying at School," The Times Education Supplement, 2205: 1133, August, 1957.

by the establishment of Comprehensive Schools in which the segregation or streaming of students was less marked and less final.

In the morass of the problem as it existed across the ocean, Edelston's study strikes a familiar chord.¹²⁶ In his study of British twelve- and thirteen-year-olds of high intelligence, who were failing, he distinguished the following categories clinically: disturbing home conditions, reaction character formations, infantile neuroses, psychopathic states, and early psychoses. He made clear that limitations to learning imposed by such emotional states are more rigid than commonly believed.

Implications

It seemed of special significance that in the three countries mentioned, in spite of slight variations in prevailing conditions and philosophy, similarities did exist in both the nature of the drop-out problem and possible solutions to it. Causes centered around dissatisfaction with school courses and a need for a feeling of accomplishment, although Lichter's Chicago study¹²⁷ emphasized

¹²⁶ Harry Edelston, as quoted in C. W. Harris, op. cit., p. 1279.

¹²⁷ Lichter, loc. cit.

emotional problems as did Edelston.¹²⁸ Solutions generally fell into the categories of improvements in curricula or more extensive guidance.

These were valuable guide-posts in the investigation of St. James drop-outs and gave both direction and technical inspiration in the development of the St. James study, the method of which is outlined in Chapter IV.

¹²⁸ Edelston, loc. cit.

CHAPTER IV

THE DESIGN OF THE STUDY

The review of the literature on the topic of early withdrawal from school brought to light some interesting features of the drop-out problem and some techniques for exploring the matter. There were indications as to why people leave school before completing a course of study, and some solutions had been tried and found productive. However, there appeared to be no indication of the actual causes of drop-out on the Manitoba scene. In its publication Student Progress Through the Schools, by Grade, 1960, the Dominion Bureau of Statistics listed information on causes and destinations of drop-outs, such as employment, death or disability, marriage.¹ Newfoundland, Prince Edward Island, Nova Scotia, Saskatchewan and Alberta were treated; but there was nothing on Manitoba, presumably because no such information was available. This thesis was designed to help fill the gap on Manitoba.

The Pilot Study

Obtaining and compiling the necessary information

¹ Student Progress Through the Schools, by Grade, 1960, loc. cit.

on drop-outs required the development of a suitable technique including interview skills as well as appropriate instruments. Therefore, a pilot study was developed for the 1961-62 school year. Students leaving school before graduation from grade eleven were reported to the investigator, who interviewed selected drop-outs for the purpose of ascertaining the reasons for withdrawal. It was at this time that the interview technique was developed and refined.

Interview guide. Data collected included: personal statistical information such as address, age, number of schools attended; information about the parents, such as occupations, educational level and country of birth; attitudes to school, subjects liked and disliked, grades failed; vocational plans and study habits; extra-curricular activities and personal habits; and finally, the individual's own stated reasons for leaving school.

Exploration of each information group required asking a number of detailed questions; and since proper evaluation would require comparable information on each drop-out, it was necessary to have some method of insuring that the same questions were asked of each drop-out. An interview guide (Appendix "A") was developed to serve this purpose. It further served to reduce bias, to bring

consistency into the interview process and, when completed at the end of each interview, served as a record of information gathered. Additional information on I.Q. and reading level was to be obtained from school records and entered in prescribed places in the guide.

Results of the pilot study. By the end of the 1961-62 school year a total of seventy-five boys and forty-seven girls had dropped out of school in the St. James school system. Of these, fifteen had been interviewed. The totals included summer losses which were determined by checking school guidance files and office files of students who failed to return to school in September, 1962. Summer drop-outs were contacted by telephone or personal call to determine whether they had enrolled in schools elsewhere and, in all but a few cases, each student's status was clearly established by direct contact. The few cases where this was not practical were children of R. C. A. F. personnel who, being subject to transfer from one base to another at frequent intervals, had disappeared before contact was made. In such cases, where a check with the personnel department revealed that the family had moved to another R. C. A. F. station, it seemed reasonable to assume that the student concerned was not actually a drop-out.

Feasibility of a drop-out study. Although the pilot

study had proved to be a useful exercise which provided opportunities for the development of suitable techniques and instruments, the valid data it produced was restricted to the foregoing statistics on the entire drop-out population. The number of drop-outs was so large that interviewing all of them would have been a task of prohibitive proportions, and since no proper sampling procedure had been used, any summary of the pilot study data would be inadequate. However, the pilot study did point out the feasibility of a study of drop-outs in St. James, provided suitable sampling techniques were employed and provided the interview procedure was further refined. Additional information on personal adjustment was necessary. The method of obtaining information from the schools at the time of withdrawal had proved inadequate and would have to be improved. Furthermore, some drop-outs, or their parents, absolutely refused to have anything to do with such a survey; but their numbers were small and it appeared possible to compensate for these non-respondents by taking a sufficiently large sample of the drop-out population, although proper sampling technique would prohibit replacing them with more co-operative subjects. In summary, improvements in the method of studying St. James drop-outs were essential, but the study appeared to be quite feasible and held out the

possibility of providing useful insights into the nature and causes of drop-out.

Plan of procedure. Identification of salient factors in drop-out and the validation or refutation of the hypothesis required the definition of the subject population, selection of a suitable sample of drop-outs and the collection of relevant information on home factors and school factors by a clearly defined technique which would provide a consistent framework on which the study might be conducted. Subsequently the data must be analysed to determine which individual factors appear most critical, as well as which group of factors bore the greater responsibility in the decision to withdraw from school.

Subject Population

Frame of Reference

The frame of reference comprised all students enrolled in grades one to eleven in the School Division of St. James, during the 1962-63 school year. In September, 1962, the total number of such students in St. James schools was 8,338.

Students Excluded from the Study

The pilot study pointed up the need for clarification and possible exclusion of students in a variety of categories.

Grade twelve students. Students enrolled in grade twelve were deliberately excluded from the study because of the availability of equivalent study programs in first year university. Many Manitobans elected to attend university, occasionally outside of Manitoba, instead of taking grade twelve. Such people are obviously not drop-outs, yet it is often difficult to establish where they are and why they choose to leave the system. Therefore they were excluded from the St. James investigation.

Grade eleven repeaters. Is a student a drop-out if he completes grade eleven with only one supplemental, but does not return to school to clear it? He may choose to take private tuition or he may decide to attend night school. He might even continue his education in some technical school, particularly if the subject in which he lacks standing is not important to his further training. In any case, such people appear not to be drop-outs in the truest sense of the word, and such instances led to the decision to exclude from the St. James investigation any student who withdrew after completing a full year of grade eleven work. This decision was subject to question on the grounds that a drop-out has already been defined, for purposes of this study, as any student who leaves school before completing the course of study in which he is enrolled. A

student lacking standing in one grade eleven subject has not, strictly speaking, completed his course. However, in a democratic system a child may elect any course provided he meets the prerequisites, although he may not be equipped to complete the course in the normal way. He is, of course, entitled to try, but the school cannot guarantee success. If he experiences difficulties early in the course he may be guided into a more suitable one; but if the student has been taken, successfully, as far as the final examinations in the course, the school has served its purpose well, and because of the involvements of supplementals and private tuition, withdrawals after one year of study in grade eleven were excluded from this study.

Withdrawals to correction institutions. Another exclusion category was made up of students who might be withdrawn from school for placement in institutions of correction. It was known, from the pilot study, that such withdrawals arose out of serious personal adjustment problems, and since machinery was already in effect to deal with them, (the Juvenile and Family Court of Manitoba), investigating them at the time of the St. James study appeared to serve no purpose. In addition, they would actually not be out of school at all.

Non-residents. Non-residents were similarly excluded

from the St. James study. Large school districts sometimes attract students from less privileged rural areas. Such students bring along with them built-in problems including financial problems, homesickness, inadequate school background, and the difficulty of adjusting to a strange school system without the stabilizing influence of a regular home. Moreover they would be difficult to investigate once withdrawn, since they would tend to return to their homes. Finally, it is not fundamentally an aim of the St. James school system to accommodate people whose parents are not residents and taxpayers. Therefore non-residents were excluded from the study.

School transfers and overage students. Students who dropped out following a move to another school district were to be excluded as were students who had re-enrolled in school after passing the age of twenty-one years. In these cases it was felt that St. James' educational responsibility must terminate at the city limits and at age twenty-one as prescribed by the Provincial Government.² Transfers to private schools, however, were excluded for different reasons. Although they would be leaving the St. James public

² The Public Schools Act., (The Department of Education, Province of Manitoba: Queen's Printer, 1954), Part XII, Section 237, Subsection 2.

school system, they were not actually dropping out of school, and since the reasons for leaving could include religious factors as well as financial-social status it was deemed wise to exclude them. Conversely, drop-outs who enrolled in business colleges or who later returned to school were actually included in the subject population on the grounds that the factors which cause the initial surrender, the decision, even though temporary, to relinquish opportunities for free public education, bear investigation.

Medical reasons. Withdrawals for confirmed medical reasons, aside from pregnancy which may have social-emotional implications, were not to be considered as drop-outs for purposes of this study. The inability of medical science to control disease to the point of perfection is not the point of the St. James investigation.

Retarded children. Children with I.Q.'s of less than eighty were excluded from this study. Their problems are entirely unique and must be treated quite apart from those whose capabilities are normal or better.

Subject Population

With the exception of the various categories of students marked for exclusion, the frame of reference included all students in grades one to eleven in St. James

schools. The subject population included all drop-outs from this frame of reference, but not all were to be interviewed. The method of selecting certain drop-outs for interview is referred to as sampling procedure.

Sampling Procedure

The period extending from September 4, 1962, to September 3, 1963, had been selected as the data-gathering period in the investigation of St. James drop-outs. Since the number of drop-outs from St. James schools in the 1961-62 school year totalled 122 boys and girls, it was assumed, in the light of increasing enrolments, that at least a similar number would drop-out in the succeeding year. It was further decided that one-third of these would constitute an adequate sample for the purposes of the investigation and an elaborate plan was devised for insuring that all selections were made by chance and without bias.

All drop-outs during the 1961-62 pilot study were listed according to sex and month of drop-out. There were seventy-five boys and forty-seven girls. It was noted that there was a peak of drop-out activity in late January and early February, shortly after Christmas examination results had been released. This was followed by a lull which gave way to another peak in May, following the Easter examinations.

It was intended to use random numbers in the selection of interviewees during the 1962-63 school year and, in order to avoid chance bias or the possibility of a run of numbers falling upon one particular sex or upon, say, Christmas drop-outs to the exclusion of Easter drop-outs, the drop-outs for 1962-63, who were actually as yet unknown, were to be listed in two groups each of which was subdivided into boys and girls:

1. Boys and girls who dropped out between September 4, 1962 and February 28, 1963.

2. Boys and girls who dropped out between March 1, 1963 and September 3, 1963.

The number of drop-outs in each subdivision such as Group One boys, was based on the number recorded for the same period in the previous year's pilot study, but the actual number listed was slightly less than that for the 1961-62 period. This was done in order to insure a satisfactory quota of interviews, inasmuch as a slight decline in the number of drop-outs for a given period could result in the loss of a significant number of interviews, if the last five spaces on the list had been selected for interviews but were not filled. Therefore, as of September 4, 1962, each subdivision list consisted of a series of numbered blank spaces, slightly fewer in number than for the same period of the previous year, into which names would be

entered as the students dropped out of school.

The actual quantity and the particular individuals selected for interview from each list is best illustrated by the following example. The total number to be interviewed was one-third of 122, or approximately forty-one drop-outs. Therefore, since the actual number of Group One male drop-outs in the pilot study totalled thirty-two boys, the number required for interview during the formal data period was one-third of thirty-two, or eleven boys. The number of Group One male drop-outs for 1962-63 was deliberately underestimated at not less than thirty. Therefore the Group One Boys list consisted of thirty blank spaces numbered from one to thirty. Then, from Fisher and Yates³ tables of random numbers, Table XXXIII was selected arbitrarily and without prior examination of the numbers. Numbers were read in column one from the top left corner of the page, down. Any number between one and thirty which appeared in the column was checked off on the Group One Boys list until eleven such numbers had been marked. The drop-outs whose names were entered beside these checked numbers as the year progressed would be contacted for interview. Students whose names were entered beside unchecked numbers were not interviewed.

³ A. Fisher and Frank Yates, Statistical Tables, (New York: Hafner, 1948), p. 105.

Drop-out lists for Group One girls, Group Two boys and Group Two girls were developed in a similar manner. The Group One Girls list consisted of girls dropping out between September 4, 1962 and February 28, 1963. The pilot study total for this subdivision was thirteen. The estimated total for the data period was ten. The quantity of interviews required from this group was one-third of thirteen, or four. The specific numbers selected for interview were determined by reading down from the top of column six in Table XXXIII of the Fisher and Yates tables. Similarly, the Group Two Boys list, male drop-outs from March 1, 1963 to September 3, 1963, was estimated at thirty-six, or seven less than the pilot study total. The quantity of interviews required was one-third of forty-three, or fourteen, and these numbers were selected by reading down column eleven of the random number tables, and checking off numbers between one and thirty-six, as they appeared, until fourteen were checked. Finally, the Group Two Girls list, female drop-outs from March 1, 1963 to September 3, 1963, was estimated at twenty-eight, or six less than the pilot study total. The quantity of interviews required was one-third of thirty-four, or eleven, and these numbers were selected by reading down column sixteen in the random numbers tables and checking off numbers between one and twenty-eight, as

they appeared, until eleven such numbers were checked. This completed the drop-out lists for the formal data period and it remained only to enter the names as the students dropped out.

This concluding step of entering names on the blank lists was done according to date of last attendance as reported by the school on the official monthly school report to the Department of Education. An inherent advantage of this plan was that it satisfactorily mixed drop-outs from all schools concerned and prevented the possibility of a series of students, reported at one time from one school, falling on a run of interview numbers, thereby introducing a type of bias in the direction of that school. This pattern was to be rigidly adhered to and, in the event that two students withdrew on the same day, it was determined that numerical precedence would be decided by the flip of a coin. In the case of summer drop-outs, who could not be identified until September and who would virtually have the same date of last attendance, June 30, the order of listing their names was to be determined by drawing the names from a hat.

One final problem related to sample selection remained to be cleared. In the event of an excess of drop-outs appearing in a given period, it was decided that they would simply be added to the drop-out list for the period,

in chronological order of the date of last attendance, and every third such student would be selected for interview.

Nature of the Data

Some of the items used in the pilot study, such as "Preparation for home and family living" were rejected because inspection of responses received, and a review of their possible contribution, confirmed their irrelevance; but most of the items withstood re-examination and some new ones were added.

The following points were considered significant in the exploration of home factors: address, age, birthdate, country of birth, sex, father's birthplace, father's age of entry to Canada if applicable, mother's birthplace, mother's age of entry to Canada if applicable, father's occupation, mother's occupation, father's level of education, mother's level of education, condition of home, personal appearance, close friends, siblings, domicile with parents or not, persistence of parents' marriage, bed time, rising time, total sleeping time, team sports, use of late television, ability to take orders, perseverance, addiction to smoking and age started, part-time employment and type of work as well as working times, usefulness of part-time work, plans for further training and type of work sought,

use of family car, contacts with police, out-of-school organizations, physical handicaps.

The following points were considered significant in the exploration of school factors: mental ability, reading level, grade at time of drop-out, number of schools attended, school last attended, date of last attendance, course, favorite subjects, disliked subjects, course weaknesses as seen by the drop-out, age started school, attendance at kindergarten, acceleration, grades failed, difficulty in study, sensitivity to failure, amount of homework, attendance at summer school, availability of study place, student's opinion of frequency of school trouble, truancy, school attendance, readiness to seek help, interference of school work with social life, imminence of failure, nervous effect of testing, participation in extra curricular activities and desire for more or less of these, reason for leaving, time of first urge to leave, reason for persistence in school to time of drop-out, acquaintance with Child Guidance Clinic, availability of advice on further education and job selection, usefulness of school training, desire to return to school, recommendations for changes in the school, opinions why others drop-out.

It is stressed that the purpose of the study did not, at any stage, include an evaluation of the School

Division of St. James, its schools, its administration, its teachers or the quality of instruction offered. Therefore, no material related to such an evaluation was included in the list of data to be gathered.

Data Gathering Procedures

Data related to the various factors under consideration was obtained from school records and personal interviews. A substantial amount of the material obtained in personal interviews was statistical information, at least some of which was available from other sources such as school records. However, there appeared to be merit in obtaining it at first hand; it further served to introduce the interview process; and it was noted in the pilot study that useful information regarding attitudes, as well as facts, were revealed along with the statistics.

School Records

Access to all individual personal records of drop-outs was required, so permission to use and to extract information from these records was obtained from school principals. It was a rule of the School Division of St. James that all such records be kept up-to-date by classroom teachers, so that information obtained from this source

was reliable. The shortcomings of these records were, essentially, that there was some variation in form as a result of a changeover in the format of St. James schools record folders, and that records of students who had transferred in from other districts were often unavoidably incomplete. In any case, vital statistics, school history, general progress, attendance and teachers' opinions made up the main body of material available from this source and it was to be used to verify interview statistics and to throw additional light on the home situation as well as school matters.

Personal Interviews

Since this was to be a major source of information in the drop-out study, special care was devoted to improving the interview guide and refining interview techniques.

Interview guide improvement. There was a clear need to expand all items in the interview guide to full questions, so as to reduce bias and suggestiveness in the gathering of responses from drop-outs. It was recognized that it would be impossible to eliminate bias entirely, but in the event that assistance in conducting interviews became necessary, fully prepared questions offered less opportunity for the interviewer to influence the kind of answer given by the drop-out. In addition, all material,

from personal statistics, through school progress, to attitudes to the home and the school, was conceived as falling under the two major headings, home factors and school factors. For purposes of analysis, it appeared feasible to number these items on the interview guide so that items numbered one to thirty-nine would be home factors, while items numbered forty to eighty-one would be school factors. Furthermore, both home factors and school factors fell into logical groups of information within which the drop-out's responses would have particularly close relationship. To be able to see them summarized side by side would lead to more effective interpretation. Therefore, items dealing with home factors were grouped into personal facts, attitudes, family factors, habits and behavior, and work experience and plans. Items within each group were numbered consecutively. Similarly, items dealing with school factors were grouped into personal school facts, opinions and attitudes, habits and behavior, and guidance factors, and items within each of these groups were numbered consecutively. At the same time the actual arrangement of items in the interview guide was not required to be in numerical order, but could be so arranged as to facilitate the conduct of the interview. Thus, simple questions and weighty questions, school questions and

home questions could be interspersed and so arranged that one question led easily to the next without conjuring up any conscious comparison of the home and the school. Furthermore, questions requiring answers available only in school records could be grouped at the end, but numbered so as to permit easy comparison with related items when the analysis was finally made. As a result, all interview guide items were expanded to full sentences and were located in convenient interview order, not numerical order (Appendix "B"). A casual inspection reveals no obvious grouping of material.

The interview guide was printed in sufficient quantities to provide a fresh copy for each anticipated interview.

Technique improvements. During the summer of 1962 a review of the interviews of the pilot study lent emphasis to certain points of technique:

1. Interviews are best conducted if at all possible in the absence of third parties such as parents. Inevitably the third party influences answers, as shown by conscious glances of the interviewee. Many parents simply cannot bear the answers that their offspring give when opinions are required. They feel bound to interject, much to the detriment of the interview.

2. Interviews are best conducted, if at all possible, on neutral ground. If they are conducted in the school, the aura of authority pervades, especially since the investigator was principal of a school. If interviews are conducted in the home, family interference and distracting influences upset rapport. The most satisfactory situation was found in the use of an office in the local civic building where both interviewer and interviewee were strangers. This, however, could not be made an absolute rule of the interview because protective parents and reluctant subjects sometimes forced the interview into the home. Under such circumstances every effort was made to locate the interview in a room offering some isolation.

