

A SURVEY OF DROPOUTS FROM JUNIOR
AND SENIOR SECONDARY SCHOOLS IN
VICTORIA, BRITISH COLUMBIA

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ABSTRACT

This survey investigated secondary school dropouts and stayins. The purpose of the investigation was to discover if there are characteristic differences in the school and home experiences between dropouts and stayins and to search for ways to improve the retention of pupils. The investigation was conducted primarily by a structured interview and by a study of school records. The population for the study consisted of 100 dropouts and 100 stayins from a random selection of 10,495 pupils in the Greater Victoria School District.

A major question and eight ancillary questions were posed. It was concluded that there are characteristic differences in the home and school experiences between dropouts and stayins. The answers to the eight ancillary questions were as follows:

1. There were significant relationships between school withdrawal and male truancy, male absenteeism at the junior secondary level, male and female grade repetition, and female primary reading retardation.
2. Dropouts, both male and female, participated in fewer extracurricular activities compared to stayins.
3. There were significant relationships between male school withdrawal and the educational level of both parents. The relationship between dropouts and the occupation of fathers was not significant, nor was there a significant relationship between dropouts and the employment of mothers outside the home.

4. The relationship between dropouts and lower intelligence was significant.

5. There was general dissatisfaction by both dropouts and stayins concerning counseling and guidance services. Dropouts did not, however, receive less counseling compared to stayins.

6. Dropouts did not feel as well understood nor accepted by teachers as stayins did.

7. The attitude toward education in the homes of dropouts was less positive compared to the attitude in the homes of stayins.

8. Dropouts felt they were understood less at home than stayins and the friends of dropouts were accepted less at home than the friends of stayins.

During the 200 interviews both dropouts and stayins made numerous positive and negative comments concerning various aspects of their educational experiences. Many of their opinions and recommendations are included in the appendix.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

I. INTRODUCTION

The present world of the dropout is vastly different from the world of twenty years or even a decade ago. In contemporary middle class culture, many of the dropouts appear to be doomed to a life of inadequacy, worthlessness, frustration, and failure.¹ Accelerating change is a marked characteristic of modern society. Experts predict that the average worker will change his occupation or undergo retraining several times during his lifetime. Other experts state that automation will eliminate so many tasks that large segments of our population will not have to work for a living.² Wise use of leisure time will be of paramount importance, particularly for those who will be content with the standard of living provided for them by the state.

Public School education cannot remain immune to change. Brameld states:

My thesis is that the critical examination and reformulation of beliefs about education is indigenous with the same process occurring in religion, art, science, economics, politics. Education cannot be understood except in the context of the culture which education

¹Lucius F. Cervantes, The Dropout, Causes and Cures (Ann Arbor: The University of Michigan Press, 1965), p. 193.

²Daniel Schreiber, "The School Dropout", National Education Association of the United States (1964), p. 48.

reflects and upon which education in turn exerts its influence. The greatest error that educators can make is to assume that education is an isolated or cloistered institution to be interpreted by itself without regard to the cyclonic forces sweeping the earth.³

The fund of knowledge has increased and is increasing so rapidly that it is impossible to equip a pupil with sufficient knowledge and skills to serve him during his lifetime. What contribution shall the school make to the development of the pupil? It seems that in modern society the most valuable education would provide training in the art of living. A definition for the art of living should include the ability to communicate effectively and to develop satisfactory inter-personal relationships, as well as the ability to develop a healthy self-image and a flexible attitude towards change. The definition should also include an awareness of and involvement in those things which promote a more satisfying and useful life for oneself and others.

If schools are accepting change and attempting to prepare pupils for the adult world, education must be concerned with acceptable attitudes, morality, student involvement in education and in life in our changing society. It is reasonable to assume the longer pupils remain in school, the better they will be prepared in the art of living.

II. THE PROBLEM

Statement of the Problem. Approximately one-third of the pupils

³Theodore Brameld, Education for the Emerging Age (New York: Harper and Row, 1965), p. 22.

who register in grade one attend school for less than twelve years.⁴

As dropouts, it is difficult for youth to realize their full potential and to make their best contribution to society. Former President Kennedy stated:

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of ten students in the fifth grade will not even finish high school--and that is a waste we cannot afford.⁵

The central purpose of education is not to provide vocational skills. Rather, the schools should develop proper attitudes, well-adjusted personalities, and skills of communication, which are essential in finding interesting and satisfying employment. These are all important factors in the art of living. Dropouts have increasing difficulty in finding jobs. Currently those without jobs are joining the ranks of an emerging minority of second class citizens. They are unemployed, unwanted, unloved, and alienated from our middle class society.⁶

Among the many purposes of education must be that of helping young people to get more out of life in terms of cultural pursuits.

⁴Royal Commission on Education, Report (British Columbia, Victoria: Queen's Printer, 1960), p. 49.

⁵John F. Kennedy, State of the Union Message, 1963.

⁶Cervantes, op. cit., p. 193.

Education should also inculcate acceptable moral values and attitudes in young people. To this end it should provide pupils with opportunities for participating in the life of their community, of developing an interest in and knowledge of local, provincial, and federal governments, and in international affairs. Involvement and interest in such affairs by young people while they are still at school can eventually lead to a better society.

Improvement is not automatic. Youth must become completely involved in its education, and schools must provide opportunities for such involvement. Involvement in the educative process will promote social-self-realization--the desire of most men for the richest possible fulfillment of themselves personally and in their relations with other men through groups and institutions. Complete social-self-realization is difficult for many dropouts to achieve unless they finish their formal education. According to Brameld:

We do not, if our objectives are sound, give courses for the sake of credits or even of knowledge as such; we give them so that people of all races, creeds, classes and cultures may realize a more satisfying life for themselves and their fellows. Knowledge, training, skill--all these are means to the end of such social-self-realization.⁷

If Brameld's position is to be accepted, then dropouts have little opportunity of reaching social-self-realization. Why do so many pupils withdraw from the expensively equipped and staffed schools which the public so generously provides for them? Why do they choose to leave school and face the sea of adult difficulties before they have equipped

⁷Brameld, op. cit., p. 94.

themselves with lifesaving attitudes and skills of learning? Who are these pupils and how can they be helped? The purpose of this study is to suggest answers to these questions. To give direction to the study, the following questions are proposed:

Major Question: Are there characteristic differences in the school and home experiences between dropouts and stayins?

Ancillary Questions:

1. Do dropouts have a higher record of grade failure, reading retardation, truancy and rate of absence compared to stayins?
2. Do dropouts participate in fewer extra-curricular activities compared to stayins?
3. Do dropouts come from lower socio-economic levels compared to stayins?
4. Do dropouts have lower scholastic aptitudes compared to stayins?
5. Do dropouts receive less counseling compared to stayins?
6. Do dropouts have fewer friendly relationships with teachers compared to stayins?
7. Is the attitude towards education less positive in the homes of dropouts compared to the attitude in the homes of stayins?
8. Do dropouts feel that they are understood and accepted less at home and at school compared to stayins?

Importance of the Study. Reports from the principals of the junior and senior secondary schools in the Greater Victoria School District for the 1966-1967 term revealed that there were 346 dropouts. A break-down of these dropouts, by grade, is given in Table I. This

study is based on the assumption that the needs of these dropouts are not being met by the public system of education in British Columbia. The new curricula, influenced by the 1960 Royal Commission on Education, are now in effect. Many changes have been introduced. Teachers are also experimenting with new ideas and methods in the classroom. Are these changes in the right direction? What are the needs of dropouts and how can they be met? Surely both stayins and dropouts can make useful suggestions to help plan an educational system resulting in a higher rate of retention. The main purpose of this study is to search for ways to improve the retention of pupils.

III. METHOD OF INVESTIGATION AND SOURCES OF DATA

The principals of all junior and senior secondary schools in the Greater Victoria School District were asked to submit a list of all their dropouts during the 1966-1967 school term. A list of dropouts was also obtained from the Greater Victoria School Board. The enrolment for September, 1966, was 4,173 for the senior secondary schools and 6,322 for the junior secondary schools. Before the end of June, 1967, 139 pupils withdrew from the senior secondary level, 117 from the junior secondary level and 90 withdrew from the occupational classes. The pupils who withdrew and did not enrol in another public school during the term were considered dropouts. A random selection, according to a table of random numbers, of 110 was made from a total dropout population of 346. A break-down of the one hundred dropouts who were interviewed is given in Table II.

TABLE I
DROPOUTS BY SEX AND GRADE IN THE GREATER VICTORIA
SCHOOL DISTRICT 1966-1967

Grade	Male	Female	Total
8	8	4	12
9	23	15	38
10	39	28	67
11	45	44	89
12	22	28	50
Oc. 1	12	2	14
Oc. 11	21	11	32
Oc. 111	21	23	44
Total	191	155	346

TABLE II
RANDOM SELECTION OF DROPOUTS BY SEX AND GRADE

Grade	Male	Female	Total
8	2		2
9	6	2	8
10	10	5	15
11	21	20	41
12	13	4	17
Oc. 1	2		2
Oc. 11	4	1	5
Oc. 111	4	6	10
Total	62	38	100

It was considered essential for the purposes of the study to have a comparison of dropouts and stayins. Such a comparison would help to ascertain whether dropout factors as determined by the study were actually dropout factors, and not factors characteristic of stayins as well. In searching for suggestions to alleviate the problem of dropouts, it was considered wise to involve both dropouts and stayins. As a basis for comparing dropouts and stayins, a random selection of 110 stayins was made from the combined junior and senior secondary school population of 10,495. Comparisons between dropouts and stayins were entered in contingency tables, and the chi square test was used to determine a .05 level of significance of differences between dropouts and stayins.

The 1966-1967 school term was chosen because it would be easier to locate dropouts and stayins selected for interviews if the study were started before they moved away from the Victoria area. Also, the new curricula, which started earlier with the elementary grades, embraced all senior secondary grades by 1966.

Using a structured interview form, which is given in Appendix A, the writer individually interviewed each dropout and each stayin selected for the study. The length of time of each interview, with both dropouts and stayins, was a minimum of one hour and a maximum of two and one-half hours. There was such enthusiasm displayed by some of the pupils it was difficult to terminate their flow of information. They felt they were making a contribution to educational change and improvement. Most of the interviews were held in an office provided by the District Superintendent in the Greater Victoria School District Research

Centre. The District Superintendent gave his full support for the research and circulated a letter to all secondary principals urging their co-operation in making records available to further the necessary research. The school permanent record card for each dropout and each stayin selected for the study was carefully examined. All pertinent information which was considered a factor in the dropout or retention of a pupil was recorded. The results of the Hermon-Nelson (6-9) Form A Aptitude Test were used to make a comparison of intelligence quotients and the results of the Metropolitan Achievement Form C, Elementary Reading Grades (3-4), were used to make a comparison of reading retardation.

Limitations of the Study. The list of dropouts did not include all students who completed less than twelve years of public education. Students who remained in school for a complete term but did not register in the subsequent term were not included. The task of tracing each student's attendance record for subsequent years would have necessitated a longitudinal study, and this was not considered essential for the purposes of this thesis. Only those pupils in grades eight to twelve, inclusive, who withdrew during the 1966-1967 term and did not enrol in a public school during the same term, were included.

A total of 108 dropouts had to be checked by telephone before arrangements were made to interview one hundred. Two boys and two girls refused to be interviewed, parents of two girls refused to permit their daughters to be interviewed, and two boys had joined the armed services

and were outside the province. It was necessary to wait several months to interview some of the pupils who had left Victoria. Arrangements were made to have the pupils contact the interviewer when they returned to Victoria for their vacations.

Some of the permanent record cards were incomplete. Factors such as absenteeism, reading retardation and scholastic aptitude were not entered in all cards.

The list of stayins included all pupils in grades eight to twelve who were enrolled in the Greater Victoria School District in September, 1966, and remained in school throughout the 1966-1967 term. Before arrangements were made to interview one hundred, 106 were contacted.

The main emphasis of the study was on school factors which influence dropout or retention. An exhaustive study of out-of-school factors would have been too ambitious for this thesis. Some indication of family relationships was gained from interviewing both dropouts and stayins and a comparison was made.

IV. DEFINITION OF TERMS

Primary grades. Grades one, two, and three.

Elementary grades. Grades four, five, six, and seven.

Junior secondary school. Grades eight, nine, and ten.

Senior secondary school. Grades eleven and twelve.

Dropout. A pupil who has withdrawn from public school during the 1966-67 term.

Stayin. A pupil who did not withdraw during the 1966-67 school term.

Academic. Programs designed for entry into university or the Provincial Institute of Technology.

Non-academic. Programs which do not prepare for entry into university or the Provincial Institute of Technology.

School term. From the beginning of September of one year to the end of June of the following year.

V. PLAN OF THE THESIS

Chapter II contains a review of the relevant literature. Many important articles, theses and books have been written on dropouts. The results of some of these have been examined. Chapter III contains information concerned with the educational background of the Greater Victoria School District, and a discussion of the new curricula based on the philosophy of education set out by the Department of Education and the recommendations of the Chant Royal Commission on Education. Chapter IV contains the analyses of the data obtained from interviews and student records. Chapter V contains the summary, conclusions, and recommendations based on the findings of the study.

CHAPTER II

A REVIEW OF THE LITERATURE

I. INTRODUCTION

In this chapter reference was made to some of the literature relative to dropouts. There was no attempt to make an exhaustive survey. Rather, reference was made to American and Canadian research to provide evidence that the problem of dropouts is of concern in both countries. Information from the research of others concerning the early identification of potential dropouts, causes and factors related to school withdrawal, and measures taken to alleviate the problem of dropouts, was also presented.

II. THE PROBLEM OF DROPOUTS

The problem of dropouts in the United States. In the United States, where automation and technological change are causing semi-skilled or unskilled jobs to diminish very rapidly, there is grave concern over the problem of dropouts. The problem is of such magnitude that authorities feel the schools alone can not solve it. Taber, Director of Pupil Personnel and Counseling for the School District of Philadelphia, writes:

The great American tragedy of our times is symbolized by the school dropout; a problem that has always challenged the ingenuity of educators. It will assume alarming proportions during the next decade when 7.5 million youths will drop out of school, and 2.3 million or 30 percent of whom will have completed less than the eighth grade. Although our schools, despite strenuous efforts, have

not reached their full potential in reducing the number of dropouts, we are suffering delusions if we think the schools alone can solve this problem.¹

Taber darkens the picture by emphasizing that the unemployment rate of dropouts is several times that of graduates, and that dropouts, particularly in the large cities, tend to become delinquents and future criminals. As such, they represent social dynamite.

Cervantes claims that the dropout problem in the United States is one of overwhelming proportions. He summarizes the problem as follows:

1. The 1960's have already produced over 7,500,000 dropouts. It is from this hard core of dropouts that a high proportion of gangsters, hoodlums, drug addicted, government dependent-prone, irresponsible and illegitimate parents of tomorrow will be predictably recruited. Many of our submarginal families have been on relief for a second and third generation.
2. The dropout group cuts across ethnic, social and geographic lines. An overwhelming percentage originates in the blue and lower white collar socio-economic class.
3. The majority of dropouts fall within average IQ range. They have more than average talent to complete a high school education.
4. The dropout rate nationally is between 30 and 40 percent. It is higher for boys than for girls (53% versus 47%).
5. The dropout rate is higher in the slums than in the suburbs.
6. Most dropouts withdraw before or during their 16th year.
7. There is ten times the incidence of delinquency among dropouts as there is among stayins. The state of being a dropout has all but become by definition a condition of semi-delinquency.²

¹Robert C. Taber, "The Critical Dilemma of the School Dropout", American Journal of Orthopsychiatry, Volume XXXIII (April, 1963), p. 501.

²Cervantes, op. cit., pp. 196-197.

Schreiber states that there are almost one million dropouts in the United States every year. The range of jobs requiring little formal education has drastically diminished. Jobs are becoming increasingly specialized and technical. Greater amounts of formal education are therefore required. Schreiber further claims that the high school diploma is used as a screening device even where the job does not require it. He predicts that whereas in 1954 employers asked for grade ten, in 1962 they asked for grade twelve; by 1975 they will be demanding two years of college from prospective employees. The demand for higher qualifications plus the real need for better educated workers will further increase the desperate plight of the dropout.³

The problem of dropouts in Canada. There is much less research concerning the problem of dropouts in Canada than there is in the United States. In collaboration with the Canadian Department of Labor, university staff and students in the sociology of the work world, Hall and McFarlane attempted to trace the experiences of 664 young Canadians as they passed through the high school system and entered the work world. From the study it was learned that the job opportunity spectrum was much wider and much more promising for the pupils who stayed in school longer.⁴

Several theses concerning dropouts have been written in Canada,

³Daniel Schreiber, Profile of the School Dropout (New York: Random House, 1968), p. 6.

⁴Oswald Holland, Bruce McFarlane, Transition from School to Work (Ottawa: Queen's Printer, Department of Labor Report No. 10, 1965), p. 16.

but only one of these investigates the careers of dropouts after they withdrew from school. Vincent investigated a group of 154 high school dropouts six years after they had dropped out from Calgary high schools. He investigated the vocational and economic success of the dropouts, as well as their educational experiences. The investigation resulted in the following conclusions:

1. As a group the dropouts had succeeded vocationally. There was no marked unemployment or job mobility, while financial remuneration among the group was above the national average. Most of the group had jobs in which they expressed satisfaction and which held opportunities for advancement.
2. The attitudes of the group were found to be positive in relation to work and to their employees and superiors. The majority of the employers were well satisfied with the dropouts as working personnel.
3. The level of education attained by the dropout did not seem to concern most employers interviewed. Personal characteristics such as industriousness, conscientiousness, ambition and ability to get along with others were considered by employers as the most important assets for the dropout employees rather than the amount of formal education.
4. Negative attitudes towards school or education in general were not indicated by the dropout group. In contrast, most of the dropouts had made some attempt to upgrade their educational level.
5. A significant relationship was discovered between high intelligence and vocational success which would indicate that intelligence had a direct bearing on the vocational success of this group of dropouts.⁵

Vincent's study would seem to indicate that the dropout problem in Canada is not as great as it is in the United States. It must be

⁵Gordon Bishop Vincent, "Vocational and Economic Success of Male High School Dropouts" (unpublished Master's thesis, University of Alberta, Edmonton, 1965), pp. 4-5.

noted, however, that his particular group of dropouts were not typical of a normal population in relation to intelligence, but rather an above average group in intellectual potential.⁶ The location of the study group must also be taken into consideration. Calgary and its environs are perhaps much more prosperous and offer more job opportunities than many other Canadian centres of population. The study, nevertheless, does indicate that withdrawing from school is not necessarily detrimental for some students. One can not measure, however, how much these same dropouts would have benefitted if they had remained in school.

According to the Dominion Bureau of Statistics, the estimated retention rates up to grade twelve for the provinces show a great deal of variation. The lowest retention rate for the period 1946-1958 is two per cent for Newfoundland, the highest is fifty per cent for British Columbia.⁷ For the period 1953-1965, there was a great increase in retention rates in all provinces. The most remarkable increases were in Newfoundland and Quebec.⁸ A comparison of the two periods is given in Table III.

Grade twelve was not a prerequisite for entrance to University in Newfoundland, Nova Scotia, Quebec and Manitoba during 1946-1958. This

⁶Vincent, op. cit., p. 44.

⁷Student Progress through the Schools by Grade, Dominion Bureau of Statistics (Ottawa: Queen's Printer, 1960), p. 28.

⁸Student Progress through the Schools by Grade, Dominion Bureau of Statistics (Ottawa: Queen's Printer, 1965), p. 13.

could be a partial explanation for the sharp drop in retention rates in those provinces during those years.

TABLE III

ESTIMATED PERCENTAGE RETENTION FROM GRADE II TO GRADE XII FOR
THE PROVINCES REPRESENTATIVE OF THE PERIODS
1946-1958 AND 1953-1965

Province	Retention 1946-1958	Retention 1953-1965	
		Boys	Girls
Newfoundland	2	43	40
Prince Edward Island	22	38	43
Nova Scotia	17	46	60
New Brunswick	27	50	57
Quebec - Catholic	7	38	37
Protestant	3	54	58
Ontario	34	52	62
Manitoba	19	72	71
Saskatchewan	30	74	81
Alberta	41	80	82
British Columbia	50	78	79

The increase in retention rates between the two periods, 1946-1958 and 1953-1956 is most dramatic. It is reasonable to assume that the retention rates will continue to increase. As the retention rates increase, the problem of dropouts will undoubtedly become greater. The accommodation for dropouts in our rapidly changing society could become non-existent.

Another table produced by the Dominion Bureau of Statistics shows that only nine per cent of Canadian students entered university during

the period 1957-1960.⁹ This number was increased to eighteen per cent for boys and eight per cent for girls during the period 1954-1965. The increase in the number who graduate with a first degree, from six to 9.5 per cent is still not very impressive.¹⁰ A comparison of the two periods is given in Table IV.

TABLE IV
STUDENT RETENTION FOR CANADA FROM GRADE TWO TO UNIVERSITY
GRADUATION FOR THE PERIODS 1957-1960 AND 1954-1965

Grade	1957-1960	1954-1965	
		Boys	Girls
II	100	100	100
III	99		
IV	96		
V	94		
VI	91		
Last year of elementary school	81		
First year of secondary school	66	88	89
Year of junior leaving	33	51	53
Enter year of senior leaving	14	22	22
Enter university	9	18	8
Graduate with first degree	6	13	6
Graduate with Master's degree	1	2	.54
Graduate with Doctor's degree	.15	.3	.03

In an age of cybernation and automation, it does not seem likely Canada can maintain and improve the standard of living for all Canadians if so few of her youth graduate from schools of higher training, nor does

⁹Dominion Bureau of Statistics, *op. cit.*, p. 45.

¹⁰Dominion Bureau of Statistics, *op. cit.*, p. 17.

it seem likely her children will be given sufficient opportunity to learn the art of living if her systems of education provide so few trained people who can plan and evolve the types of education necessary to enable citizens to live happily and effectively in the third quarter of the twentieth century.

III. A REVIEW OF THE CAUSES AND FACTORS RELATED TO DROPOUTS

Many investigators have written at great length on the causes and factors associated with dropouts. Many lists of causes and factors which are supposed to help identify potential dropouts have been prepared. The items on these lists are often repetitive, but there are no lists which are identical. The problem of early identification seems to be a very complex one.

There are those who believe that potential dropouts can be identified in the elementary or primary grades. Kelly states that potential dropouts can be identified as early as kindergarten. He lists the following factors as aids in early identification:

1. Grade retardation at the grade three level
2. A manifest feeling of failure
3. A feeling of rejection and alienation
4. Excessive absenteeism, or a lack of home encouragement
5. Subject matter difficulties
6. An evident lack of reasoning power
7. A low socio-economic home environment
8. A low registered intelligence with the qualification that dullness is only partly due to native ability.¹¹

Research has revealed certain central and characteristic

¹¹E. Kelly, "Seeds of Dropout", Child Education, 1963, pp. 420-422.

tendencies of dropouts. Cervantes summarizes these tendencies in a dropout prediction table:

School

1. Two years behind in reading or arithmetic at seventh grade level. Majority of grades below average
2. Failure of one or more school years (1st, 2nd, 8th, 9th, grades most commonly failed; 85% of dropouts behind one year; 53% two or more years).
3. Irregular attendance and frequent tardiness. Illdefined sickness given as reason
4. Performance consistently below potential
5. No participation in extracurricular activities
6. Frequent change of schools
7. Behavior problems requiring disciplinary measures
8. Feeling of not belonging (because of size, speech, personality development, nationality, social class, family disgrace, retardation in school, dress, lack of friends among schoolmates or staff)

Family

9. More children than parents can readily control
10. Parents inconsistent in affection and discipline
11. Unhappy family situation (common acceptance, communication and pleasureable experiences lacking; family solidarity minimal)
12. Father figure weak or absent
13. Education of parents at eight grade level
14. Few family friends; among these few many problem units (divorced, deserted, delinquents, dropouts)

Peers

15. Friends not approved by parents

- 16. Friends not school oriented
- 17. Friends much older or younger

TAT (Psychological Orientation)

- 18. Resentful of all authority (home, school, police, job, church)
- 19. Deferred gratification pattern weak
- 20. Weak self-image¹²

Table V represents a summary of a study conducted by education authorities in Seattle in 1964.¹³ From this study it was learned that eighteen per cent of dropouts had above average intelligence and forty-four per cent were at least average students.

TABLE V
REASONS FOR SCHOOL WITHDRAWAL IN SEATTLE (1964)

	Girls	Boys	Total	Percent
Excluded by school authorities	96	184	280	29
Disliked school	70	116	186	19
Lack of success	60	103	163	17
Reached school leaving age	41	67	108	11
Marriage	93	5	98	10
Juvenile Court	28	69	97	10
Military Service	-	92	92	10
To work	33	53	86	9
Miscellaneous	-	-	85	9

¹²Cervantes, op. cit., pp. 198-199.

¹³James R. Warren, "The Dilemma of a Dropout", Seattle Post-Intelligencer, March 14, 1965.

The Seattle authorities, in their attempt to learn why pupils dropped out of school, discovered that twenty-four per cent of the senior girls and five per cent of the senior boys withdrew when they had only a semester or less to go before graduation.

Pollack claims that nearly twice as many girl as boy dropouts are jobless. In a labor market of nearly twenty-five million female workers, the highest unemployment rate is among female dropouts. Most female dropouts are employed at menial and routine tasks. Many are on relief and many are burdened with illegitimate and unwanted children. Female dropouts leave school because they marry or wish to marry. They must withdraw from school if they are married. Other reasons for withdrawing are unhappy school experiences, absences due to serious illness, broken homes, reading retardation and lack of sufficient vocational training. Female dropouts suffer rejection not only by their teachers but also by their classmates. They strongly resent the rigid dictatorial or compulsive attitudes of their parents and therefore attempt to assert their independence by rebelling against their parents.¹⁴

Schreiber sketches the following profile of the average dropout:

The dropout is a child just past his sixteenth birthday who has average or slightly below average intelligence, and is more likely to be a boy than a girl. He is not achieving according to his potential; he is not reading at grade level; and academically he is

¹⁴Jack Harrison Pollack, "The Astonishing Truth about Girl Dropouts", Parents Magazine, Sept. 1966, pp. 113-116.

in the lowest quarter of his class. He is slightly overage for his grade placement, having been held back once in the elementary or junior high school grades. He has not been in trouble with the law although he does take up an inordinate amount of school administrator's time because of discipline problems. He seldom participates in extracurricular activities, feels rejected by the school and his fellow classmates, and in turn rejects them as well as himself. He is insecure in his school status, hostile towards others, and is less respected by his teachers because of his academic inadequacies. His parents were school dropouts as were his older brothers and sisters. His friends are persons outside the school, usually older dropouts. He says that he is quitting school because of lack of interest but that he intends to get a high school diploma in some manner because without it he can't get a job. He strongly resents being called a dropout, knows the pitfalls that await him in the outside world, yet believes that they can't be worse than those that await him were he to remain in school. To a great extent he is a fugitive from failure, fleeing Kafka-like into more failure.¹⁵

In his profile Schreiber states that the average dropout is average or slightly below average in intelligence. There are others who confirm the fact that low intelligence is not a common characteristic of dropouts. Holland's study revealed that progress was only partly dependant on intellectual endowment. School progress was influenced by such factors as student's interests, program presented by the school, family interests and help, health and finances. In regard to intelligence tests, Holland stated:

The intelligence test in this case was by no means an infallible indicator of probable school achievement. At one end of the scale almost one-third of the students with high scores fail to reach matriculation level; at the other end, thirty per cent of those ranking lowest on these tests managed to reach matriculation level, and six per cent reached senior matriculation.¹⁶

According to Holland, another reason why more boys than girls

¹⁵Schreiber, op. cit., p. 6.

¹⁶Holland et al., op. cit., p. 16.

withdrew from school could be that schools serve girls much more satisfactorily than boys. A female graduate of a stenography course can start work as a full-fledged stenographer, whereas a male graduate of a four year mechanics course must start as an apprentice. In other words, school training for boys is not as transferable as it is for girls.

The psychosocial factors in the identification of dropouts are stressed by Porter. Some of the factors he lists are:

1. Residence located in an area of low socio-economic status
2. Non-involvement in part-time work
3. Poor personal adjustment, immaturity, irresponsibility, as well as inability to gain status
4. Socially withdrawn and aggressive, a non-leader with little or no involvement in extra-curricular activities.
5. Academically below average, a poor reader with marked absenteeism, frequent clashes between the dropout and the middle class teacher who rejects the student on the basis of social class or academic inadequacy
6. Female dropout is sexually precocious and marries early
7. Dropout rejects school's system of values
8. Can't see school as a means to a job
9. Parents are indifferent to school¹⁷

Millard feels that reasons put forth by dropouts for their withdrawal from school are often rationalizations of deeper conflicts. More basic reasons for dropping out are fear, anxiety, inferiority, hatred,

¹⁷W. Porter, "Some Identifying Characteristics of Dropouts", Minnesota Journal of Education, 1963, p. 15.

aggressions, guilt and mental disorders.¹⁸

In a study conducted by the New York City Higher Horizons Project, it was learned that most dropouts came from homes on the lowest socio-economic level where cultural deprivation has already intensified the odds against a child's capacity to learn in a school system geared to middle class backgrounds. In a neighborhood with a population of 125,000, about seventy per cent of sixteen to twenty year olds were not in school and were unemployed. According to the Project, the cost to society of this situation in terms of crime, out-of-wedlock children and welfare clients can easily be predicted. In addition, these young people can be expected to make no contribution whatsoever to our society.¹⁹

This great loss to society is stressed by Governor Nelson A. Rockefeller in his annual address to the State Legislature:

No human waste is more tragic than the waste of human talent which occurs because the possessors of such talent are held back by accident of birth or social circumstances for which they have no responsibility.²⁰

Deno claims that dropouts are socially alienated by teachers

¹⁸Thomas L. Millard, "Some Clinical Notes on Dropouts", Journal of Secondary Education, 1964, pp. 343-347.

¹⁹United States Department of Health, Education and Welfare, The Protection and Promotion of Mental Health in the Schools, Mental Health Monogram No. 5, Bethesda, Ind., 1965, p. 55.

²⁰Nelson A. Rockefeller, Annual Address to State Legislature, Jan. 4, 1961.

because teachers do not understand the premises of the behaviour of dropouts.²¹

In a case study approach to dropouts in a rural school division in Alberta, Rancier states that dropouts found the school curricula lacking in practicality and that there is need for more vocational education. The desire for personal and financial independence, the dislike of teachers, lack of parental encouragement and a feeling of social isolation were other factors which influenced the dropout to withdraw from school.²²

Friedenberg expresses a different view in regards to pupils withdrawing from school. He condemns the present system of education and claims that a large proportion of dropouts may be doing what is best for themselves under the atrocious circumstances that exist. He maintains that most dropouts would not have had a better chance, even economically, if they had remained in school because jobs just are not available. He maintains that the problem of school dropouts is a national problem. Attempts to solve the problem on a local basis will not eliminate the underlying causes. Research has shown that fifty to seventy-five per cent of dropouts who return to school drop out again.²³

²¹Evelyn Deno, "Early Identification of Dropouts", Minnesota Journal of Education, 1963, p. 12.

²²Gordon J. Rancier, "Case Studies of High School Dropouts", Alberta Journal of Educational Research, 1962, pp. 9-21.

²³Edgar Z. Friedenber, "An Ideology of School Withdrawal", Profile of the School Dropout, Daniel Schreiber, compiler (New York: Random House, 1968), p. 12.

There are many factors which created the dropout problem.

Schreiber lists some of these factors:

1. The high and almost constant rate of unemployment (Negro unemployment is twice that of white unemployment)
2. Large scale migration from rural and farm areas to urban centres
3. The population explosion--a million more youths reached age eighteen in 1965 than did in 1964
4. The continued rise in delinquency and crime among youths, although large sums of money are being spent to counteract this development
5. The increase in the number of welfare families, especially in the large cities, further heightened by a marked increase in the total cost of public assistance
6. The increased use of technology in farming
7. The elimination of unskilled jobs through automation
8. The racial riots in the northern cities in which the participants are overwhelmingly the unemployed, out-of-school youth of the area

Schreiber sums up the problem by stating that:

Today, it is impossible not to see the problem of the school dropout as the keystone of a conglomeration of the problems which threatens to overwhelm the stability of America's existence.²⁴

We have always had school dropouts. It is the problem of school dropouts which is new. The problem is acknowledged to be a very serious one in the United States. It is reasonable to assume that with the rapid advance of technology, the problem of dropouts will become more serious in Canada. It is also reasonable to assume that research in

²⁴Daniel Schreiber, compiler, Profile of the School Dropout (New York: Random House, 1968), p. 4.

this very complex area could help to alleviate the problem of dropouts in this country.

IV. REDUCTION AND PREVENTION OF DROPOUTS

There are those who believe that the problem of dropouts is one which the schools can not solve. In fact, they question whether withdrawing from school is a crucial issue. Dentler states:

But the major youth problem is neither socio-economic disadvantage nor failure to obtain a high school diploma. It is rather a steady breakdown in the absorption of the non-college graduate into the work force as a result of the upgrading of occupational requirements through automation and the relation of this change to the changes in the young adult population. The total number of young adults will increase so markedly over the next decade that competition among non-college graduates trying to enter the labor force in any capacity will prove to be more severe than in any recent period except for the Great Depression.²⁵

The dropout problem will have to be tackled by every level of government. The economic policies of the nation will have to be geared towards providing more jobs for young people. More emphasis will have to be placed on adult education, on vocational preparation, on career counseling and on retraining young adults from unskilled to technically skilled workers. The dropout rate is declining steadily. From a national dropout rate of eighty per cent in 1920 it has declined to forty per cent in 1960.²⁶ A high school graduation certificate will not

²⁵Robert A. Dentler, Mary Ellen Warshauer, Big City Dropouts and Illiterates, A Study of Educational Barriers to Economic Security, United States Department of Health, Education and Welfare (Washington: Government Printing Office, 1965), p. 9.

²⁶Ibid., p. 3.

command selective attention as it becomes a common property. Dentler concluded from his research that existing welfare and education programs in the big cities do not affect levels of school withdrawal. Cities with higher proportions of dropouts and illiterates than expected tend to be cities with higher than average educational, health and public welfare expenditures. Wage earning prospects and income insecurity determined the dropout rate. The elimination of educational barriers to economic security, according to Dentler, can come from increased economic growth for urban communities and increased, more diversified social insurance for individuals and households.²⁷

Researchers who recognize that the parents are the prime educators of the child, state that where the parents are incapable of developing civilization-adequate children, the community must provide for the deficiencies. This view is proclaimed by Schreiber who writes:

Over the long haul, programs in the nursery and kindergarten areas will probably be most beneficial in preventing dropouts. The various approaches include summer kindergartens and centres at which four and five year olds get educational experiences they would otherwise miss.²⁸

In addition to nursery and kindergarten programs, Schreiber recommends that the schools provide work-training programs. He claims that it is through such programs that those who are not academically interested or endowed can achieve a measure of confidence and success.

²⁷Dentler, op. cit., p. 68.

²⁸Schreiber, op. cit., p. 268.

He summarizes the values of a work-training program as follows:

1. Help alienated youth improve their self-image, self-dignity, self-esteem
2. Learn self-discipline, proper work habits and attitudes
3. Attain minimum levels of education and work skills which are marketable
4. Opportunity to relate with other people
5. Satisfaction of undertaking and completing a job satisfactorily
6. Opportunity for guidance and counseling
7. Provide healthier environments²⁹

There is much support for the idea that the community supply pre-school health services, socialization services, and enrichment centres. It is believed that the typical dropout problems of a weak self-image, weak communication skills and inability to get along pleasurably with others are usually established before one enters school. Assisting parents with the pre-school health and socialization needs of a child will cost society less than trying to make up the deficiencies later or by providing unemployment doles after the pupil drops out of school. Provision of pre-school aid is emphasized by Cervantes, who states:

Providing facilities for prenatal care, inculcating the need for proper diet, rest, play, hygiene, physical examinations, and dental care, and assisting parents to know that parenthood is an educational project means providing a milieu of acceptance, communication, and creative play. Nurseries can assist parents and to a certain extent compensate for parents' inadequacies. Such nurseries will provide cooperative play opportunities, contact with picture books, words and art objects. Underachievers in verbal tasks are often highly competent in mechanical projects. Lower class homes can hardly provide shop equipment, large blocks and other heavy mechanical devices; these can be provided in the community's pre-school projects. Prenatal clinics should include developmental programs for fathers and mothers.³⁰

²⁹Schreiber, op. cit., p. 273.

³⁰Cervantes, op. cit., p. 202.

What has been done to cope with the problem of dropouts. Perhaps one of the most extensive efforts in trying to cope with the problem of dropouts in the United States was the New York City Higher Horizons Program of 1962 which involved 32,000 children of elementary and junior high schools. The program sought to raise the educational, cultural and vocational sights of children, especially children from the less privileged groups. It sought to encourage children to set desirable goals, then encourage them to achieve these goals. It also sought to create in the minds of both the child and his parents an image of the child's full potential and the need for the acquisition of knowledge and skills. Achievement levels were raised and correct study habits were learned. The prime approach was to create in the child's mind an image of himself as a college student. The program, by providing children with dedicated attention, had remarkable successes. The following points of the program were stressed:

1. Guidance and counseling were emphasized. Great stress was placed on career study and personal career planning. It was felt that motivations stemming from career study and personal career planning ought to be stimulated much earlier in a child's school experience.
2. Much remedial work in reading and arithmetic was done. Once a child is taught to read with comprehension, encouraged to enjoy reading, is motivated with a desire to improve himself, he will do supplementary reading on his own. Additional reading increases his understanding and improves all the rest of his work.
3. An attempt was made to raise the cultural level of the child. Classes were taken to such places as the Metropolitan Opera House, Carnegie Hall and various museums and Broadway plays.
4. Visits were made to colleges.

5. A teacher training program was conducted.³¹

Claiming that it has one of the lowest dropout rates in the nation, the Seattle educational authorities nevertheless are concerned with the fact that too many of their pupils never finish high school. Since 1963 school counselors have been contacting dropouts and explaining how they can return. During the summer of 1964 the counselors contacted 977 dropouts or potential dropouts. More than 650 (67%) responded to the phone call, letter or personal contact. Of these, 360 (55%) re-entered an educational program either at their old high school or at Edison Technical High. An additional 211 stated that they would consider their situation and might return. About 300 flatly rejected the idea. It was discovered that once the dropout re-enrolled, he usually stuck it out. Of the 360 who re-enrolled in 1964, 81.7 per cent were achieving academic success and were performing adequately as school citizens. One female dropout who re-enrolled stated:

Most students drop out not because of lack of intelligence, but because of attitude. And nothing changes the attitude of a dropout like dropping out. If my story can help any kids who dropped out, or prevent kids from dropping out, I'll be glad to have it told.³²

Pollack recommends that residential training centres be set up for young adults between the ages of sixteen and twenty-one. At present in

³¹United States Department of Health, Education and Welfare, The Protection and Promotion of Mental Health in the Schools, Mental Health Monogram No. 5, Bethesda, Ind., 1965, p. 56.

³²James R. Warren, "The Dilemma of a Dropout", Seattle Post-Intelligencer, March 14, 1965.

the United States there are seven residential training centres for girls and seventy for boys. Enrolment is voluntary and one may remain up to two years. Every enrollee gets thirty dollars per month, free room, board, medical and dental care. The centres offer both academic and vocational training, plus instruction in child care and family living. To further alleviate the dropout problem, the Department of Labor has set up the Neighborhood Youth Corps which provides part-time jobs to help boys and girls stay in school or return to school. On-the-job training is also provided for boys and girls who have left school permanently.³³

V. SUMMARY

The causes of withdrawal from school are many. Each dropout has a unique set of factors and the combination and interrelationship of these factors influence him in a unique way. If those who are involved with the education of young people become more aware of the causes and factors associated with dropouts, then they will be in a better position to identify potential dropouts and take preventive and remedial measures which would reduce the number of dropouts. It seems that research and experimentation have been much more successful in identifying the causes of dropouts than in dealing effectively with the problem of dropouts.

³³Jack Harrison Pollack, "The Astonishing Truth About Girl Dropouts", Parents Magazine, Sept. 1966, pp. 113-116.

CHAPTER III

PROVINCIAL AND LOCAL PHILOSOPHIES OF EDUCATION

I. INTRODUCTION

To provide background information on current philosophies and practices in the Greater Victoria School District, a survey of provincial and local philosophies was made. This chapter comprises a brief summary of the findings.

In 1958 the Government of the Province of British Columbia appointed a Royal Commission to assess elementary and secondary education in the province with the aim of improving its effectiveness and providing guidance for its future development. The Commission criticized some aspects of the educational system but no widespread failure on the part of the schools was uncovered. The Commission concluded that the public school system of British Columbia compared quite favorably with that of any other country.¹

Aims of education in British Columbia. The Commission outlined a philosophy of education. It stated that education is principally concerned with the development of pupils as individuals and as citizens. It recommended that the primary aim should be that of promoting the intellectual development of the pupils. The major aspects of intellectual

¹Royal Commission on Education, Precis, British Columbia Victoria, Queen's Printer, 1960, p. IV.

development, according to the Commission, are the acquisition of skills to use words and numbers, the understanding of man's heritage of knowledge of human achievement and of his environment, and an appreciation of human values and principles. Moreover, the ability to think effectively is dependent upon intellectual development and upon learning the ways of thinking used by modern man. These are based upon a great accumulation of knowledge which must be largely learned at school.²

Moral Training. The Commission stated that the school is one important source of moral training but such training is primarily the concern of the church and the home. The school must not become overburdened by undertaking various aspects of development which are the concerns of the home and other community resources. The major emphasis of the school must be on intellectual development.³

The Commission concludes the expression of its philosophy of education by stating that if intellectual development is the primary aim of education, then subjects fall into places of relative importance in the curriculum.⁴

Some teachers are finding it difficult to embrace all aspects of the Commission's philosophy of education. The acquisition of the tools of communication is of major importance, but undue emphasis on knowledge of facts is unwarranted. Even during the last decade, the tremendous

²Ibid., pp. 5-7.

³Ibid., p. 8.

⁴Ibid.

increase of knowledge in a multitude of fields makes it impossible for a pupil to learn enough facts to serve him for the rest of his life. It is also becoming increasingly accepted that facts which are useful today could become obsolete tomorrow. Knowledge of the art of living, which includes communication, acquisition of desirable attitudes, and involvement in one's own education and in the life of our society, are aims worthy of greater emphasis.

II. RECOMMENDATIONS OF THE ROYAL COMMISSION ON EDUCATION

A discussion of all the recommendations made by the Commission would be outside the scope of this thesis. Reference is made only to those recommendations which appear to be pertinent to the frame of reference of the survey.

School Enrolment

The Commission stated that projected enrolments indicated continued expansion of the public school system with increased expenditure. The Commission felt the retention of grade seven pupils, who now were part of the junior high division, in the elementary school, would cut down on expenditure. Elementary schools require less expensive facilities and there would be less need for pupil transportation because elementary pupils usually live within walking distance of the school. Grade eight pupils would be more mature for entry into high school and grade eight would be a better terminal point for pupils who leave or enter vocational programs. Giving consideration to these ideas, the

Commission recommended that grade seven be returned to the elementary school level and that secondary school commence at grade eight.⁵ This recommendation has been implemented. Grade eight, however, is not proving to be a terminal point and most parents are reluctant to have their children enter a vocational program at this stage. The non-academic program still retains, in the minds of many parents, a social stigma. Many parents continue to look upon university as the social mecca for their offspring.

The Commission reported school retention for British Columbia was higher than in any other province in Canada but lower than in the United States. Retention rates in rural areas were lower than in urban areas, and the Commission recommended a study be made of factors contributing to this lower rate in rural schools with the purpose of improving their holding power.⁶ No report of such a study has been published as yet.

Educational Research

The Commission categorized research into three types; actual experimentation in schools, province-wide surveys by the Department of Education and specialized projects by the College of Education. The Commission recommended one unit in the Department be assigned the task of assembling and consolidating the accumulation of information now available between branches.⁷

⁵Ibid., p. 11.

⁶Ibid., p. 12.

⁷Ibid., p. 13.

Educational Planning

To facilitate educational planning the Commission recommended a school planning board or commission be set up to assess the changing needs of the public school system and propose appropriate plans.⁸

There are many experiments going on in British Columbia schools today. Many innovations have also been introduced. Schools are reporting varying degrees of success with team teaching, co-operative teaching, open-area teaching, continuous progress, and the use of television. To help co-ordinate the experimentation and research which is being done, the Educational Research Institute of British Columbia was incorporated as a society under the Societies Act in 1967. The initial financing of \$100,000 was allocated by the school boards across the province. The institute includes as founding members the four universities in the province, the Council of Public Instruction, the British Columbia School Trustees Association, the British Columbia Teachers' Federation, the Vancouver School Board and the British Columbia Parent-Teacher Federation.⁹

Class Size and Pupil-Teacher Ratio

With regard to class size and pupil-teacher ratio, the Commission recommended investigations be conducted to determine the effects of pupil-classroom ratios on achievement in high school and especially of

⁸Ibid., p. 14.

⁹British Columbia Teacher Federation Newsletter, October, 1968.

the effects of considerably increased size of classes in certain high school subjects. The Commission also recommended that efforts be made to equalize pupil-teacher ratios and until further evidence is produced, pupil-teacher ratios of thirty to thirty-five for elementary schools and of twenty-five to thirty for secondary schools be accepted as those to be attained.¹⁰ Currently, the Department of Education has recommended that home economics and industrial education classes should not enroll more than twenty-four pupils and not more than thirty-two pupils be enrolled in science classes in grades eight to twelve. The British Columbia Teachers' Federation has passed a recommendation that teachers are to report to the principal of the school any classes where conditions are deemed to be intolerable.

Administrative Staff

With regard to the administrative staff of a school, the Commission recommended that appointment be made on the grounds of competence and suitability, that no teacher have prior claims to promotion on grounds of position and seniority, and all vacancies for principals' positions be advertised throughout the public school system.¹¹ This recommendation appears to be followed in the Greater Victoria School District. During the past year, at least two very important administrative appointments were given to teachers outside the district even

¹⁰Royal Commission on Education, op. cit., pp. 35-36.

¹¹Ibid., p. 37.

though there are many competent potential administrators among the twelve hundred member staff who are presently teaching in the district. All administrative vacancies in schools where the enrollment is over five hundred are advertised outside the district.

With regard to school board meetings, the Commission also recommended invitations to principals be more frequent and the advice of the principals on school policy and management be sought.¹² At regular meetings of the Greater Victoria School Board, at least four principals are present. The Board also calls special meetings with principals to discuss such matters as corporal punishment and other aspects of discipline.

The Commission recommended that principals have a voice in the selection of teachers appointed to their schools.¹³ When practicable, this recommendation seems to be followed in the Greater Victoria School District.

The Commission recommended summer conferences for principals be continued and principals be encouraged to take courses that will extend their scholarship.¹⁴ Principals from the district are sent by the Greater Victoria School Board to summer conferences at the University of British Columbia, workshops and lectures are carried on during the winter for administrators and for teachers who aspire for administrative

¹²Ibid., p. 38.