3. In the original conception of the study of St. James drop-outs, it was intended to interview drop-outs virtually as they walked out of the door of the school after making the decision to withdraw. However, this proved to be close to impossible. The decision to withdraw was seldom made suddenly and was frequently preceded by absences ranging from a few days to two or more weeks. After such an absence the drop-out, or a parent, sometimes merely telephoned the school to say that he would not be back. Furthermore, since the investigator had no authority

in the reporting schools, there was considerable dependence upon the generosity of the principals and the school secretaries for notice of a given student's withdrawal. Very often the pressure of business delayed the relay of drop-out notices. As a result, it was found that the most reliable method of obtaining information on withdrawals was to obtain, from the superintendent, copies of each school's monthly report to the Department of Education. Here, vital statistics on drop-outs as well as date of last attendance was given, and although it had the disadvantage that notice of drop-out was sometimes delayed as much as a full month, since a student withdrawing on the first day of a month would not be reported until the end of the month, the reliability and accuracy of the method made the disadvantage tolerable. An even greater interview delay occurred in the case of summer drop-outs, who could not be identified until September, long after the decision to withdraw had been made.

4. The interview system brought forth useful factual information as well as valuable opinions of drop-outs but it gave little reliable indication of the drop-out's own personal adjustment or the nature of his adjustment to school. The investigator was not qualified to probe or to evaluate personalities. Therefore, assistance in

exploring these phases of the drop-out situation was obtained by adding to the interview procedure the completion, by the drop-out being interviewed, of The Adjustment Inventory and The School Inventory forms.⁴

It was believed that, because of the impartial nature of these forms, uninfluenced by any bias on the part of the interviewer, they would contribute effectively to the validation or refutation of the hypothesis on which this investigation was founded. These forms were ordered in advance of the data period. They were to be scored at the end of the period and the results used in the analysis of the study.

5. An effort was made to structure the entire interview so as to put the interviewee at ease, if this could be done at all, and to make him feel that his comments were significant and would be helpful in evaluating school courses and other facets of the education program. It was planned that each drop-out interviewed would be told that his comments would be kept private and that, although the interviewer was connected with the school system, the intent was not to gather incriminating evidence against the student or the school or the teachers,

⁴ Hugh M. Bell, The Adjustment Inventory, (Palo Alto, California: Consulting Psychologists Press, 1961), and The School Inventory, (Stanford: Stanford University Press, 1936).

but simply to find out how well the school system had helped him fill his needs. The pilot study had shown that light conversation, sometimes with parents, prior to commencing the interview tended to lighten the burden of apprehension that seemed to weigh down upon interviewees, and developed better rapport. Furthermore, setting up the interview in such a way as to call first for simple facts which would not provoke any negativism, prepared the way for more important opinions and feelings. However, no attempt was made to be clever or to trap people with leading questions or devious probes.

Bingham's Technique. The interviews were structured so as to try to bring out the salient factors in dropping out of school. Awareness of certain pitfalls of the interview process as well as desirable skills was further insurance of accurate data gathering. Bingham gave many useful points of technique and errors to avoid:

1. Many respondents will give what they think the interviewer wants to hear.⁵
2. The participants in an interview react upon one another and even the fact that the interviewer says

⁵ Walter Van Dyke Bingham and Bruce Victor Moore, How to Interview, (New York: Harper and Brothers, 1959), p. 32.

"uh-huh," produces noticeable changes.⁶

3. The interviewer must be sensitive to what the interviewee says and what lies behind what he says.⁷

4. "There is a growing consensus of opinion that the interview depends on the ability to establish sound social relationships of warmth and trust."⁸

5. "A substantial amount of empathic ability is essential for successful interviewing. Within limits it can be acquired or at least increased."⁹ The interviewer must really be interested.

6. "There is probably no such thing as a truly open mind, one totally unencumbered by preconceptions, totally receptive to new ideas." Therefore these preconceptions must be faced and either eliminated or discounted.¹⁰

7. The interviewer must avoid dominating the interview. There must be a warm permissive atmosphere.¹¹

8. Listen. It is the interviewee's opinions that

⁶ Ibid., p. 56. ⁷ Ibid. ⁸ Ibid., p. 57.

⁹ Ibid., p. 65. ¹⁰ Ibid., ¹¹ Ibid., p. 67.

are required. Do not argue with him.¹²

9. Fifty minutes is the optimum interview time. Rushing may spoil rapport but dawdling may arouse resentment in the interviewee.¹³

10. Keep the interview on the subject.¹⁴

11. "Do not ask questions directly until you think the interviewee is ready to give the desired information and to give it accurately."¹⁵

12. Do not harangue or moralize but let the interviewee criticize or moralize as much as he chooses.¹⁶

13. Phrase questions so that they are easily understood, but avoid implying the answer to your question.¹⁷

14. Give the interviewee opportunity to qualify his answers.¹⁸

15. The interview is most effective when the person interviewed has confidence that what he says will not be used to his disadvantage.¹⁹

Summary of Data Gathering Procedures

Data gathering procedures were to consist of an interview and a review of each drop-out's personal school

¹² Ibid., p. 172. ¹³ Ibid., p. 68. ¹⁴ Ibid., p. 73.
¹⁵ Ibid., p. 72. ¹⁶ Ibid., p. 73. ¹⁷ Ibid.
¹⁸ Ibid., p. 75. ¹⁹ Ibid., p. 172.

records. Each interview would be made up of an introduction in which rapport was developed, a questioning period in which opinions and facts were gathered, and in inventory period in which the student would be asked to complete Bell inventory forms covering school adjustment and personality adjustment.²⁰ The school records were to provide information on school progress and confirmation of factual data gathered in the interview. Finally, it was hoped that Bell inventory forms would provide information on the individual's personal and school adjustment.

Analysis of the Data

The data gathering period was to extend from September 4, 1962 to September 3, 1963. At the conclusion of this period, all material gathered in interviews, all material gathered from school records and the results, after scoring, of Bell inventory forms, were to be collated on a large chart.²¹ The large number of items and item responses would make this a sizeable task, but being able to view all the data in concentrated form offered many benefits including easier summation of responses, more certain perception

²⁰ Bell, loc. cit.

²¹ Ibid.

of trends in the facts, attitudes, and opinions of drop-outs and, as well, a clearer analysis and interpretation of the responses. It was further intended that a space for personal impressions and observations of the interviewer be included in the chart, as well as a space for extra noteworthy information on the student available from school records, such as teachers' opinions of the student.

Use of Tables

It was expected, however, that this chart would be much too large to enter in the thesis and, because of the amount of detail on it, would not lend itself to photographic reduction for entry in the thesis. Therefore it was planned that tables be used to record the summaries of the data taken from the chart. Each table would encompass one of the information groups described under Interview Guide Improvements. The resulting nine tables included a table covering personal facts, a table covering family factors, a table covering attitudes, one for habits and behavior, one for work experience and plans, another for personal school facts, another of opinions and attitudes to school, another for school habits and behavior, and finally a table of guidance factors. It was further intended that Bell inventory forms be summarized in a separate table.²²

²² Ibid.

Other Statistical Procedures

Tables of figures are, themselves, inconclusive and it appeared desirable to include other statistical procedures to assist in interpretation of the data. However, the stated aim of this investigation was to uncover salient factors related to early withdrawal from school. If one of the facts, habits or attitudes under investigation is exhibited by over half of the sample, it might reasonably be concluded to be more generally important in the decision to withdraw from school than other characteristics exhibited by only small segments of the sample. Salient factors will be made obvious by a simple summation of responses. Therefore no intensive statistical treatment was planned, although it was expected that computation of percentages of responses would be useful in the interpretation of certain items and would be used as required. Personal adjustment and school adjustment as revealed by the Bell inventory forms were to be accorded similar treatment.

Specific Item Treatments: Home Factors

The diversity of the factors under investigation and the detail emanating therefrom, required that responses to each item be summarized and presented in some simple form which would make obvious immediately the outcome of

the point under investigation in a given item. Specific item treatments for both tables and item commentaries are given below in the same groups by which they were to be reported in the tables.

Personal facts. A statement of the totals of each sex would adequately summarize item one, but in item two, the important question is whether any particular neighborhood seems to be especially related to early withdrawal. The newer and older portions of St. James are roughly separated by the boundary observed by east-end and west-end schools, and it was decided that this boundary, the lane immediately west of Sharpe Boulevard, would be used to separate the east-end or "old city" drop-outs from west-end or "new city" drop-outs. East-enders and west-enders would be summarized as such in the tables. Any clustering in any particular area was to be noted on a map of the city and entered in Chapter V, and addresses of the entire drop-out population were to be noted to provide a check on the general validity of the sample. For item three, ages were to be recorded as totals for each year of age beyond the compulsory school age up to twenty years. For item four, birthdate, the important point is whether or not the drop-out was mature enough when he commenced school and was therefore ready to learn. This might be determined roughly by separating those who were a full six years of

age when enrolling in the first grade, from those who were less than six. September first was selected as the date which would separate "mature" beginners from "immature" beginners and drop-outs were to be summarized as mature beginners and immature beginners. For item five, the possible influence of another culture, on drop-out, was to be shown by totals of drop-outs born outside of Canada and those born in Canada. Finally, in item six, physical handicaps, the prevalence of such afflictions among drop-outs is the point under investigation, and is best expressed as numbers with handicaps and numbers without them. Eyesight problems correctible with spectacles are fairly common and were not considered as physical handicaps.

Attitudes. The items dealing with attitudes were expected to provide some indication of the general outlook of drop-outs and to give some indication of the possible prevalence of unhealthy attitudes and emotional disturbance. Indications were all that were sought and these would be best expressed by simple totals of those expressing certain attitudes as explored in items seven, eight, nine and ten.

Family factors. The items dealing with family factors were intended to reveal influences, emanating

from the home, which function in drop-out. As an example, a parent born outside of Canada brings with him a set of mores which may be in conflict with Canadian mores. This might more likely be true if the parent did not attend Canadian schools himself. Therefore, to uncover any possible relation to early school leaving, tables must indicate for items eleven, twelve, thirteen and fourteen, the totals of parents born inside and outside of Canada, as well as totals who entered Canada beyond eighteen years of age, this being an age beyond which an immigrant would not likely enrol in school. Similarly, parental occupations not only influence the amount of money which comes into the home, but also the stability of the home, the care it receives and the behavior of the family. Therefore, to uncover any possible relation to early withdrawal of children, both mothers and fathers were to be categorized in items fifteen and sixteen, in broad occupational groups. These were: housewife, which refers to women caring for the home full time; unskilled, this being any job, such as laborer, porter, waitress, taxi driver, store clerk, which involves no previous training and requires limited skill; skilled, this being any job such as painter, carpenter, draughtsman, inspector, senior N.C.O.'s in the armed forces, which require previous training and may involve

limited responsibility and management of others; managerial-professional, these being people such as engineers, clergymen, nurses, school teachers, department managers, who are either highly trained professionals or who devote all their time to management. Another possible factor in the drop-out's decision to withdraw is limited education on the part of parents and, in order to bring out any such relationship, educational levels, given in items seventeen and eighteen, were to be categorized as: elementary, meaning grade eight or less education; some high school, meaning the parent's education ended in grade eight or nine; high school, meaning the parent completed a high school course; university, meaning the parent graduated from university. The tone of the home is further influenced by the compatibility of parents, the presence of actual parents, the presence of other children and the general condition of the home. The former two of these, items nineteen and twenty, are adequately explored with simple totals of affirmative and negative answers, but the presence of siblings, item twenty-one, required analysis into those with three or more brothers and sisters, those with two, one, and those who were only children. Actual location within the distribution of siblings should be noted, though not, for simplicity, in the table. Finally, in order to

uncover any possible relation of the condition of the home to early school withdrawal, homes were to be categorized, in item twenty-two, as: poor, which describes homes both cheaply constructed and badly kept or dirty; fair, which describes homes of probably low cost but clean and tidy; middle class, which describes homes of good construction, without opulence and usually well kept. Some of the middle class homes in St. James, because of location and furnishings, verge on being categorized as upper class homes.

Habits and behavior. Items twenty-three to thirty-two were intended to bring to light any possible relationships between the drop-out's habits and behavior and his decision to leave school before completing his course. The practical aspects of interpreting results required that replies be summarized as simply as possible. Therefore, personal appearance, even though subject to wide interpretation, was to be summarized as simply acceptable, which implied at least cleanness and neatness, and offensive, which included dirtiness, sloppiness, lack of grooming, serious affectations in dress or any combination of these traits. Bed time was to be summarized as normal, meaning any time up to 10:30 p.m., and late, meaning any time after 10:30 p.m. Rising times were to be summarized as normal,

meaning any time up to 8:00 a.m., or late, meaning after 8:00 a.m., with a special notation on unusually early risers. Total sleeping time was intended as a check on the validity of bed times and rising times and, while the responses are suitably summarized as adequate, meaning eight hours or more, and inadequate, meaning less than eight hours, special mention was to be made of discrepancies with bed time and rising time. Addiction to late television or other late pursuits on school nights was to be summarized as affirmative and negative responses, as was addiction to smoking. Age of starting smoking required summary into age ranges of six to twelve years, thirteen to sixteen years, and over sixteen. Use of the family car, police contacts and connections with out-of-school organizations were each to be summarized as affirmative and negative answers.

Work experience and plans. Items thirty-three to thirty-eight were intended to uncover any possible relationship between the drop-out's interest in employment outside of the school and his dropping out of school. Therefore, for item thirty-four, a summary of those who engaged in part-time employment while in school and those who did not was required. Since the types of work available to such people are limited, summary into the three

categories of delivery, sales clerk and "others" was deemed sufficient for item thirty-five. The time spent on such jobs was to be evaluated in terms of the St. James regulation regarding satisfactory working hours:

That principals be authorized to sign juvenile work permits at their discretion for Monday through Thursday, to work not later than 6:00 p.m., also Friday evenings (4:00 p.m. and on) and Saturdays. Principals should not approve employment Monday to Thursday after 6:00 p.m.²³

Juveniles and other students, who worked at part-time jobs within these limits were to be categorized "satisfactory," while those working beyond the stated times were to be considered in the excessive category. The future value of this experience as seen by the drop-out was to be expressed as totals of those seeing value and those seeing no future value coming out of the part-time employment. Plans for further training were to be similarly summarized, in this case as totals of drop-outs expecting to take further training and those expecting to take no further training. Finally, types of work sought by the drop-out were to be summarized as skilled or unskilled, since their educational levels would preclude employment above the skilled level at least for the present.

²³ The St. James School Division No. 7, Bulletin to Principals and Teachers, St. James, December 14, 1962.

Specific Item Treatments: School Factors

Again, the diversity and detail of the responses to be gathered called for simplicity in the summary tables in order to facilitate interpretation. Specific item treatments for school factors are given below in their table groups.

Personal school facts. Personal factors were covered in items thirty-nine to fifty-one, and tables were to be so arranged as to reveal trends in the personal school facts of drop-outs. The point under investigation in item thirty-nine, I.Q., is whether drop-outs tend to be dull, normal or bright and what the general degree of learning ability might be. Therefore I.Q.'s were to be categorized as 80 to 90, 91 to 100, and over 100, with special mention of bright normals or better. Similarly, general reading capability is best established with the following categories: low, meaning a year or more below normal; average, or normal for the age and grade of the student; and high, meaning a year or more ahead of the normal.

As for numbers of schools attended, the normal number of schools attended by a student completing high school would include at most an elementary school, a junior high, and a high school. Any more than this number would

represent some dislocation of routine which could affect the student's work and feeling for school. Therefore, while some students might attend fewer than three schools, because of age or school organization, it was decided to separate drop-outs into two groups, those who attended one to three schools during their school careers and those who attended more than three. A similar simplification of data would be necessary for recording schools last attended. Not all schools would have drop-outs, especially elementary schools where drop-out is practically unknown because of compulsory attendance laws, so elementary schools were to be grouped together in the table under one category, which would include even the few grade seven and eight classes found in some of St. James' elementary schools; and junior and senior high schools were to be entered individually in the table as required, with special mention in the commentary of schools having no drop-outs.

By contrast, grade of drop-out, item forty-three, falls readily without manipulation into four categories: grade eight or under, this being likely a limited group because of compulsory attendance laws in operation to age fourteen; grade nine; grade ten; and grade eleven. However, it was expected that data produced by the next item, date of last attendance, would require careful examination

for clustering of withdrawals at a particular time of year and adjustment of the tables might become necessary in order to bring out any clustering; but the anticipated arrangement on the table was to be: those dropping out before Christmas; those dropping out in January and February, after Christmas examinations; those dropping out between March and June inclusive; and, finally, summer drop-outs.

The course of study from which these drop-outs withdrew, item forty-five, is summarized in the tables under the four broad groups into which courses logically fell: the Language Course, or Matriculation, which is fairly rigid and inflexible from grade seven through eleven; the Non-language Course which embodies a few more options in senior high school; the Commercial Course, pursued almost exclusively by girls; the High School Leaving Course, followed by students of more limited learning capacity.

Three of the remaining personal school facts, attendance at kindergarten, acceleration through the grades, and possession of study facilities, are summarized as positive and negative responses. Age of commencing school is summarized as those starting at five years of age, those at six, and those at seven or over, in this way

giving some further insight into the drop-out's readiness to learn at the time of enrolling in grade one. Grades failed, however, item forty-nine, required some extra care in grouping in order to reveal the existence and degree of retardation among drop-outs. Therefore, it was intended that the tables record the numbers who were not retarded in school progress at all, those retarded one year, those retarded two years or who had failed twice, and those who were retarded three or more years were to be arbitrarily categorized as suffering excessive retardation and grouped together. Similarly, attendance records were to be grouped and summarized in the tables as poor for many years, poor only recently and not poor at all, in order to uncover any relationship between attendance habits and early school withdrawal. Attendance records were to be judged according to the minimum requirements for the grade, those close to or below the minimum being labelled poor.

School habits and behavior. Items fifty-two to sixty were contrived so as to bring to light any relationship between school behavior patterns or habits and early withdrawal from school. To achieve this end, it would be necessary to categorize the responses to certain questions in order to facilitate summarizing them. Therefore responses to item fifty-two, amount of homework, were to be

summarized as: little, meaning less than one-half hour each night; average, meaning one hour to one and one-half hours; much, meaning around two hours or more each night. Similarly in item fifty-seven, which called for reasons for failing to ask for explanations or help with difficulties in school work, responses were to be summarized in three categories: unfavorable teacher response, which would include undue teacher annoyance, fear of the teacher and personality clashes; embarrassment which would involve feelings of inferiority induced by the other students, or the drop-out's guilt; other, which was a broad grouping designed to catch miscellaneous responses, although it is to be noted that it could become necessary to break this last group into two or more divisions if responses assigned to it at the time of analysis prove to be numerous. One other item in this group required the development of suitable summary categories. This was item fifty-nine, kinds of extra-curricular activities and, in the light of observed popular activities in St. James schools, four groups including athletics, student government, music, and a catchall, "other" were considered adequate for summary purposes. Each drop-out was to be allowed to report either one or two such activities. Items fifty-three, fifty-four, fifty-five, fifty-six and fifty-eight were to be summarized

in each case as affirmative or negative answers while item sixty, desire for more or less activities, was to be summarized as those wishing more, those wishing less, and those preferring no change.