¹³Ibid., p. 39.

¹⁴Ibid., p. 37.

positions. New appointees to administration in the district are required to take a course in some aspect of administration during their two year probationary period. The Greater Victoria School Board is carrying out many of the recommendations of the 1960 Royal Commission on Education.

Teacher Aids

With regard to teacher aids, the Commission recommended a study be made of the possibility of employing essay markers to increase the amount of written work assigned to pupils.¹⁵ The Greater Victoria School Board has seen fit to experiment with teacher aids during the 1968-69 term. In addition to such aids, some schools in the district are utilizing student assistance. Instead of taking seven courses as prescribed, some students are given the option of taking only six courses and using the time when they would have been taking the seventh course to mark essays written by students in lower grades or to perform the duties of laboratory assistants in some of the science courses.

Teacher Qualifications

Concerning teachers' qualifications, the Commission stated that teachers in British Columbia are of a high standard compared with those in public schools in other provinces and there is a smaller percentage with minimum qualifications and a considerably higher percentage holding degrees.¹⁶

¹⁵Ibid., p. 43.

¹⁶Ibid., p. 55.

School Programs

The Commission found the school programs lacking in many aspects and therefore recommended a reorganization of the school program to suit students of varying ability. To this end the Department of Education has reorganized the senior secondary program. The university and general programs have been discontinued. In their stead, the Department has introduced the Academic Technical, Commercial, Industrial, Community Services, Visual and Performing Arts and Agriculture Programs. In the Academic Technical Program, pupils may specialize in the arts, science or technical specialties. The arts and science specialties lead to university whereas the technical specialty leads to the Institute of Technology. These programs are designed for the academically inclined pupils. The commercial program is designed for those who wish to find employment or take further training in business and commerce after grade twelve; the industrial program is designed for those who wish to find employment in industry or to continue training at a vocational school; the community services program is designed for those who wish to find employment or take further training in one of the many service occupations; the performing arts program, which is still not being offered in its entirety in most schools, is designed for those whose interests are in the field of art, drama, music, or other branches of the finer arts; the agriculture program, which provides preparation necessary for employment or further training in agriculture and vocations

related to this industry.¹⁷ These programs certainly cater to a greater variety of interests, but many students still complain about the rigidity of constants and the insufficiency of choices of electives. Some teachers and principals are recommending that many constants, if not all, be abolished, and that students be allowed to choose a full slate of electives. Also, too many students chose the academic technical program which is too demanding of their capacities. The social prestige of university is so strong that most parents are unwilling to accept the academic limitations of their offspring.

Counseling

The Commission recognized the increasing importance of counseling and recommended the following:

- (1) a properly trained official be responsible for the direction of counseling services in the province
- (2) the number of pupils per counselor be reduced
- (3) counselors be chosen with care
- (4) some counselors be relieved of their positions
- (5) counselors be allowed ample time for counseling duties
- (6) school districts be encouraged to carry out in-service training for counselors

To counsel pupils with extreme behavior problems, the Commission further recommended the use of special counselors be extended, and that

¹⁷Province of British Columbia, Department of Education, Division of Curriculum, Administrative Bulletin for Secondary Schools (Victoria: Queen's Printer, 1967), p. 32.

the Faculty of Education conduct special courses of training and such training be made available during the summer. The Commission stated that these special services can better be handled by trained teachers than by any other professional persons.¹⁸

In the Greater Victoria School District, many of these recommendations have been implemented.

III. THE SPECIAL EDUCATIONAL SERVICES DIVISION SERVING THE SCHOOLS OF GREATER VICTORIA

In 1967 the Greater Victoria School Board hired a co-ordinator of their fourteen member Special Educational Services Division. The Division's concern is for the educational needs of children in general, but more specifically for the special needs of exceptional children. When a child does not appear to be moving towards his maximum potential, the causes of failure are analyzed and appropriate remedial action is taken. The child could be placed in special classes suited to his needs. Mental, physical or emotional problems or a combination of these make the normal classroom unsuitable for such handicapped children. The special services help children derive maximum benefit from their educational opportunities. Greater emphasis is placed upon the pupil's total personality development. Each individual pupil is helped to discover and develop his particular abilities and varied talents.

The total resources of the Division of Special Educational Services may be used before a child is placed in a special class. The

¹⁸Royal Commission on Education, op. cit., pp. 92-93.

educational, social, and physical history of the child may be obtained from the teacher, principal, social worker or special counselor.

Intellectual assessment is provided by the psychometrist; psychological information is provided by the school psychologist; speech and audiometric assessment are provided by the Metropolitan Board of Health. In each case special class placement is made only after findings are interpreted and discussed with the parents of the child. The following special classes are provided in the Greater Victoria School District:

1. Trainable Mentally Retarded
2. Educable Mentally Retarded
3. Learning Disability (Emotional)
4. Physically Handicapped
 - (a) Hearing Handicapped
 - (b) Cerebral Palsy
 - (c) Orthopedically Handicapped
5. Hospital Teachers
6. Home Visiting Teacher Service
7. Learning Assistance (Remedial)

The staff of the psychological services consists of one school psychologist, one psychometrist, two elementary school social workers, a special counselor in the secondary schools, a school attendance officer and a half-time speech therapist. The general aim of the department is to search for reasons behind the child's difficulties and to bring about significant changes in attitudes and a closer working relationship between the home and the school.

The attendance officer acts as an attendance counselor. He carries on short term counseling, refers cases to other professional people in the department, and co-operates with principals, psychologists, social workers and the special counselor.

The speech therapist receives referrals through teachers, principals, the health department, and the psychological services.

A co-ordinated program of inquiry, experimentation, evaluation, and dissemination of information is conducted by the Research and Testing Department.¹⁹

IV. THE OCCUPATIONAL PROGRAM

In keeping with the philosophy that one of the main tasks of education is providing pupils with training that will enable them to find useful employment, the occupational program was set up in the Greater Victoria School District. This program involves a new community-centered job training scheme. Training in the art of living is incorporated. Training is both basic and general, as well as specific and specialized. Not only are monetary values considered, but also such values as health, day to day contentment and long range advantages. Young people during their impressionable years can be given guidance which can affect their whole future.

A pupil usually enters the occupational program in grade eight and remains in it for three years. A pupil must have reached the age of fourteen and have failed twice before he is eligible for the occupational program. Some occupational pupils find employment or take on apprenticeship training before the end of three years. Some occupational students

¹⁹Greater Victoria School District News, Our Schools, Victoria, February, 1968, p. 2.

show such remarkable improvement in their attitude and their academic subjects that they enrol in one of the other programs at the senior secondary level.

In the occupational program there is an attempt to suit the school work to the abilities and the interests of the pupils. Extra time and teacher aid is provided, particularly in overcoming difficulties with skills of communication. The occupational program enables students to stay at school longer and therefore appreciably affects the dropout rate. In this program pupils receive training in homemaking, cooking, dress-making, child care, woodwork, metal work, current techniques in motel service, gardening, service station work, laundry service, practical nursing and many other marketable skills. During this period, through the work-experience scheme, a pupil may discover the kind of work compatible with his interests or abilities. In the work-experience scheme, during the 1966-67 term, 174 local business establishments helped provide work-experience. Pupils are able to sample about eight different occupations per year. They go in small groups on a rotation basis for practical experience in each job. They are not paid, but are treated as members of staff during their two week visits. Many pupils have subsequently been employed on a permanent basis by a firm which provided work-experience. Other pupils have become aware of formerly undiscovered talents. The discovery of a pupil's natural talent and interest, plus the opportunity to gain practical experience, are the key factors in the

success of the Occupational Program.²⁰

V. CONCLUDING REMARKS BY THE ROYAL COMMISSION

The inadequacies of the system of education in the province were probed and recommendations for improvement were made. It was recognized that education is not a mechanical process. The individuality of the pupil precludes the application of any cut-and-dried educational methods. A common mould would produce mediocrity.

Schools must be an integral part of the communities they serve. Local responsibility is to be encouraged. The Public Schools Act provides for the recognition of regional differences. The recommendations of the Commission have a direct bearing upon the equality of opportunity in all districts. The needs of different localities differ. Any effective school system, therefore, must have its roots in the life of the community it serves.

The schools have many problems and will continue to have problems, which tend to become intensified during times of rapid change and stress. The Commission viewed the future of education in British Columbia with confidence. The Commission concluded by stating:

The citizens will respond to the challenge to provide an educational system in keeping with the future of the province and with the demands that arise from the rapidly changing world in which we live.²¹

²⁰Greater Victoria School District News, Our Schools, Victoria, May, 1966.

²¹Royal Commission on Education, op. cit., pp. 111-114.

VI. PHILOSOPHY OF EDUCATION IN THE GREATER VICTORIA SCHOOL DISTRICT

The philosophy of education in any particular school district is difficult to determine. It may be best expressed by the District Superintendent of Schools who is the Chief Executive Officer of the School Board and also an employee of the Department of Education. Mr. J. Chell, the District Superintendent of the Greater Victoria School District, stated the emphasis formerly on the factual approach was necessary to prepare students for examinations that measured straight factual knowledge, but now the trend is away from factual knowledge. Teachers are taking advantage of the change by developing a seminar and workshop approach to learning in the schools. As a result, teachers will talk less and listen more. Mr. Chell further stated there is a need to get schools closer to life, that education must be related to the community. We must show what the community offers the pupils and what they can do for it. The greatest need in education today is to develop a spirit of inquiry among students. Educational change can go as far as the public is willing to allow and finance such change. The public must be educated to the knowledge that they are getting value for their money and to an awareness of the need to spend more on education. It is not the task of schools to create a new social order. The schools reflect what the people want and that is what mass education in a democracy must do. If basic changes come about they will result from the expressed desire of the people. Educators should not attempt to impose a new social order on society. They could, however, show there are alternatives.

Mr. Chell emphasizes student-teacher involvement and his main aim is to create the best possible learning situation.²²

Another prominent local educator, Mr. V. Thompson, Supervisor of Secondary Education, expresses his philosophy as follows:

Our educational system should aim to teach the boy or girl as much as he or she is capable of learning. This is very necessary not only for the benefit of the individual but for the demands of business, industry, the professions and the community at large. Education is a dual role; it must not only produce competent specialists for all fields of activity, but also develop individuals as far as their abilities permit.

Today, only an informed person can evaluate or resist powerful suggestions and unproven assumptions that circulate freely by various means of mass communication. It is becoming increasingly obvious, therefore, that another duty of the schools is to train young people to develop adequate faculties so that they may evaluate what they read and hear in an objective and unemotional manner.²³

Adherence to these two expressed philosophies of education will certainly promote training in the art of living for pupils in the Greater Victoria School District.

VII. BRITISH COLUMBIA TEACHERS' FEDERATION COMMISSION

The Commission, appointed by the British Columbia Teachers' Federation in 1967, concluded its study of the system of education in the province by publishing a statement of philosophy and 189 recommendations.

²²Victoria Daily Times, Victoria, Oct. 15, 1966.

²³Greater Victoria School District News, Our Schools, Victoria, May, 1966.

The philosophy of education expressed by the teachers' commission in 1968 differs fundamentally from that of the government commission in 1960. The Royal Commission on Education in 1960 stated the primary aim of education should be that of promoting intellectual development of the pupils. The British Columbia Teachers' Federation Commission in 1968 stated:

The growth in population and technology, combined with the increasing pace of our lives have caused our schools to become overly concerned with the intellectual growth of our students to the detriment of the development of sound interpersonal relations. Human relations and communications should be the only required area of study in the secondary school. All other areas should be optional.²⁴

The following points were included in the Commission's statement of beliefs:

1. That education should be humanized and personalized.
2. That many pupils are lost educationally in the first few years of school through excessive use of mass and group techniques.
3. That programs should be specifically designed for individual children, recognizing the unique way in which each learns.
4. That remedial services in later years do little to compensate or to overcome the damage done by neglect in the early years.
5. That every child from his earliest years should be assisted in developing techniques for learning on his own and given opportunities to evaluate his own progress.
6. That the development of emotional opportunity and social responsibility should parallel the development of the intellect.

²⁴Commission On Education Of The British Columbia Teachers' Federation, Involvement, The Key To Better Schools (Vancouver: O'Brien Press, 1968), pp. 53-57.

7. That all students should be given opportunity to develop understanding and skills in the complex field of human relations and in the multi-media areas of communication.
8. That active involvement of students, under guidance, in self-selected areas of study, will result in voluntary sustained effort and the development of real scholarship.
9. That a variety of types of personnel should be used in each school, including professional teachers, assistant teachers, and auxiliary school personnel and aids.
10. That the program designed for each child, and the continuing evaluation and redesigning of the program, should in every case be the responsibility of the professional teacher.
11. That the selection, preparation, certification and continuing education of professional teachers should be greatly improved.
12. That schools should make more effective use of the talent and physical resources of the community and that the community should become more involved in assisting the school and using the school resources.
13. That educational administration, from the Department of Education level to the school level, should be drastically revised.
14. That introduction of most educational changes should be at the school level, not at the district or provincial level.²⁵

VIII. SUMMARY

The philosophy of education in British Columbia is undergoing change. Teachers seem less apprehensive about questioning the established order. Each teacher is becoming aware of the necessity of evolving a personal philosophy of education in order to best serve the individual needs of the pupils. The dropout rate in the Greater Victoria School District in 1966-67 was 3.30 per cent. This relatively low percentage of dropouts signifies success in many areas in the present system. With

²⁵Ibid, pp. 8-9.

pupils, parents, educators and the community participating, a philosophy of education can be evolved which will serve the needs of society in this period of accelerated change.

CHAPTER IV

ANALYSES OF COMPARISONS BETWEEN DROPOUTS AND STAYINS

I. INTRODUCTION

The conclusions stated are based primarily on the chi square analyses of the differences between dropouts and stayins in relation to school and home experiences. Significant differences relate only in the Greater Victoria School District for the 1966-67 school term.

The chi square test was used because it determines whether observed differences are within the range which could occur by chance, or whether they are so large they represent significant differences in the larger populations from which the random samples that are being compared were chosen.

Comparisons between dropouts and stayins were made throughout the study and differences observed were tested for five per cent level of confidence using the conventional chi square test.¹ The five per cent level of confidence or better was accepted as indicating a significant relationship. The computation of the expected frequencies and the chi square statistic, which was done by computer, is not shown. The analysis of the chi square test, as given for Tables VI and VII, is not repeated for the remainder of the tables. The remaining contingency tables with

¹George H. Weinberg, John A. Schumaker, Statistics An Intuitive Approach (California: Wadsworth Publishing Company, 1962), p. 219.

their summarizing chi square values and indications of significance are given in Appendix B. A summary table of chi square analyses of differences is given after each section.

II. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO TRUANCY, GRADE FAILURE, READING RETARDATION AND FREQUENCY OF ABSENCE

Truancy

Table VI compares the truancy rates of female dropouts and stayins. The chi square test indicates that there is no significant difference between the two groups. The chi square statistic of 1.53 is less than the critical chi square value of 3.84 required at .05 level of significance with one degree of freedom. Should a vast number of random samples of female dropouts and stayins be drawn from the total population within the frame of reference of this study, then only five out of one hundred samples would yield values of chi square as large or larger than 3.84. There is, therefore, no significant difference between female dropouts and stayins with respect to truancy. It can be concluded that female pupils in the Greater Victoria School District who are truant are not more likely to become dropouts than those who are not truant.

Table VI compares the truancy rates of male dropouts and stayins. The measures of the discrepancies between the expected and observed frequencies of male dropouts and stayins, with respect to truancy, result in a significant chi square statistic of 9.94. This significant difference is unlikely to be the result of chance fluctuation. There is a

significant difference, therefore, between male dropouts and stayins with respect to truancy. Male school withdrawal is significantly related to truancy and male pupils in the Greater Victoria District who are truant are more likely to become dropouts than those who are not truant.

TABLE VI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS
AND STAYINS IN RELATION TO TRUANCY

	Truant	Never Truant	Total
Female Dropouts	19	19	38
Female Stayins	20	34	54
Total	39	53	92

$\chi^2 = 1.53$ d.f. = 1 Sig. = NSD

TABLE VII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO TRUANCY

	Truant	Never Truant	Total
Male Dropouts	54	8	62
Male Stayins	28	18	46
Total	82	26	108

$\chi^2 = 9.94$ d.f. = 1 Sig. = .05 level

Absenteeism

The difference between male dropouts and stayins in relation to absenteeism, according to Tables XVII and XVIII, was not significant at the primary and elementary levels. The difference at the junior secondary level, as shown in Table XIX, was significant. Boys who are absent from school over twenty days at the junior secondary level are more likely to become dropouts than those who are absent for twenty days or less.

The results of the chi square analyses of the differences between female dropouts and stayins in relation to absenteeism, as shown in Tables XX, XXI, and XXII, indicated there were no significant differences. Girls who have a high rate of absence are not more likely to become dropouts than those who do not have a high rate of absence.

Reading Retardation

There was no significant difference between male dropouts and stayins in relation to primary reading retardation. According to Table XXIV, the difference between female dropouts and stayins in relation to primary reading retardation was significant. It can be concluded that girls who are retarded in reading at the end of the primary level are more likely to become dropouts than those who are not retarded. It was interesting to note that for all pupils for whom records were complete, forty-five per cent of the boys, compared to thirty per cent of the girls, were retarded in reading.

Grade Repetition

The difference between male dropouts and stayins in relation to

TABLE VIII

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS AND STAYINS IN RELATION TO TRUANCY, ABSENTEEISM, READING RETARDATION AND GRADE REPETITION

Table	Item	χ^2	Freedom	Significance
VI	Female Truancy	1.53	1	NSD
VII	Male Truancy	9.94	1	Significant
XVII	Primary Male Absenteeism	3.70	2	NSD
XVIII	Elementary Male Absenteeism	2.80	2	NSD
XIX	Junior Male Absenteeism	8.20	2	Significant
XX	Primary Female Absenteeism	2.0	2	NSD
XXI	Elementary Female Absenteeism	0.06	2	NSD
XXII	Junior Female Absenteeism	4.24	2	NSD
XXIII	Primary Male Reading Retardation	3.09	1	NSD
XXIV	Primary Female Reading Retardation	6.72	1	Significant
XXV	Primary Male Grade Repetition	10.66	1	Significant
XXVI	Elementary Male Grade Repetition	6.11	1	Significant
XXVII	Junior Male Grade Repetition	19.26	1	Significant
XXVIII	Elementary Female Grade Repetition	12.68	1	Significant
XXIX	Junior Female Grade Repetition	4.87	1	Significant

grade repetition was significant at the primary, elementary and junior secondary levels. The most marked significance, according to Tables XXV, XXVI and XXVII, was at the junior secondary level. It can be concluded that male pupils who repeat grades, particularly at the junior secondary level, are more likely to become dropouts than those who do not repeat.

There was a significant difference between female dropouts and stayins in relation to grade repetition at the elementary and junior secondary levels. The difference at the junior secondary level, as indicated in Table XXIX, was not as marked as it was for boys. It can be concluded that female pupils who repeat grades at the elementary and junior secondary levels are more likely to become dropouts than those who do not repeat.

Summary

There were significant relationships between school withdrawal and male truancy, male absenteeism at the junior secondary level, male and female grade repetition, and female primary reading retardation.

III. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO EXTRA-CURRICULAR ACTIVITIES

Participation in School Clubs by Males

At the elementary level, according to Table XXX, there was no significant difference in participation in school clubs between male dropouts and stayins. Table XXXI depicts the participation in school clubs of junior secondary males. The chi square statistic of 28.86 indicated there was an extremely significant relationship between male

dropouts at this level and school club participation. Male students who do not participate in school clubs at the junior secondary level are more likely to become dropouts than those who participate.

Participation in School Clubs of Females

At the elementary level, forty-five per cent of female dropouts compared to seventy per cent of female stayins participated in school clubs. Fifty-two per cent of female dropouts compared to eighty-seven per cent of female stayins participated in school clubs at the junior secondary level. Tables XXXII and XXXIII, with chi square statistics of 6.09 and 13.34 respectively, indicate that female pupils who do not participate in school clubs at the elementary and junior secondary levels are more likely to become dropouts than those who participate.

Male Pupils Elected or Appointed to Executive Positions on School Clubs or Teams

According to Table XXXIV, executive positions were held by twenty-seven per cent of male dropouts compared to seventy-two per cent of male stayins. A chi square statistic of 20.86 indicated a very significant relationship between the holding of executive positions at school and male school withdrawal. Male pupils who are not elected or appointed to executive positions on school clubs or teams are more likely to become dropouts than those who are elected or appointed to executive positions.

Female Pupils Elected or Appointed to Executive Positions on School Clubs or Teams

Executive positions were held by eight per cent of female dropouts

compared to eighty-five per cent of female stayins. A chi square statistic of 53.52, as shown in Table XXXV, indicates an extremely significant relationship between the holding of executive positions at school and female school withdrawal. Female pupils who are not elected or appointed to executive positions on school clubs or teams are more likely to become dropouts than those who are elected or appointed to executive positions.

Membership on Representative School Teams

Tables XXXVI and XXXVII depict the membership of males and females respectively on representative school teams. Forty-two per cent of male dropouts compared to sixty-seven per cent of male stayins were members of representative school teams. Twenty-nine per cent of female dropouts compared to fifty-nine per cent of female stayins were members of representative school teams. Chi square statistics of 6.86 for males and 8.23 for females indicate both male and female pupils who are not members of representative school teams are more likely to become dropouts than those who are members.

Attendance at School Dances at Junior Secondary

Tables XXXVIII and XXXIX depict the attendance at school dances at the junior secondary level for males and females respectively. There was no significant relationship between attendance at dances and school withdrawal for males or females at this level.

TABLE IX

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS
AND STAYINS IN RELATION TO EXTRA-CURRICULAR ACTIVITIES

Table	Item	χ^2	Freedom	Significance
XXX	Elementary Male Participation	3.16	1	NSD
XXXI	Junior Male Participation	28.86	1	Significant
XXXII	Elementary Female Participation	6.09	1	Significant
XXXIII	Junior Female Participation	13.34	1	Significant
XXVIV	Male Executive Positions	20.86	1	Significant
XXXV	Female Executive Positions	53.52	1	Significant
XXXVI	Male Membership on School Teams	6.86	1	Significant
XXXVII	Female Membership On School Teams	8.23	1	Significant
XXXVIII	Male Attendance At School Dances	0.91	1	NSD
XXXIX	Female Attendance At School Dances	1.78	1	NSD
XL	Male Membership In School Bands	2.16	1	NSD
XLI	Female Membership In School Bands	1.07	1	NSD

Members of School Bands

Tables XL and XLI show membership in school bands of males and females respectively. There was no significant relationship between male or female withdrawal from school and membership in school bands.

Summary

Except for intra-mural sports, stayins participated far more in extra-curricular activities than dropouts. At all grade levels a higher percentage of stayins participated in school clubs and in clubs outside of school. More stayins than dropouts attended school dances, were members of school bands and participated to a greater extent in intra-mural sports. There were significant relationships between male and female school withdrawal and lack of participation in school clubs, lack of executive positions on school clubs or teams and lack of membership on representative school teams. It can be concluded that dropouts, both male and female, participate in fewer extra-curricular activities compared to stayins.

Many of the interviewees stated it was important for students to participate in extra-curricular activities. Excerpts from some of the suggestions for increasing student participation in extra-curricular activities were summarized and are included in Appendix C.

IV. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO SOCIO-ECONOMIC LEVELS

Educational Background of Parents

Table XLII compares the educational background of fathers of male

pupils. It is interesting to note that thirteen per cent of the fathers of dropouts compared to twenty-eight per cent of the fathers of stayins attended university. A chi square statistic of 6.88 indicates the relationship between the education of the father and male pupil withdrawal from school is significant.

Table XLIII compares the educational background of fathers of female pupils. A chi square statistic of 1.34 indicates the relationship between a father's education and his daughter's school withdrawal is not significant.

Table XLIV compares the education of mothers of male pupils. Thirty-three per cent of the mothers of male dropouts compared to nineteen per cent of the mothers of male stayins did not proceed beyond junior secondary. Five per cent of the mothers of male dropouts compared to twenty-two per cent of the mothers of male stayins attended university. A chi square statistic of 7.85 indicates male pupils whose mothers lack higher levels of education are more likely to become dropouts than those whose mothers have higher levels of education.

Table XLV depicts the education of mothers of female pupils. Fourteen per cent of the mothers of female dropouts attended university compared to twenty-two per cent of the mothers of female stayins. A chi square statistic of 1.29 indicates the relationship between a mother's education and a daughter's withdrawal from school is not significant.

Occupation of Parents

According to Table XLVI fifteen per cent of the fathers of male

dropouts were unskilled compared to two per cent of the fathers of male stayins. A chi square statistic of 4.80 indicates the relationship between a father's occupation and his son's withdrawal from school is not significant.

The classification of occupations of the fathers of female pupils is presented in Table XLVII. Sixty-one per cent of the fathers of female dropouts compared to seventy-four per cent of the fathers of female stayins were in skilled or higher level occupation. A chi square statistic of 2.45 indicates the relationship between a father's occupation and his daughter's withdrawal from school is not significant.

The occupations of the mothers of male and female pupils are classified in Tables XLVIII and XLIX respectively. Chi square statistics for these tables indicate the relationship between the occupation of mothers and the withdrawal of her offspring from school is not significant.

Effect of Mother's Employment

Tables L and LI categorize the effect of a mother's employment on male and female pupils respectively. Chi square statistics for the two tables indicate offspring feel that the fact a mother works is not significantly related to her influence on their school progress.

Tables LII and LIII show the relationship between employed mothers and male and female dropouts is not significant. Pupil comments on mothers working outside the home are included in Appendix D.

TABLE X

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS
AND STAYINS IN RELATION TO SOCIO-ECONOMIC LEVELS

Table	Item	χ^2	Freedom	Significance
XLIII	Education of Fathers of Males	6.88	2	Significant
XLIII	Education of Fathers of Females	1.34	2	NSD
XLIV	Education of Mothers of Males	7.85	2	Significant
XLV	Education of Mothers of Females	1.29	2	NSD
XLVI	Occupation of Fathers of Males	4.80	2	NSD
XLVII	Occupation of Fathers of Females	2.45	2	NSD
XLVIII	Occupation of Mothers of Males	1.08	2	NSD
XLIX	Occupation of Mothers of Females	1.30	2	NSD
L	Effect of Mother's Employment on Males	3.15	2	NSD
LI	Effect of Mother's Employment on Females	0.60	2	NSD
LII	Number of Employed Mothers of Males	1.42	1	NSD
LIII	Number of Employed Mothers of Females	0.40	1	NSD

Summary

A comparison between dropouts and stayins in relation to socio-economic levels revealed there are significant relationships between male school withdrawal and the educational level of both parents. The relationships between male and female dropouts and the occupation of fathers and the employment of mothers outside the home are not significant.

V. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO SCHOLASTIC APTITUDES

Intelligence Quotients of Males

A comparison of the intelligence quotients of males is given in Table LIV. Fifty-five per cent of the male dropouts compared to fifteen per cent of the stayins had intelligence quotients below 110. A chi square statistic of 21.18 indicates there is a very significant relationship between male dropouts and lower intelligence quotients. Male pupils whose intelligence quotients are below 110 are more likely to become dropouts than those whose intelligence quotients are above 110.

Intelligence Quotients of Females

A comparison of the intelligence quotients of females is given in Table LV. Fifty-three per cent of the female dropouts compared to seventeen per cent of the female stayins had intelligence quotients below 110. A chi square statistic of 17.25 indicates there is a very significant relationship between female dropouts and lower intelligence quotients. Female pupils whose intelligence quotients are below 110 are

TABLE XI

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS
AND STAYINS IN RELATION TO INTELLIGENCE QUOTIENTS

Table	Item	χ^2	Freedom	Significance
LIV	Intelligence Quotients of Males	21.18	3	Significant
LV	Intelligence Quotients of Females	17.25	3	Significant

more likely to become dropouts than those whose intelligence quotients are above 110.

Summary

The relationship between male and female school withdrawal and lower intelligence is significantly related. It can be concluded dropouts in the Greater Victoria School District have lower scholastic aptitudes compared to stayins.

VI. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO COUNSELING AND GUIDANCE SERVICES

Opinion of Counseling

The pupils who were interviewed, both dropouts and stayins, were eager to talk about counseling services. Many interviewees were strongly critical of this aspect of education in the Greater Victoria School District. Referring to Table LVI, eighteen per cent of the male dropouts compared to twenty per cent of the male stayins rated the counseling services as useless. Twenty-nine per cent of the male dropouts compared to seventeen per cent of the male stayins rated counseling services as good. A comparison of opinions of counseling between male dropouts and stayins yielded a chi square statistic of 2.77. On this basis it can be concluded there is no significant difference in the opinion of counseling services between male dropouts and stayins.

Referring to Table LVII, sixteen per cent of female dropouts compared to twenty-two per cent of female stayins rated counseling services as useless. Eighteen per cent of female stayins compared to

fifteen per cent of female dropouts rated counseling services as good. A comparison of opinions of counseling between female stayins and dropouts yielded a chi square statistic of 3.20. On this basis it can be concluded there is no significant difference in the opinion of counseling between female dropouts and female stayins.

Self-Referral Counseling Interviews

Tables LVIII and LIX indicate there are no significant differences in the number of self-referrals to counselors between male dropouts and stayins and female dropouts and stayins.

Nature of Self-Referral Interviews

According to Table LX, twenty-nine per cent of the male dropouts compared to nine per cent of the male stayins had personal problems. Twenty-seven per cent of the male dropouts compared to twenty per cent of the male stayins had vocational problems. A chi square statistic of 9.81 indicates male students who express concern over personal and vocational problems are more likely to become dropouts than those whose main concern is academic.

Table LXI classifies the nature of female self-referral counseling interviews. A chi square statistic of 4.75 indicates there are no significant differences in the nature of self-referral counseling interviews between female dropouts and female stayins.

Interviews at Counselor's Request

Tables LXII and LXIII depict the number of male and female interviews,

respectively, at the counselor's request. A chi square statistic of 1.32 for males and 4.00 for females indicate there are no significant differences in the number of counselor request interviews between male dropouts and stayins and between female dropouts and stayins.

Nature of Interview at Counselor's Request

Twenty-one per cent of male dropout interviews compared to fourteen per cent of male stayin interviews were for personal problems. Twenty-one per cent of male dropout interviews compared to nine per cent of male stayin interviews were for vocational problems, twenty per cent of male dropout interviews compared to five per cent of male stayin interviews were for disciplinary reasons. Thirty-eight per cent of male dropout interviews compared to seventy-two per cent of male stayin interviews were for academic reasons. A chi square statistic of 18.95, as shown in Table LXIV, indicates male pupils whom counselors request to see for personal, vocational and disciplinary reasons are more likely to become dropouts than those who are called in for academic reasons.

Table LXV depicts the nature of female interviews at the counselor's request. A chi square statistic of 5.96 indicates there are no significant differences in the nature of interviews at the counselor's request between female dropouts and female stayins.

Knowledge Gained of Self Through Counseling

The interviewees were asked if they had gained, through counseling, knowledge about themselves pertaining to their interests, skills and aptitudes. According to Table LXVI, twenty-one per cent of the male

dropouts compared to thirty-nine per cent of the male stayins claimed they gained no knowledge of self through counseling services. Interviewees stated that counselors merely told them facts which they already knew, such as the number of failures on their last report card. Twenty-six per cent of the male dropouts compared to fifteen per cent of the male stayins claimed they received much knowledge of self through counseling. Generally male dropouts claimed that they learned more about themselves from counselors than the stayins. A chi square statistic of 4.73 indicates there is no significant difference in knowledge gained about self between male dropouts and male stayins.

Table LXVII classifies the knowledge gained about self through counseling by female pupils. Eighteen per cent of female dropouts compared to forty-one per cent of female stayins claimed they gained no knowledge about self through counseling. From a chi square statistic of 6.09 it can be concluded female stayins gained less knowledge about self from counselors than female dropouts.

Knowledge Gained About Vocations Through Counseling

Most interviewees stated they had wanted more information about vocations and job requirements. According to Table LXVIII, twenty-six per cent of male dropouts and twenty-eight per cent of male stayins claimed they gained no knowledge about vocations through counseling. A chi square statistic of 0.90 indicates there is no significant difference between male dropouts and male stayins in the amount of knowledge gained about vocations through counseling.

The knowledge gained by females about vocations is classified in Table LXIX. A chi square statistic of 2.85 indicates there is no significant difference in the knowledge gained about vocations through counseling between female dropouts and female stayins.

Counselor Utilization

An attempt was made to find out if students thought of the counselor when they needed advice. According to Table LXX, nineteen dropouts and twenty-three stayins stated the counselor would take precedence if they felt they needed advice. Forty-two dropouts and fifty-eight stayins, or fifty per cent of the interviewees stated they would go to their families first if they needed advice. Sixteen dropouts and twenty-two stayins stated they would seek advice first from their friends. Thirteen dropouts and twenty-one stayins said they would go to their favorite teacher. Twenty dropouts claimed they would make their own decisions and not seek advice from anyone. Some members from each group did indicate they would seek advice from all sources before making an important decision. Six dropouts claimed the advice which they received from a counselor was detrimental and erroneous. The foregoing information does indicate students are receiving degrees of help from counselors, but it also indicates that in the area of counseling lies one of the serious weaknesses of the system of education in the Greater Victoria School District.

Influence on Vocational Choice

In regards to vocational choice, according to Table LXXI, twenty-five dropouts and nineteen stayins said they were helped most by their parents. Thirty dropouts and thirty-two stayins claimed to have made vocational choices entirely on their own. Only two dropouts and four stayins claimed to have been assisted by their counselors in regards to vocational decisions.

Greatest Sources of Influence

According to Table LXXII, 133 pupils claimed the greatest sources of influence on pupil's lives were parents and siblings. Counselors were rated by only three pupils as the greatest sources of influence on their lives.

Pupil Recommendations

Both dropouts and stayins made strong recommendations for improving counseling services. Some of the more common suggestions were tabulated and are found in Table LXXIII. Forty-two dropouts and fifty-eight stayins recommended a full time counselor. They felt a full time counselor would have more specific training in counseling. He would have completed more courses in psychology and human relations. They felt a subject teacher who is also a counselor spends the majority of his time on his subject and consequently counseling becomes secondary. They stated a subject teacher has insufficient time to develop a personal relationship with his counselees. They felt a full time counselor would have current information about vocations and job requirements at his fingertips. Students

stated they are not satisfied with merely having pamphlets given to them or being told by the counselor that he doesn't know but he will check on it. Interviewees suggested more time be devoted to counseling and having a full time counselor would permit more immediate interviews when requested. Some interviewees, particularly female ones, stated they would never go with personal problems to an older single female counselor. Students claimed they wanted younger counselors, or at least counselors who were current in outlook and with whom they could establish a friendly personal relationship. Many interviewees stated the counselor must have the right type of personality. Further pupil comments and recommendations are found in Appendix E.

Opinion of Guidance Classes

Some dropouts and stayins were vehement in their criticism of guidance classes. Table LXXIV classifies male opinion of guidance classes. Thirty-one per cent of male dropouts compared to forty-one per cent of male stayins stated they found guidance classes useless. Twenty-four per cent of the male dropouts compared to fifteen per cent of the male stayins rated guidance classes as good. A chi square statistic of 1.45 indicates there is no significant difference in the opinion of guidance classes between male dropouts and male stayins.

Table LXXV classifies female opinion of guidance classes. Eighteen per cent of female stayins rated guidance classes as useless. A chi square statistic of 2.04 indicates there is no significant difference in the opinion of guidance classes between female dropouts

and female stayins.

Pupil Suggestions for Improving Guidance Classes

The interviewees had many suggestions and recommendations concerning guidance classes. Some of these were tabulated in Table LXXVI. Thirty-one students found the texts unsatisfactory or useless. Some recommended the text be changed or at least brought up to date. Twenty-five interviewees recommended that the counselors teach guidance classes. Some suggested the counselor could do group vocational planning and group counseling during guidance classes, and students who wanted more specific vocational information, or who have personal problems, could arrange for individual counseling sessions. Fifty-seven interviewees stated guidance classes could be used to provide more information on job preparation. They recommended more speakers on various vocations in the community be invited into the classroom, and students be taken on more field trips to learn about job opportunities and training requirements from people who are engaged in different occupations in the community. Fifty-one interviewees suggested more group, panel and class discussions. Fifty-nine interviewees recommended more current material on such topics as drugs, sex, social and family problems. Twenty-two interviewees stated high school students are not interested in the health portion of guidance which is concerned with the structure of the body. Seventeen interviewees suggested it was sheer folly to give marks for guidance and nine dropouts stated much of the fault with guidance rested with teachers who had no interest in the subject but were forced into teaching it. Further pupil comments are found in Appendix F.

TABLE XII

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS AND
STAYINS IN RELATION TO COUNSELING AND GUIDANCE SERVICES

Table	Item	χ^2	Freedom	Significance
LVI	Male Rating of Counseling Services	2.77	3	NSD
LVII	Female Rating of Counseling Services	3.20	3	NSD
LVIII	Number of Male Self-Referrals	0.01	3	NSD
LIX	Number of Female Self-Referrals	0.21	1	NSD
LX	Nature of Male Self-Referrals	9.81	2	Significant
LXI	Nature of Female Self-Referrals	4.75	2	NSD
LXII	Male Interviews at Counselor's Request	1.32	2	NSD
LXIII	Female Interviews at Counselor's Request	4.00	2	NSD
LXIV	Nature of Male Interview at Counselor's Request	18.95	3	Significant
LXV	Nature of Female Interview at Counselor's Request	5.96	3	NSD
LXVI	Male Knowledge of Self Through Counseling	4.73	2	NSD
LXVII	Female Knowledge of Self Through Counseling	6.09	2	Significant
LXVIII	Male Knowledge of Vocations	0.90	2	NSD
LXIX	Female Knowledge of Vocations	2.85	2	NSD
LXXIV	Male Opinion of Guidance Classes	1.45	3	NSD
LXXV	Female Opinion of Guidance Classes	2.04	3	NSD

Summary

On the basis of the foregoing information, it can be stated that there is general dissatisfaction by both dropouts and stayins concerning counseling and guidance. There are significant relationships between school withdrawal and male pupils who express concern over personal and vocational problems, and male pupils whom counselors request to see for personal, vocational and disciplinary reasons. It can be concluded, however, that dropouts do not receive less counseling compared to stayins.

VII. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO PUPIL RELATIONSHIPS WITH TEACHERS

Teacher Understanding of Pupils

According to Table LXXVII, only two per cent of male dropouts and seven per cent of male stayins claimed they were understood completely by teachers. Seventy-six per cent of male dropouts compared to forty-three per cent of male stayins claimed they were understood a little by their teachers. Twenty-three per cent of male dropouts compared to fifty per cent of male stayins claimed teachers had much understanding of them. A chi square statistic of 11.16 leads to the conclusion male pupils who feel teachers have little understanding of them are more likely to become dropouts than those who feel teachers understand them well.

According to Table LXXVIII, twenty-one per cent of female dropouts compared to forty-one per cent of female stayins claimed teachers had much understanding of them. A chi square statistic of 7.72 leads to the conclusion female pupils who feel teachers do not have much understanding

of them are more likely to become dropouts than those who feel teachers have much understanding of them.

Teacher Acceptance of Pupils

According to Table LXXIX, fifty-two per cent of the male dropouts compared to thirty-three per cent of the male stayins claimed they were little accepted by their teachers. A chi square statistic of 6.00 indicates male pupils who feel they are little accepted by their teachers are more likely to become dropouts than those who feel teachers have much or complete acceptance of them.

According to Table LXXX, forty-two per cent of female dropouts compared to seventy-two per cent of female stayins claimed teachers had much or complete acceptance of them. Fifty-eight per cent of female dropouts compared to twenty-eight per cent of female stayins claimed they were little accepted by their teachers. A chi square statistic of 9.73 indicates female pupils who feel they are little accepted by their teachers are more likely to become dropouts than those who feel that teachers have much or complete acceptance of them.

Pupil Friendly Relationships With Teachers

Both dropouts and stayins claimed many friendly relationships with teachers. According to the survey, ninety-five per cent of the dropouts compared to ninety per cent of the stayins claimed to have enjoyed friendly relationships with one or more teachers during their school careers. The pupils gave many reasons for being friendly with teachers.

Some of the reasons which were stated most often are included in Table LXXXI. The reasons for pupil friendly relations with teachers stated most often by dropouts were a teacher's good personality and a sense of humor, teacher interest in students, teacher respect for students, a friendly, interesting atmosphere in class, and a teacher's friendliness with individual students. The reasons for pupil friendly relations with teachers stated most often by stayins were teacher interest in pupils, teacher friendliness with pupils, pupil-teacher discussion of pupil's interests and teacher's good personality and sense of humor. Other comments are reproduced in Appendix G.

How Teachers Can Help Pupils Feel Successful

The interviewees were eager to give teachers constructive criticism. There were no noticeable differences between dropouts and stayins in relation to the criticism given. Interviewees claimed teachers often made pupils feel they were failures. They stated emphatically teachers should strive to eliminate failure or a feeling of failure on the part of pupils. Effort and improvement, regardless of the amount of improvement, should be acknowledged. They claimed it is the effort, not the marks, which should be regarded as important. Interviewees stated teachers must give constant encouragement, praise, and show interest in individual pupils. Criticism, if given, should be friendly and constructive. Teachers must make allowances for a pupil's weaknesses and try to develop a pupil's confidence. Weaker pupils should not be compared with top pupils. A teacher should recognize a student's

limits. A pupil should not be pressured or pushed beyond his limit. A teacher should discover a student's good points and acknowledge them. Rather than belittle pupils, teachers should respect all pupils as individuals. Additional comments by pupils suggesting how teachers can help pupils feel successful are included in Appendix H.

Pupil Admiration of Positive Characteristics of Teachers

Many of the interviewees wanted to talk about the teachers whom they had admired. The most common positive characteristics of teachers which were mentioned were a good sense of humour, fun to be with, friendliness, and cheerfulness. Pupils admired teachers who had poise, firm control, handled discipline in a mature manner, and who did not belittle pupils in front of their peers when they were at fault. Teachers who were interested in their subjects, who enjoyed their work, who presented interesting lessons and provided a learning atmosphere, were highly praised. Pupils stated they admired teachers who were current in outlook and ideas, who understood the thinking and ways of the younger generation, who had the ability to discuss ideas and accept ideas contrary to their own within bounds of reason, and who had the ability to communicate with youth. There were no noticeable differences between dropouts and stayins in relation to the positive characteristics of teachers which pupils admire. Other worthwhile comments are included in Appendix I.

Pupil Evaluation of Negative Characteristics of Teachers

Pupils enumerated an avalanche of negative characteristics of

teachers. They spoke harshly of teachers whom they branded as lacking in a sense of humor, in being too strict, infatuated with rules, bitter and superior in manner. They were critical of teachers who were intolerant of student opinion, who killed pupil interest by being extremely dogmatic. Teachers were criticized for sloppy preparation, poor teaching methods and lack of knowledge or subject. Pupils voiced their dislike of teachers who shouted, who flew off the handle for little things, who instilled fear, who made fun of students and belittled them in front of their peers. There were no noticeable differences between dropouts and stayins in relation to their evaluation of negative characteristics of teachers. Further pupil comments on the negative characteristics of teachers are included in Appendix J.

Pupil Sense of Belonging

Many interviewees stated they were aware of pupils who did not seem to belong in class or in school. Relatively few dropouts or stayins acknowledged they had lacked a sense of belonging. They did, however, express concern for pupils who appear to be intensely introverted, and they offered many suggestions for getting pupils involved in the affairs of the class and the school. Interviewees recommended teachers make an effort to talk with students who do not participate, show interest in them, be more friendly and helpful towards them, and learn their first names. They recommended teachers ask such pupils for their opinions, acknowledge and respect their opinions, involve them with a discussion or work group and help get them interested in things others are interested

TABLE XIII

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS AND STAYINS IN RELATION
TO TEACHER UNDERSTANDING AND ACCEPTANCE OF PUPILS

Table	Item	χ^2	Freedom	Significance
LXXVII	Teacher Understanding of Male Pupils	11.96	2	Significant
LXXVIII	Teacher Understanding of Female Pupils	7.72	2	Significant
LXXIX	Teacher Acceptance of Male Pupils	6.00	2	Significant
LXXX	Teacher Acceptance of Female Pupils	9.73	2	Significant

in. There were no noticeable differences between dropouts and stayins in relation to their sense of belonging in school and in relation to their suggestions for helping teachers develop a sense of belonging among pupils. Further pupil comments for helping teachers develop a sense of belonging among pupils are included in Appendix K.

Summary

There was no significant difference between dropouts and stayins in relation to the number of friendly relationships with teachers. There were significant differences, however, between dropouts and stayins in relation to their feelings of being understood and accepted by teachers. Dropouts, both male and female, did not feel as well understood nor accepted by teachers as stayins did. Even though there seemed to be no differences between dropouts and stayins in relation to pupil suggestions for teachers to help students feel successful and acquire a sense of belonging, and in relation to pupil opinion of positive and negative characteristics of teachers, both the suggestions and the opinions are noteworthy.

VIII. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO HOME INFLUENCES ON SCHOOL PROGRESS

Influence of Fathers on School Progress

According to Table LXXXII, only twenty-one per cent of dropouts compared to seventy-four per cent of stayins claimed their fathers helped them with their school progress. A chi square statistic of 30.79

indicates that male pupils who feel their fathers have not helped them with their school progress are more likely to become dropouts than male pupils who feel they have been helped by their fathers.

A comparison between female dropouts and stayins in relation to the influence of fathers on their school progress is made in Table LXXXIII. Only eighteen per cent of female dropouts compared to thirty-seven per cent of female stayins stated their fathers helped them with their school progress. A chi square statistic of 3.73, however, indicates there is no significant difference between female dropouts and stayins in relation to the influence of their fathers on their school progress.

Both dropouts and stayins made many comments concerning the influence of their fathers on their school progress. Dropouts claimed their laboring fathers influenced them positively by making them desire a more satisfying social and vocational life. Dropouts claimed their fathers helped with homework, encouraged more education and helped set a goal. Dropouts claimed that too much pressure by father, absence of father for long periods of time and the acquisition of an inferiority complex resulting from fathers' superior academic ability as some negative influences. Among father's positive influences claimed by stayins were encouragement, interest, help by father who continued his own education, pupil desire to please father by discussing topics with father, and father showing how to organize work and how to find reference material. Father's preoccupation with work and business was the only negative influence claimed. Further comments by both dropouts and

stayins on the influence of fathers on school progress are included in Appendix L.

Influence of Mothers on School Progress

According to Table LXXXIV, only twenty-three per cent of male dropouts compared to eighty-three per cent of the stayins claimed their mothers helped them with their school progress. A chi square statistic of 38.20 indicates that male pupils who feel their mothers have not helped them with their school progress are more likely to become dropouts than those who feel their mothers have helped them.