Opinions and attitudes to school. The varied nature of the responses likely to be given in reply to items sixty-one to seventy-four, opinions and attitudes to school, created a special need for careful summarizing so as to show up any trends in the thinking of drop-outs. To this is added the further complication that the age range of the people concerned would bring forth very diverse responses. Therefore each category developed for item summaries in the tables actually represented a group of slightly varied responses. In items sixty-one and sixty-two it was obviously impractical to list all favorite subjects, so biology, chemistry, physics and general science were grouped under the heading science. English was to include literature, composition, drama, poetry and spelling. Social studies was to include geography and history. Mathematics was to include arithmetic, problems, algebra and geometry. Finally, art, music, industrial arts and home economics were to be included under the one heading "practical," but French was excluded entirely because it is an option and may be dropped if

disliked. Reasons given for leaving school, items sixty-seven and sixty-eight, were to be similarly grouped, although it was anticipated that groups set up in advance might not encompass all reasons given and additional groups might have to be introduced. Probable groups were to be: reasons related to seeking a job and need of money; reasons related to marriage or pregnancy, reasons related to lack of progress; reasons related to school-student conflict, including poor relations with teachers; dislike of school, including work and behavior requirements; reasons for leaving related directly to disciplinary action, specifically expulsion; and home problems. For item sixty-nine the important point is whether the decision to leave tends to be a sudden one or one of long standing, and the three categories to be used to bring forth the answer were: current year, including all initial urges to leave which arose during the current school year; a year ago, which was to include urges to leave initiated in the previous school year; and urges to leave entertained for two or more years. Reasons for remaining in school as long as the respondents did would likely fall into three or four categories including parental insistence, recognition of the usefulness of education, influence of other students and the minimum compulsory

education age; and for those who said they would return to school under different conditions, the changes they recommended, item seventy-two, were expected to be covered by four categories: course changes including part work and part study programs as well as specific subject adjustments; changes in teachers; a catch-all category "other changes;" and, on the possibility that the drop-out does not know what changes he would like to see, a category "none" was to be used if necessary. In this connection it is to be noted that while the categories for all items were considered the most likely ones to be used, the possibility that some prescribed categories would prove valueless while other new ones might have to be introduced, was not forgotten. The remaining items in this group, sixty-three, sixty-four, sixty-six and seventy-one, were to be summarized as positive and negative responses, and responses to sensitivity to failure, item sixty-five, were to be summarized as much sensitivity, and little.

School guidance factors. The last five items on the drop-out survey dealt with areas which might normally be considered to fall within the limits of the school guidance program. Serious maladjustment warrants outside help. The extent to which schools use this help is

investigated in item seventy-three. The amount of drop-out which does not include the prospect of failure and therefore is the result of other reasons such as adjustment, is clearly the domain of the guidance department, as are information on further education and information on job selection. Responses to each of these four items are adequately summarized as affirmatives and negatives. The last item, which investigates from whom the drop-out prefers to receive advice, seeks to uncover what direction preventive counselling measures should take, and is best summarized under the categories parent, or anyone in the home, including step-fathers and siblings; friend, meaning peers or adult friends; and teachers.

Personal and School Adjustment Analysis

The creator of the Adjustment Inventory and the School Inventory²⁴ prescribed the methods of scoring and evaluating scores on these tests. For each subdivision of the personal adjustment, including total adjustment, and for school adjustment, five categories of replies are required. These include excellent adjustment, good, average, unsatisfactory, and very unsatisfactory adjustment. One minor variation from this plan is necessary in the matter of social adjustment, where categories were described as very aggressive, aggressive, average, retiring,

²⁴ Bell, loc. cit.

and very retiring. Drop-out scores on the adjustment inventories were to be summarized in these categories and recorded as totals for each category.

Treatment of Additional Personal Data

The personal observations of the interviewer and further information obtainable from school folders would not lend themselves to easy analysis in tabular form, although space on the master chart had already been prepared for them. Therefore it was decided that the final step in recording data arising from the survey would be a brief statement of observations of the interviewer, and school comments for each drop-out in the sample.

With these preparations and plans completed, the stage was set for the gathering of data which was to begin as soon as possible after September, 1962, and is recorded in Chapter V.

CHAPTER V

ASSEMBLY AND ANALYSIS OF DATA

The steps to be taken in the collection of data on St. James drop-outs, as prescribed in Chapter IV, were followed without exception. Names were entered on the prepared lists in order of date of last attendance, as reported by the schools, and interviews were carried out as soon as could be arranged after notice of drop-out was received. School records on drop-outs were also checked. This chapter constitutes a summary and analysis of the data gathered.

Drop-out Population

During the period extending from September 4, 1962 to September 3, 1963, the number of St. James students identified by definition as drop-outs totalled 125 boys and girls. For purposes of analysis, as described in Chapter IV, these drop-outs were separated into two groups: Group One, which comprised those who dropped out between September 4, 1962, and February 28, 1963, inclusive; and Group Two, which comprised those who dropped out of school between March 1, 1963, and September 2, 1963, inclusive. There were twenty-two Group One boys, twenty-one Group One girls, forty-one Group Two boys, and

forty-one Group Two girls. Group One boys actually fell below the number estimated for that period, in the procedure described in Chapter IV, but Group One girls and all of Group Two exceeded the anticipated totals for their periods. All drop-outs for the 1962-63 school year are listed, with birthdate, address, and date of last attendance, in Appendix "C."

Selections for Interview

Underlined names in the list of drop-outs in Appendix "C" were the ones selected for interview by the random number procedure described in Chapter IV. Of the 125 students who dropped out during the 1962-63 school year, twenty-five boys and twenty-two girls were selected for interview. Of these, four boys and one girl were classed as partial or non-respondents. In each of these latter cases some information was available through the schools, but some people refused to be interviewed or would answer only certain questions; and one boy moved out of the province before he could be contacted. In three other cases the proximity of parents during the interview may have resulted in some stilted responses but, in general, interviews were conducted without external interference. The first interview was conducted in September, 1962, and the last interview was conducted in December, 1963.

Interview Problems

Some notable complications arose as a result of late reporting of drop-outs by schools. David D. had moved to British Columbia before it was known that he was a drop-out due for interview. In this case only limited statistical data obtained from the school was available for this analysis. In another instance of late reporting, Leonard H., a spring drop-out selected for interview, had taken summer work at an isolated camp, but the interview was brought to a successful conclusion by travelling 125 miles by automobile and motorboat to meet him. However, by dint of sheer numbers, summer drop-outs were the most serious complication of all. It was impossible to ascertain correctly who they were until September, 1963. At this point, lists of students who had failed to appear at school for re-enrolment were obtained from the schools, then a total of 103 telephone calls and personal house calls, as well as contacts with neighbours and the Personnel Department of the R.C.A.F. station were made, in order to ascertain which students had left school entirely and which ones had merely moved to other areas and were taking schooling there. The list of summer losses, completed in early October, contained the names of thirty-eight drop-outs, of which twenty-five

were girls. The final order in which names appeared on the drop-out list was determined by drawing the names from a hat. Since interviews of summer drop-outs could not be conducted until this step was completed, considerable effort was made to complete interviews as quickly as possible thereafter. Unfortunately, however, one summer drop-out, Wayne M., had joined the army, and although the random selection procedure called for an interview with him, he was in training on the West Coast and was not available for interview until December, 1963.

Collation of Data: Master Chart

Following completion of the last interview, the interview forms were reviewed, Bell Inventory forms were scored, personal records were obtained from the various schools and all pertinent data were collated on a large chart, twenty-eight inches wide by seventy-seven inches long. The name of each student selected for interview was located on an individual line running horizontally the length of the chart, and vertical lines divided the horizontal lines into segments or columns into which the data from the interview forms, from the Bell Inventory forms, and from the school records were entered. On the extreme right-hand side of the chart, extensions of the horizontal lines left spaces in which personal impressions

of each interview could be recorded, and in yet another extension an additional space was reserved for teachers' comments gleaned from individual student records obtained at the schools. The final result was a very large chart with over four thousand, three hundred individual entries, including names and totals. The interviewer's impressions and teachers' comments on the extreme right contained an additional ninety-one entries, each of which was, in effect, a concentrated paragraph. This large chart served the purpose of summarizing data gathered during the survey and facilitated the interpretation of the data.

Item Summaries and Tables: Home Factors

Items one to thirty-eight dealt with home factors or influences derived from the home and its surroundings, including hereditary background, habits, attitudes, beliefs, financial and social status and personal adjustment. The responses to those items as collated on the large master chart were summarized by item groups in Tables II to V, and individual item commentary is given in the same item groups.

Personal facts. Items one to six dealt with factual information about the drop-outs, and the responses to these items are summarized in Table II. Some additional

TABLE II

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SUMMARY OF PERSONAL INFORMATION AND ATTITUDES
OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Item	Group I		Group II	
	Boys	Girls	Boys	Girls
1. Sex	10	7	15	15
2. Address				
East-end	7	7	9	11
West-end	3	0	6	4
3. Age (years)				
15	1	0	2	1
16	4	5	2	6
17	1	1	7	7
18	3	1	1	0
19	0	0	1	1
20	1	0	2	0
4. Birthdate				
Before Sept. 1	6	6	10	9
On or after Sept. 1	4	1	5	6
5. Birthplace				
Canada	10	7	15	14
Other	0	0	0	1
6. Physical Handicaps	0	1	0	0
7. Close Friends				
Yes	5	4	11	15
No	1	1	1	0
8. Like Team Activities				
Yes	8	5	13	12
No	0	2	1	3
9. Like Taking Orders				
Yes	6	4	5	8
No	2	3	9	7
10. Always Complete Job				
Yes	7	5	12	12
No	1	2	2	3

points worthy of note are recorded below by items.

Item 1: Sex. Ten Group One boys, seven Group One girls, fifteen Group Two boys and fifteen Group Two girls were selected for interview. Although the numbers selected for interview imply a noticeable excess of boys over girls in Group One, in actual fact there were altogether twenty-two male drop-outs and twenty-one female drop-outs in Group One. In Group Two there were forty-one boys and forty-one girls.

Item 2: Address. In total there were thirty-four east-end drop-outs, against thirteen west-end drop-outs. These figures compare with addresses of the entire list of 125 drop-outs in which it is noted that, of sixty-three male drop-outs, forty-one lived on or east of Sharpe Boulevard, while twenty-two lived west of Sharpe Boulevard; and of sixty-two female drop-outs, forty-eight lived on or east of Sharpe Boulevard, while fourteen lived west of Sharpe Boulevard. It may further be of significance that twenty-three, or slightly better than one-third of all male drop-outs lived in a small area of St. James east of Ferry Road and north of Portage Avenue. It may be of greater significance that thirty-one, or half of all female drop-outs during the year, lived in this same area.

Item 3: Age. In total, four of the drop-outs were age fifteen, seventeen were age sixteen, sixteen were age seventeen, five were age eighteen, two were nineteen and three were twenty. It may be of significance that, among the seventeen drop-outs in the September to February period, over half were sixteen-year-olds, while in the March to August period, sixteen-year-olds, mainly girls, constitute twenty-seven per cent of the drop-outs, and seventeen-year-olds make up forty-seven per cent, or almost half of the drop-outs.

Item 4: Birthdate. Of the forty-seven drop-outs, thirty-one would be a full six

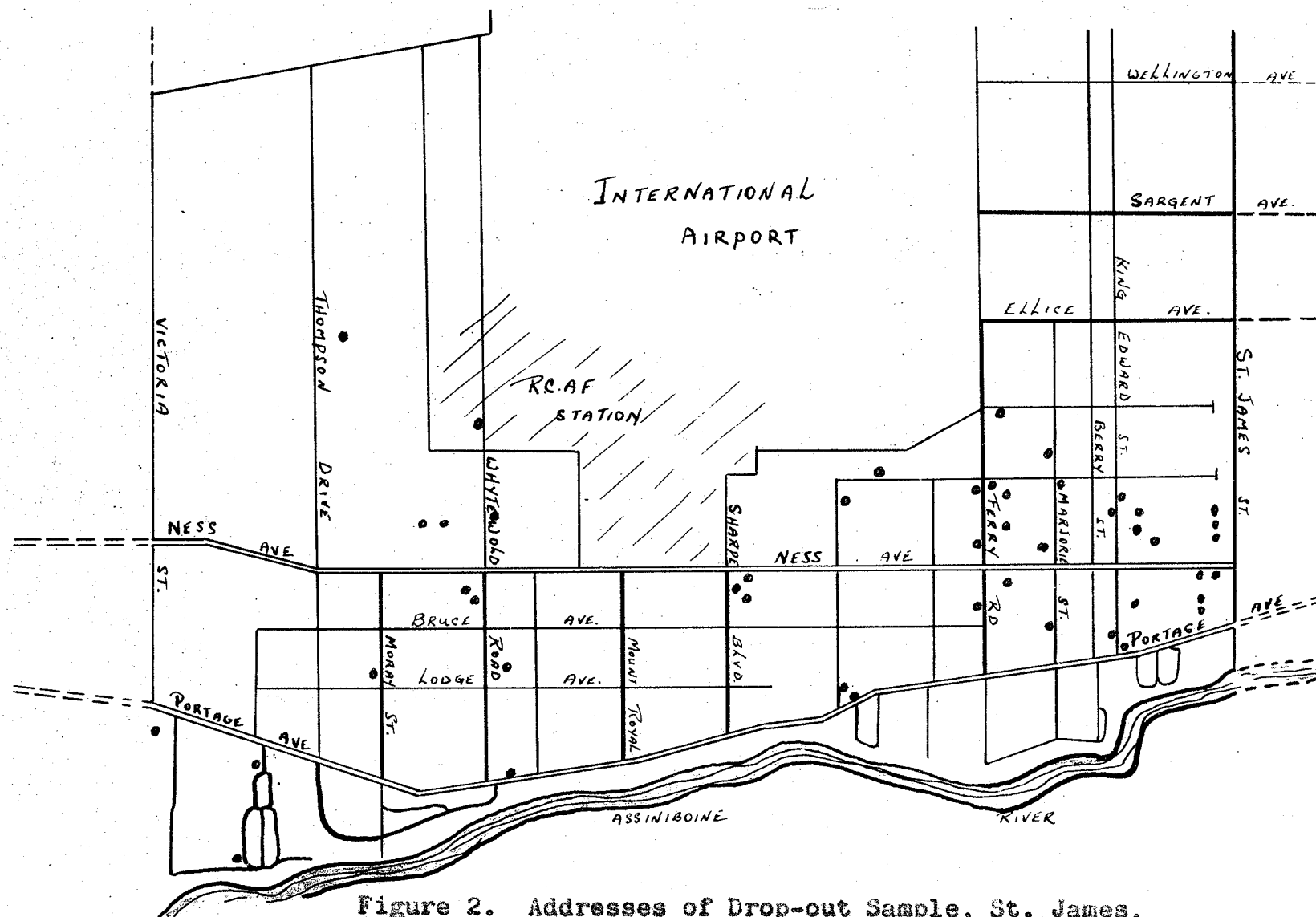


Figure 2. Addresses of Drop-out Sample, St. James, 1962-63.

years of age when eligible to enrol in grade one. Sixteen would be under six. The only noteworthy clustering of birthdays occurred in January, with six drop-out birthdays, February with five, five in September and six in December.

Item 5: Birthplace. Forty-five of the drop-outs were born in Canada; one was born elsewhere and one's birthplace was unknown.

Item 6: Physical handicaps. Only one drop-out was found to have a physical handicap.

Attitudes. Items seven to ten dealt with attitudes of the drop-outs and the responses to these items are summarized in Table II. Some additional points possibly worthy of note are recorded below, by items.

Item 7: Close friends. Only three of the thirty-eight drop-outs, from whom replies were available, indicated lack of close friends.

Item 8: Like team activities. Only one boy and five girls expressed a dislike for team activities.

Item 9: Like taking orders. Fifty-two per cent of the drop-outs in the sample liked taking orders. Sixty-four per cent of Group Two boys were against taking orders, while most other boys and girls were in favor of being told what to do.

Item 10: Always complete a job. Eighty-two per cent of the drop-outs claimed that they always complete a job they start.

Family Factors. Items eleven to twenty-two dealt with family influences and the responses to these items are summarized in Table III. Some points worthy of

TABLE III

SUMMARY OF FAMILY FACTORS OF ST. JAMES
DROP-OUT SAMPLE, 1962-63

Item		Group I		Group II		
		Boys	Girls	Boys	Girls	
11.	Father's Birthplace	Canada	5	5	13	12
		Other	4	2	2	3
12.	Father's Age, Entry to Can.	Under 18	4	0	1	1
		18 or over	0	2	1	2
13.	Mother's Birthplace	Canada	5	5	14	13
		Other	4	2	1	2
14.	Mother's Age, Entry to Can.	Under 18	3	2	0	1
		18 or over	1	0	1	1
15.	Father's Occupation	Unskilled	5	4	8	11
		Skilled	5	2	6	3
		Man.-Prof.	0	1	1	1
16.	Mother's Occupation	Housewife	4	6	10	6
		Unskilled	6	1	4	9
		Profess'l	0	0	1	0
17.	Father's Ed. Level	Gr.8 or less	3	4	6	7
		Some High S.	4	2	3	7
		H. S. Grad.	1	1	4	0
		Univ. Grad.	0	0	0	1
18.	Mother's Ed. Level	Gr.8 or less	3	5	3	6
		Some High S.	1	1	6	6
		H. S. Grad.	3	1	4	3
		Univ. Grad.	0	0	0	0

(Table continued)

TABLE III (Continued)

Item			Group I		Group II	
			Boys	Girls	Boys	Girls
19. Parents Live Together	Yes		8	5	14	12
	No		2	2	1	3
20. Live with Parents	Yes		10	7	14	15
	No		0	0	1	0
21. Siblings	3 or More		7	5	8	6
	2		1	2	5	5
	1		1	0	1	3
	none		0	0	0	1
22. Class of Home	Poor		2	3	4	4
	Fair		5	1	5	9
	Middle or Better		3	3	6	2

special note are recorded below, by items.

Item 11: Father's birthplace. Eleven fathers of drop-outs were born outside of Canada.

Item 12: Father's age of entry. Six foreign-born fathers of drop-outs entered Canada under eighteen years of age and five were eighteen or over on entry.

Item 13: Mother's birthplace. Nine mothers of drop-outs were born outside of Canada.

Item 14: Mother's age of entry. Six foreign-born mothers of drop-outs came to Canada before eighteen years of age and three entered at eighteen years of age or over.

Item 15: Father's occupation. Twenty-eight fathers of drop-outs were in unskilled jobs; sixteen worked at skilled jobs and three were in the professional-managerial category. It may be of significance that sixty per cent of the fathers worked in unskilled occupations. It may be of further significance that sixty-eight per cent of the girls' fathers worked at unskilled occupations. It should be noted that these statistics include jobs previously held by three fathers who were deceased at the time of the study.

Item 16: Mother's occupation. Twenty-six mothers of drop-outs were engaged, full time, in caring for the home. Twenty worked outside the home at unskilled occupations and one was a nurse. Group One boys' mothers and Group Two girls' mothers were predominantly engaged in work outside the home. Mothers of Group One girls and Group Two boys reversed this trend. It should be noted that a more accurate count of the numbers of mothers classified as housewives might be twenty-four, inasmuch as

two of the mothers in this group had been deceased for many years. Since this means that the mother's influence in the home had been lost, the number of mothers of drop-outs in the housewife category might be more accurately taken as twenty-four, or fifty-one per cent.

Item 17: Father's educational level. Twenty of the forty-seven fathers of drop-outs, or forty-three per cent, had only elementary school education, while sixteen or thirty-four per cent had some high school education. Taken together, these two categories of fathers with less than grade eleven education constitute seventy-two per cent of the entire group.

Item 18: Mother's educational level. Seventeen of the forty-seven mothers of drop-outs, or thirty-six per cent, had only elementary school education, while fourteen mothers, or thirty per cent, had some high school education. Taken together, those mothers with less than grade eleven education constituted sixty-six per cent of the total of forty-seven mothers.

Item 19: Parents live together. There were eight instances of parents of drop-outs being separated. Five of these were caused by the death of one parent.

Item 20: Live with parents. Only one drop-out did not live with his parents. Seven other drop-outs lived with only one parent, as a result of separation of parents by death or law. In five of these seven cases the drop-out lived with the mother only.

Item 21: Siblings. Twenty-six of the drop-outs selected for interview, or fifty-five per cent, lived in families in which there were four or more children, that is

to say, the drop-out plus three siblings, while thirteen, or twenty-eight per cent, lived in families in which there were three children. Taken together, the drop-outs who lived in families in which there were three or more children constituted eighty-three per cent of the sample. One was an only child. It may be of significance to note that twenty-eight, or sixty per cent, of these drop-outs were neither the oldest member of the family nor the youngest but were located, agewise, in the middle of the children of the family. Six of the drop-outs were the youngest members of their families and ten were the oldest members of the families of children from which they came.

Item 22: Class of home. Thirteen drop-outs lived in poor homes; twenty lived in fair homes and fourteen lived in middle-class homes. It may be significant that seventy per cent of the drop-outs lived in poor or fair homes.