According to Table LXXXV, only sixteen per cent of female dropouts compared to fifty-four per cent of stayins claimed their mothers helped them with their school progress. A chi square statistic of 15.25 indicates that female pupils who feel their mothers have not helped them with their school progress are more likely to become dropouts than those who feel their mothers have helped them.

Both dropouts and stayins made many comments concerning the influence of their mothers on their school progress. Among positive influences claimed by dropouts were such factors as help with essays, encouragement of creativity and provision of an educational atmosphere. Negative comments by dropouts included such factors as too much permissiveness, mother's early rural environment, mother's poor health and her night-shift employment.

Positive influences claimed by stayins were such factors as mother's critical essay evaluation, interest, praise, encouragement and

understanding. Only one negative factor, a mother's illness, was claimed by a stayin. Further comments on the influence of mothers on school progress are included in Appendix M.

Though both dropouts and stayins claimed their parents had many positive influences on their school progress, it was the dropouts who emphasized many parental negative influences.

Most interviewees spoke freely concerning family influences on their school progress. As positive family influences dropouts claimed they were encouraged and helped by older siblings and that the whole family stressed the value of higher education. Negative influences stated by dropouts were parental separation, father's drinking, death of father, large families, lack of harmony at home, lack of communication with parents and the influence of dropout siblings. The dropouts enumerated many more negative influences than positive influences. The reverse was true for the comments made by stayins. Stayins claimed a host of positive family influences and relatively few family negative influences. Among the family positive influences claimed by stayins were the stressing of the necessity of higher education, the school success of siblings, a learning atmosphere at home, interest, concern and encouragement by the whole family. Negative influences were lack of suitable accommodation for study and an empty house after school. Further comments concerning family influences on school progress are included in Appendix N.

Summary

There was a significant difference between male dropouts and stayins in relation to pupil opinion of the influence of father on school progress. The attitude of the fathers in the homes of male dropouts was less positive. The difference between both male and female dropouts and stayins in relation to pupil opinion of the influence of mothers on school progress was significant. The attitude of the mothers in the homes of male and female dropouts was less positive. Stayins, both male and female, claimed more family positive influences and less family negative influences than dropouts. It can be concluded that the attitude towards education is less positive in the homes of dropouts compared to the attitude in the homes of stayins.

IX. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO FEELINGS OF BEING UNDERSTOOD AND ACCEPTED AT HOME

Pupil Regard of Family

A comparison was made between dropouts and stayins in relation to their regard of family. According to Tables LXXXVI and LXXXVII, the majority of pupils, both male and female, claimed that their family relationship was of great importance. There was no significant difference between dropouts and stayins in their estimate of the regard which they felt for their families.

Parental Acceptance of Pupil

A comparison was made between dropouts and stayins in relation to their estimate of their parents' acceptance of them. The only notable

TABLE XIV

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS AND
STAYINS IN RELATION TO HOME INFLUENCES ON SCHOOL PROGRESS

Table	Item	χ^2	Freedom	Significance
LXXXII	Male Opinion of Father's Influence	20.79	2	Significant
LXXXIII	Female Opinion of Father's Influence	3.73	2	NSD
LXXXIV	Male Opinion of Mother's Influence	38.20	2	Significant
LXXXV	Female Opinion of Mother's Influence	15.25	2	Significant
LXXXVI	Male Regard of Family	0.02	1	NSD
LXXXVII	Female Regard of Family	0.42	1	NSD
LXXXVIII	Male Opinion of Parental Acceptance	5.53	2	NSD
LXXXIX	Female Opinion of Parental Acceptance	1.65	2	NSD
XC	Male Opinion of Parental Understanding	14.78	2	Significant
XCI	Female Opinion of Parental Understanding	1.55	2	NSD

difference was that twenty-nine per cent of male dropouts compared to thirteen per cent of male stayins felt they were but little accepted by their parents. According to Tables LXXXVIII and LXXXIX, the majority of pupils felt they were much or completely accepted and there was no significant difference between dropouts and stayins in their estimate of parental acceptance of them.

Parental Understanding of Offspring

Fifty-three per cent of male dropouts compared to seventeen per cent of male stayins claimed their parents had little understanding of them. According to Table XC, a chi square of 14.78 indicates that male pupils who feel their parents have little understanding of them are more likely to become dropouts than male pupils who feel their parents have much or complete understanding of them.

Forty per cent of female dropouts compared to twenty-eight per cent of stayins claimed their parents had little understanding of them. According to Table XCI, there is no significant difference between female dropouts and stayins in relation to their estimate of parental understanding of them.

Parental Approval of Friends of Offspring

Eighty-two per cent of male dropouts compared to sixty-one per cent of male stayins claimed parents objected to some of their friends. According to Table XCII, male pupils who feel their parents do not accept all of their friends are more likely to become dropouts than those who feel their parents show complete approval of all of their friends.

Eighty-two per cent of female dropouts compared to fifty-seven per cent of female stayins claimed parents objected to some of their friends. According to Table XCIII, female pupils who feel parents object to some of their friends are more likely to become dropouts than those who feel their parents approve of all of their friends.

Parental Association with Parents of Friends of Offspring

Forty-five per cent of male dropouts compared to twenty-six per cent of male stayins stated their parents did not associate with any of the parents of their friends. According to Table XCIV, male pupils whose parents don't associate with the parents of their friends are more likely to become dropouts than those whose parents associate with the parents of their friends.

According to Table XCV, there is not significant difference between female dropouts and stayins in the amount of association of their parents with the parents of their friends.

Pupils Not Living with Both Parents

Tables XCVI and XCVII show the number of male and female pupils, respectively, who were not living with both parents. From these tables it can be concluded that there is no significant difference between male dropouts and male stayins, and female dropouts and female stayins, in the number of pupils not living with both parents.

Classmate Acceptance of Pupils at School

Tables XCVIII and XCIX classify the degree of acceptance by

classmates of male and female pupils, respectively. These tables indicate that there is no significant difference between male dropouts and stayins and female dropouts and stayins in the degrees of their acceptance by their classmates.

Tables C and CI show the source of friends of male and female pupils, respectively. These tables indicate that there is no significant difference between male dropouts and stayins and female dropouts and stayins in relation to the source of their friends.

Areas of Success at School

Table CII classifies the areas of success which male pupils had achieved at school. Only in the area of sports, where forty-five per cent of the male dropouts compared to thirty-nine per cent of the stayins, did a higher percentage of dropouts feel successful. It can be concluded that male pupils who do not have a feeling of success in academic work, clubs or social activities are more likely to become dropouts than those who experience feelings of success in these categories.

According to Table CIII, there is no significant difference between female dropouts and stayins in relation to the different areas of success in which female pupils felt successful at school.

Summary

Both stayins and dropouts claimed their family relationship was of great importance to them and there was no significant difference in their estimate of the regard which they felt for their families. Likewise,

there was no significant difference between dropouts and stayins in their estimate of parental acceptance of them. There was a significant relationship, however, between dropouts and male pupils who felt their parents had little understanding of them. There was also a significant relationship between school withdrawal and both male and female pupils who claimed their parents did not accept all of their friends. The relationship between school withdrawal and male pupils whose parents did not associate with the parents of their friends was also significant. The more harmonious relationship between parents and stayins in relation to friends was caused, perhaps, by the parents of stayins exerting more influence on their children's choice of friends. The significant relationship between school withdrawal and male pupils whose parents don't associate with the parents of their friends also points in that direction. It is quite probable that parents of stayins attempt to steer their children away from what they consider undesirable friendships and cause their children to form associations within the more acceptable social circle to which the parents belong. In this way parents attempt to insulate their children from undesirable influences outside their social strata.

There were no significant differences between dropouts and stayins in relation to pupils not living with both parents, classmate acceptance of pupils at school and pupil source of friends. The difference between male dropouts and stayins in relation to pupil feelings of success in academic work, clubs or social activities was significant.

TABLE XV

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS AND STAYINS
IN REFERENCE TO HOME AND SCHOOL RELATIONSHIPS AND AREAS OF SUCCESS

Table	Item	χ^2	Freedom	Significance
XCII	Parental Approval of Friends of Males	6.15	1	Significant
XCIII	Parental Approval of Friends of Females	5.93	1	Significant
XCIV	Parental Association with Parents of Friends of Males	4.15	1	Significant
XCV	Parental Association with Parents of Friends of Females	0.53	1	NSD
XCVI	Males Not Living with Both Parents	0.98	1	NSD
XCVII	Females Not Living with Both Parents	0.02	1	NSD
XCVIII	Male Opinion of Acceptance by Classmates	3.35	2	NSD
XCIX	Female Opinion of Acceptance by Classmates	0.31	2	NSD
C	Male Source of Friends	0.39	1	NSD
CI	Female Source of Friends	1.78	1	NSD
CII	Male Areas of Success at School	10.80	4	Significant
CIII	Female Areas of Success at School	5.53	4	NSD

It can be concluded that dropouts feel they are understood less at home than stayins and that the friends of dropouts are accepted less at home than the friends of stayins.

The nine page structured interview questionnaire helped provide a wealth of information about each interviewee. Some of the information does not pertain to any of the eight ancillary questions, but it does pertain to the major question which is concerned with characteristic differences in the school and home experiences between dropouts and stayins. Some of this information is analyzed in the following pages.

X. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
THE NUMBER OF COMMUNITY PLACES OF CULTURAL INTEREST
VISITED BY PUPILS

Table CIV shows the number of community places of cultural interest visited by male pupils. Only six per cent of male dropouts compared to fifty-two per cent of male stayins visited seven or more places. A chi square statistic of 34.92 indicates that male pupils who are not often exposed to community places of cultural interest are more likely to become dropouts than those who are exposed more often.

According to Table CV, only eight per cent of female dropouts compared to fifty per cent of female stayins visited seven or more community places of cultural interest. A chi square statistic of 31.70 indicates that female pupils who are not often exposed to community places of cultural interest are more likely to become dropouts than those who are exposed more often.

XI. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
PUPIL SMOKING

According to Table CVI, eighty-five per cent of male dropouts compared to forty-one per cent of male stayins smoked while attending school. A chi square statistic of 23.19 indicates that male pupils who smoke are more likely to become dropouts than those who do not smoke.

Sixty-three per cent of female dropouts compared to seventeen per cent of female stayins smoked while attending school. According to Table CVII, female pupils who smoke are more likely to become dropouts than those who do not smoke.

XII. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
PUPILS INVOLVED WITH POLICE

According to Table CVIII, fifty-five per cent of male dropouts compared to thirty per cent of male stayins were involved with the police. A chi square statistic of 6.37 indicates that male pupils who become involved with the police are more likely to become dropouts than those who do not become involved.

According to Table CIX, twenty-six per cent of female dropouts compared to two per cent of female stayins were involved with the police. A chi square statistic of 12.68 indicates that female pupils who become involved with the police are more likely to become dropouts than those who do not become involved.

XIII. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
PUPILS CONTACTED BY SOCIAL WORKERS

According to Table CX, nineteen per cent of male dropouts compared to four per cent of male stayins were contacted by social workers. A chi square statistic of 5.27 indicates that male pupils who have been contacted by social workers are more likely to become dropouts than those who have not been contacted.

According to Table CXI, twenty-one per cent of female dropouts compared to zero per cent of female stayins were contacted by social workers. A chi square statistic of 12.45 indicates that female pupils who are contacted by social workers are more likely to become dropouts than those who have not been contacted.

XIV. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
PUPIL OPINION OF INFLUENCE OF FRIENDS

Tables CXII and CXIII show the differences between male and female dropouts and stayins, respectively, in relation to pupil opinion of the influence of their friends. Chi square statistics of 7.61 and 7.54 indicate that the differences are significant. Male and female pupils who feel that they are hindered by their friends or that their friends have no effect on them are more likely to become dropouts than those who feel that their friends help them.

XV. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
SCHOOL WITHDRAWAL OF FRIENDS

A chi square statistic of 9.81 in Table CIV indicates that there is

a significant difference between male dropouts and stayins in relation to the number of friends who become dropouts. Male pupils whose friends withdraw from school are more likely to become dropouts than those whose friends do not withdraw from school.

According to Table CXV, there is no significant difference between female dropouts and stayins in relation to the number of friends who become dropouts. Female pupils whose friends withdraw from school are not more likely to become dropouts than those whose friends do not withdraw from school.

XVI. COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO PUPIL OPINION OF CORPORAL PUNISHMENT

A chi square statistic of 10.96, according to Table CXVI, indicates there is a significant difference between dropouts and stayins in relation to pupil opinion of corporal punishment. Thirty-four per cent of dropouts compared to forty per cent of stayins stated corporal punishment served a useful purpose for some pupils. Sixteen per cent of the dropouts compared to thirty-one per cent of the stayins stated corporal punishment was useless. Fifty per cent of the dropouts compared to twenty-nine per cent of the stayins stated corporal punishment should not be permitted because it left harmful psychological effects. More dropouts than stayins had received corporal punishment. Dropouts, therefore, were perhaps better qualified to express an opinion as to the merits of corporal punishment.

TABLE XVI

SUMMARY OF CHI SQUARE ANALYSES OF DIFFERENCES BETWEEN DROPOUTS AND STAYINS IN RELATION TO VISITS TO PLACES OF CULTURAL INTEREST, SMOKING, INVOLVEMENT WITH POLICE AND SOCIAL WORKERS, INFLUENCE OF FRIENDS, DROPOUT FRIENDS, AND OPINION OF CORPORAL PUNISHMENT

Table	Item	χ^2	Freedom	Significance
CIV	Male Visits to Places of Cultural Interest	34.92	2	Significant
CV	Female Visits to Places of Cultural Interest	31.70	2	Significant
CVI	Male Smoking while Attending School	23.19	1	Significant
CVII	Female Smoking while Attending School	20.96	1	Significant
CVIII	Male Pupils Involved with Police	6.37	1	Significant
CIX	Female Pupils Involved with Police	12.68	1	Significant
CX	Males Contacted by Social Workers	5.27	1	Significant
CXI	Females Contacted by Social Workers	12.45	1	Significant
CXII	Male Opinion of Influence of Friends	7.61	2	Significant
CXIII	Female Opinion of Influence of Friends	7.54	2	Significant
CXIV	Friends of Males Who Became Dropouts	9.81	1	Significant
CXV	Friends of Females Who Became Dropouts	3.73	1	NSD
CXVI	Opinion of Corporal Punishment	10.86	2	Significant

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY OF THE PROBLEM AND RESEARCH DESIGN

The problem. The problem of school dropouts is becoming more acute. The increasing difficulty encountered by dropouts in seeking employment and becoming assimilated into current society demands research into our present system of education. The main purpose of this study was to search for ways to improve the retention of pupils. To give direction to the study, a major question and eight ancillary questions were posed. The purpose of these questions was to discover if there are characteristic differences in the school and home experiences between dropouts and stayins.

Methodology. The population consisted of 10,495 grade eight to twelve pupils enrolled in the Greater Victoria School District during the 1966-67 school term. During the 1966-67 school term, 346 pupils withdrew from school. A random selection of 100 dropouts was made. To provide a basis for comparison, a random selection of 100 stayins was made from the remaining school population. A structured interview form was used to interview each dropout and stayin selected for the study. The conclusions in this chapter are based upon 1800 pages of information gathered during 200 interviews, and facts gleaned from 200 student permanent record cards. Although the opinions and recommendations expressed are applicable specifically in the Greater Victoria School District, they could be worthy of further study by those who are

interested in the problem of school dropouts.

II. FINDINGS

This section presents a composite summary of the findings in this study. The findings are related to the major question and the eight ancillary questions posed in Chapter I.

Major Question: Are there characteristic differences in school and home experiences between dropouts and stayins? The answer to this question is in the affirmative. The reasons for this affirmative answer are found in the investigation of the ancillary questions which gave direction to this study.

Ancillary Questions:

1. Do dropouts have a higher record of grade failure, reading retardation, truancy and rate of absence compared to stayins? The answer is affirmative. The study revealed that there is a significant relationship between male and female dropouts and grade failure. Truancy and absenteeism are significantly related to male dropouts only, whereas reading retardation is significantly related to female dropouts. Pupils who have a higher record of grade failure, reading retardation, truancy and rate of absence, are more likely to become dropouts than those who do not have such records.

2. Do dropouts participate in fewer extra-curricular activities compared to stayins? The answer is affirmative. There are significant relationships between male and female dropouts and lack of participation in school clubs, lack of executive membership on school clubs or teams,

and lack of membership on representative school teams. Pupils who do not participate in extra-curricular activities are more likely to become dropouts than those who do participate.

3. Do dropouts come from lower socio-economic levels compared to stayins? The difference here is not pronounced. The only significant relationship is between male dropouts and the lack of higher levels of education of both parents. Male pupils whose parents lack higher levels of education are more likely to become dropouts than those whose parents have higher levels of education.

4. Do dropouts have lower scholastic aptitudes compared to stayins? The answer is definitely affirmative. The relationship between male and female dropouts and intelligence quotients below 110 is very significant. Pupils who have lower scholastic aptitudes are more likely to become dropouts than those who have higher scholastic aptitudes.

5. Do dropouts receive less counseling compared to stayins? There is no noticeable difference between dropouts and stayins in reference to the amount of counseling received. There is a significant difference, however, in the nature of the counseling interviews. There is a significant relationship between male dropouts and counseling interviews for vocational, personal and disciplinary reasons. Male pupils who have counseling interviews for vocational, personal and disciplinary reasons are more likely to become dropouts than pupils interviewed for academic reasons.

6. Do dropouts have fewer friendly relationships with teachers compared to stayins? Both dropouts and stayins claimed many friendly

relationships with teachers. There were significant differences, however, between dropouts and stayins in relation to their feelings of being understood and accepted by their teachers. Pupils who feel they are not understood nor accepted by their teachers are more likely to become dropouts than those who feel their teachers do understand and accept them.

7. Is the attitude towards education less positive in the homes of dropouts compared to the attitude in the homes of stayins? The results of the study indicate an affirmative answer. There was a significant relationship between dropouts and parents who do not assist offspring with school progress. Pupils whose parents have a less positive attitude towards education are more likely to become dropouts than those whose parents have a more positive attitude.

8. Do dropouts feel that they are understood and accepted less at home and at school compared to stayins? Although the results indicate an affirmative answer, the difference between dropouts and stayins here are not clearly defined. There were no differences between the two groups in relation to pupil regard for family, and acceptance of pupil by family or classmates. There were significant relationships between male and female dropouts and lack of parental approval of friends, male dropouts and lack of parental understanding, male dropouts and lack of association between their parents and the parents of friends, and between male dropouts and lack of areas of success at school. Pupils, particularly males, who feel they are not understood nor accepted at home or at school are more likely to become dropouts than those who feel they are accepted and understood.

Information gathered through the use of the structured interviews revealed additional significant differences between dropouts and stayins. Pupils who visit few places of community interest, who smoke, who are contacted by police or social workers, who are not helpfully influenced by their friends, and whose friends have withdrawn from school, are more likely to become dropouts than those who often visit places of community interest, who do not smoke, who have not been contacted by police or social workers, who have been helpfully influenced by their friends and whose friends have not withdrawn from school. All these significant relationships reinforce the conclusion that there are characteristic differences in the home and school experiences between dropouts and stayins.

III. CONCLUSIONS AND IMPLICATIONS

Many reasons for school withdrawal have been assessed and evaluated. The preventive and remedial measures, however, are of paramount importance. The focus of attention must be upon the pupil. There must be recognition that learning is a means to an end and not an end in itself. The central purpose of the school is to produce human beings of first quality, not pupils who can pass examinations and memorize with remarkable ease.

Effectiveness of the new program of studies. The re-organisation of the secondary school system based on the six programs is not fulfilling the needs of many of the pupils. There is still too much emphasis

on the academic programs. The emphasis repels and frustrates the non-academic pupil. The non-academic programs do not have sufficient prestige to be acceptable to parents. Many parents are reluctant to accept the academic limitations of their offspring. They clutch desperately at the faintest ray of hope and in their mind's eye see their children as university graduates. This concern and frustration could be eliminated if no distinction nor discrimination were made between academic and non-academic pupils, nor among the six senior secondary programs with their rigid constants. Pupils should be permitted to take a full program of electives which correspond to their fields of interest. Smaller classes, continuous progress, and the semester system would be valuable. Admission to university should not be based upon the completion of rigid prerequisites, but rather upon demonstration of a certain level of competence in one's chosen field of study. If such were the case, parents would not insist their offspring take courses for which they are unsuited and for which they have no liking or competence. Employers would not discriminate between academic and non-academic if the school eliminated such differentiation and discrimination. Pupils would be more willing to stay in school and study their fields of interest. There would be fewer dropouts.

Adequacy of counseling and guidance services. According to both dropouts and stayins, guidance and counseling services are not adequate. Pupils state they lack confidence in counselors who are insufficiently trained and who also lack the type of personality which would promote a good pupil-counselor relationship. A teacher who is also a counselor

cannot divorce himself from the symbol of authority which a teacher represents, thereby increasing the difficulty in establishing rapport with his counselees. Guidance, which should be part of counseling, is used by some administrators as a convenience for procuring spares for teachers. Such a practice is a travesty to guidance, and yet it has prevailed in some schools. Guidance must be part and parcel of counseling. The two should not be separated, and their task must be the responsibility of full-time school counselors.

When certain pupils withdraw from school, there are sighs of relief from the staff and the administration. It is a relief to see another school problem leave. Many dropouts are misfits in our present system of education. Should the school then be freed of all future responsibility for its dropout? Should the school relax and feel confident that society will provide the guidance the dropout needs so desperately? It is essential that qualified, full-time counselors be provided for the schools, sufficient time be allocated for their task, and some contact be maintained with dropouts so guidance can be offered to them when they are in need and want these services. Dropouts must not feel they have been rejected and must face a hostile society entirely on their own. They must know where they can be warmly received and counseled if they so desire. Counseling services, therefore, must be readily available to potential dropouts and to dropouts.

Pupil attitude and involvement. The development of acceptable attitudes must be a prime concern of all teachers and of all teacher-training institutions. The retention power of our schools will increase

immeasurably, if there is an intense teacher concern with the individuality of the pupil and involvement with the pupil's total personality.

It is important to have the pupil participate actively in all phases of school work. The pupil and the teacher should establish a relationship whereby the pupil would be encouraged to discuss his doubts, difficulties and needs. The teacher should ask the pupil for his opinion, suggest various job responsibilities to the pupil and help the pupil build his self-esteem. The pupil will respond to any personal interest taken in him by the teacher, and such a pupil-teacher relationship will provide a strong bastion of defence against dropout ideas which might occur in the future.

The pupil should be involved in some decision-making. There is no substitute for the pride and pleasure the pupil derives from having a share in the making of decisions that control his life. The teacher must be ready to listen to the pupil's reactions and go along with his suggestions if they are appropriate. The pupil is an individual and if his individual needs are met, he will put forth his best effort.

Communication between home and school. To promote the best development of the pupil, there should be friendly communication between the parent and teacher. Each has information about the pupil which would be most valuable in promoting the pupil's welfare. The parent and the teacher should bring the pupil into the picture before any decisions are made. The three parties concerned - the pupil, the parent, and the teacher - should freely discuss rules and programs of action. If the

pupil has an opportunity to voice his grievances and to help, even in a small way, to decide upon a program of action, he will tend to be much more co-operative. By establishing communication and rapport among the child, parent and school, pupils with varying degrees of ability, talent, interests and emotional equilibrium would be better accommodated.

Adequacy of adult secondary education services. The Institute of Adult Studies, which was set up by the Greater Victoria School Board in 1965, has provided an opportunity for many dropouts to continue and complete their secondary education. The Institute will not enrol anyone unless he has passed his eighteenth birthday and has been out of school for one year. These conditions delay the entry of some of the dropouts, but the delay gives dropouts an opportunity to reflect and to mature in their points of view. The forty dollar fee per subject presents a financial burden to some. It does, however, make them pursue their studies much more seriously because they want to get their money's worth. A good move would be to refund the fees paid as subjects are successfully completed. This would enable students to continue with new courses instead of withdrawing temporarily to seek employment in order to become financially solvent again.