Habits and behavior. Items twenty-three to thirty-two dealt with habits and behavior of the drop-outs, and the responses to these items are summarized in Table IV. Some points worthy of special note are recorded below, by items.

Item 23: Personal appearance. Thirty-six drop-outs exhibited a clean, neat, presentable appearance. None of the drop-outs were overdressed or flashy in appearance or wore too much make-up, although five of the boys appeared rough, sloppy and unkempt, while three girls were somewhat dirty and unkempt, and two of these were stout and dowdy.

Item 24: Bed time. Thirty-four, or seventy-nine per cent of the respondents went to bed at reasonable times.

TABLE IV
SUMMARY OF HABITS AND BEHAVIOR
OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Item		Group I		Group II	
		Boys	Girls	Boys	Girls
23. Personal Appearance	Offensive	3	1	2	2
	Acceptable	6	6	11	13
24. Bed Time	Normal	7	6	10	11
	Late	1	1	3	4
25. Rising Time	Normal	6	7	11	15
	Late	2	0	2	0
26. Total Sleeping Time	Adequate	5	5	7	10
	Inadequate	3	2	6	5
27. Late T.V. (Sun.-Thurs.)	Yes	3	1	2	1
	No	5	6	12	14
28. Smoker	Yes	6	3	12	11
	No	3	4	1	4
29. Age Started Smoking	6-12 Yrs.	1	0	1	1
	13-16 Yrs.	5	3	10	9
	Over 16	0	0	1	1
30. Use of Car	Yes	1	0	5	1
	No	7	7	9	14
31. Contacts, Police	Yes	6	1	8	3
	No	3	6	5	12
32. Out-of-school Organizations	Yes	6	5	12	10
	No	2	2	2	5

Item 25: Rising time. Thirty-nine, or ninety per cent, of the drop-outs arose at 8:00 a.m. or earlier. Only four were late risers. All of these were boys. Six girls indicated that they rose at 7:00 a.m. or earlier. No boys arose so early.

Item 26: Total sleeping time. Sixty-one per cent of the drop-outs indicated that they had at least eight hours of sleep each night, with girls achieving this quota more consistently than boys. However, it may be noteworthy that there were twenty cases in which an individual's bed time and rising time did not agree with his total sleeping time by more than an hour. Some of these discrepancies could be caused by inability to sleep upon going to bed, or they could be an indication of the inaccurate nature of some of the data gathered in the interview.

Item 27: Late television. Eighty-four per cent of the respondents indicated that they did not often watch late television or pursue other late activities on nights before school days.

Item 28: Smoker. Seventy-three per cent of the respondents were smokers, with slightly more girls abstaining than boys.

Item 29: Age started. Eighty-four per cent of the smoking drop-outs began smoking between the ages of thirteen years and sixteen years.

Item 30: Use of family car. Eighty-four per cent of the respondents indicated that they did not have the use of the family car. Of the seven who did have the privilege, six were boys.

Item 31: Contacts with police. Forty-one per cent of the respondents indicated that they had had some disciplinary contacts with the police. Slightly more than three-quarters of these were boys. Of possible significance is the fact that sixty-four per cent of the male respondents had had contact with the police,

while only eighteen per cent of the female respondents had had such contacts.

Item 32: Out-of-school organizations. Seventy-five per cent of the respondents belonged to some organizations other than those related to school.

Work experience and plans. Items thirty-three to thirty-eight dealt with part-time employment of the drop-outs and their hopes for employment in the future. The responses to these items are summarized in Table V, and points worthy of special note are recorded below, by items.

Item 33: Part-time job. Seventy-seven per cent of the boys had had part-time jobs when in school. Forty-five per cent of the girls had held part-time jobs while in school. Sixty-one per cent of all respondents had had part-time employment.

Item 34: Type of work. Of those who had part-time employment, the most common type of job among the boys was delivery work. Forty-seven per cent of them did this type of work. Among girls who had part-time jobs, eighty per cent did sales clerk type of work.

Item 35: Working times. Seventy-four per cent of those who worked at part-time jobs observed satisfactory working times and were not overworked.

Item 36: Assist with permanent employment. Seventy per cent of the boys felt their part-time work would be of no value in finding permanent employment. Eighty per cent of the girls believed it would help.

Item 37: Plan further training. Seventy-two per cent of the respondents indicated that they planned to take further training.

Item 38: Type of work seeking. Sixty-five

TABLE V

SUMMARY OF WORK EXPERIENCE AND PLANS
OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Item			Group I		Group II	
			Boys	Girls	Boys	Girls
33.	Part-time Job	Yes	7	5	10	5
	(While student)	No	1	2	4	10
34.	Type of Work	Delivery	3	0	5	0
	(Part-time)	Sales Cl.	1	4	2	4
		Other	3	1	3	1
35.	Working Times	Satis.	5	5	5	4
	(Part-time)	Excessive	2	0	5	1
36.	Assist with	Yes	2	4	3	4
	Perm. Employ't	No	5	1	7	1
37.	Plan Further	Yes	4	4	13	11
	Training	No	4	3	0	4
38.	Type of Work	Skilled	5	4	9	10
	Seeking	Unskilled	3	2	5	5

per cent of the respondents hoped to find skilled employment; thirty-five per cent sought unskilled work.

Item Summaries and Tables: School Factors

Items thirty-nine to seventy-seven dealt with school factors or influences which function on the school scene, such as native ability, success in school, courses of study, attitude and adjustment to school, student-teacher relations, schools attended, study habits, attendance, and other factors related to school progress which the school can control, influence or accommodate. The responses to these items as collated on the master chart were summarized by item groups in Tables VI to IX, and individual item commentary is given in the same item groups.

Personal school facts. Facts concerning the drop-outs' school careers are dealt with in items thirty-nine to fifty-one, and responses to these items are summarized in Table VI. Points worthy of special note are mentioned below, by items.

Item 39: I.Q. One-third of the sample of St. James drop-outs had abilities in the lower half of the normal range, and when taken with the dull normals, it is noted that sixty per cent of the drop-outs had I.Q.'s of 100 or less. Only in Group Two boys did the number of drop-outs with I.Q.'s over 100 exceed those with less. It may be of significance that three boys and two girls had I.Q.'s exceeding 110, the upper limit of the normal range.

TABLE VI

SUMMARY OF PERSONAL SCHOOL FACTS
OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Item			Group I		Group II	
			Boys	Girls	Boys	Girls
39.	I. Q.	80-90	3	3	1	3
		91-100	5	2	4	4
		Over 100	1	2	10	5
40.	Reading Level	Low	8	4	7	7
		Average	2	2	7	5
		High	0	1	0	2
41.	No. of Schools Attended	1-3	2	4	6	8
		4 or more	7	3	7	7
42.	School Last Attended	Elementary	1	0	4	1
		Deer Lodge	2	2	1	1
		St. James	5	5	7	8
		Silver Hts.	2	0	3	5
43.	Grade of Drop-out	8 or under	2	2	4	3
		Gr. 9	4	2	3	7
		Gr. 10	2	1	7	4
		Gr. 11	2	2	1	1
44.	Date of Last Attendance	Before Xmas	6	5		
		Jan.-Feb.	4	2		
		Mar.-June			8	5
		Summer			7	10
45.	Course	Matric.	1	1	2	5
		Non-lang.	3	2	7	4
		Commercial	0	1	1	1
		H. S. L.	6	3	5	5
46.	Age Started Grade 1	5 years	0	0	0	1
		6 years	8	7	12	14
		7 yrs. or more	1	0	1	0

(Table continued)

TABLE VI (Continued)

Item			Group I		Group II	
			Boys	Girls	Boys	Girls
47.	Attended Kindergarten	Yes	2	2	6	6
		No	7	5	7	9
48.	Acceleration	Yes	1	0	0	0
		No	8	7	14	15
49.	Grades Failed	None	0	0	0	3
		One	2	3	5	4
		Two	2	1	5	3
		Three	5	3	4	5
		or more				
50.	Attendance	Poor many yrs	4	3	4	0
		Poor only recently	0	2	6	5
		Not poor at all	5	2	4	9
51.	Place to Study	Yes	6	6	7	11
		No	2	1	6	4

Item 40: Reading level. Sixty-three per cent of the boys had low reading levels indicating retardation of one or more years below the grade at which they were tested. Fifty-two per cent of the girls had similarly low reading levels. It may be of significance that fourteen per cent of the girls had high reading levels, which is to say notably advanced, for the grade at which they were tested. No boys had high reading levels.

Item 41: Number of schools. Fifty-five per cent of the sample of drop-outs had attended more than the normal number of three schools. It may be of significance that an additional nine students who dropped out at grade nine level or lower had, at time of drop-out, already attended three schools before ever reaching high school. This might be considered as raising the total number of drop-outs who suffered school changing above what is normal to thirty-three drop-outs, or seventy-five per cent. Also of possible significance is the fact that nine of the drop-outs had attended six or more different schools each, and two of these had actually attended nine different schools each.

Item 42: School last attended. The eight elementary schools in St. James, some of which had a few grade seven and eight classes, were grouped together under one heading in Table VI. Golden Gate School, which had a large junior high section had one drop-out during the 1962-63 school year and, since he was not selected for interview, Golden Gate does not appear in the table. Of the remaining three schools in St. James, Deer Lodge Junior High, Silver Heights Collegiate and St. James Collegiate, the last named had the greatest number of drop-outs, in fact, fifty-seven per cent of the sample.

Item 43: Grade of drop-out. Sixty-four per cent of the sample dropped out of grades nine and ten. This compares generally with the grade of drop-out for the entire subject population of 125 students. Of these, seventy-six drop-outs, or sixty per cent, were from

grades nine and ten. It may be of significance that there appeared to be no relationship between I.Q. and grade of drop-out, since enough students of low ability did not drop out until senior high school years, and enough students of upper average I.Q. dropped out in junior grades to offset any identification of early drop-out with low ability.

Item 44: Date of last attendance. The forty-seven drop-outs making up the sample give evidence of clustering only during the summer. A review of the entire subject population's dates of drop-out (Appendix "C") points up that the rate of drop-out runs fairly steadily at between eight and ten each month, although September, December, and June are somewhat lighter, possibly because of methods of reporting attendance to the Department of Education. However, there was a noticeable pile-up of male drop-outs during April and May when the rate doubled to ten and twelve boys respectively; and during the summer, fourteen boys and twenty-five girls withdrew from school. April, May, and summer drop-outs constituted well over half of the drop-out population.

Item 45: Course of study. Courses suffering the heaviest losses were the Non-language course and the High School Leaving course which together made up seventy-four per cent of the sample. It may be of significance that High School Leaving students made up forty per cent of the drop-out sample but the classes from which they came constituted less than ten per cent of the secondary school population.

Item 46: Age started first grade. Ninety-three per cent of the respondents turned six in the calendar year in which they commenced the first grade.

Item 47: Attendance at kindergarten. Sixty-four per cent of the respondents did not attend kindergarten.

Item 48: Acceleration. Only one drop-out

had experienced acceleration and the purpose in this case was to make up for time lost because of a late start in school.

Item 49: Grades failed. Thirty-eight per cent of the respondents were retarded three or more grades; sixty-two per cent were retarded two or more grades; and ninety-three per cent had failed at least one grade.

Item 50: Attendance. Thirty-five per cent of the boys had exhibited poor attendance records for many years, but only fourteen per cent of the girls fell in this category. Forty-five per cent of the respondents in the drop-out sample had not exhibited poor attendance at all.

Item 51: Place to study. Seventy per cent of the respondents indicated that they had adequate study facilities including a room with a desk or table, although in some cases this room was shared with a sibling.

School habits and behavior. Items fifty-two to sixty dealt with the drop-outs' habits and behavior as they relate to school matters, and responses to these items are summarized in Table VII. Points worthy of special note are mentioned below, by items.

Item 52: Amount of homework. Sixty-four per cent of the respondents in the drop-out sample indicated that they did little homework. Only seven per cent felt that they did much homework.

Item 53: Attendance at summer school. Thirty per cent of the respondents had sought extra help with school work via summer school or private tuition or Saturday morning classes as offered by St. James.

TABLE VII

SUMMARY OF SCHOOL HABITS AND BEHAVIOR
OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Item			Group I		Group II	
			Boys	Girls	Boys	Girls
52.	Amount of Homework	Little	6	3	13	6
		Average	2	3	1	7
		Much	0	1	0	2
53.	Attend Summer School	Yes	0	2	4	7
		No	8	5	9	8
54.	Often in Trouble	Yes	4	1	8	3
		No	4	6	6	12
55.	Truancy	Yes	9	3	7	5
		No	0	3	6	10
56.	Ask About Difficulties	Yes	4	1	6	10
		No	4	6	8	5
57.	If Not, Why	Unfav. Teacher Response	0	1	5	2
		Embarrassment	4	5	2	3
		Other	0	0	0	0
58.	Extra Curricular Activities	Yes	8	2	10	11
		No	0	5	4	4
59.	Kinds of Activities	Athletics	7	1	8	8
		Student Gov't	5	1	6	3
		Music	0	2	0	1
		Other	0	0	0	2
60.	Wish More or Less	More	5	2	6	6
		Less	0	0	2	0
		No Change	3	4	6	9

Item 54: Often in trouble. Sixty-four per cent of the respondents in the sample were of the opinion that they were not often in trouble at school.

Item 55: Truancy. Seventy-three per cent of the boys admitted having been truant at one time or another, but only thirty-eight per cent of the girls had been guilty of this misdemeanor.

Item 56: Ask about difficulties. Fifty-two per cent of the respondents in the drop-out sample indicated reluctance to ask teachers for help with difficulties they were experiencing. Group One girls exhibited most reluctance but were balanced off by more aggressive qualities in Group Two girls.

Item 57: Why not ask. Unfavorable teacher response and embarrassment were the only reasons given for failing to ask for help with difficulties. Sixty-seven per cent of those who indicated reluctance to ask for help said they failed to ask because of embarrassment.

Item 58: Extra-curricular activities. Seventy per cent of the respondents in the sample participated in extra-curricular activities.

Item 59: Kinds of activities. Of the seventy per cent who participated in extra-curricular activities, three-quarters participated in athletics and almost half had participated in student government at one time or another in their school careers. Music and other activities were mentioned by only ten per cent of the sample. Thirteen respondents reported participation in two groups of extra-curricular activities.

Item 60: Wish more or less such activity. Just over half of the respondents indicated that they felt their participation in extra-curricular activities was satisfactory.

Opinions and attitudes to school. Items sixty-one to seventy-two sought to uncover trends in drop-outs' opinions and attitudes to school which might be related to early withdrawal. The responses to these items are summarized in Table VIII, and points worthy of special note are mentioned, by items, below.

Item 61: Favorite subjects. Of the thirty-seven statements of favorite subject given by twenty-two boys, twenty-seven per cent of the replies favored mathematics, twenty-seven per cent favored science, and thirty per cent favored social studies. Of the thirty-two statements of favorite subjects given by twenty-two girls, social studies was mentioned in thirty-four per cent of the replies and practical in twenty-two per cent of the replies. Other favorites were held by much smaller percentages of drop-outs.

Item 62: Subjects disliked. Of the twenty-five statements of subjects disliked given by twenty-two boys, thirty-six per cent of the replies decried English and twenty-eight per cent decried social studies. Of the twenty statements of subjects disliked received from the twenty-two girls in the sample, forty-five per cent decried mathematics. There were no other outstanding dislikes recorded.

Item 63: Find study difficult. Eighty-two per cent of the drop-out sample said they found study difficult.

Item 64: Tests invoke nervousness. Sixty-six per cent of the drop-outs were not made nervous by classroom tests.

Item 65: Failure bother. Fifty-nine per cent of the drop-out respondents indicated that failure bothered them much. There may be some significance in the fact that Group Two boys, taken alone, exactly reversed this trend of thought. Sixty-four per cent of

TABLE VIII

SUMMARY OF OPINIONS AND ATTITUDES TO SCHOOL
OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Item			Group I		Group II	
			Boys	Girls	Boys	Girls
61. Favorite Subjects	Math.		5	2	5	2
	Science		4	1	6	4
	English		1	2	1	3
	Soc. St.		2	2	9	9
	Practical		1	3	3	4
62. Subjects Disliked	Math.		2	2	3	7
	Science		2	1	1	1
	English		2	3	7	1
	Soc. St.		3	3	4	0
	Practical		0	0	1	2
63. Study Difficult	Yes		8	5	13	10
	No		0	2	1	5
64. Tests Invoke Nervousness	Yes		3	3	3	6
	No		5	4	11	9
65. Failure Bothers	Much		6	4	5	11
	Little		2	3	9	4
66. Time for Other Activities	Yes		8	7	14	15
	No		0	0	0	0
67. Why Leave School	Job-Money		2	1	2	2
	Marriage-Preg.		0	3	0	2
	Lack of Prog.		3	0	9	8
	Teachers-Sch.		2	2	2	0
	Home Problems		1	1	0	3
68. Why Others Leave	Job-Money		1	1	3	5
	Marriage-Preg.		0	1	0	0
	Lack of Prog.		2	0	5	5
	Dislike School		4	5	3	5
	Discipline		1	0	1	0

(Table continued)

TABLE VIII (Continued)

Item		Group I		Group II	
		Boys	Girls	Boys	Girls
69. First Urge to Leave	Current year	3	1	9	10
	1 year ago	2	4	2	3
	2 or more years ago	3	2	2	2
70. Why Go This Far in School	Parents insist	1	3	3	3
	Educ. Useful	6	4	9	10
	Others Do	1	0	2	2
71. Return to School	Yes	5	2	11	8
	No	3	5	2	7
72. Changes Recommended	Course and Administ.	2	1	6	4
	Administ. and Teaching	1	0	0	1
	Other	1	0	1	3
	None	1	1	4	0

them said they were not bothered much by failure.

Item 66: Time for other activities. All respondents replied in the affirmative.

Item 67: Why leave school. Forty-seven per cent of the respondents indicated that lack of progress in school was the main reason for withdrawal. The next most common reason given was the desire for a job and money. Sixteen per cent of the respondents gave this reason. Only twelve per cent related their leaving school to home problems.

Item 68: Why others leave. Forty per cent of the respondents believed others left because of a dislike for school. Twenty-eight per cent related drop-out by other students to lack of progress.

Item 69: First urge to leave. Fifty-five per cent of the respondents said that the urge to leave developed within the current year. Just over one-fifth of the respondents said this was an urge of long standing, which they had harbored for two or more years.

Item 70: Why go this far in school. Sixty-six per cent of the respondents said that they remained in school as long as they did because they considered education useful.

Item 71: Return to school. Sixty per cent of the respondents indicated that they would return to school if things were different. It may be of significance that seventy-six per cent of the boys indicated willingness to return to school but only forty-five per cent of the girls were willing.

Item 72: Changes recommended. Of the twenty-six drop-outs who said they would be willing to return to school if things were different, fifty per cent indicated that they would like to see some changes in courses and course arrangements in so far as they themselves are concerned. Almost twenty-five per

cent were unable to state what kinds of changes they would like to see.

School guidance factors. Items seventy-three to seventy-seven dealt with factors related to guidance and counselling of students in their decisions regarding school work and future occupations. The responses to these items are summarized in Table IX, and points worthy of special note are mentioned, by items, below.

Item 73: Contacts with Child Guidance Clinic. Only eighteen per cent of the respondents had had contacts with the Child Guidance Clinic.

Item 74: Faced with failure. Only forty-five per cent of the sample on whom information was available were actually faced with failure and the bleak necessity of repeating a school year. The remainder could have salvaged the year before final examinations, or were eligible to proceed with the next year's work or, by course changes open to them, could have continued with their schooling without having to repeat.

Item 75: Information on further education. Fifty-nine per cent of the drop-outs indicated that they had received information on further education.

Item 76: Information on job selection. Sixty-one per cent of the respondents in the sample indicated that they had received information on job selection.

Item 77: Best advice. Forty-five per cent of the drop-out sample respondents indicated that the best advice on job selection comes from parents, while twenty-nine per cent favored teachers. It may be of significance that boys tended to accept parental advice more often (fifty-seven per cent of them) than girls (only thirty-three per cent.)

TABLE IX

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SUMMARY OF SCHOOL GUIDANCE FACTORS
FOR ST. JAMES DROP-OUT SAMPLE, 1962-63

Item		Group I		Group II	
		Boys	Girls	Boys	Girls
73. Contacts C.G.C.	Yes	2	2	2	2
	No	7	5	12	13
74. Faced with Failure	Yes	4	1	7	8
	No	5	6	6	7
75. Information Further Education	Yes	5	4	9	8
	No	3	3	5	7
76. Information Job Selection	Yes	4	4	9	10
	No	4	3	5	5
77. Best Advice	Parent	5	3	7	4
	Friend	2	3	2	2
	Teacher	1	1	4	8

Summaries and Tables of Personal and School Adjustment

Forty-three of the forty-seven drop-outs in the sample completed forms of the Bell Adjustment Inventory and the School Inventory.¹ The forms were scored, results were collated on the master chart, and are summarized in Table X. It may be of significance that Group One boys produced only three instances of adjustment ratings, in any category, which were above average. Group One girls and all of Group Two produced many such instances of better-than-average ratings. Other points worthy of special note are mentioned below, under adjustment area headings.

Home adjustment. Of the forty-three members of the drop-out sample who completed inventory forms, sixty-five per cent appeared to have average or better home adjustment. It may be of significance that, while less than a quarter of the girls showed poor home adjustment, almost half of the boys exhibited this trait and most of these were Group One boys.

Health adjustment. Eighty-one per cent of the sample respondents appeared to have average or better health adjustment.

¹ Hugh M. Bell, The Adjustment Inventory, (Palo Alto, California: Consulting Psychologists Press, 1961), and The School Inventory, (Stanford: Stanford University Press, 1936).

TABLE X

BELL ADJUSTMENT INVENTORY AND SCHOOL INVENTORY*
RESULTS OF ST. JAMES DROP-OUT SAMPLE, 1962-63

Adjustment Area		Group I		Group II	
		Drop-outs Sept. 4 to Feb. 28		Drop-outs Mar. 1 to Sept. 2	
		Boys	Girls	Boys	Girls
Home	Excellent	0	3	2	3
	Good	1	3	4	2
	Average	1	1	3	5
	Unsatisfactory	3	0	3	0
	Very Unsatis.	3	0	1	5
Health	Excellent	0	0	2	1
	Good	1	2	2	5
	Average	4	5	7	6
	Unsatisfactory	1	0	2	3
	Very Unsatis.	2	0	0	0
Social	Very Aggress.	0	0	2	0
	Aggressive	1	2	2	4
	Average	4	3	6	7
	Retiring	3	2	3	4
	Very Retiring	0	0	0	0
Emotional	Excellent	0	1	4	1
	Good	0	1	3	3
	Average	3	5	2	5
	Unsatisfactory	3	0	3	5
	Very Unsatis.	2	0	1	1
Total	Excellent	0	0	2	0
	Good	0	1	4	3
	Average	3	5	3	6
	Unsatisfactory	3	1	3	5
	Very Unsatis.	2	0	1	1
School	Excellent	0	0	0	0
	Good	0	1	2	2
	Average	2	2	5	5
	Unsatisfactory	3	3	1	3
	Very Unsatis.	3	1	5	5

*Bell, op. cit.

Social adjustment. Seventy-two per cent of the sample respondents appeared to have average or better social adjustment.

Emotional adjustment. Sixty-five per cent of the sample respondents appeared to have average or better emotional adjustment.

Total adjustment. Sixty-three per cent of the sample respondents appeared to have average or better total personal adjustment.

School adjustment. Forty-four per cent of the sample respondents appeared to have average or better adjustment to school. Fifty-six per cent had unsatisfactory or very unsatisfactory adjustment. It may be of significance that when adjustment areas, other than school, are totalled, the number of individuals who show poor adjustment in one or more of these areas equals the number who show poor school adjustment. It may further be of significance that seventy-five per cent of those with poor school adjustment also showed poor adjustment in some other area.

Additional Personal Data

During the collection of data via interviews and school records, additional information came to light, concerning the drop-outs and their behavior. This information, for each individual drop-out, was summarized and matched

with a brief summary of his adjustment scores. These data and conclusions drawn from them are located in Appendix "D."

CHAPTER VI

CONCLUSIONS

The Problem and the Purpose

Early withdrawal from school is a well recognized problem, but comparatively little research has been done in Canada to relate dropping out of school to its causes. The problem was no less pressing in a favored community such as St. James which, in spite of its many social, economic and educational advantages, still had school drop-outs. Therefore, the purpose of the study was to identify salient factors related to early school withdrawal in this typical Manitoba urban community. The results of the study would have direct significance only in St. James; but it might have useful implications for other similar communities in Canada; it might provide a clearer understanding of the problem generally and it could possibly lead to methods of treating the problem of early withdrawal from school.

Hypothesis

The hypothesis was proposed that home factors are more critical in the decision to withdraw from school than are school factors.

Investigation Procedure

The method of investigating the problem consisted first of determining, from a pilot study, the extent of drop-out in St. James, and the feasibility of a larger study, then of interviewing selected drop-outs. This selected group consisted of one-third of the drop-out population during the year September 2, 1962 to September 3, 1963. Before September 1962, lists of numbered spaces were prepared and certain numbers were selected and marked for interview, using a table of random numbers. As names of drop-outs were entered in the list in order of date of last attendance, those students whose names fell on spaces marked for interview were contacted for that purpose. A question guide was prepared for use during interviews; interviewees completed Adjustment Inventory and School Inventory forms;¹ and school records were examined for useful information. The data obtained in this way were collated on a large chart and subsequently summarized in Tables II to X.

Interpretation of the Data

Since the purpose of the study was to identify

¹ Hugh M. Bell, The Adjustment Inventory, (Palo Alto, California: Consulting Psychologists Press, 1961), and The School Inventory, (Stanford: Stanford University Press, 1936).

salient factors related to drop-out, it was not intended that every nuance of behavior of drop-outs be statistically evaluated for significance. Salient is interpreted as meaning prominent, conspicuous or, in this case, characteristic of the majority. On this basis, items were evaluated and conclusions drawn. It is, of course, possible that in individual cases the actual reasons for withdrawal from school may have been related to factors other than those which seemed to characterize the group; but individuals, for the purpose of this study, were important only in so far as they contributed to the general picture. Salient factors were sought; individual causes were left for other studies.

Conclusions Related to Personal Facts

1. Place of residence had a direct relationship to drop-out, in that the great majority of drop-outs lived in the older portion of St. James and were most highly concentrated in the very oldest, poorest portion. (This has economic implications which will be dealt with further in the summary.)
2. The critical age of drop-out was the sixteen- and seventeen-year-old period.
3. The sex of the drop-out, birthdate, country of birth, and physical handicaps were not of conspicuous

importance in the act of dropping out of school in St. James.

Conclusions Related to Attitudes

No unusual attitudes characterized St. James drop-outs. They did not lack close friends; they liked to act with others on a team; a slight majority stated a preference for being told what to do; and they considered themselves reliable in completing work.

Conclusions Related to Family Factors

1. The father's occupation had a direct relationship to the child's tendency to leave school before completing his course. Fathers in unskilled jobs were more likely to have drop-out offspring than those in skilled occupations; and both of these were more likely to have drop-out offspring than professionals or managers. The lower the occupation level, the greater was the likelihood of having drop-out offspring.

2. Fathers with less than high school education were more likely to have drop-out offspring than were high school graduates.

3. Mothers with less than high school education were more likely to have drop-out offspring than were high school graduates.

4. Children in large families were more likely to drop out of school than children from families having two children or less, particularly if the child was, age-wise, in the middle of the siblings.

5. Children who lived in poor or fair homes were more likely to drop-out of school than those who lived in middle class or better homes.

6. Factors such as the father's and mother's birthplace and age of entry to Canada, the mother's occupation, broken homes and displacement from the home were not important factors in the majority of drop-out cases in St. James.

Conclusions Related to Habits and Behavior

1. Most St. James drop-outs were smokers and started smoking before it was legal to do so.

2. A prelude to drop-out by boys was misbehavior outside of school, involving trouble with the police.

3. Personal appearance, rising time, bed time, total sleeping time, late television, use of the family car, serious misbehavior out of school by girls, and lack of outside activities were not major factors in drop-out in St. James, although the discrepancies in responses dealing with amount of sleep indicated that a better method of investigating some of these personal factors is desirable.

Conclusions Related to Work Experience and Plans

1. Most drop-outs, particularly boys, have had part-time employment while attending school.
2. Their working times were within the prescribed legal limits; and there is no clear foundation for the suspicion that excessive evening work affected school work, since many of the jobs listed were newspaper delivery or summer work.
3. Boys worked for the money, while girls worked with the idea, as well, that this part-time work could lead to future employment.
4. St. James drop-outs did not consider their training completed upon leaving school.
5. Most of the drop-outs were seeking skilled employment.
6. Drop-outs were unrealistic about work because they wanted skilled employment, yet limited their chances for employment and training, which they also wanted, by leaving school too early.

Conclusions Related to Personal School Facts

1. In intellectual capabilities, drop-outs in St. James were mainly from the lower half of the population.
2. Most of St. James' drop-outs had a serious reading difficulty.

3. Excessive changing of schools characterized St. James drop-outs.

4. The greatest proportion of drop-outs left school while attending the senior high school which serves the eastern end of St. James.

5. Most drop-out occurred in grades nine and ten.

6. Most drop-outs were enrolled in the High School Leaving Course or the Non-language Course.

7. Most drop-outs had serious failure records.

8. Poor attendance records of long standing or newly developed poor attendance records signalled the possibility of withdrawal.

9. There was no predominant time of year at which drop-out occurred; and age of starting school, acceleration, and availability of study facilities were of no significance in dropping out of school in St. James. Lack of attendance at kindergarten was not considered significant either, because there were no publicly operated kindergartens in St. James and, in fact, over a third of the drop-outs actually did attend kindergarten.

Conclusions Related to School Habits and Behavior

1. St. James drop-outs did little homework.

2. Most drop-outs did not take pains to make up shortcomings in their education by attending extra classes.

3. Most drop-outs did not consider themselves frequent trouble-makers at school.

4. Most male drop-outs had been truants.

5. Drop-outs tended to be reluctant to ask for help with difficulties with school work; their reluctance stemmed from embarrassment.

6. Drop-outs participated in extra-curricular activities, mainly athletics and student government, and were satisfied with their participation. This, however, was interpreted as a positive, rewarding facet of school life, not likely to contribute to withdrawal.

Conclusions Related to Opinions and Attitudes to School

1. Drop-outs in St. James found study difficult.

2. Drop-outs were sensitive to failure.

3. Translating the urge to leave school into action took less than a year for most drop-outs.

4. There was no noteworthy consistency among drop-outs regarding favorite subjects or subjects disliked; and it was not considered significant that, generally, drop-outs were not made nervous by classroom tests, although this might indicate lack of concern. Furthermore, there appeared to be no lack of time for recreational activities. There was no general agreement among drop-outs as to why

they left school or why others left. In fact, most considered education useful and would return to school, particularly the boys, if certain changes, mainly course changes, were effected.

Conclusions Related to School Guidance Factors

1. In spite of serious problems at home and at school, drop-outs had received inadequate professional guidance, inasmuch as less than one-fifth had been referred to the Child Guidance Clinic.

2. While the fear of failure may have influenced withdrawal, the reality of failure was not a salient factor in drop-out.

3. Lack of information on further education and lack of vocational information were not important factors in drop-out in St. James and, while drop-outs tend to favor parents when seeking advice, especially the boys, this was significant only in giving direction to course information campaigns. It is not enough to talk to students about the value of schooling and selection of courses; parents must be told, too.

Conclusions Based on Personal and School Adjustment

In so far as the drop-out's state of adjustment was revealed by The Adjustment Inventory and The School Inventory, the only consistently poor area of adjustment was

that involving the school.² Nevertheless, the prevalence¹⁶⁵ of people with poor school adjustment who also suffered poor adjustment in other areas indicated a close relationship between school adjustment and personal adjustment, with a strong likelihood of interaction, or of one causing the other.

Conclusions Based on Additional Personal Data

On the basis of personal observations and additional background information taken from school records (Appendix "D"), the number of students who dropped out because of home factors outweigh both those who dropped out because of school factors and those who dropped out for undetermined reasons. In fact, drop-outs because of home factors constituted fifty-eight per cent of the sample.

Summary, Implications, and Speculations

Taken in review, the investigation of St. James drop-outs has many short-comings, not the least of which is the lack of a control group which would serve to provide a set of characteristics of "stay-ins" or people who do complete their courses. These characteristics could then be compared with the characteristics of drop-outs

² Ibid.

and would serve admirably in validating the picture of the typical St. James drop-out and the causes for his withdrawal. The lack of this additional criterion, however, did not entirely impair the investigation, and a fairly clear image of the St. James drop-out emerged.

A typical St. James drop-out. It cannot be over-emphasized that not all St. James drop-outs fit the following description; some might fit only part of it and a few might conceivably fit none of it.

Generally, the typical St. James drop-out lives in the older portion of St. James, in a below average home; his father's work classification is "unskilled," and his parents have less than a high school education. In terms of ability he is in the lower half of the population of Canada, not just of St. James; he has a serious reading difficulty and has changed schools often. It is almost certain that there are at least two or more siblings and that the drop-out is somewhere in the middle of the distribution of children. In his habits, the drop-out smokes and commenced smoking before it was legal for him to do so; and if the drop-out is male, he has had disciplinary contacts with the police. He has also had some part-time work experience and hopes to find skilled employment. In his school work the typical drop-out is in the High

School Leaving Course or Non-language Course, is in Grade Nine or Ten, has changed schools often and is sixteen or seventeen years of age. As this age-grade record indicates, he has a serious record of failure, but is not necessarily faced with failure and the need to repeat the grade at the time of drop-out. However, he is sensitive to failure, finds study difficult but does little homework, and has made little or no effort to make up educational short-comings by attendance at summer school or by similar means. He is embarrassed about seeking help with difficulties. Finally, as one might readily deduce from all these points, the typical St. James drop-out is poorly adjusted to school, has a poor attendance record; if a boy, he has been truant; and the decision to withdraw exploded within him suddenly when the pressures in and out of school became too great.

The causes of drop-out in St. James. The description of the typical drop-out indicates with some clarity the basic causes of drop-out in St. James. They are rooted in heredity, in socio-economic influences, and in serious deficiencies in the schools. The glory in education is showered, by both teachers and the community at large, upon the students in the upper ability portions of the population, particularly the bright and gifted. Consequently, the child who inherits low normal or dull

normal ability, whose parents have limited education, who finds himself just another face at the table, who sees little in his surroundings to inspire him, and who finds school geared to accommodate a different range of talent from his own, has little incentive or ingenuity to face the long hard climb out of the educational depression in which he finds himself. Instead, he seeks some gratification in doing things which are easy to do but which involve some risk in the form of reprimands or punishment from those in authority. He smokes, he plays truant, and he may get into trouble with the police. He will probably also seek gratification in constructive ways, as in part-time employment. The money thus earned is tangible evidence of success which is more than school has given him. Difficulty with the work, failure, avoidance of schoolwork and the embarrassment it can bring, terminate in withdrawal in the hope that the world of employment which brought some success, money, can bring more.

Validity of the hypothesis. This hypothetical case illustration of the causes of drop-out, however, does not point out which group of factors is more critical in the decision to leave school, whether home factors or school factors, and the answer must be sought through re-examination of the data and concomitant conclusions.

Table X is particularly useful in this regard, and the conclusion arising from it, that the only area of adjustment that is consistently poor is the school, is strong evidence in support of the converse of the hypothesis.

On this basis one is forced to conclude that school factors are more critical in the decision to withdraw from school. Nevertheless, there is a lurking suspicion that the school is simply the battleground on which home-based emotional conflicts are fought out. It is admitted that the additional personal data and the investigator's evaluation of it is highly subjective in nature, but there are enough glaring instances of serious home problems that the conclusion, that fifty-eight per cent of the drop-outs left school because of problems originating in the home, must surely serve to render the original hypothesis open to further investigation, if not to support it entirely.

Research method weaknesses. Certain deficiencies in the research methods make further investigation of the hypothesis highly desirable in any case. For example, the interview plan sought to cover a great deal of material in just one interview period. Opportunities for developing the confidence of the drop-out and rapport with him were very limited. As a result, it is quite possible that interviewees were defensive or reluctant

to give information to a stranger concerning intimate feeling about parents or other personal matters. Some may have decided to give the "right" answer to such questions as "Do you think there has been a lack of real love and affection in your home?"³ On the other hand, there could be a greater readiness to rail against something as impersonal as school. It was fair game and there was nothing to lose. The connection with school was severed anyway. In fact, it is even possible that some distortion was introduced into the entire investigation by the supplying of inaccurate facts or opinions by the drop-outs interviewed. Nevertheless, rapport, which was quite good in most cases, has a greater opportunity to function in a verbal interview than in a written questionnaire and for this reason, as well as for the fact that questions posed tended to be less intimate than those on the adjustment and school inventory forms, there seems to be grounds for considerable confidence in the verbal interview portion of the investigation. Furthermore, there were no instances of information given by the drop-out being contradicted by later checks of school records, although it is admitted that

³ Bell, loc. cit.

the opportunities for this type of checking for confirmation were limited to a few items.

Possible data distortions. There are, however, other areas in which some misrepresentation of the drop-out picture may have occurred. Thus, the predominance of economically poorer families in the drop-out statistics may be an outgrowth of the fact that families with more money simply send scholastically unsuccessful offspring to private schools in the hope that additional opportunities under closer surveillance will bring academic success. Such action would obviously distort any estimates of the effect of economics on early withdrawal from school because the unsuccessful students from wealthier families would not appear in the drop-out statistics. Even if they dropped out of the private school they would not appear in the St. James statistics under the limitations prescribed for this investigation. Nevertheless, such limitations are a necessary part of any investigation and the distortion of data mentioned is merely speculation without actual evidence to support it at this time. The salient factors in drop-out in St. James remain fairly clearly delineated. What can be done about them?

School improvements. An immediately obvious area in which to attack the problem of early withdrawal from

school is in the school itself. It is also the area in which the earliest results are most likely to be realized and a review of school factors in drop-out readily gives direction to efforts to reform and improve. The unusually high proportion of drop-outs in the High School Leaving Course clearly labelled it as a course of study which lacked the confidence of the people for whom it was intended. It was obsessively academic in nature and required revision in the direction of greater flexibility in order to accommodate the varied needs of the slow students enrolled in it. Similarly, the Non-language Course, which ventured to offer the same opportunities as the Matriculation Course, less French, neither prepared students for the world of employment nor for further studies at University; it, therefore, tended to decline in acceptability and was already being considered for revision. Manifestly, neither of these courses, nor any course, could hope to achieve its ends if it lacked the full support and understanding of the staff administering it. The number of repetitions of grades required of students already in courses for slow learners pointed to a need for improvement in this area. But what about the student himself? Does he feel he counts? There was no direct evidence to resolve this question one way or the other,

but there was reason to believe that many students had both school problems and home problems of which the school was either unaware or to which it was unable to give attention. Such a situation derives from excessive bigness of schools and lack of appropriate counseling. The former implies that the school has so many students and teachers that neither gets to know and to understand the other well, and the welfare of the individual, his progress and the solution of his academic and social problems is submerged in administrative procedures designed to facilitate the flow of raw material through the educational mill.

Appropriate counselling and, of course, group guidance is a partial compensation for the fault of bigness, inasmuch as it can create in the student the feeling that someone cares about him, but the counsellor is also an essential part of any school, though at the time of this study was virtually non-existent in St. James. Students and their parents need advice, sometimes personal advice, concerning educational opportunities, employment possibilities, and the individual student's future potential. Occasionally, as in the cases of some of the sample of drop-outs, the student's problems are so overwhelming that professional psychological assessment and psychiatric treatment must be enlisted. In such instances there is

no substitute for the trained, interested guidance counsellor with adequate time to gather and supply this information and to assess the need for outside professional assistance. These services will not likely wipe out the problem of school drop-outs, but they can serve to hold the line or to compensate for unforeseen school situations which may encourage drop-out.