Implications of methods of discipline and teacher attitudes.

Many dropouts become disciplinary problems because they find school uninteresting or because they are not making satisfactory progress. In their dissatisfaction with school and with themselves, they lash out at teachers who question their anti-school and anti-social behaviour. Continuous progress, the semester system, expanded occupational offerings

and an elective program in place of the six specific secondary programs with their rigid constants would provide greater areas of adjustment for pupils. With more areas of adjustment of individual differences, many present disciplinary problems would not appear.

Many dropouts stated that teachers drove them out of the schools. They claimed the methods of punishment used were ineffective as far as they were concerned. The punishments did not change their behavior nor did it improve their attitude. Corporal punishment merely served to intensify their dislike of school and detentions made their resentment more acute. Corporal punishment is being used less and less, particularly since the Greater Victoria School Board questioned its practice. Corporal punishment could be phased-out entirely if closer liaison were promoted between the pupil, his parents, the counselor and school authorities. The serving of school detentions should be eliminated. A record of school offences could be kept and when these become numerous or of serious nature, they should be discussed with the pupil and his parents. The pupil and the parent should be made aware the pupil could be asked to withdraw if his behavior continues to interfere with the rights of others. There must be more communication with the parents; the school and the home must work in partnership for a better understanding and development of the pupil.

Implications of early school withdrawal. More research is required in this area. The immediate impact appears to be very harmful, particularly when a pupil withdraws at the junior secondary level. Unless he has completed grade ten, employers are reluctant to hire him and

vocational schools and many apprenticeships are closed to him. At the senior secondary level, most dropouts are employed or are continuing with some form of further training. The shock which is part of the aftermath of dropping out may be just the jolt which is needed to provide the initiative and perseverance required for more meaningful further training. Many dropouts feel they would be both academically and culturally disadvantaged. To this could be added psychological disadvantage. Completion of high school would generally contribute to a pupil's self-esteem, his confidence, and his knowledge of the art of living.

The door should be left open to enable dropouts to return to the classroom. After pupils have withdrawn, each should be made to feel he can talk to his school counselor upon request. Every pupil who has withdrawn from school should be followed up a year later. Such an expression of interest could encourage him to take steps which would enable him to become a better trained, involved and more productive member of his community.

IV. RECOMMENDATIONS FOR FURTHER STUDY

From this study, the following areas of research are recommended for further study.

1. This study revealed that the immediate aftermath of school withdrawal was an unsatisfactory experience for many dropouts. After a lapse of several months, however, many dropouts returned to school or engaged in training different from that offered in their former schools. A longitudinal study of dropouts would reveal the percentage of dropouts

who eventually returned to school with a greater sense of purpose, or who engaged in a type of training which was more suited to their needs and interests and which are not available at public school. School withdrawal could have been a beneficial decision for the majority of dropouts in respect to their education.

2. Many dropouts, particularly females, withdrew from school to get married. Some seemed to dwell in an atmosphere of loneliness, frustration and financial difficulty. A longitudinal study of dropouts would reveal the percentage of dropout children reared by dropout parents.

3. Withdrawal from school may not have consequences as disastrous as many parents believe. A longitudinal study of dropouts and stayins would reveal the percentage of each group who eventually achieve success and happiness.

4. Schools are experimenting with continuous progress, expanded occupational offerings, semesters, and with greater choice of electives. A comparison between such schools and those where conventional programs are offered in relation to retention rates would be of interest.

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APPENDIX

APPENDIX A

STRUCTURED INTERVIEW QUESTIONNAIRE

PART I - FAMILY ATTITUDE TOWARDS EDUCATION

1. Was there a set of encyclopedias at home? (yes, no)
2. Did you receive a newspaper regularly? (yes, no)
3. Did your home have a subscription to a news magazine? (yes, no)
4. Did your parents ever telephone the school about you? (yes, no)
5. Did you ever receive a book or a magazine subscription as a gift? (yes, no)
6. Did your parents visit the school to discuss your progress? (yes, no)
7. Did your parents attend meetings of the Parent Teachers Association? (never, seldom, quite often)
8. Did your parents volunteer aid for school activities such as bottle drives, transportation, school fairs? (yes, no)
9. What was the attitude of your family when you discussed leaving school? (approving, unconcerned, mildly opposed, violently opposed)
10. What was the attitude of your friends when you proposed leaving school? (approving, unconcerned, mildly opposed, violently opposed)
11. Did you participate in any of the following:
 - (a) summer school (yes, no)
 - (b) kindergarten (yes, no)
 - (c) instruction from tutor (yes, no)
 - (d) special classes in reading (yes, no)
 - (e) extra help from teacher after school (yes, no)

12. How much did your family encourage and help you with your school plans? (much, some, very little, none)
13. What was the attitude of your parents when you received good marks or did something well in sports or extra-curricular work? (very pleased, pleased, indifferent)
What rewards did you receive? (money, gifts, praise)
14. What was the attitude of your parents when you received low or failing marks? (displeased, disappointed, angry, concerned, unconcerned)
15. What punishment did you receive for low marks? (scolding, grounding, withdrawal of privileges)

PART II - PUPIL ATTITUDE AND OPINION ON MATTERS RELATING
TO HOME AND SCHOOL

1. Do you feel that there should be some training for marriage and the rearing of children? (yes, no)
Who should give such training? (home, school, church, outside groups)
2. What was the value of the sex education which you received:
- (a) at home (very helpful, some help, very little, no help)
- (b) at school (very helpful, some help, very little, no help)
- (c) from others (very helpful, some help, very little, no help)
3. Do you recommend sex education in the schools? (yes, no)
What grades?
4. How can parents best prepare their children for starting school?
5. How can parents best help their children while they are attending school?
6. Can pupils help in the planning of courses? (yes, no)
How?
7. Have you any further suggestions for pupil involvement in the actual work of a course?
8. Should school help students become more interested and involved in the life of the community? (yes, no)
How can this be done?

9. Did you ask for further explanation in class? (yes, no)
Why are some students reluctant to ask for further explanation in class?
10. How can teachers encourage and help students to ask questions?

PART III - COUNSELING SERVICES

1. Did you ever see a counselor at your own request? (yes, no)
2. If you did ask to see your counselor, what was the nature of your request? (personal, academic, vocational)
3. About how many times did you see a counselor at his request?
(one to three times, four to six, seven or more)
4. What was the purpose of these visits? (academic, personal, vocational, disciplinary)
5. How much knowledge about your attitudes and interests did you gain from your visits to the counselor? (a great deal, a little, none)
6. How much knowledge about your skills and aptitudes did you gain from your visits to your counselor? (a great deal, a little, none)
7. How much knowledge about vocations and the need for higher training and retraining did you gain from your counselor? (a great deal, a little, none)
8. What is your opinion of the counseling services which you received?
(good, fair, poor, useless)
9. What is your opinion of guidance classes? (good, fair, poor, useless)
10. Did you have a final interview with your counselor before you withdrew or graduated from school? (yes, no)
11. Did you see your counselor about career planning during your final year? (yes, no)
12. How can counseling services be improved?
13. How can guidance classes be improved?

14. Who, do you think, were the most influential:
- (a) in your life?
 - (b) in your choice of job or vocation?
15. While attending school, if you needed help to make a big decision, to whom would you go for advice?

PART IV - EXTRA-CURRICULAR ACTIVITIES

1. Which school clubs did you join in:
- (a) elementary school?
 - (b) junior secondary?
 - (c) senior secondary?
2. Which clubs or activities not connected with the school did you join or participate in?
3. Which school sports did you play?
4. Which school teams did you represent?
5. Which elected or appointed position did you hold:
- (a) in school clubs or teams?
 - (b) in out-of-school clubs or teams?
6. Did you attend school dances or parties in:
- (a) junior secondary? (yes, no)
 - (b) senior secondary? (yes, no)
7. Were you a member of the school band? (yes, no)
8. Name any other extra-curricular activities in which you participated?
9. How can school extra-curricular activities be organized so that more pupils would participate?
10. Do you have any physical handicap? (yes, no)

11. Were you handicapped in any other way which may have prevented you from participating in extra-curricular activities?

PART V - FAMILY INFLUENCE ON EDUCATION

1. Which of the following places have you visited with the school, with one of your parents or on your own? (S - School, P - Parent, O - Own)
- | | | | |
|-----------------------|-------|----------------------------|-------|
| (a) McPherson Theatre | _____ | (e) University of Victoria | _____ |
| (b) Art Gallery | _____ | (f) Provincial Museum | _____ |
| (c) Public Library | _____ | (g) Maritime Museum | _____ |
| (d) Archives | _____ | | |
2. What is your father's occupation?
3. What is your father's education? (elementary, junior secondary, senior secondary, university, vocational training, technical training, apprenticeship)
4. Did your father take any further training after he was employed? (yes, no)
Explain.
5. Has your mother worked outside the home while you were at school? (yes, no)
What was her occupation?
6. What is your mother's education? (elementary, junior secondary, senior secondary, university, business school)
7. How has the fact that your mother (works, worked) away from home influenced your progress at school? (hindered, no effect)
8. How has your father influenced your progress at school?
9. How has your mother influenced your progress at school?
10. How has the education or occupation of your parents influenced your progress at school?
11. Were you living with both of your parents while you were at school? (yes, no)
Any explanation?
12. Is there anything else about your family which may have influenced your school career?

PART VI -- PUPIL FEELING OF BEING UNDERSTOOD AND ACCEPTED

1. How well were you understood by your parents? (not at all, a little, much, completely)
2. How well did your parents accept you as a worthwhile member of the family? (not at all, a little, much, completely)
3. How well were you understood by your teachers? (not at all, a little, much, completely)
4. How much did your teachers accept you as a worthwhile individual regardless of your marks or behavior? (not at all, a little, much, completely)
5. How well were you understood and accepted by your classmates? (not at all, a little, much, completely)
6. How important is your family relationship to you? (no importance, some importance, great importance)
7. How well did your parents approve of your friends? (objected to most, objected to some, complete approval)
8. How many of your friends were the children of parents with whom your parents associated? (none, some, all)
9. What did you feel successful in while you were at school? (academic work, sports, clubs, social activities)
10. Did you ever confide in a staff member? (yes, no)
11. Did you feel that someone cared about you
 - (a) at home (yes, no)
 - (b) at school (yes, no)
12. How many of your friends were among the students of the school? (none, some, all)
13. Were most of your friends (the same age, older, younger) than you?

PART VIII - PUPIL EXPERIENCES, ATTITUDES AND OPINIONS IN
RELATION TO SCHOOL

1. Were you friendly with any of your teachers? (yes, no)
What were the reasons?
2. How did your friends influence your progress at school? (helped,
hindered, no effect)
3. Did any of your friends withdraw from school? (yes, no)
How did this affect you?
4. How can teachers help students feel successful?
5. How can teachers help students feel that they belong?
6. What did you admire or enjoy most about your teachers?
7. What did you dislike most about your teachers?
8. What is your opinion of detentions? Substitute: _____
9. What is your opinion of strapping? Substitute: _____
10. Do you recommend that the school telephone the parents about offences
which their children commit at school? (yes, no)
Why?
11. Did you ever stay voluntarily after school for extra help?(yes, no)
Why?

PART VIII - GENERAL INFORMATION

1. What did you like about going to school?
2. What did you dislike about going to school?
3. What was the main reason why you decided to withdraw from school?
4. Were there any particular incidents or circumstances?
5. If you ever seriously considered leaving school, what reason would
have prompted you to do so?
Why didn't you leave?

6. What is your present attitude towards your leaving school when you did?
7. If your best friend told you that he was withdrawing from school, what would you say to him?
8. Did you have a part-time job while you were at school? (yes, no)
9. How much did your part-time job interfere with your progress at school? (none, a little, a great deal)
10. What is your present attitude towards pupils engaging in part-time work?
11. Did you own a car while attending school? (yes, no)
How much did it interfere with your progress at school? (none, a little, a great deal)
12. What is your present attitude towards a pupil owning a car?
13. Did you go steady while you were at school? (yes, no)
How much did going steady affect your school work? (no effect, a little, much)
14. Advantages of going steady.
Disadvantages of going steady.
15. What are the most important things in life as far as you are concerned?
16. Which grades did you repeat?
17. How many times were you truant? (1-3, 4-6, 7 or more)
18. Were you ever contacted by the police for an offence? (yes, no)
19. Have you had contacts with social workers or probation officers?
(yes, no)
20. At what age did you start smoking steadily? (12 or under, 13-16, 17 or over)
21. How can teachers improve their methods of instruction?
22. How can school be made more interesting?
23. 1966-67 school term: School _____ Grade _____ Sex _____

24. Present Occupation: _____
25. Future plans: _____
26. Interest in Hippy Movement _____ (none, some, much)
Attitude to movement: _____
27. Reasons for withdrawal:
- | | |
|--------------------------|--|
| (a) physical health | (h) to apprenticeship |
| (b) emotional health | (i) vocational school |
| (c) casual employment | (j) other training? |
| (d) permanent employment | (k) no employment or
further training |
| (e) armed forces | (l) lack of interest |
| (f) suspended | (m) financial independence |
| (g) asked to withdraw | |
28. How much do you read for leisure? (much, some, a little, none)
29. Have you any further suggestions for helping young people stay at school?

APPENDIX B
CONTINGENCY TABLES

TABLE XVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO PRIMARY ABSENTEEISM

	NUMBER OF DAYS ABSENT			Total
	1-20	21-40	Over 40	
Male Dropouts	9	14	17	40
Male Stayins	8	15	6	29
Total	17	29	23	69

$\chi^2 = 3.70$ d.f. = 2 Sig. = NSD

TABLE XVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO ELEMENTARY ABSENTEEISM

	NUMBER OF DAYS ABSENT			Total
	1-20	21-40	Over 40	
Male Dropouts	10	16	16	42
Male Stayins	13	10	8	31
Total	23	26	24	73

$\chi^2 = 2.80$ d.f. = 2 Sig. = NSD

TABLE XIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO JUNIOR SECONDARY ABSENTEEISM

	NUMBER OF DAYS ABSENT			
	1-20	21-40	Over 40	Total
Male Dropouts	11	14	10	35
Male Stayins	21	5	6	32
Total	32	19	16	67

$\chi^2 = 8.20$ d.f. = 2 Sig. = .05 level

TABLE XX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS
AND STAYINS IN RELATION TO PRIMARY ABSENTEEISM

	NUMBER OF DAYS ABSENT			
	1-20	21-40	Over 40	Total
Female Dropouts	5	13	6	24
Female Stayins	13	15	13	41
Total	18	28	19	65

$\chi^2 = 2.0$ d.f. = 2 Sig. = NSD

TABLE XXI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS
AND STAYINS IN RELATION TO ELEMENTARY ABSENTEEISM

	NUMBER OF DAYS ABSENT			
	1-20	21-40	Over 40	Total
Female Dropouts	5	7	11	23
Female Stayins	10	12	19	41
Total	15	19	30	64

$\chi^2 = 0.06$ d.f. = 2 Sig. = NSD

TABLE XXII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS
AND STAYINS IN RELATION TO JUNIOR SECONDARY ABSENTEEISM

	NUMBER OF DAYS ABSENT			
	1-20	21-40	Over 40	Total
Female Dropouts	6	7	16	29
Female Stayins	16	12	13	41
Total	22	19	29	70

$\chi^2 = 4.24$ d.f. = 2 Sig. = NSD

TABLE XXIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO PRIMARY READING RETARDATION

	Retarded	Advanced	Total
Male Dropouts	18	14	32
Male Stayins	11	21	32
Total	29	35	64

$\chi^2 = 3.09$ d.f. = 1 Sig. = NSD

TABLE XXIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS
AND STAYINS IN RELATION TO PRIMARY READING RETARDATION

	Retarded	Advanced	Total
Female Dropouts	10	10	20
Female Stayins	5	26	31
Total	15	36	51

$\chi^2 = 6.72$ d.f. = 1 Sig. = .05 level

TABLE XXV

CHI SQUARE ANALYSIS OF THE DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO PRIMARY GRADE REPETITION

	Repeated	Did Not Repeat	Total
Male Dropouts	18	44	62
Male Stayins	2	44	46
Total	20	88	108

$\chi^2 = 10.66$ d.f. = 1 Sig. = .05 level

TABLE XXVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS
AND STAYINS IN RELATION TO ELEMENTARY GRADE REPETITION

	Repeated	Did Not Repeat	Total
Male Dropouts	21	41	62
Male Stayins	6	40	41
Total	27	81	108

$\chi^2 = 6.11$ d.f. = 1 Sig. = .05 level

TABLE XXVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND
STAYINS IN RELATION TO JUNIOR SECONDARY GRADE REPETITION

	Repeated	Did Not Repeat	Total
Male Dropouts	28	34	62
Male Stayins	3	43	46
Total	31	77	108

$\chi^2 = 19.26$ d.f. = 1 Sig. = .05 level

TABLE XXVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND
STAYINS IN RELATION TO ELEMENTARY GRADE REPETITION

	Repeated	Did Not Repeat	Total
Female Dropouts	10	28	38
Female Stayins	1	53	54
Total	11	81	92

$\chi^2 = 12.68$ d.f. = 1 Sig. = .05 level

TABLE XXIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS IN RELATION TO JUNIOR SECONDARY GRADE REPETITION

	Repeated	Did Not Repeat	Total
Female Dropouts	9	29	38
Female Stayins	4	50	54
Total	13	79	92

$\chi^2 = 4.87$ d.f. = 1 Sig. = .05 level

TABLE XXX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS IN RELATION TO PARTICIPATION IN SCHOOL CLUBS AT ELEMENTARY LEVEL

	Participants	Non-Participants	Total
Male Dropouts	18	44	62
Male Stayins	21	25	46
Total	39	69	108

$\chi^2 = 3.16$ d.f. = 1 Sig. = NSD

TABLE XXXI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PARTICIPATION IN SCHOOL CLUBS
AT JUNIOR SECONDARY LEVEL

	Participants	Non-Participants	Total
Male Dropouts	27	35	62
Male Stayins	43	3	46
Total	70	38	108

$\chi^2 = 28.86$ d.f. = 1 Sig. = .05 level

TABLE XXXII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PARTICIPATION IN SCHOOL CLUBS AT ELEMENTARY LEVEL

	Participants	Non-Participants	Total
Female Dropouts	17	21	38
Female Stayins	38	16	54
Total	55	37	92

$\chi^2 = 6.09$ d.f. = 1 Sig. = .05 level

TABLE XXXIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PARTICIPATION IN SCHOOL CLUBS
AT JUNIOR SECONDARY LEVEL

	Participants	Non-Participants	Total
Female Dropouts	20	18	38
Female Stayins	47	7	54
Total	67	25	92

$\chi^2 = 13.34$ d.f. = 1 Sig. = .05 level

TABLE XXXIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO ELECTED OR APPOINTED EXECUTIVE POSITIONS
ON SCHOOL CLUBS OR TEAMS

	Held Position	No Position	Total
Male Dropouts	17	45	62
Male Stayins	33	13	46
Total	50	58	108

$\chi^2 = 20.86$ d.f. = 1 Sig. = .05 level

TABLE XXXV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO ELECTED OR APPOINTED EXECUTIVE POSITIONS
ON SCHOOL CLUBS OR TEAMS

	Held Position	No Position	Total
Female Dropouts	3	35	38
Female Stayins	46	8	54
Total	49	43	92

$\chi^2 = 53.52$ d.f. = 1 Sig. = .05 level

TABLE XXXVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO MEMBERSHIP ON REPRESENTATIVE SCHOOL TEAMS

	Members	Non-Members	Total
Male Dropouts	26	36	62
Male Stayins	31	15	46
Total	57	51	108

$\chi^2 = 6.86$ d.f. = 1 Sig. = .05 level

TABLE XXXVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO MEMBERSHIP ON REPRESENTATIVE SCHOOL TEAMS

	Members	Non-Members	Total
Female Dropouts	11	27	38
Female Stayins	32	22	54
Total	43	49.	92

$\chi^2 = 8.23$ d.f. = 1 Sig. = .05 level

TABLE XXXVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO ATTENDANCE AT SCHOOL DANCES AT
JUNIOR SECONDARY LEVEL

	Attended	Did Not Attend	Total
Male Dropouts	48	14	62
Male Stayins	39	7	46
Total	87	21	108

$\chi^2 = 0.91$ d.f. = 1 Sig. = NSD

TABLE XXXIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO ATTENDANCE AT SCHOOL DANCES AT
JUNIOR SECONDARY LEVEL

	Attended	Did Not Attend	Total
Female Dropouts	29	9	38
Female Stayins	47	7	54
Total	76	11	92

$\chi^2 = 1.78$ d.f. = 1 Sig. = NSD

TABLE XL

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO MEMBERSHIP OF SCHOOL BANDS

	Members	Non-Members	Total
Male Dropouts	6	56	62
Male Stayins	9	37	46
Total	15	93	108

$\chi^2 = 2.16$ d.f. = 1 Sig. = NSD

TABLE XLI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO MEMBERSHIP OF SCHOOL BANDS

	Members	Non-Members	Total
Female Dropouts	7	31	38
Female Stayins	16	38	54
Total	23	69	92

$\chi^2 = 1.07$ d.f. = 1 Sig. = NSD

TABLE XLII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO EDUCATION OF FATHERS

	Junior	Senior	University	Total
Male Dropouts	30	24	8	62
Male Stayins	12	21	13	46
Total	42	45	21	108

$\chi^2 = 6.88$ d.f. = 1 Sig. = .05 level

TABLE XLIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO EDUCATION OF FATHERS

	Junior	Senior	University	Total
Female Dropouts	17	7	7	31
Female Stayins	16	11	12	39
Total	33	18	19	70

$\chi^2 = 1.34$ d.f. = 2 Sig. = NSD

TABLE XLIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO EDUCATION OF MOTHERS

	Junior	Senior	University	Total
Male Dropouts	20	38	3	61
Male Stayins	9	27	10	46
Total	29	65	13	107

$\chi^2 = 7.85$ d.f. = 2 Sig. = .05 level

TABLE XLV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO EDUCATION OF MOTHERS

	Junior	Senior	University	Total
Female Dropouts	12	12	4	28
Female Stayins	14	21	10	45
Total	26	33	14	73

$\chi^2 = 1.29$ d.f. = 2 Sig. = NSD

TABLE XLVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO OCCUPATION OF FATHERS

	Professional Technical Managerial	Secretarial Tradesman Salesman	Unskilled	Total
Male Dropouts	24	29	9	62
Male Stayins	21	24	1	46
Total	45	53	10	108

$\chi^2 = 4.80$ d.f. = 2 Sig. = NSD

TABLE XLVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO OCCUPATION OF FATHERS

	Professional Technical Managerial	Secretarial Tradesman Salesman	Unskilled	Total
Female Dropouts	7	16	15	38
Female Stayins	16	24	14	54
Total	23	40	29	92

$\chi^2 = 2.45$ d.f. = 2 Sig. = NSD

TABLE XLVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO OCCUPATION OF MOTHERS

	Professional Managerial	Secretarial Skilled	Clerical Unskilled	Total
Male Dropouts	5	8	17	30
Male Stayins	4	9	10	23
Total	9	17	27	53

$\chi^2 = 1.08$ d.f. = 2 Sig. = NSD

TABLE XLIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO OCCUPATION OF MOTHERS

	Professional Managerial	Secretarial Skilled	Clerical Unskilled	Total
Female Dropouts	3	7	7	17
Female Stayins	6	7	15	28
Total	9	14	32	45