Essential social changes. School improvements notwithstanding, the basically social nature of so many aspects of the drop-out problem draws attention to situations in society at large that must be confronted openly if the drop-out problem is to be controlled. Some accepted social practices even seem to encourage drop-out. For example, the great flood of material from radio, press and television urging people to go to university may easily do more harm than good. It may sow the seeds of failure in the mind of the youth faced with years of study if he is to achieve the stated aims of society. He is told that if he does not stay in school and obtain Matriculation standing his future income will be cut by hundreds of dollars yearly. What a bleak future for the person whose talents do not lie in the direction of bookwork! Indeed, it appears desirable that the furious assault of educational propaganda, often put out by well meaning but

ill-informed non-educators, be discontinued in the interests of peace of mind for parents and rational self-determination for students. The frantic scrambling for matriculation standing and the hopeless discouragement and frustration which leads to dropping out of school by normal students who are not bookwork oriented, may easily be the outgrowth of stay-in-school publicity that so closely relates Matriculation and university with money that students and parents have no confidence in any other courses and, rather than suffer such "inferior" education, simply give it up altogether. In summary, mass education programs, government directives, and the empty words of employers who want matriculants to drive their trucks and university graduates to sell their soap, are comparable to the act of treating snakebite with iodine. True, the antiseptic is an essential part of the total treatment, but it doesn't penetrate sufficiently deep. Neither does the national cry of "More education" go deep enough for, while educational "antiseptic" is desirable and even essential, it will not cure all the nation's ills. It won't cure laziness or indifference; it can't cure low ability; and it shouldn't try to cure psychological aberrations. Instead, medication of a far more expansive type must be employed.

Family disintegration. There must be a conscious interest in the strengthening of the family which, as the basic compact unit of our society, is seriously threatened by increasing numbers of "working" mothers and the almost complete separation of the father and his bread-winning function from the family scene. Many children do not even know exactly what jobs their fathers hold. Almost a third of their waking hours is spent in school and, with recreational time spent more and more frequently away from home, children see little of dad, or mother either. This rupture of some of the family ties has led to the development of new bonds in other directions. A teenage society has evolved, with fads in clothes, music, cars, and occasionally a bias towards irresponsible behavior and a prejudice against adults. Lacking any long range purpose, such people are difficult to guide and will gravitate away from anything which is demanding of them and which may not bring success easily. School, the most demanding of all facets of the teenage life, is the first thing to be rejected. What can be done about it?

Parental responsibilities. Of course parents themselves are not blameless in the matter of school drop-out. In the St. James study there was no direct investigation of the attitudes to school which early school leavers

picked up from their parents, although there was one instance of two drop-outs from one family, Charles C. and Shirley C., in which the father had only extremely critical comments to make about the school. Nevertheless, it is self-evident that the child, who enters school with predetermined notions that school is an unpleasant "prison" run by unreasonable child-haters, will be seriously inhibited in the learning processes, whereas another child, who enters school with a sense of purpose and an attitude of co-operation instilled by parents, will respond to the demands of school and the demands of parents, in so far as they relate to school, much more favorably. Parents must be prepared to develop in their children good attitudes to school, to support the demands of school in terms of behavior effort and home study, and to give reasonable consideration to the school's reports and recommendations concerning school progress and future courses. The often repeated statement, "My child is not stupid!" may well be unfounded in fact, and the parent who refuses to face up to his child's limitations invokes unhappiness and invites early withdrawal. There is no substitute for realistic goals.

Effects of interdependence. The goals of society at large must also be based on the realities of our age. Changes wrought by advancing technology and improved concepts of human behavior have imposed stresses which will threaten the security of our democracy unless understood and properly controlled. There was a day when individual survival was the consummation of life's goal. A man sought, by his own hand, to maintain life and to achieve his own ends. Today, however, our industrial society is so interdependent that individuals and even groups of individuals cannot act in isolation, nor can they be treated in isolation. The Western Canadian farmer raising wheat on the prairies is assured of survival only if Eastern Canadian manufacturing concerns are able to maintain a good level of employment resulting in consumption of the farmer's wheat. Eastern auto manufacturers feel the benefit of foreign sales of Western Canada's surplus wheat. A strike of transportation workers ties economic knots in the entire country. In effect, no segment of the population can be treated in isolation, not even the maturing segment. Parents, teachers, service clubs, industry, government, social agencies, unions must participate together in breaking down the barriers which have effectively isolated the upcoming generation

in schools. The teenager is told that he must remain in school until he completes grade twelve. This, of course, is easier than allowing him to step out into the world where many groups must participate in his maturing into a responsible citizen. But is it realistic?

Industrial absorption of drop-outs. Why not let them drop out if they do not wish to remain in school? Is anyone really credulous enough to believe that a grade twelve education is required to drive a truck, or is this just another instance of employers, employees and unions overstating their case for the sake of prestige or to simplify selection procedures? It is acknowledged that technological changes in business and industry entail much revision and study at the professional-managerial level, but does it necessarily mean that educational requirements must rise all down the employee hierarchy? There is a great range of routine tasks that may change with the introduction of new styles, techniques and new products, but the isolated phases of the new operation need simply be taught, as they are required, to those who will use them. The automobile industry undertakes massive changes of this type every year. In effect, there is a change in the technology, not in the basic educational requirements. Why then should employers

continually revise upwards the educational requirements for all new employees? It must be recognized that the native capabilities of the population as a whole are unlikely to change substantially. It is equally unlikely as well as undesirable that, by some dictatorial meddling, the homes of potential drop-outs will be invaded by social repair-men who will eliminate the home-based factors which contribute to drop-out. Some changes in schools can be wrought which will reduce but not eliminate drop-out, and the problem seems likely to persist. Would it not be more realistic to allow the misfit to leave school and then to have society at large, particularly business, industry, and unions, play a greater role in the nurture and preparation of our future citizens? Is a boy really less of a plumber because he never studied Euclidian geometry? Or is he less able to fill out a bill of lading or repair a television set because he did not study Julius Caesar? Admittedly, he might be a better person for having done these things, but if they are thrust upon him against his will they could make him worse.

Occupational education. A great deal of talk, some of it bandwagonning and some ill-considered, is heard about the loss of student potential and loss of human resources in the form of school drop-outs. Apparently

they should be kept in school at all costs because everyone needs a high school education. However, too little thought seems to be given to the fact that some personalities, whatever the cause, just do not take to bookwork in school. For them it is unreal, meaningless, and leads to nothing. To force it down their throats is not only expensive and often wasteful, it is unimaginative and smacks of pedantry. Nevertheless, some would re-vamp the school system, which is so successful with the majority of students, and others urge government to erect new technical buildings to train academic misfits for industry. Why can't industry do this? In the interests of the general welfare of the economy, on which their future depends, it appears to be quite feasible for industries to take people with limited education and to try them out, giving additional education, if necessary. The Canadian Army does this very thing in its Soldier Apprentice Plan. True, there is a cost factor to consider, but balanced against the waste factor which appears when technical schools are built at great expense, only to be rendered obsolescent by new developments in technology, the cost does not seem prohibitive. The real advantage lies in the fact that the drop-out at last experiences purposeful learning, and his development

into an independent, responsible citizen is far more certain than if he is forced to languish in school, persuaded, threatened, cajoled, urged, and possibly at last beaten into doing the work, but mentally slipping into indolence or rebellion.

Selection and self-improvement. The question inevitably arises, "What if an industry finds a given drop-out unsatisfactory?" The answer is fraught with many legal technicalities, not the least of which is seniority and the union's view of an employee's right to employment; but no well-founded program would ever intend that an employee become a millstone around the employer's neck. Probation periods of appropriate size could be negotiated, and the threat of dismissal for inadequate effort might serve to replace indifference and indolence with urgency, realism and purpose. It is even possible that some drop-outs, given a chance to work and to earn, might be inspired to return to school to take up regular academic studies again, in order to improve their job performance or opportunities for promotion. Free adult academic schools which would make this possible would be a better investment of the educational dollar than government operated technical schools.

Values in education. A surface view of this proposal, to accept drop-outs into industry and train them on the job, would lead to the conclusion that dropping out of school is an unimportant act easily compensated by industrial programs. Such a conclusion, however, takes no account of the social purposes which can be accomplished in public schools. It is not enough to learn to read and write and count, nor is it enough to add to this a knowledge of electricity and rockets and ancient battles. Any school or course, at any level, which does not teach the moral principles on which this democracy functions, fails dismally in its job. There must be opportunities for group thinking and co-operative action; the system of values on which this society operates must be taught; and new values must be taught to meet the pressures of the changing world. There must be opportunities for the growth of knowledge, not just the amassing of facts, and to the extent that he willingly continues to improve his knowledge, any student is well advised to remain in school. However, when the breaking point is reached; when, because of internal or external pressures, a student is unable to answer the call of education; when public school education no longer holds meaning for him, it should be possible for the student

to leave school and seek more immediately practical types of education and employment. There can be no doubt that the drop-out loses something when he leaves school. The fact that must be faced is that forcing him to remain in school may be worse, and holding over his head the threat of economic failure if he does not complete high school is nothing short of unconscionable materialism, far removed from the real purposes of education. Let him go, and let society at large participate more intimately in his growth to citizenship. To force him to stay in school is simply to conceal social ills in the school closet!

Recommendations for Further Study

As a result of the investigation of drop-outs in St. James, a comprehensive description of drop-outs in that area emerged. Salient factors related to the act of leaving school were delineated with some clarity and there were at least some indications that home factors were more critical in the act of withdrawing from school than were school factors. Nevertheless, some portions of the drop-out's image would be brought into sharper focus if further investigation were undertaken. The following areas are most likely to be fruitful:

1. A comparison of drop-outs and stay-ins. This

would involve a study of random selected drop-outs and an equally matched group of students who remain in school. From such a study it would be possible to determine whether the drop-out factors as outlined in the present study are actually drop-out factors, and not characteristic of the entire population.

2. Intensive treatment of a smaller number. This would involve a study of a smaller group of random selected drop-outs. Each drop-out would be interviewed a number of times, thereby encouraging the development of rapport. Of special value in such a study would be a personality evaluation by a professional psychologist. This could be of outstanding significance in the resolution of the hypothesis of the present investigation.

3. Lighter treatment of a larger number. This would involve more limited interviews with perhaps the entire subject population. Questions in the present study which were clearly inconclusive could be eliminated and only those which contributed to the image of the typical drop-out would be used. Such a study would serve to confirm or to reject the present list of drop-out factors.

4. Longitudinal study. This would involve identification of a number of potential drop-outs early in

their school careers. Carefully conceived interviews at predetermined intervals might reveal personality and attitude changes which precede withdrawal from school. Objections to such a study would be first, that it would take too long, since many years would be required, and secondly, that the observation interviews might serve a therapeutic purpose and result in the potential drop-out remaining in school.

These recommendations for further study are in effect extensions of the present study. Of more utilitarian value would be studies of methods of treatment of the problem of early school withdrawal. This would involve the development of two or three experimental groups and, over a period of five to ten years, evaluation of three basic methods of treatment, including a school centered attack, a home centered attack, and a post drop-out attack. The latter treatment would be, essentially, to allow the drop-out to leave school and to arrange certain measures designed to encourage his development to responsible citizenship. All methods would entail some counselling; therefore the entire investigation would undoubtedly require a substantial team of researchers, some of whom would have to be trained in counselling techniques. The resultant cost factor, as well as the time factor, may be prohibitive

barriers to the pursuit of this particular study.

Nevertheless, the pressure for educational progress and improvement surely must not arise only from the victims who have suffered. There must be intelligent inquiry into such matters, and money to finance it. It may be part of the price this democracy must pay for survival.

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A P P E N D I X

APPENDIX "A"

SCHOOL DIVISION OF ST. JAMES

PILOT STUDY ON DROP-OUTS

Date.....

Interviewer.....

INTERVIEWEE:

Name Sex
(Surname)

Address.....

Age Date of BirthCountry of Birth....

Schools attended.....

Total number schools attended Grade last attended..
(Repeating?)

Date last attended

Ability (I.Q.) Reading level: Superior, Av., Low.

Poorest subject

Attendance last two years

.....

PARENTS:

A. Province or country of birth:

Father Mother

B. Highest level of school attained by parents:

(Didn't attend, Public, Some High School, Grad High Sch.,
Some College, U. degree.)

Father Mother

C. Parents' Occupations:

Father Mother

D. Attitude to School:

Education is very useful; useful; no use; disadvantages;
wasteful.

INTERVIEWEE: SCHOOLWORK

A. Subject Work

(Course, Maj.wk., Reg., 2nd level, ungr., Matric.,
General, Commerce, H.S.L.)

Favorite subjects:

.....

Subjects disliked most

.....

Values of program of studies as is

.....

Weaknesses, faults

.....

Courses you would like to see added:

eg.: Spec. Arith.? Remedial Reading? Vocational--
(Trades, Agric.)? Courses in family living,
Citizenship?

Ever skip a grade? Which?

Ever fail a grade? Which?

B. Vocational Plans

Job plans at age 14, or when entered grade IX.

.....

Job plans now at time of drop-out.

.....

Working at all now?

At what? Type of work will seek

Expect to take training in

C. Study Habits

Found study difficult, average, easy

Did (not) take advantage of Saturday classes or summer school.....

Studied little, regularly (1 hr. or more per night),
a great deal (2 or more hours per night)

Homework seldom done, usually done, always done

Staff's opinion

Have (not) adequate place to study at home
e.g.: own room and desk.

Self discipline: seldom, sometimes, frequently in
trouble at school

Staff opinion, nature of misdemeanor

.....

Did you ask the teacher about parts you didn't under-
stand? always, usually, seldom

Did you have time for other activities when you did all
your school work? always, usually, seldom

Does classroom work, tests make you nervous?
very much, a little, never

D. Extra Curricular Activities

Athletics, Glee Club, Band, School paper or year-
book, Drama, Debating, Art, Hobby group,
Student government, Science club, Current event
club

Regret lack or excess of extra curricular activities?

Part-time Job? What?

When work

Old enough to drive? Have use of family car?

..... Often?

E. Reasons for Leaving School

e.g.: Look for job, needed at home, low marks (failures? No. of), courses unrelated to job plans, courses unsuitable, marriage, financial problems, illness, parents not interested in your carrying on, poor teachers, no friends there, family crisis (e.g. death), adverse social climate (e.g., students unfriendly or school too restrictive), others.

Expelled, why?

Would have left earlier if possible?

F. Reasons for Going as Far as Did Go

Training useful (for job?), parental pressure (law?) liked study, friends went, for sports, natural thing to do. Others.....

Did you receive: (Mark H.S., highly satisfactory,
G.S., generally satisfactory
U.S., unsatisfactory)

Information on further education

Guidance in job selection

Training for participation in community life.....

Vocational training

Preparation for home and family living

Developed ability to meet people easily

G. Help in Determining Future Given by:

School staff member..... Counsellor?

Parents Brother or sister

A friend Guidance course Books

H. Own Attitude to School

(Very useful, useful, wasteful) in training for work and getting job.

Would (not) return to school if possible.

J. Personal Habits

Time to bed on school night: 8:00, 9:00, 10:00,
11:00, 12:00.

Total sleeping time each night

Do you attend movies, parties, meetings on school nights? frequently, occasionally, seldom

Were you often, occasionally, seldom, late?

Do you like playing or acting on a team? i.e, working with others.

Can you take orders from a leader or person in charge, or do you prefer to act alone?

Does losing a game or failing a grade bother you?
Much, somewhat, not at all

Do you complete a job once you start?
always, usually, seldom

Do you do what you say you will do?
(eg., clean walk, or do homework, etc.)
Always, usually, seldom

Do you like assisting others?
Often go out of way to assist, sometimes, seldom.

APPENDIX "B."
A SURVEY OF DROP-OUTS
IN THE
SCHOOL DIVISION OF ST. JAMES, MANITOBA
1962-63

Interview guide

Date _____

Interviewer _____

Name of Drop-out _____

1. Sex
2. What is your address?
3. What is your age at present?
4. When were you born?
5. In what country were you born?
11. Was your father born in Canada?
12. If not, at about what age did he enter Canada?
13. Was your mother born in Canada?
14. If not, at about what age did she enter Canada?
17. At what grade did your father leave school?
18. At what grade did your mother leave school?
15. What is your father's occupation?
16. What is your mother's occupation?
20. Do you live with your own parents?
19. Do your parents live together?
21. How many brothers and sisters do you have and what are their ages?

24. At what time do you go to bed on nights preceding school days?
25. At what time do you rise in the morning?
41. What are the names of all the schools you have attended?
42. What school did you last attend?
43. In what grade were you enrolled?
45. What course were you studying? (Matric. or language course, non-language, commercial, high school leaving.)
61. What were your favorite subjects?
62. What subjects did you dislike most?
55. Have you ever been truant from school?
54. Were you often in trouble at school?
9. Do you prefer to be shown what to do by a leader or do you prefer to act alone?
10. Do you always complete a job once you start?
28. Do you smoke?
29. If yes: At what age did you start?
47. Did you go to kindergarten?
46. Did you turn six years of age during the year you started grade one?
48. Did you ever take an accelerated course? (ie., skip a grade or take two years in one.)
49. Did you ever fail a grade? Which ones?
65. Does failing a grade bother you? (Much or little)
63. Did you find study difficult?
56. Did you ask the teacher about parts of your work with which you had difficulties?
57. If not, why not?

51. Do you have an adequate place to study at home?
(eg., own room and desk.)
52. How much homework did you do each night including home study? (little, average: 1 hr.+, much: 2 hrs.+)
53. Did you ever attend extra classes such as summer school or have private tuition?
66. Did you have time for other activities when all your school work was done?
27. Do you ever attend movies or parties or watch late television on nights preceding school days?
6. Do you have any trouble seeing or hearing clearly, or have you any physical handicaps?
8. Do you like playing or acting on a team?
(ie., Do you like working with others?)
73. Have you had any contacts with the Child Guidance Clinic? (Confirm, school record.)
31. Have you had any contacts with the police?
(Explain only if wish.)
7. Do you have any close friends?
64. Do classroom tests make you nervous?
58. Did you participate in extra-curricular activities?
59. If yes, which ones? (athletics; Glee Club; school paper or yearbook; drama club; science club; hobby group; student government.)
60. Do you wish you had done more of this or less?
67. Why did you leave school? (To look for job; needed at home; courses unsuitable; marriage; financial problems; illness; poor teachers; parents wanted student to leave; family crisis, eg., death; school too restrictive or no friends, ie., adverse social climate; any other reason.)
69. When did you first have the urge to leave school?

70. Why did you go as far in school as you did? (To be with friends; liked school; parents insisted; training useful.)
33. Did you have a part-time job while you were in school?
34. If so, what type of work?
35. What times did you work? (Nights preceding school days?)
36. Do you think that this part-time work will help you get a full time job?
38. What type of work do you plan to seek?
75. Did you receive, at school, any information on further education?
76. Did you receive any guidance on job selection at school?
77. When discussing future employment, whose advice do you feel is most useful? (Parent, friend, teacher.)
32. To what out-of-school organizations have you belonged in the past three years? (Church groups, scouts, etc.)
26. What is your total sleeping time each night?
30. Do you have the use of the family car?
37. Do you plan to take any further training?
71. Would you return to school if things were different?
72. If so, what changes would you want to see made? (Different subjects, attend only half days and work other half, etc.)
68. For what reason do you think other people drop out of school?

Commentary and School Data

- 22. In what class of home does this drop-out live?
(Poor, fair, middle, above middle.)
- 23. Describe the drop-out's personal appearance.
- 39. What is this drop-out's I.Q.?
- 40. What is this drop-out's reading level?
- 50. What is this student's attendance pattern?
- 44. On what date did this student last attend school?
- 74. Is this student immediately faced with the prospect
of failing the grade and having to repeat?

Additional observations arising out of interview:

Additional information from school records:

APPENDIX "C"

GROUP I BOYS

MALE DROP-OUTS IN ST. JAMES, SEPT. 4, 1962 TO FEB. 28, 1963

Underlining indicates interview required.

	Name	Date last Attended	Address	Birthdate
1.	<u>Aaron</u>	18/9/62	Roseberry	15/11/46
2.	<u>Abner</u>	1/10/62	Ferry	8/9/46
3.	<u>Abram</u>	3/10/62	Rita	12/8/44
4.	Adam	26/10/62	Ferry	1/2/44
5.	Adolph	26/10/62	Belvidere	25/10/45
6.	Adrian	29/10/62	Queen	19/10/45
7.	<u>Alan</u>	14/11/62	Whtewold	11/12/45
8.	<u>Amos</u>	19/11/62	King Edward	4/5/45
9.	Alastair	21/11/62	Palliser	16/10/46
10.	<u>Albert</u>	28/11/62	Albany	25/5/42
11.	Alden	7/1/63	Parkview	15/11/43
12.	Alex	16/1/63	Ladywood	22/3/44
13.	Alfred	21/1/63	Portage	3/28/45
14.	Andre	22/1/63	Portage	9/1/43
15.	Angus	28/1/63	Albany	22/12/43
16.	Arden	28/1/63	Rita	17/8/44
17.	Arno	1/2/63	Collegiate	7/11/43
18.	<u>Arthur</u>	1/2/63	RCAP, PMQ	6/6/46

	Name	Date last Attended	Address	Birthdate
19.	Asa	21/2/63	Brooklyn	20/2/47
20.	<u>Ashley</u>	27/2/63	Kensington	24/10/44
21.	<u>Alvin</u>	27/2/63	Roseberry	23/5/46
22.	<u>Axel</u>	28/2/63	Madison	3/5/47

GROUP I GIRLS

FEMALE DROP-OUTS IN ST. JAMES, SEPT. 4, 1962 TO FEB. 28, 1963

Underlining indicates interview required.

Name	Date Last Attended	Address	Birthdate
1. <u>Adelle</u>	10/9/62	Gulldford	12/6/46
2. Asa	14/9/62	Roseberry	23/8/44
3. <u>Agnes</u>	19/9/62	Brooklyn	20/3/46
4. Alleen	2/10/62	Truro	28/4/45
5. Alberta	15/10/62	Nita	3/7/45
6. <u>Aleta</u>	29/10/62	Madison	14/12/45
7. Alvera	31/10/62	Portage	2/4/46
8. <u>Alice</u>	31/10/62	Winchester	17/6/45
9. Amanda	6/11/62	Roseberry	16/5/46
10. Anola	9/11/62	Albany	18/10/46
11. Anne	16/11/62	Kensington	1/8/47
12. Arlene	20/11/62	Sharpe	28/2/46
13. <u>Andrey</u>	26/11/62	Queen	2/1/46
14. Amy	21/12/62	Cornwall	16/2/46
15. Aurora	21/12/62	Harris	3/1/47
16. <u>Annette</u>	3/1/63	Roseberry	7/8/46
17. Ava	8/1/63	Queen	10/10/46
18. Angela	29/1/63	Ferry	25/8/46
19. <u>Abigail</u>	2/2/63	Sharpe	6/2/45
20. Athena	2/2/63	Parkview	10/12/46
21. Adora	28/2/63	Collegiate	2/4/46

GROUP II BOYS

MALE DROP-OUTS IN ST. JAMES, MAR. 1, 1963 TO SEPT. 3, 1963

Underlining indicates interview required.

	Name	Date last Attended	Address	Birthdate
1.	Bailey	8/3/63	Berry	24/4/46
2.	<u>Barry</u>	12/3/63	King Edward	4/7/46
3.	Barclay	18/3/63	Portage	23/12/47
4.	Basil	21/4/63	Conway	6/2/46
5.	Baxter	22/4/63	Ferry	16/3/46
6.	Benjamin	23/4/63	Rutland	21/9/46
7.	Bertram	23/4/63	Marjorie	17/4/45
8.	Blaine	23/4/63	Brooklyn	23/2/46
9.	Blake	24/4/63	Berry	24/10/45
10.	Boris	26/4/63	Rutland	13/3/47
11.	<u>Bradley</u>	26/4/63	Beaverbend	14/10/43
12.	<u>Brian</u>	30/4/63	Whytewold	16/2/45
13.	Burgess	30/4/63	Ward, Ch. Aid	23/12/43
14.	Brent	1/5/63	Marjorie	22/6/46
15.	<u>Bruce</u>	9/5/63	Guildford	1/2/46
16.	Burl	9/5/63	Moorgate	6/8/45
17.	Byron	10/5/63	Ainslie	17/8/45
18.	<u>Chester</u>	13/5/63	Queen	2/5/47
19.	Carson	17/5/63	Amherst	18/2/46
20.	Casey	21/5/63	Ferry	5/4/47

	Name	Date last Attended	Address	Birthdate
21.	<u>Conrad</u>	22/5/63	Cornwall	4/5/46
22.	Cass	23/5/63	Whytewold	23/4/47
23.	Cecil	24/5/63	Inglewood	29/7/46
24.	<u>Clayton</u>	25/5/63	Ferry	17/9/45
25.	Caleb	31/5/63	Harris	7/5/46
26.	<u>Clare</u>	3/6/63	Marjorie	19/7/47
27.	Clarke	8/6/63	Old Mill Rd.	25/10/46
28.	<u>Claude</u>	Summer D-O	Winchester	16/12/47
29.	<u>Clive</u>	" "	Roseberry	23/9/43
30.	<u>Colin</u>	" "	Oakdean	23/1/43
31.	Cooper	" "	Mandeville Apt.	6/3/45
32.	<u>Carl</u>	" "	Sunnyside	17/1/47
33.	<u>Craig</u>	" "	Parkview	23/10/45
34.	<u>Cyril</u>	" "	Inglewood	12/2/46
35.	Daniel	" "	Madison	8/2/46
36.	David	" "	Hampton	24/9/46
37.	Denis	" "	Woodlawn	9/3/46
38.	Dixon	" "	Bourkewood	10/9/46
39.	<u>Dorian</u>	" "	Wallasey	1/1/48
40.	Douglas	" "	Ladywood	28/12/46
41.	Dwight	" "	RCAF, PMQ	15/12/45

GROUP II GIRLS

FEMALE DROP-OUTS IN ST. JAMES, MAR. 1, 1963 TO SEPT. 3, 1963

Underlining indicates interview required.

	Name	Date last Attended	Address	Birthdate
1.	<u>Barbara</u>	1/3/63	Kensington	23/10/46
2.	<u>Bertha</u>	8/3/63	Madison	1/2/48
3.	Bernice	15/3/63	River Oaks	16/7/45
4.	Beryl	18/3/63	Linwood	20/2/46
5.	Bessie	22/3/63	Parkview	29/12/47
6.	Betty	25/4/63	Inglewood	7/4/45
7.	Beverley	25/4/63	Albany	9/4/46
8.	Beulah	26/4/63	Leicester	26/12/46
9.	Blanche	1/5/63	Sharpe	16/5/48
10.	Belinda	3/5/63	Sackville	11/9/47
11.	<u>Bonnie</u>	8/5/63	Marjorie	13/1/46
12.	<u>Brenda</u>	10/5/63	Kensington	13/5/47
13.	Camille	31/5/63	Ferry	11/28/46
14.	Carmen	1/6/63	Linwood	14/1/46
15.	Cassandra	11/6/63	Inglewood	25/7/46
16.	<u>Carolyn</u>	11/6/63	Armour	21/9/46
17.	Cecelia	Summer D-O	Kensington	8/6/47
18.	<u>Cherry</u>	" "	Ladywood	28/12/45
19.	Clara	" "	Roseberry	5/6/46
20.	Claudette	" "	Strathmillan	7/10/46

	Name	Date last Attended	Address	Birthdate
21.	<u>Colleen</u>	Summer D-O	Linwood Crts.	9/9/45
22.	Colette	" "	Hampton	2/6/44
23.	<u>Cathy</u>	" "	Queen	6/5/47
24.	<u>Connie</u>	" "	Marjorie	31/12/45
25.	<u>Cynthia</u>	" "	Inglewood	2/12/44
26.	Cora	" "	Ferry	23/3/47
27.	Clementine	" "	Assiniboine	26/4/46
28.	<u>Cobina</u>	" "	Madison	13/6/47
<hr/>				
29.	Debbie	" "	Douglas Pk.Rd.	7/1/47
30.	Daphne	" "	Queen	1/3/46
31.	<u>Doris</u>	" "	Vermont Apts.	16/3/46
32.	Denise	" "	King Edward	29/3/45
33.	Diana	" "	" "	12/1/47
34.	<u>Dolly</u>	" "	Aldine	13/4/46
35.	Dawn	" "	Linwood	1/9/47
36.	Dinah	" "	Parkview	5/11/48
37.	<u>Dallas</u>	" "	King Edward	10/1/47
38.	Delilah	" "	Rita	3/6/46
39.	Donna	" "	Strathmillan	7/12/47
40.	<u>Darlene</u>	" "	Kensington	29/4/46
41.	Daisy	" "	King Edward	7/9/45

APPENDIX "D"

ADDITIONAL PERSONAL DATA AND COMMENTARY

Aaron. This boy gave the appearance of being lethargic and withdrawn. He said he often had no breakfast and had stomach trouble. According to school records, he had satisfactory attendance and attitude in elementary school. His mother died while he was in the fourth grade. Stomach illnesses and poor attendance developed in grade six. Home adjustment and school adjustment scored unsatisfactory. Health, social, emotional and total adjustment were average.

Abner. This boy impressed the interviewer as being dull, likeable and requiring direction. He lost a year in school when he burned his leg badly with firecrackers. Teachers found him likeable, with generally good attitude but unable to do satisfactory work. His mother supports the family. Abner's adjustment was unsatisfactory in all phases except social adjustment which was average.

Abram. This boy exhibited a burning interest in cars and, although he said he disliked all study, he seemed to have no obvious personality problems. He simply lost interest in school. School comments substantiate this. His effort, attitude, and courtesy were good in

elementary, but declined in secondary school. A drop in motivation was noted. Abram's health adjustment was good. Home, social, emotional, total and school adjustment were average.

Alan. This boy answered questions with candor, was pleasant, co-operative, out-going and seemed to get along well with people. However, he indicated that he cannot talk to his father, that they cannot get along. The school records describe Alan as lackadaisical, lacking in respect, insolent, troublesome, often truant and even in elementary school he was described as lazy, cocky and bellicose. In May, 1962, he was told to leave home. Alan's home, health and school adjustment were very poor, social adjustment was aggressive, and emotional and total adjustment were poor.

Amos. This boy impressed the interviewer as being shy, decent, but fed-up with school. His twin brother dropped out of school about two years earlier and Amos indicated that this influenced him a little. School records described Amos as courteous, dependable, co-operative, of average efficiency, but one who found school work difficult. He was further described as weak and lacking leadership qualities. Amos's home adjustment was good; health, emotional and total adjustment were average; social adjustment

was retiring, and school adjustment was poor.

Albert. The home problem, in this case, was such that Albert built a shack out of old lumber, in the back yard of his parents' home and he lived there. He said he does not get along with his parents. Albert gives the appearance of being a "loner" and may have strong feelings of insecurity. Albert said he was nervous during the interview. He is large and rough in appearance, but is courteous, and school records attest to this. The school records further describe him as dour, lacking in confidence, but obedient and dependable. He was suspended once in senior high school. A sister committed suicide. Health, emotional and school adjustment were poor; social adjustment was retiring; home and total adjustment were very poor.

Arthur. This boy was not available for interview because of a move to British Columbia very soon after withdrawal. Furthermore, his limited residence in St. James allowed only limited statistical information, already noted, in his personal record.

Ashley. This boy created the impression of being cheerful, honest, straightforward and with no obvious personality problems. He appears to have left school

because he was faced with failure in a class for slow learners. Considering his limited ability, he may have reached his limit of schooling, although it might also be possible that the course was not flexible enough to help him avoid the embarrassment he says he felt when asked to read aloud, and to help him achieve, at his level, within it. School records described Ashley as likeable, co-operative, and one who works as well as he can. Home adjustment, total adjustment and school adjustment were poor; health adjustment was average; and social adjustment was retiring.

Alvin. This boy gave the impression that he felt the world was against him; he tended to be a fault finder. There was also evidence of this in other members of the family. A brother ran away from home. The father took an army discharge before he was due for retirement and put all his money into a business which subsequently failed. Both parents now work full-time outside the home; both leave the house before the boys rise for school, and are away all day until evening, both being employed in jobs which require long hours. According to school records, Alvin would have been better in a course for slow learners but some deception on his part and slow reporting from his

previous school led to his enrolment in the regular course which proved to be too much for him. He had changed schools more than any other drop-out interviewed. Home, emotional and total adjustment were poor; health, social and school adjustment were average.

Axel. No interview was held with this boy. He was a drop-out from the investigator's school and some fear undoubtedly prompted his unwillingness, but efforts by the school social worker were similarly unsuccessful. However, school records from the first grade on describe him as irresponsible, irritable, erratic, unmanageable, and a psychiatrist's report labelled Axel as lonely, with a "chip on his shoulder." It was further noted that Axel had a negative attitude to school, that he had poor peer relations, that his mother had lied to cover up his truancy and on other occasions claimed she could not get him out of bed.

Adele. There appeared to be some evidence of over-protection in the case of this drop-out. Both parents were present throughout the interview and undoubtedly, by their presence, influenced responses somewhat. Adele read aloud to herself when answering the inventory questions and appeared to be somewhat immature in her behavior and understanding. According to school records, this family had gone

to California on speculation but had subsequently returned to Canada. It was further noted that Adele did not mix readily with other students, but was pleasant, quiet, neat. Following her return from California Adele was ill-prepared for the school course she entered and had to repeat the grade. During the third year following her return, she dropped out of school. Home and emotional adjustment were excellent; social adjustment was aggressive; health and school adjustment were average; and total adjustment was good.

Agnes. This girl was pleasant in her demeanor but lethargic and unkempt in her appearance. Agnes exhibits little drive and she is obviously not a worrier, which is probably to her advantage because her sister has fits and is quite wild. The home is very poor; the father is deceased and there is a strong possibility they need any money Agnes can earn. According to school records, Agnes is friendly, quiet, and did her best, although following her father's death her school work declined. She failed the course for slow learners. Agnes's home adjustment was excellent; emotional and school adjustment were good; and her health, social and total adjustment were average.

Aleta. A very powerful bond with her church seemed to characterize this girl's life. On Tuesdays, Wednesdays, Fridays, Saturdays and Sundays, she partook in church activities. The home may be a strict one. She appeared to be unduly self-conscious, and under some tension, but a nice person to meet. It appears possible that pressure at home and at school have become too much for her. According to school records, Aleta had a mentally defective brother and parents may be expecting her to achieve above her capabilities, to compensate. It was noted by teachers that Aleta always did her best, although this type of effort declined somewhat in junior high school, and that she was pleasant, nervous, and needed encouragement. Aleta's home, health and emotional adjustment were average; her social adjustment was retiring; her total adjustment and school adjustment were poor.

Alice. Considerable difficulty was experienced in arranging to see this drop-out, who left school rather suddenly, was married, and went to live with her husband's parents. Her husband continued with his schooling. Alice's father was instrumental in making the interview possible and was quite rational in all contacts. The father-in-law and his wife were very guarded during any

contacts, as was Alice, during the interview. She gave the impression of being bright, critical, uncertain, impulsive, possibly given to prevarication, and lacking in conviction. Alice's parental home seemed to be very permissive. School records describe Alice as inattentive, nervous, not well adjusted, antagonistic in elementary school, undependable and low in effort. Alice's home and health adjustment were good; her social, emotional and total adjustment scored average; her school adjustment was poor.

Audrey. This girl exhibited a desire for learning although it seemed to be matched by an equally strong desire to earn money which, perhaps, compensated for the poverty in which her family lives. Her strong, sometimes ill-founded opinions seemed consistent with the family habit of rising early to attend church without fail on Sunday, but then to change churches with some frequency. The father was openly critical of the schools, having had trouble with other members of the family in their attendance and achievement. Audrey expressed a great deal of admiration for the baker who recently employed her on a part-time basis. School records describe her as shy, a good worker, but a slow learner, and as having an excellent attitude. She had difficulty

completing grade eight in the second year. Audrey's home and health adjustment were good; her social adjustment was retiring; her emotional and total adjustment were average; her school adjustment was very poor.

Annette. This girl comes from an unsettled home where the mother must do cleaning and baby-sitting to provide for the family, her husband having died some years ago. Annette left school to be married, possibly to get away from home and, during the interview, was slightly guarded in her answers. She has a limp which derives from a congenital malformation of the hip, but she has obtained employment and, although very young for marriage, keeps her home neat. According to school records, Annette lacked personality, was backward, negative, withdrawn, possibly because she was older than her classmates even though she was enrolled in a second level class. Annette was unable to enter into many physical activities because of her hip trouble. She worked hard, but low ability and poor attendance, as in the case of two sisters, restricted progress. She tended to wear too much makeup and to dress inappropriately for school. Annette's home adjustment was good; her social adjustment was aggressive; her health, emotional, total and school adjustment were average.

Abigail. This girl left school and was married because of pregnancy. Her mother was very sensitive about this matter and, when contacted concerning an interview with her daughter, at first said she would visit the interviewer, but did not appear on appointment. Later contacts merely aggravated the sensitivity and, for the sake of obtaining some information, forms were mailed to Abigail and she answered as much as she chose. For this reason they may be invalid. According to school records, the pleasing shy girl who lacked confidence but had good attitudes in elementary school, changed to an indifferent, listless, bored girl in secondary school, who exhibited some feelings of inferiority. Her mother expressed concern, to the school, about Abigail's writing to a boy in jail. She once was truant from school in order to visit him. According to the inventory forms which were returned by mail, Abigail's home adjustment was good; health, social, emotional and total adjustment were average; school adjustment was poor.

Barry. This boy's father described him as lacking persistence in his work and the ability to do what he is told. At the same time, Barry seemed to require direction and stated that he disliked junior high school because students are required to act more independently. According

to school records, Barry was friendly and pleasant with good attitudes, although a daydreamer, in elementary school but became irresponsible in secondary school. There was evidence of financial problems at home. In this case a second interview was required for the completion of adjustment inventory forms but the student was not available, his place of residence being uncertain.

Bradley. The interview with this boy took place at a scout camp in the Whiteshell Forest Reserve. Bradley was there assisting the scout master prepare the camp for summer. He seemed to be a decent boy, unsettled and dull, but well-meaning and quite at home in the isolated scout camp. School records describe Bradley, at first, as likeable and well-mannered but later, as his school career foundered, as bossy, quarrelsome, lacking in self-control, undependable and at one point he was suspended from school. Bradley has a retarded sister. His home, health and emotional adjustment were average; his social adjustment was retiring; his total adjustment was poor and his school adjustment very poor.

Brian. This boy's father was in the R. C. A. F., and was therefore subject to considerable moving from station to station. Both of Brian's parents work outside

the home. As for Brian himself, he exhibited a sort of restless urge overlaid on a foundation of stubbornness, but was nevertheless polite. Prior to enrolling in Silver Heights School, Brian attended school in Churchill, Manitoba. He was unco-operative in grade ten and did inadequate homework. Brian's home adjustment was poor; health, emotional and total adjustment were good; his social adjustment was aggressive; and his school adjustment was average.

Bruce. A kind of fidgetiness characterized this boy and actually runs through the family. The father and two older brothers, who also dropped out of school, exhibited the same trait. Bruce wanted to get along in school but would not apply himself in any difficult situations. He comes from a good home and has considerate parents. School records describe Bruce as pleasant, good natured, courteous and respectful, but a day-dreamer who did not exert enough effort. He was strapped once for smoking around the school. By senior high school he had become rude, was a distracting influence, did poor work and was advised to withdraw under the school division's "laggard" policy. Bruce's home, health and total adjustment were average; his social adjustment was

retiring; his emotional adjustment was poor; and his school adjustment very poor.