$\chi^2 = 1.30$ d.f. = 2 Sig. = NSD

TABLE L

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO EFFECT OF EMPLOYMENT OF MOTHERS

	Hindered	Helped	No Effect	Total
Male Dropouts	8	2	30	40
Male Stayins	1	0	17	18
Total	9	2	47	58

$\chi^2 = 3.15$ d.f. = 2 Sig. = NSD

TABLE LI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO EFFECT OF EMPLOYMENT OF MOTHERS

	Hindered	Helped	No Effect	Total
Female Dropouts	4	2	12	18
Female Stayins	5	2	23	30
Total	9	4	35	48

$\chi^2 = 0.60$ d.f. = 2 Sig. = NSD

TABLE LII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO THE NUMBER OF EMPLOYED MOTHERS

	Employed	Not Employed	Total
Male Dropouts	42	20	62
Male Stayins	26	20	46
Total	68	40	108

$\chi^2 = 1.42$ d.f. = 1 Sig. = NSD

TABLE LIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO THE NUMBER OF EMPLOYED MOTHERS

	Employed	Not Employed	Total
Female Dropouts	20	18	38
Female Stayins	32	22	54
Total	52	40	92

$\chi^2 = 0.40$ d.f. = 1 Sig. = NSD

TABLE LIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO INTELLIGENCE QUOTIENTS

	Below 100	100-109	110-119	Over 120	Total
Male Dropouts	18	13	15	10	56
Male Stayins	1	6	18	21	46
Total	19	19	33	31	102

$\chi^2 = 21.18$ d.f. = 3 Sig. = .05 level

TABLE LV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO INTELLIGENCE QUOTIENTS

	Below 100	100-109	110-119	Over 120	Total
Female Dropouts	4	14	12	4	34
Female Stayins	0	8	16	22	46
Total	4	22	28	26	80

$\chi^2 = 17.25$ d.f. = 3 Sig. = .05 level

TABLE LVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO OPINION OF COUNSELING SERVICES

	Good	Fair	Poor	Useless	Total
Male Dropouts	18	25	8	11	62
Male Stayins	8	19	10	9	46
Total	26	44	18	20	108

$\chi^2 = 2.77$ d.f. = 3 Sig. = NSD

TABLE LVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO OPINION OF COUNSELING SERVICES

	Good	Fair	Poor	Useless	Total
Female Dropouts	7	11	14	6	38
Female Stayins	8	22	12	12	54
Total	15	33	26	18	82

$\chi^2 = 3.20$ d.f. = 3 Sig. = NSD

TABLE LVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPIL REQUEST VISITS TO COUNSELOR

	Request Visits	No Requests	Total
Male Dropouts	45	17	62
Male Stayins	53	13	46
Total	78	30	108

$\chi^2 = 0.01$ d.f. = 1 Sig. = NSD

TABLE LIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPIL REQUEST VISITS TO COUNSELOR

	Request Visits	No Requests	Total
Female Dropouts	25	13	38
Female Stayins	33	21	54
Total	58	34	92

$\chi^2 = 0.21$ d.f. = 1 Sig. = NSD

TABLE LX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NATURE OF INTERVIEW AT PUPIL'S REQUEST

	Personal	Academic	Vocational	Total
Male Dropouts	18	27	17	62
Male Stayins	4	33	9	46
Total	22	60	26	108

$\chi^2 = 9.81$ d.f. = 2 Sig. = .05 level

TABLE LXI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NATURE OF INTERVIEW AT PUPIL'S REQUEST

	Personal	Academic	Vocational	Total
Female Dropouts	12	16	10	38
Female Stayins	7	30	17	54
Total	19	46	27	92

$\chi^2 = 4.75$ d.f. = 1 Sig. = NSD

TABLE LXII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF INTERVIEWS AT COUNSELOR'S REQUEST

	1-3	4-6	7 and More	Total
Male Dropouts	38	14	10	62
Male Stayins	30	12	4	46
Total	68	26	14	108

$\chi^2 = 1.32$ d.f. = 1 Sig. = NSD

TABLE LXIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF INTERVIEWS AT COUNSELOR'S REQUEST

	1-3	4-6	7 and More	Total
Female Dropouts	20	13	5	38
Female Stayins	39	12	3	54
Total	59	25	8	92

$\chi^2 = 4.00$ d.f. = 2 Sig. = NSD

TABLE LXIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NATURE OF INTERVIEW AT COUNSELOR'S REQUEST

	Personal	Academic	Vocational	Disciplinary	Total
Male Dropouts	20	35	20	19	94
Male Stayins	8	42	5	3	58
Total	28	77	25	22	152

$\chi^2 = 18.95$ d.f. = 3 Sig. = .05 level

TABLE LXV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NATURE OF INTERVIEW AT COUNSELOR'S REQUEST

	Personal	Academic	Vocational	Disciplinary	Total
Female Dropouts	10	23	7	9	49
Female Stayins	8	40	11	4	63
Total	18	63	18	13	112

$\chi^2 = 5.96$ d.f. = 3 Sig. = NSD

TABLE LXVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO KNOWLEDGE GAINED OF SELF THROUGH COUNSELING

	None	Some	Much	Total
Male Dropouts	13	33	16	62
Male Stayins	18	21	7	46
Total	31	54	23	108

$\chi^2 = 4.73$ d.f. = 2 Sig. = NSD

TABLE LXVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO KNOWLEDGE GAINED OF SELF THROUGH COUNSELING

	None	Some	Much	Total
Female Dropouts	7	22	9	38
Female Stayins	22	26	6	54
Total	29	48	15	92

$\chi^2 = 6.09$ d.f. = 2 Sig. = .05 level

TABLE LXVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO KNOWLEDGE GAINED ABOUT VOCATIONS THROUGH COUNSELING

	None	Some	Much	Total
Male Dropouts	16	26	20	62
Male Stayins	13	22	11	46
Total	29	48	31	108

$\chi^2 = 0.90$ d.f. = 2 Sig. = MSD

TABLE LXIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO KNOWLEDGE GAINED ABOUT VOCATIONS THROUGH COUNSELING

	None	Some	Much	Total
Female Dropouts	13	21	4	38
Female Stayins	14	27	13	54
Total	27	48	17	92

$$X^2 = 2.85 \quad \text{d.f.} = 2 \quad \text{Sig.} = \text{NSD}$$

TABLE LXX

COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO SOURCES OF ADVICE

To whom would you go for advice?	DROPOUTS			STAYINS		
	Boys	Girls	Total	Boys	Girls	Total
(a) counselor	13	6	19	11	12	23
(b) parents and siblings	27	15	42	31	27	58
(c) friends	13	3	16	9	13	22
(d) teacher	10	3	13	10	11	21
(e) make own decisions	14	6	20	4	0	4
(f) counselor's advice detrimental	3	3	6	0	0	0

TABLE LXXI

COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
SOURCES OF INFLUENCE REGARDING VOCATIONAL CHOICE

Who influenced you most in your choice of vocation?	DROPOUTS			STAYINS		
	Boys	Girls	Total	Boys	Girls	Total
(a) counselor	2	0	2	2	2	4
(b) parents and siblings	16	9	25	11	8	19
(c) friends	4	2	6	1	7	8
(d) teacher	4	1	5	4	7	11
(e) own decision	20	10	30	17	15	32

TABLE LXXII

COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
SOURCES OF GREATEST INFLUENCE

Who has been the most influential in your life?	DROPOUTS			STAYINS		
	Boys	Girls	Total	Boys	Girls	Total
(a) counselor	1	1	2	0	0	0
(b) parents and siblings	33	19	52	40	41	81
(c) friends	22	7	29	8	20	29
(d) teacher	12	2	14	5	8	13
(e) church	0	0	0	0	3	3

TABLE LXXIII

COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
SUGGESTIONS FOR IMPROVING COUNSELING

	DROPOUTS			STAYINS		
	Boys	Girls	Total	Boys	Girls	Total
More time for counseling	11	10	21	11	15	26
Full time counselor	28	14	42	31	27	58
More training for counselor	13	7	20	22	16	38
Younger counselor	5	0	5	5	14	9
More knowledge about vocations and required training for jobs	0	0	0	4	8	12
Friendly personal relationship	0	0	0	3	10	13
Subject teacher should not counsel own students	3	5	8	0	0	0
Need right type of personality	15	16	31	4	3	7

TABLE LXXIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO OPINION OF GUIDANCE CLASSES

	Good	Fair	Poor	Useless	Total
Male Dropouts	15	13	13	21	62
Male Stayins	7	10	10	19	46
Total	22	23	23	40	108

$\chi^2 = 1.45$ d.f. = 3 Sig. = NSD

TABLE LXXV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO OPINION OF GUIDANCE CLASSES

	Good	Fair	Poor	Useless	Total
Female Dropouts	9	12	10	7	38
Female Stayins	14	14	10	16	54
Total	23	26	20	23	92

$\chi^2 = 2.04$ d.f. = 3 Sig. = NSD

TABLE LXXVI

COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
SUGGESTIONS FOR IMPROVING GUIDANCE CLASSES

	DROPOUTS			STAYINS		
	Boys	Girls	Total	Boys	Girls	Total
Unsatisfactory text, needs updating	2	5	7	12	12	24
Counselors should teach guidance classes	0	0	0	13	12	25
Need more speakers on vocations	12	3	15	16	12	28
Need more field trips	5	1	6	10	11	21
Need more class, group and panel discussions	20	12	32	18	21	39
Need current material on drugs, sex, social and family problems	18	7	25	18	16	34
Less emphasis on health and body structure in higher grades	9	0	9	7	6	13
More information on jobs	11	3	14	0	0	0
No marks	0	0	0	11	6	17

TABLE LXXVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF TEACHER UNDERSTANDING OF PUPIL

	Little	Much	Completely	Total
Male Dropouts	47	14	1	62
Male Stayins	21	23	3	46
Total	67	37	4	108

$\chi^2 = 11.96$ d.f. = 2 Sig. = .05 level

TABLE LXXVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF TEACHER UNDERSTANDING OF PUPIL

	Little	Much	Completely	Total
Female Dropouts	29	8	1	38
Female Stayins	26	22	6	54
Total	55	30	7	92

$\chi^2 = 7.72$ d.f. = 2 Sig. = .05 level

TABLE LXXIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF TEACHER ACCEPTANCE OF PUPIL

	Little	Much	Completely	Total
Male Dropouts	32	23	7	62
Male Stayins	15	28	3	46
Total	47	51	10	108

$\chi^2 = 6.00$ d.f. = 2 Sig. = .05 level

TABLE LXXX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF TEACHER ACCEPTANCE OF PUPIL

	Little	Much	Completely	Total
Female Dropouts	22	14	2	38
Female Stayins	15	28	11	54
Total	37	42	13	92

$\chi^2 = 9.73$ d.f. = 2 Sig. = .05 level

TABLE LXXXI

COMPARISON BETWEEN DROPOUTS AND STAYINS IN RELATION TO
REASONS FOR FRIENDLY RELATIONS WITH TEACHERS

	DROPOUTS			STAYINS		
	Boys	Girls	Total	Boys	Girls	Total
Friendly with me	9	10	19	14	13	27
Were interested in me	21	6	27	15	23	38
Listened to me	7	2	9	9	6	15
Discussed any topic	5	5	10	8	6	14
Discussed my interest	1	0	1	13	9	22
Good personality, likeable and sense of humor	20	16	36	10	9	19
Friendly, interesting atmosphere in class	15	4	19	7	2	9
Respected me	11	11	22	1	2	3

TABLE LXXXII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF INFLUENCE OF FATHER
ON SCHOOL PROGRESS

	Helped	Hindered	No Effect	Total
Male Dropouts	13	4	45	62
Male Stayins	34	0	12	46
Total	47	4	57	108

$\chi^2 = 30.79$ d.f. = 2 Sig. = .05 level

TABLE LXXXIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF INFLUENCE OF FATHER
ON SCHOOL PROGRESS

	Helped	Hindered	No Effect	Total
Female Dropouts	7	0	31	38
Female Stayins	20	0	34	54
Total	27	0	65	92

$\chi^2 = 3.73$ d.f. = 1 Sig. = NSD

TABLE LXXXIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF INFLUENCE OF MOTHER
ON SCHOOL PROGRESS

	Helped	Hindered	No Effect	Total
Male Dropouts	14	1	47	62
Male Stayins	38	0	8	46
Total	52	1	55	108

$\chi^2 = 38.20$ d.f. = 2 Sig. = .05 level

TABLE LXXXV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF INFLUENCE OF MOTHER
ON SCHOOL PROGRESS

	Helped	Hindered	No Effect	Total
Female Dropouts	6	2	30	38
Female Stayins	29	0	25	54
Total	35	2	55	92

$\chi^2 = 15.25$ d.f. = 2 Sig. = .05 level

TABLE LXXXVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL REGARD OF FAMILY

	Some Importance	Great Importance	Total
Male Dropouts	22	40	62
Male Stayins	17	29	46
Total	39	69	108

$\chi^2 = 0.02$ d.f. = 1 Sig. = NSD

TABLE LXXXVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL REGARD OF FAMILY

	Some Importance	Great Importance	Total
Female Dropouts	7	31	38
Female Stayins	13	41	54
Total	20	72	92

$\chi^2 = 0.42$ d.f. = 1 Sig. = NSD

TABLE LXXXVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF PARENTAL ACCEPTANCE OF PUPIL

	Little	Much	Completely	Total
Male Dropouts	18	16	28	62
Male Stayins	6	20	20	46
Total	24	36	48	108

$\chi^2 = 5.53$ d.f. = 2 Sig. = NSD

TABLE LXXXIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF PARENTAL ACCEPTANCE OF PUPIL

	Little	Much	Completely	Total
Female Dropouts	7	12	19	38
Female Stayins	7	24	23	54
Total	14	36	42	92

$\chi^2 = 1.65$ d.f. = 2 Sig. = NSD

TABLE XC

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL ESTIMATE OF PARENTAL UNDERSTANDING OF PUPIL

	Little	Much	Completely	Total
Male Dropouts	33	21	8	62
Male Stayins	8	30	8	46
Total	41	51	16	108

$\chi^2 = 14.78$ d.f. = 2 Sig. = .05 level

TABLE XCI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL ESTIMATE OF PARENTAL UNDERSTANDING OF PUPIL

	Little	Much	Completely	Total
Female Dropouts	15	16	7	38
Female Stayins	15	29	10	54
Total	30	45	17	92

$\chi^2 = 1.55$ d.f. = 2 Sig. = NSD

TABLE XCII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PARENTAL APPROVAL OF FRIENDS OF PUPIL

	Objected to Some	Complete Approval	Total
Male Dropouts	51	11	62
Male Stayins	28	18	46
Total	79	29	108
$\chi^2 = 6.15$ d.f. = 1 Sig. = .05 level			

TABLE XCIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PARENTAL APPROVAL OF FRIENDS OF PUPIL

	Objected to Some	Complete Approval	Total
Female Dropouts	31	7	38
Female Stayins	31	23	54
Total	62	30	92
$\chi^2 = 5.93$ d.f. = 1 Sig. = .05 level			

TABLE XCIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PARENTAL ASSOCIATION WITH PARENTS OF FRIENDS OF PUPIL

	None	Some	Total
Male Dropouts	28	34	62
Male Stayins	12	34	46
Total	40	68	108

$\chi^2 = 4.15$ d.f. = 1 Sig. = .05 level

TABLE XCV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PARENTAL ASSOCIATION WITH PARENTS OF FRIENDS OF PUPIL

	None	Some	Total
Female Dropouts	14	24	38
Female Stayins	16	38	54
Total	30	62	92

$\chi^2 = 0.53$ d.f. = 1 Sig. = NSD

TABLE XCVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS NOT LIVING WITH BOTH PARENTS

	Both Parents	Not Both Parents	Total
Male Dropouts	51	11	62
Male Stayins	41	5	46
Total	92	16	108

$\chi^2 = 0.98$ d.f. = 1 Sig. = NSD

TABLE XCVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS NOT LIVING WITH BOTH PARENTS

	Both Parents	Not Both Parents	Total
Female Dropouts	32	6	38
Female Stayins	46	8	54
Total	78	14	92

$\chi^2 = 0.02$ d.f. = 1 Sig. = NSD

TABLE XCVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF DEGREE OF ACCEPTANCE
OF PUPIL BY CLASSMATES

	Little	Much	Completely	Total
Male Dropouts	13	19	20	52
Male Stayins	11	25	11	47
Total	24	44	31	99
$\chi^2 = 3.35$ d.f. = 2 Sig. = NSD				

TABLE XCIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF DEGREE OF ACCEPTANCE
OF PUPIL BY CLASSMATES

	Little	Much	Completely	Total
Female Dropouts	8	22	8	38
Female Stayins	9	31	13	53
Total	17	53	21	91
$\chi^2 = 0.31$ d.f. = 2 Sig. = NSD				

TABLE C

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO SOURCE OF FRIENDS

	Some at School	All at School	Total
Male Dropouts	49	13	62
Male Stayins	34	12	46
Total	83	25	108

$\chi^2 = 0.39$ d.f. = 1 Sig. = NSD

TABLE CI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO SOURCE OF FRIENDS

	Some at School	All at School	Total
Female Dropouts	27	11	38
Female Stayins	31	23	54
Total	58	34	92

$\chi^2 = 10.80$ d.f. = 4 Sig. = .05 level

TABLE CII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO AREAS OF SUCCESS AT SCHOOL

	Academic	Sports	Clubs	Social	Nothing	Total
Male Dropouts	25	28	7	7	9	76
Male Stayins	28	18	12	17	3	78
Total	53	46	19	24	12	158
$\chi^2 = 10.80$ d.f. = 4 Sig. = .05 level						

TABLE CIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO AREAS OF SUCCESS AT SCHOOL

	Academic	Sports	Clubs	Social	Nothing	Total
Female Dropouts	16	11	5	8	6	46
Female Stayins	28	21	14	21	3	87
Total	44	32	19	29	9	133
$\chi^2 = 5.35$ d.f. = 4 Sig. = NSD						

TABLE CIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF COMMUNITY PLACES OF CULTURAL INTEREST
VISITED BY PUPILS

	1-3	4-6	7 or More	Total
Male Dropouts	24	34	4	62
Male Stayins	2	20	24	46
Total	26	54	28	108

$\chi^2 = 34.92$ d.f. = 2 Sig. = .05 level

TABLE CV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF COMMUNITY PLACES OF CULTURAL INTEREST
VISITED BY PUPILS

	1-3	4-6	7 or More	Total
Female Dropouts	18	17	3	38
Female Stayins	2	25	27	54
Total	20	42	30	92

$\chi^2 = 31.70$ d.f. = 2 Sig. = .05 level

TABLE CVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS WHO SMOKE
WHILE ATTENDING SCHOOL

	Smoke	Don't Smoke	Total
Male Dropouts	53	9	62
Male Stayins	19	27	46
Total	72	36	108

$\chi^2 = 23.19$ d.f. = 1 Sig. = .05 level

TABLE CVII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS WHO SMOKE
WHILE ATTENDING SCHOOL

	Smoke	Don't Smoke	Total
Female Dropouts	24	14	38
Female Stayins	9	45	54
Total	33	59	92

$\chi^2 = 20.96$ d.f. = 1 Sig. = .05 level

TABLE CVIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS INVOLVED WITH POLICE

	Involved	Not Involved	Total
Male Dropouts	34	28	62
Male Stayins	14	32	46
Total	48	60	108

$\chi^2 = 6.37$ d.f. = 1 Sig. = .05 level

TABLE CIX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS INVOLVED WITH POLICE

	Involved	Not Involved	Total
Female Dropouts	10	28	38
Female Stayins	1	53	54
Total	11	81	92

$\chi^2 = 12.68$ d.f. = 1 Sig. = .05 level

TABLE CX

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS CONTACTED BY SOCIAL WORKERS

	Contacted	Not Contacted	Total
Male Dropouts	12	50	62
Male Stayins	2	44	46
Total	14	94	108

$\chi^2 = 5.27$ d.f. = 1 Sig. = .05 level

TABLE CXI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF PUPILS CONTACTED BY SOCIAL WORKERS

	Contacted	Not Contacted	Total
Female Dropouts	8	30	38
Female Stayins	0	54	54
Total	8	84	92

$\chi^2 = 12.45$ d.f. = 1 Sig. = .05 level

TABLE CXII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF INFLUENCE OF HIS FRIENDS

	Helped	Hindered	No Effect	Total
Male Dropouts	13	22	27	62
Male Stayins	21	10	15	46
Total	34	32	42	108

$\chi^2 = 7.61$ d.f. = 2 Sig. = .05 level

TABLE CXIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF INFLUENCE OF HER FRIENDS

	Helped	Hindered	No Effect	Total
Female Dropouts	8	9	21	38
Female Stayins	25	5	24	54
Total	33	14	45	92

$\chi^2 = 7.54$ d.f. = 2 Sig. = .05 level

TABLE CXIV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN MALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF FRIENDS WHO BECAME DROPOUTS

	Withdrew	Did Not Withdraw	Total
Male Dropouts	43	19	62
Male Stayins	18	28	46
Total	61	47	108

$\chi^2 = 9.81$ d.f. = 1 Sig. = .05 level

TABLE CXV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN FEMALE DROPOUTS AND STAYINS
IN RELATION TO NUMBER OF FRIENDS WHO BECAME DROPOUTS

	Withdrew	Did Not Withdraw	Total
Female Dropouts	26	12	38
Female Stayins	26	28	54
Total	52	40	92

$\chi^2 = 3.73$ d.f. = 1 Sig. = NSD

TABLE CXVI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN DROPOUTS AND STAYINS
IN RELATION TO PUPIL OPINION OF CORPORAL PUNISHMENT

	Dropouts	Stayins	Total
Serves a purpose for some	34	40	74
Useless	16	31	47
Harmful, should not be permitted	50	29	79
Total	100	100	200

$\chi^2 = 10.86$ d.f. = 2 Sig. = .05 level

APPENDIX C

PUPIL COMMENTS IN RELATION TO EXTRA-CURRICULAR ACTIVITIES

- more teacher interest and participation
- treat students like adults at social functions; manner of dress and smoking at dances
- members of school teams should not participate in intra-mural sports, they could coach or referee house games
- more activities and teams for beginners, different levels of teams, kids feel that they must shine, don't want to risk being laughed at
- get students to interest other students
- less teacher supervision, students resent teacher authority, teachers inhibit students
- more glory: school letter, sweaters, etc.
- school football sponsored by B. C. Lions
- greater variety of activities: music appreciation, boxing, mechanic shops, car club, drama club, art club, etc.
- don't feel welcome if you don't join from start, need a place for beginners during the year
- dances are too much like school, outside friends should be allowed
- more teams, give underdog a chance to play, place emphasis on participation rather than on winning teams
- must spend more money on school sports as they do in the States: school stadium, football, baseball, more awards and rewards, individual attention both academically and athletically, creates school spirit
- cadets at school, something to do, get used to taking orders, learn discipline, don't get hippy
- can't push students during phases when they lack interest
- need more student responsibility, involve more students in preparation and organization

- schedule activities during school time, bring them into the curriculum- lunch clubs interfere with lunch at home, after school activities are too time consuming, especially for those who have part-time jobs
- more emphasis on participating than on winning
- need strong leaders with attractive personalities who can influence students to participate
- discuss clubs during guidance
- the same group seems to participate and control all the activities, hard to get into the "in" group
- need clubs catering to intellectual interests
- extra-curricular activities should be offered extensively in elementary school because it is during the early years that children form their definite attitudes towards school and its facets, they must gain interest in all that can be done
- I was afraid of coming in last and having people laugh at me
- parents should encourage their children to join groups and clubs early, get idea of group involvement
- start in elementary, field trips for clubs: art club, photo club, nurses club, spade club
- have good advertisements to arouse student interest: pep rallies, posters, skits, P. A. announcements, assembly announcements
- members of clubs can recruit new members, have a club display in gym after assembly on clubs
- encourage idea that it is will to play, not skill, that counts; indoor track meets with novelty races, emphasis on participation rather than on skill, great moral booster
- less stress on winning, kids afraid, hold back, don't want to make a poor showing
- school clubs at night, spread out time of activities
- need different levels of sports, at least three levels, the matter of image holds people back
- feel too self-conscious with a crowd of people staring