Chester. This boy presented an inoffensive demeanor, seemed mild mannered and nervous. He had worked on his uncle's farm during the summer and was very enthusiastic about it. His sister, Audrey, also dropped out of school this year and was also selected for interview. The father, as has been mentioned, was openly critical of the schools. Teachers described Chester as sly, troublesome, argumentative, insolent, given to little effort including avoidance of homework, and often late. Chester's home and emotional adjustment were excellent; his health and total adjustment were good; and his social and school adjustment were average.

Conrad. This boy made two school changes during the current year, from Saskatchewan to Winnipeg to St. James. His preparation in Saskatchewan forced him into a compromise commercial course in Silver Heights, in which he was the only boy. Possibly as a result, teachers described him as lost, lacking foresight, but good at basketball and high jump. Conrad impressed the interviewer as being mild mannered, pleasant and seemingly well adjusted. However, adjustment inventory scores indicate that his home, emotional and total adjustment were poor,

while social, health and school adjustment were average.

Clayton. This boy appeared to be docile, cooperative, lazy, harmless, friendly and somewhat like a pup. He lacked drive. School records described Clay as friendly, having good attitudes, and he was a school patrol in elementary school. In secondary school his attitudes deteriorated somewhat. He hurried over his work and showed notable evidence of over-eating. Clay's home, emotional, and total adjustment were good; his social adjustment was aggressive; his health and school adjustment were average.

Clare. The mother in this family left for work each day at 6:30 a.m. The father left at 7:30 a.m. Clare was required to rise on his own, go to school, then, at noon, to make lunch for younger members of the family. Clare appeared to be capable but neglected, even forlorn. School records described Clare as pleasant, cheerful, helpful, sometimes mischievous and given to daydreaming. It was noted that his mother belittles him. By grade six he had developed a reputation for not doing his work. In grade seven he failed and his mother had him transferred to another school, then back again a year later. While in secondary school he was often truant, threw

away his school notes and was suspended from school. He frequently complained of not feeling well and his mother wrote many notes covering absences she was never around to supervise or check on. Clare's home, emotional, total and school adjustment were very poor; his health adjustment was average and his social adjustment was retiring.

Claude. The family from which Claude came tended toward affluence and indulgence. Three television sets were noted during the interview, and a younger brother had a horse of his own. The atmosphere did not seem to be a studious one. Claude was respectful and mannerly. According to school records he was good at sports but low on concentration. He was likeable, friendly, had good leadership qualities, was popular and did his work, but often did not understand it. Claude's home, health, social, emotional, and total adjustment were average; his school adjustment was good.

Clive. A very unrealistic attitude characterized this boy's personality. He seemed to be introverted, pathetic, lacking drive, perhaps even masochistic. He seemed to have ability but lacked the character to use it. At one point prior to the questioning portion of the

interview, he launched into a tirade against big cars and said that if he were learning to be a mechanic he wouldn't work on big cars. School records indicate that Clive was a serious problem and would not work in school, was undependable, often late, disobedient and sullen. His mother made excuses for him and seemed unable to get him up in the morning. He was sentenced to a term in the Portage Home for Boys, for breaking and entering. Clive's home, health, emotional and total adjustment were poor; his social adjustment was average; and his school adjustment was very poor.

Colin. When the home was contacted for the purpose of arranging an interview, the investigator was informed that Colin had been committed to a mental hospital for a brief period. This turn of events was not confirmed by any other source, but it was deemed wise to discontinue any further pursuit of the matter, lest the drop-out be unduly disturbed as a result. School records describe him as being extroverted, uninhibited. His home was unsettled. Prior to the year in which he dropped out, he had been employed, out of school, for fourteen months.

Carl. This boy exhibited a good deal of self-esteem and at one point in the interview he said that

bosses don't know much. An interesting facet of his family's life is that they took an entire year's holiday and went to live in Mexico. The children did not attend school and therefore Carl was retarded an additional year. School records point out that Carl failed grade seven twice, that he was an unhappy boy and became difficult to handle when he discovered he was adopted. He had changed schools often; could be moody, charming, or obnoxious and was a disturbance in the class. Carl's home adjustment was good; his health, emotional and total adjustment were excellent; his social adjustment was very aggressive; and his school adjustment was poor.

Craig. This boy smokes a good deal, is nervous and probably timid. He has worked on two cars in his back yard but has had no license for either, although he is old enough to obtain one. He was a ready talker and went to great lengths to explain his comments, and tended to rationalize statements or opinions which were rather weak. He participated in no outside activities. Teachers described him as quiet, shy, a dear little chap, as having a good attitude but poor reading ability. He received much help and worked well but by grade seven he had gravitated to bad companions and school work began to decline. Craig said his choice of

companions stemmed from fear of them. Craig's home adjustment was good; his health adjustment was poor; his social, total and school adjustment were average; and his emotional adjustment was excellent.

Cyril. During the interview this boy gave the impression of being obliging, inoffensive and very approachable. He lives with his father and grandmother, his mother having died before he started school. His brother served a sentence in the Portage Home for Boys and at present his whereabouts is unknown. Cyril's cheery attitude may be associated with the rapid transition from school to work. His part-time job expanded into full-time employment at a service station and one senses that he is enjoying working toward fulfillment of his purpose which is to be a mechanic. According to school records, Cyril was pleasant, happy, and had good attitudes but craved attention, did messy work and did not apply himself to his work. In junior high school he became quite troublesome in class. He was not bellicose or defiant, but was something of a leader in dodging work, creating disturbances, being noisy and talkative. He was guilty of smoking around the school; he was suspended in grade eight and in grade ten; he always accepted punishment without complaint. School records also indicated that the father was given to erratic action varying between brutal

punishment and indifference. The grandmother had little or no control over the boys in the family. Cyril's home, health, emotional and total adjustment were excellent; his social adjustment was aggressive; his school adjustment was very poor.

Dorian. This boy came from a poor home; the family was supported by the local welfare department because the father could not work on account of back trouble. Dorian was scheduled to enter the High School Leaving Course, but was involved in a serious accident in which he was thrown through the window of the car and was badly hurt. Dorian did not know the driver of the car he was riding in, although they had been in the same home. The driver was intoxicated. Dorian was vague about his future, appeared dull and harmless. The only thing he seemed certain of was that he liked to play hockey. School records on Dorian were very sparse because the family had moved around a great deal. It was noted that Dorian did poor written work and had poor study habits. Dorian's home, emotional, total adjustment and school adjustment were good; his health and social adjustment were average.

Barbara. This girl comes from a broken home in which the mother supports the family. The mother works from 11:00 p.m. to 8:a.m. each night, so that she can care

for the baby through the day. Barbara and her sister care for the child at night. Apparently because of crowding in the High School Leaving Course, Barbara had to go about three miles to Silver Heights School instead of St. James Collegiate which was nearby. During the interview, Barbara appeared to have surrendered to circumstances, was colorless, lethargic, harmless, uninspired. School records describe her as sweet, shy, hard-working, friendly, quiet, reserved, neat in her work but requiring regular pressure. All adjustment areas scored average.

Bertha. This girl withdrew from grade eight because of pregnancy. At the time of the interview she was quite advanced in her pregnancy, having delayed withdrawal until the principal of the school advised the parents that it would be unwise for her to continue. The mother was present throughout the interview and it is probable that some answers are stilted, but there were no recriminations and Bertha's pregnancy out of wedlock was apparently accepted without sensitivity or rancor. Other members of the family were cheery although the house was a shambles. The mother looked decrepit and the father wandered in and out of the kitchen, having stayed home from work because he "didn't feel too good today." School records were virtually non-existent

because the family had moved to St. James only a few months previously and the school from which Bertha came had lost track of her records. Bertha's home adjustment and her school adjustment were very poor; her health and total adjustment were poor; her social and emotional adjustment were average.

Bonnie. This girl appears to be a slow learner. Her home is clean and neat and seems to be a happy home with parental interest in the children. The father spent quite a bit of time during the interview, playing some game in the kitchen with the young son in the family. Bonnie had a pleasant manner and it was interesting to note that her father remarked about the considerable personality improvement that occurred after she dropped out of school. The drop-out occurred very late in the year and, although there was a sure prospect of moving into the High School Leaving stream, the following year, so that there was little likelihood of retardation, Bonnie chose to leave. It appears that the school may have been simply a place of frustration for her. According to school records, the father re-married when Bonnie was ten years of age and there was some friction at home. Bonnie was described as friendly, outgoing, having good

attitudes but weak in many subjects, especially English in junior high, and talkative. Bonnie's home adjustment and her school adjustment scored very poor; her health and social adjustment were average; and her emotional and total adjustment were poor.

Brenda. This girl seems to suffer nervous depression. She did not want any extra-curricular activities, was very negative, does not like Canada, bites her nails, and felt that nobody gave her any good advice. She wakes up during the night a good deal and it appears possible that she may be mentally disturbed. Brenda said that boys tease her a great deal, yet one gets the impression that she encourages them in some masochistic way. Brenda also remarked that she knew she was associating with a bad crowd and had already been apprehended by the police at a drinking party, but she won't stop. In connection with her leaving school, Brenda said that she had harped on the topic so long that her father finally ordered her to withdraw, though she was not convinced that she wanted to leave. School records describe Brenda as bold, untidy, impulsive, aggressive, bossy, erratic, snarly, not popular, and one who had to be forced to work. Brenda's home, emotional, total and school adjustment were very poor; her health adjustment was poor; and her social adjustment was

retiring.

Carolyn. This girl was tall, attractive, unsophisticated, possibly immature, and answered openly. She said she lacks mathematics in the current grade and would have to repeat it anyway. She seems to have a natural difficulty here. Carolyn likes children, does much babysitting and wants to be a nurse. School records confirmed the mathematics problem, in that Carolyn did not pass mathematics from grade five through to grade eleven. Teachers described Carolyn as dramatic, friendly, one who reads and speaks well, and who is determined to have her own way. Courtesy and effort were good. Carolyn's home, emotional, total and school adjustment were average; her health adjustment was good; and her social adjustment was retiring.

Cherry. This girl created the impression of being forceful in her opinions, was forward, blunt but attractive in appearance. Some of the answers may be contrived because there were some interruptions during the interview and Cherry observed at one point that she did not like men teachers. This remark may have been subtly directed at the interviewer, but it could also have been an unconscious reflection of a strong dislike which she later expressed, obliquely, for her father, who is a warrant officer in the armed services and is very authoritarian in his treatment

of his family. Cherry seemed to have some compulsion to drive herself along and, at the time of the interview, was in the throes of preparing for marriage to a quiet serviceman whom she would also likely drive along. School records indicated that Cherry seemed to have a serious conflict with her father and was referred to the Child Guidance Clinic for hitting boys and for an expressed desire to better boys. Amid tears during an interview with the principal of the school, Cherry said that she hated her father and that her brother received all the attention at home. There seemed to be evidence of low emotional control, if not emotional disturbance, inconsistent effort, and irresponsible behavior. It was noted that a brother was in the Selkirk Mental Hospital. Cherry's home adjustment was very poor; her emotional and total adjustment were poor; her social adjustment was aggressive; and her health and school adjustment were average.

Colleen. Because she was three years older than her classmates, Colleen felt isolated from them, although it is possible that some of her isolation derived from her own personality factors and from her home situation. Her parents were separated and Colleen lived with her mother. There seemed to be some evidence of financial

need in the family, and there was evidence of incompatibility, in that an unmarried sister lives and works in Winnipeg but has little or no contact with her mother. Colleen may have been allowed to languish in the wrong course. She was three years retarded, yet was still in the regular course taking French. According to school records she was friendly, pleasant, quiet, had good attitudes, was polite, likes school, but showed evidence of having serious trouble with school work as early as grade three. Colleen's home, social, emotional and total adjustment were average; her health and school adjustment were good.

Cathy. This girl was quiet, delicate, shy, inoffensive, not forceful, and left the impression that she might be easily upset. It also appears possible that she did not exert herself; for example, she says she did her homework on her bed. School records described Cathy as quiet, pleasant, serious about school work but slow and inclined to miss much school. It is even possible that some encouragement to return to school would have met with success. Cathy's home adjustment was excellent; her health and total adjustment were average; her social adjustment was retiring; and her emotional and school adjustment were poor.

Connie. There seemed to be considerable tension in this family, not in the sense of ill-feeling but, rather, nervous disposition. The father, particularly, seemed nervous and, in spite of the fact that Connie likes school and wanted to return in order to enter the High School Leaving Course in grade ten, he decided to withdraw her and send her to a commercial college. He may have done this as a result of lack of knowledge of what the High School Leaving Course can do and the fact that Connie had met with poor success, in the past year, in the regular stream. School records describe Connie as quiet, withdrawn, pleasant, slow at grasping work but always with her work done, and poor at language. There was some evidence of ill health in elementary school. Connie's home adjustment was excellent; her health, emotional and total adjustment were good; and her social and school adjustment were average.

Cynthia. Poverty seemed to be a strong factor in Cynthia's life because her father died while she was a baby. Cynthia is dull but industrious and well behaved. The home was irregularly heated and draughty. Under the circumstances it appeared remarkable that Cynthia had gone as far in school as she did. School records describe her as high strung, excitable, having low retention

rate, aggressive, with good initiative. The last teacher remarked that Cynthia had probably reached her academic limit. Cynthia's home, health, emotional and school adjustment were good; her social and total adjustment were average.

Cobina. A serious home problem seemed to interfere with this girl's schooling. Her father was given to heavy drinking and Cobina expressed the feeling that he had forced her out of school and would force her out of the home. The mother confirmed this point. There is some evidence that Cobina may have picked the wrong course and lacked counselling. It is also noteworthy that she had not failed a grade prior to this time, although she seemed to move in a fast crowd and was recently in an accident in a car, the driver of which she had met just prior to the ride. School records describe Cobina as excitable, easily perturbed, inclined to work too fast, but having good attitudes and being anxious to please. In junior high school she became restless, talkative, and unable to settle down or to concentrate. Cobina's home adjustment was very poor; her health, emotional, total and school adjustment were poor; and her social adjustment was aggressive.

Doris. This drop-out seemed to be an active girl who may have been steered into the wrong course at school and suffered considerable frustration as a result. Doris wanted to take the Commercial Course but ended up in Matriculation because commercial courses were disparaged. Doris appeared to be eager, outgoing, entered many school activities, appeared to be good at meeting people and has had considerable experience at working in retail food stores. She may have done too much of this, so that the influence on her school work was a negative one. School records describe Doris as self-reliant, likeable, having good attitudes, but not a top scholar. At the time of the interview Doris had cleared her supplementals in grade ten and could have continued in grade eleven. Doris's home, health, social, emotional and total adjustment were average and her school adjustment was poor.

Dolly. Throughout the interview this girl appeared to be pleasant, co-operative, and the fact that she could obtain and hold a job as a waitress implied responsibility. Dolly was a slow learner and probably had difficulty keeping up with her school work. When excessive demands were put on her, she would revolt. At the time of drop-out, she was to be forced to take High School Leaving grade nine for the third time. School records describe

Dolly as poor at school work but as one who liked to help around the classroom; she was friendly, did neat written work but it was badly organized, amassed a consistently poor school record and, in grade nine, was suspended for polishing her nails in the classroom.

There was some evidence of dishonesty and lying, as well as an unhappy relationship with a sister. Parents were at a loss to know what to do with her. Dolly's home and health adjustment were average, her social adjustment was retiring; her emotional and total adjustment were poor; and her school adjustment was very poor.

Dallas. This girl was reluctant to be interviewed, possibly because of some guilty feelings about dropping out of school and, as a result, may have had some compulsion to justify her actions and gave answers which, in some cases, were contradictory. She said that the Commercial Course was not challenging, yet she had considerable difficulty with geography and shorthand. She said study was not difficult, yet she did little of it. This girl may react adversely to the pressure of a heavy learning program. She said she was happy with hair-dressing. According to school records, Dallas attended a parochial school until the end of grade eight, then entered the public schools for grade nine. Teachers

described her as pleasant, quiet, one who makes the most of her abilities, reserved. Dallas's home and total adjustment were good; her health and emotional adjustment were excellent, her social adjustment was aggressive; and her school adjustment was very poor.

Darlene. Throughout this interview Darlene seemed to want to give the "right" answers. She seemed to sense her shortcomings and endeavored to cover them up. She failed grade nine and received the notice from the Department of Education, yet she claimed she did not know whether she failed or passed. For all that, Darlene appeared to be a decent girl, eager to work, aggressive, but who has the suspicion that she is at her limit. School records describe Darlene as happy, friendly, with good attitudes and eager to learn, but one who finds the work difficult. The basis for her promotion in grades seven and eight may be somewhat questionable, considering the number of failures involved and the possibility that transfer to the High School Leaving Course at that time could have resulted in retention in school through grade eleven. Darlene's home adjustment was excellent; her health, emotional and total adjustment were good; her social adjustment was aggressive and her school adjustment was average.

Conclusions Based on Additional Personal Data

While the information grouped under the heading of Additional Personal Data is open to some criticism because of its subjective nature, it provides some useful and relevant data which are significant in the drop-out picture. The investigator was not professionally trained in interviewing nor in evaluating social or personality problems; the following conclusions are, therefore, more accurately called opinions.

A. Twenty-seven of the drop-outs in the sample left school because of problems which originated in the home, or over which the school had no control. Taken individually:

Aaron left school because of a personality defect which developed after the death of his mother.

Abner left school because of a lack of direction, stemming from a broken home.

Alan left school because of home conflicts, particularly with his father.

Albert left school because of a serious conflict with his parents which impaired progress.

Alvin left school because the instability of his home discouraged success at school. He had attended nine

different schools by the time he had reached grade nine.

Axel withdrew from school because of a personality defect which developed from lack of direction at home.

Agnes left school because of the need to contribute to the home's upkeep.

Aleta left school because of overly strict pressure at home, in the direction of high standards of behavior and performance.

Alice left school because of personality factors, including impulsiveness and an unduly critical attitude which probably flourished in the permissive atmosphere of her home.

Audrey left school because of some degree of financial need in the home, but more because of attitudes to school built up in the home.

Abigail left school because she was pregnant.

Brian left school because of pressures arising from the instability of the home.

Bruce left school because of a family personality factor which inhibited attentiveness and suitable direction of effort.

Chester left school because of unsatisfactory attitudes to school developed in the home.

Clare left school because of personality defects arising out of neglect at home.

Clive left school because serious personality deficiencies of undetermined origin inhibited his fitting into the school program.

Carl left school because of instability in the home and his attachment to it, as well as a low family regard for school.

Craig left school because of a personality defect involving insecurity.

Cyril left school because of attitudes developed as a result of lack of maternal direction (mother deceased) and lack of paternal interest.

Dorian left school because his home life lacked purpose and direction.

Barbara left school because of pressures deriving from a broken home.

Bertha left school because she was pregnant.

Brenda left school because of serious personality problems involving depression, and impulsive parental behavior.

Cherry left school because of a serious conflict with her father.

Connie left school because of parental pressure to leave. The parents lacked confidence in the course available.

Cynthia left school because of financial need.

Cobina left school because of home problems involving an alcoholic father.

B. Seven of the drop-outs in the sample left school because of factors over which the school had control and should have been able to offset. Taken individually:

Abram left school because the school failed to provide motivation or understanding of its own worth.

Ashley left school because of the inflexibility of a course inadequately designed for slow learners and unable to adapt to children of low ability.

Conrad left school because the school failed to provide an adequate program for this boy who was the victim of inter-provincial migration.

Carolyn left school because the school failed to take action to compensate for poor mathematical performance and allowed her to proceed from grade to grade for six years without passing mathematics. Action early enough could have improved her performance and her persistence in school.

Cathy left school because the school failed to provide the necessary encouragement to carry on.

Doris left school because of faulty course direction in the school.

Darlene left school because of faulty course evaluation prior to drop-out.

C. Thirteen of the drop-outs in the sample left school for reasons which were not entirely clear to the interviewer, either because both home and school factors played apparently equivalent parts, or because the drop-out was not available for interview. Their names are: Amos, Arthur, Adele, Annette, Barry, Bradley, Clayton, Claude, Colin, Bonnie, Colleen, Dolly, Dallas.