- Community Recreation course made available to everyone, sports, hobbies introduced to them, could do these outside of school
- need clubs that are wilder, such as creative dancing, fencing, - band and choir are old-fashioned
- avoid special groups, let newcomer feel at ease and received
- school period for clubs, one period per cycle
- need encouragement by other students, sense of acceptance, more recreational activities because sports require natural ability
- not based on skill - everybody plays, emphasis on participation
- sufficient organization now, it's up to student to participate

APPENDIX D

PUPIL COMMENTS IN RELATION TO INFLUENCE OF PARENTS'
EDUCATION OR OCCUPATION

- mother's education has helped me want to learn - mother is very intelligent and has led a good life - father is a mill worker - he doesn't understand many things that are happening in the world today
- parents have a low education - want me to finish school and I'm going to, no one else in the family graduated from high school - they all tried to help me and show me how important an education is and that is probably the main reason I stayed in school
- desire for a white collar job - father a driver salesman
- parents are clerks - caused me to continue so I could get a better job
- occupation of parents is very interesting and quite high up so I must strive to reach a high rank
- encouraged me to get a better education and to know where my goals are - both parents had only an elementary education - father a bartender and mother a Fuller Brush saleswoman - the fact that my father had previously worked 25 years in a mill hating every day he went to work has influenced me to the point where I want to be satisfied in the field I endeavor no matter what the pay is
- father principal - I can understand easier how school functions
- let me go on my own initiative, expected me to go to university, but did not force it on me; their good education encouraged me to continue - grandparents expected me to go to university
- parents' inside knowledge (both teachers of the system) makes existing in it easier for me - my entire family has been intensely interested and involved in life and education, I think this could not help but affect my school career
- parents operate a grocery store - I desired an occupation less hour consuming, more challenging - more than usual degree of emphasis placed on education at home
- I want to be much better off than they and learn a lot more and lots of ideas of inventions and be part of modern progress rather than left behind because of a lack of education

- by their lack of formal education - by manner of speaking - provincial in outlook
- they both worked hard and had good grades all the way through school so I'm embarrassed if I do poorly - schooling is most important
- father a boiler maker and mother a waitress - made me want to go farther than they have - their constant desire for me to improve - competition with my brother
- father in RCAF - travelled - had to adapt to new schools - helped
- father's position helps me to strive to a high goal
- mother caretaker - made me want to work harder
- moved from Alberta to B. C. - put back a year
- sister went through ahead of me - straight "A's" - father principal - teachers expecting more from me - pushed me back
- some relatives haven't done too well - encouraged me to do better
- father tried to push me too hard because he didn't get grade 12 - my success is his success
- father a minister - moved around a lot
- dad proofread - helped with vocabulary

APPENDIX E

PUPIL COMMENTS IN RELATION TO COUNSELING

- counselor shouldn't be a teacher of student - difficult to discuss personal problems when you know that later you must face teacher in class
- more concerned about records for references - should see students regularly - just talk - casual - must acquire "counselor a good guy" impression
- counselor first, teacher second - more training, know little beyond sheet they fill in
- didn't get to know counselor
- usually mechanical - information gathering
- should be concerned not only with next year, but with post high school - information
- don't seem to be interested in you but in your grade and the space you occupy, need more definite information on vocations and required courses
- need young counselor who knows current problems - immersed in how a student thinks (similar frame of reference) know what they are talking about - counselors bungle courses - more in step with times - composite of many people - diplomat, friend, teacher, right personality
- need trained counselors, not Math or Science teachers - need people who are not out of touch with what is going on, people you can trust and confide in - should be quite young - under forty or modern in their approach
- should present the complete case with alternatives and consequences - need for post high school counseling, less emphasis on academic
- should not pry - able to find out why a person acts the way he does - need informal atmosphere in counseling room
- need full time counselor, specialized training in vocational planning and personality training - jobs for summer - need personal discussion for course forms - give out information on aptitudes

- counseling information seems to be food for gossip for the staffroom, goes to some counselor's heads - can make or break some students
- marvelous idea but now concerned with filling in forms - need counselor with current ideas, better training
- seems regimented - you are not a person but a number - too concerned with petty things
- need special training to help student learn why he has a certain attitude, how to change attitude
- seemed too busy to talk - do not have the information, need full time counselor, better training, appointments at any time, closer personal relationship
- need full time counselor, better trained, more involved, better personal relationship, wouldn't face counselor in class next period
- have aptitude tests end of grade 10 or 11
- I have put my name down but she hasn't had time to see me
- stop run of the mill and formal questioning and set student at ease - appear interested in student wishes for taking particular courses instead of convincing them they aren't suited for them
- student write personality and interest test before seeing counselor - counselor could review test, better understanding of student - we are all different and same interviews are not always appropriate
- usually old, can't see yourself going up to them with a personal problem - academic, yes
- more personal, more interested, more knowledgable - very little communication between student and counselor - counselors are too opinionated, don't understand students
- counselor should enjoy talking with young people, understand them, tread different people differently to get response
- should not scold but rather help
- no discussion concerning my capabilities - no assessment, need to use aptitude tests - take interest
- told me only what I already knew - need more knowledge about courses

- more liaison between school and parent - need more information sent home - need counseling for parent
- spinsters are not respected by students on questions of marriage - should be married, take an active interest in students, not just a job - more current in ideas, not those biased against modern ideas - counselor should not judge
- need personal relationship built on trust
- too much concern over little things - take personal problems to a complete stranger? No - need trust.
- get qualified people - social workers or psychologists part time
- not teacher who is teaching subject with which you are having difficulty
- need full time counselor, teacher too concerned about teaching subject
- too much about routine of school around counselor
- first hand information at finger-tips - sympathetic, empathy
- getting down to pupil's level, person to person relationship - absolutely confidential - don't really know you as a person - just a number on a card - need more contact
- female counselor should be married and have children - understand present generation
- too much stress directing people into vocations
- more skill in helping people learn about themselves
- must get to know students
- more counseling in elementary school, preview of courses in earlier grades
- many don't know how to get an appointment
- counselor must be easy to talk to, must be interested in student, not treat student as a number

APPENDIX F

PUPIL COMMENTS IN RELATION TO GUIDANCE CLASSES

- should be taught by counselor - could have group counseling
- more guidance classes
- debates on current topics
- course should carry no credits - but compulsory
- providing more moral issues than statistical issues - having various topics discussed by some professional and a few films
- only four guidance classes are needed a year - they tend to be boring and give no guidance
- more discussion, more chance to speak mind about school affairs and the like, more teaching about life, both good and bad
- psychology seems unsuited - many teachers lack interest in teaching guidance
- deal with problems of today's youth, their attitudes and ideas about society, etc. - need psychology dealing with emotional and social problems
- poor when female teaches boys - many guidance teachers not the right type - need select type
- wrong presentation, make it interesting to student - level too elementary for grade taught - counselor or P.E. teacher take guidance - discuss social and psychological adjustment
- eliminate psychology
- should not have a male in charge of a girls' class - too much repetition, allow students to choose topics for discussion
- teacher to be aware of student problems
- by hitting the cold hard facts about certain aspects (life, school) get the student involved by letting him find out for himself and through research
- break class into groups, discuss school system

- eliminate outdated films, need research on topics of your choice
- make elective - more reference to job and university requirements
- teachers not interested - need P.E. more - information on prerequisites for jobs, summer employment - don't learn anything - no interest
- most talk is on general subjects, need smaller groups to study specific areas of interest
- more like seminar - not health class - discuss anything
- need to know about life outside of school - films, field trips
- should not be used for P.E.
- home management course would be useful
- hate it - failed it last year - so uninterested - went by text - need new text - do away with health portion - need sex education, field trips
- at present it is a joke - doesn't do any good - study periods
- eliminate book - tests - period to broaden, to help
- eliminate psychological terms - throw out text
- at present a health course, not guidance - psychology good - eliminate health portion - need field trips, films on narcotics, driving drinking
- need field trips, don't emphasize the academic program, it has too much prestige, emphasize vocational fields, most young people enter vocational fields
- teacher can initiate and guide group discussion
- discard text. outdated - need program of general accepted behavior: alcohol, drugs, smoking, driving, sex, unmarried mothers - to help you adjust to yourself and to the outside world
- bring it up to date, attitude is too clean - bobby sock and pop - be less afraid to deal with all aspects of life
- attitude partly the fault of teachers - negative attitude of teachers - need speakers, help find a field of interest
- have P.E. or study period - never did anything

- teachers with current ideas
- strictly followed text - movies helpful - need emphasis on today's problems, drugs, drinking, driving
- job studies could be useful
- need right teacher, make health portion separate, throw out present useless text, get student ideas for discussion
- have marriage counselors and other people from vocational schools to come and talk
- more emphasis on vocations, marriage and not on health, first aid
- get to know community, speakers on careers, more choice of topics
- more about understanding oneself
- research on things we will need in life, more help in planning a career
- to help self-understanding
- get to know yourself better
- learn about the working world
- aptitude tests to learn more about oneself
- some younger teacher, good communication, no set program
- how to get along, to mix, to improve relations with teachers - not from text, but from open discussion - practical
- group seminars
- need teachers interested in teaching guidance
- have qualified guidance teacher, otherwise a waste of time
- too much depends upon teacher, had study periods

APPENDIX G

PUPIL COMMENTS IN RELATION TO REASONS FOR FRIENDLY
RELATIONS WITH TEACHERSDropouts

- he understood me, was strict, got my best marks from him
- treated me like an adult, made me feel that he cared
- he was friendly and he understood me, he made me feel that I did accomplish something and that I could become what I wanted
- valued me as a person - not for my marks, showed interest in me
- he didn't make me feel so inferior, saw him outside of school, wasn't very strict but made you want to do well because it made him happy
- spoke to you, asked how you were doing, showed interest in you
- seemed to know kids, at your level, wasn't too academic
- treated you like a person and an adult instead of a number in a classroom, recognized that young people have problems growing up, forgetting that he is a teacher, talking man to man - student should be able to talk without holding things back
- pleasant personality, talked to us (teachers always have their guard up - afraid of being rejected
- treated us as peers, not lord and slave relationship
- seemed to care, very helpful, never annoyed when I had a problem
- a teacher who is strict, but makes things interesting in a way that you wouldn't want to horse around in class is the best teacher of all
- manner friendly, casual, felt easy with them
- took interest in me, cared, interested in activities of young people, tried to help, a nice guy
- didn't condemn you for your ideas or for what you did, respected my ideas

- respected you as a person, treated us like young adults
- interesting classes, liked presentation, fun to learn, enjoyed his subject
- I learned from them, got work done, no nonsense attitude
- encouragement and valid criticism of my work, praised my work
- friendly personality, could talk with them, joke
- patience, understood me, were people rather than teachers

Stayins

- friendly with teachers who were vibrant, intelligent, open-minded - listened, commanded respect from whole body of students, created an interesting atmosphere in classroom, not prejudiced
- shared common interests, could talk with them, felt they liked me, they wanted to talk with me, they liked being with young people
- down to earth, person to person relationship
- can talk with them in friendly, informal manner, person to person relationship rather than teacher to student
- he was kind and he had an interest in each student, he cared what happened to you
- they had so much to offer and they accepted me and my thoughts
- interested in me, asked me to help them, trusted me, friendly
- listened to me, gave me a chance to voice my opinion
- would discuss any topic; world situation, morals
- discussed my interests
- participated in extra-curricular
- were interested in me
- came down to our channel
- were friendly to me

- fair with both sexes, no favoritism
- relationship did not depend upon academic success, friendly and interesting atmosphere in class
- open-minded, could communicate with young people.
- commanded respect from all
- confident with students, knew what he was doing
- got subject across, good teaching
- would admit his mistakes
- brought up interesting topics
- willingness to help
- informal attitude at proper time
- sense of humor
- individual attention
- had confidence in me
- good, likeable personality
- liked their subject
- liked teacher that tried to make things interesting, enjoyable - not always sticking to text
- their philosophy, their patience, their sense of humour, good personality
- enjoyed their subject, attitude and behavior pleased me, they didn't behave like gods
- could tell a joke but keep control of class

APPENDIX H

PUPIL COMMENTS IN RELATION TO TEACHERS HELPING
STUDENTS FEEL SUCCESSFULDropouts

- acknowledge effort and improvement - effort important, not the marks
- a chance to find their interests, more experimentation by student, writing, working out own morality, would not have authority figure, could see why things had to be
- encouragement, interest, praise, only constructive criticism
- recognition of accomplishment (no gushing), honesty and sincerity
- stress that they don't have to be "A" students, praise students for other abilities
- showing the right way of doing things, know student's limits, don't pressure, push beyond limits or get on his back
- giving them confidence, making allowance for weakness - everyone can make mistakes
- not always putting you down, constant criticism
- praise, not just for top marks, notice even slight improvement, everyone accomplishes something
- don't compare student with "A" student
- don't tell them they are stupid
- listen to what student has to say, show interest in his work and his ideas
- eliminate failing
- prevent student from looking like a fool, help with answer
- atmosphere of class important, teachers musn't throw their authority around or abuse it, treat students like adults
- explain errors rather than just say he is wrong, constructive criticism

- promote interest in subject, don't take everything from text
- take more time with personal problems
- need person to person relationship, discussion rather than notes
- giving them confidence, allowance for weakness
- letting them out of class if work satisfactory
- don't read marks in front of students

Stayins

- praise, praise for any improvement
- praise, especially for effort - not how well, but how hard you try
- encouragement and putting themselves out to help student in any area of the student's life
- not rubbing it in when the student does poorly - the student knows
- letting students have freedom and responsibilities
- there is something good about every student - acknowledge it
- find student's good points
- respect students, don't belittle them
- show interest, concern, build student's confidence
- encourage further work in areas of success, emphasize the positive
- don't hammer home the honor roll
- avoid harsh criticism
- appreciating student's ideas
- minimize lack of success in one field
- admiring effort rather than high marks
- eliminate grade system, introduce levels system
- favorable comments on assignments

- less emphasis on academic
- get student to participate
- develop close relationship
- appraisal when necessary
- give student confidence, show interest in him rather than in course or right answer
- encouragement, you don't have to be a brain to get somewhere
- by pointing out your good points, skills - emphasizing the positive
- refrain from criticism, by not seating poor students at front
- avoid discrimination
- don't be condescending

APPENDIX I

PUPIL COMMENTS IN RELATION TO POSITIVE CHARACTERISTICS OF TEACHERS

Dropouts

- good sense of humor, fun to be with, friendly, cheerful
- firm control, poise
- tried to get to know his kids personally, showed he cared, attempt to understand
- helpful, felt free to go up and talk to them
- down to earth, talked at students' level
- those interested in their jobs, enjoyed their work, interesting classes, variety, purpose of subject, current
- good teaching, knowledge of subject, a learning atmosphere
- attitude, personality, the way they spoke to you - weren't waiting to clobber you the moment you stepped out of line
- strictness, but in a pleasant way, discipline students privately, making a course sound interesting
- teacher should enjoy his work and be interested, attitude towards class, treat students as individuals and human beings, not just a job
- able to handle a class without too much turmoil, treating people respectfully
- serious when necessary yet made class feel at ease
- understood how student felt, not afraid to lower himself to our level, made himself interesting, made us work hard but we all liked him
- the way they taught, pleasant, didn't tolerate nonsense, treated students as individuals, organized, neat, tidy
- ability to discuss ideas and accept ideas contrary to their own within bounds of reason, ability to communicate with youth
- some travelled, had worldliness, knowledge and understanding of teen years

- understood thinking and ways of younger generation, current in outlook and ideas
- can discuss problems at any time, teacher will lend me some of his time after school
- bring in other points of interest into the course, get away from strictly course outline, variety of interest
- more like peer relationship, handling discipline in mature manner, not belittling students when they do wrong
- way they teach, putting all they have into it - their job is important, not just a sideline
- participation in extra-curricular, one of group
- human, free from tension
- those who ask instead of ordering
- knowledge, could relate work to his experience
- no favoritism
- admitted when wrong
- young minds, rational views, could confide a bit in some
- no petty criticism concerning make-up, dress
- treated us like adults if we behaved like adults
- discipline of class and himself
- challenged

Stayins

- sense of self-confidence without putting themselves on a pedestal, took time out for a joke, time out for a discussion, a sense of contact, balance, went up to Mount Olympus, came down to student's level
- good sense of humor, well-behaved class but not too strict, fairness - tests not sprung on students, test what they know and not what they don't know

- knows subject, good presentation, firm, friendly discipline, explains at student's level, treated like adults, not like kids at elementary
- knows subject, acts his age - not like teenager, must present authority, yet must not be too strict
- warm intellectual - without making you feel stupid
- treats you like an adult, gives sense of responsibility
- involvement in student's interest in his subject, pleasant disposition
- fairness with individual students, attention to student problems (student not identified in class), good manners, presentable appearance
- firm control, willing to help regardless how trivial your question may be
- ability to communicate, their ideals and their attitude towards being a teacher, ability to establish a personal relationship with the class
- admitted freely their mistakes, discussion on student level without being condescending, does not show impatience
- friendly personality, presenting different ideas, made you feel comfortable, good sense of humour, understanding problems of a particular age group, interest in students outside classroom, clubs
- the ability to gain and maintain my interest and to arouse my curiosity to learn more, the ability to inspire me to before-unreached heights, or at least the feeling of inspiration, also vast knowledge on a subject and associated subjects
- current in ideas, humanity
- going off course, enjoying things with students, frank, chewing us out if we deserved it, person to person relationship, routine changed, created interest
- didn't run students down, respected students
- teachers that talked about moral issues frankly, ability to develop personal relationship, had firm but friendly discipline, recognized and encouraged student's interests
- ability to teach, create interest, confidence in themselves and subject, project an image that one respects and admires

- honesty, sincerity, intelligence
- patience, understanding, helpfulness
- enthusiasm and interest in course
- even temper, does not create issues over minor things

APPENDIX J

PUPIL COMMENTS IN RELATION TO NEGATIVE CHARACTERISTICS OF TEACHERS

Dropouts

- mean, sarcastic, pick and ridicule a student in front of class
- no sense of humor, too strict, infatuation with rules, harsh, bitter manner
- too superior attitude in class, act like little gods
- yelling at you, flying off the handle at little things
- demanding too much, particularly when pupil unable to do better
- poor teaching methods, can't put subject across, dull classes
- inability to accept ideas contrary to own, meglomaniac, belittling of ethnic groups with no opportunity of defence by student, strict adherence to rules, glossing over poets with revolutionary ideas
- won't admit mistakes
- majority want to take it out on students because it happened to them, something is eating them - a fight with their wives
- their way of cutting me down, being told what to wear, being treated as a child instead of an adult
- bugged me when they stressed work, work, work
- the way they belittle students, being tactless, forming opinions too soon
- would not permit student to reinstate himself in teacher's favor
- strictness, instilling fear, give wrong attitude to pupil
- make fun of students, force students to read who can't, disregard for personal feelings
- bugged me, picked on me, nobody liked them - should quit
- lectured, expected you to make notes, no review, scruffy appearance, unclean, hangover

- some too soft, too readily taken in by students, swayed off subject
- lack of sense of humor, intolerance of student opinion, interest is killed when teacher is dogmatic
- lacked control, droning voice, way they dressed, copying notes off board a waste of time, text used as Bible
- too much pressure, treated like an animal in a cage instead of like a human being
- favor some students, put most emphasis on students who get good marks, should equalize emphasis, help slower students more
- too much like a policeman, throwing their authority around
- juvenile treatment, often unjustified, threatened with the strap
- their prejudice, teachers are a step above others, screaming in class, no encouragement, quit school
- some picked on me, yelled and showed their anger, some made you feel awfully stupid, lacked patience, teaching was just a job, called by last name, showed dislike for some students, pushing too hard, too blunt, picking on petty things
- older teachers were not current in ideas, would not accept nor try to understand ideas of younger generation
- old-fashioned ideas, picking on me, attempt to embarrass me by asking questions which they knew I didn't know
- the way they teach - too busy, should permit one to go at his own speed
- feeling of superiority, cutting you down for errors, trying to be hep with the teen age group
- kept telling me that I was just taking up room, no good, etc., discrediting me all the time
- too stern, too unfriendly, took no interest in you as a person
- rapping me on the head, telling me to smarten up
- old, old in ideas, different morals, outlook, some think they are always right, not willing to admit to a student that they are wrong, punishing whole class for one student (give ultimatum for next day, gives opportunity for innocent to work on guilty person)

- unpleasant manner of asserting authority, a big thing about it, treat you as if you are such a chore, little kids - seems that they don't like teaching, taking it out on you
- boring methods of instruction, lacked respect of students, tried to be one of us, too lenient in discipline, empty promises
- dictatorial attitude "I am supreme" - make it rough for you when marking papers, etc.
- those that ride your back all the time
- lack of free time after school for extra help
- treated you like a little kid, they were the great white father, always telling you what you could and what you could not do
- conceit, bad moods, not aware that everyone makes mistakes
- discouraged you about work she didn't like
- ignoring of slower learning students
- not being able to cope, lack of control

Stayins

- no variation, confined, adherence to text, suffocation, sidetracked by outward appearance
- not caring if homework done, absent-mindedness, talking all period and saying nothing
- couldn't stand those biased in their attitudes, those who couldn't care less about you, regarded you as a number or statistic, those who wouldn't listen to you
- Hitler type, dictatorial, created fear
- no interest in subject, don't know how to put it across, teach by fear
- the way they look, their miserable attitude that scares one
- bluffing, can't put it across
- too narrow-minded and opinionated

- too much time spent on one aspect of course, get behind, difficult to catch up
- god-almighty power they wield
- inability to accept new things or be wrong, constant pushing or yelling and scaring students
- talk too much, plain nervous, special grudge against individuals, appearance
- some can't understand why you can't understand, some are boring, some yell and scare students
- don't show expert knowledge or interest in course, insist on their opinions
- old fashioned, not current in ideas, lack of patience, lack of involvement outside their subject
- snap tests, take themselves too seriously, too opinionated, too much talk in same tone
- their inability to accept a student the way he is, trying to change his style, or methods to suit their ways: writing, views, etc.
- tyrants, little tin gods, unfriendly superior attitude
- blind discipline, indifference, favoritism, especially if students are identified with themselves
- some appear aloof and threatening
- their rigidness and sometimes unwillingness to discuss the ideas and opinions of the students
- "holier than thou" attitude - stressed their superiority
- they would not accept new ideas and had an omnipotent feeling of themselves
- being called names - "stupid", "you are the dumbest class"
- painted themselves as the sole authority - the students know nothing, favored only the ones that conformed
- laziness, sloppiness, can't teach, sloppy presentation, prejudice in awarding marks

- dislike those teachers who play the "good guy" and joke and act more like a student than a teacher, teachers should have an air that is above the students yet not too far above
- sarcasm, "I don't care about you", indifference, negative teaching, too old fashioned, not willing to change, copying notes
- embarrass, belittle students in front of class
- can't appreciate student's difficulties or feelings
- too inhibited, always formal, superior
- criticize, but offer no explanation, advice
- no sense of humor, scornful tone, monologue voice
- pass by questions, tell you to look it up
- inconsiderate, nasty, rude, insulting, yelling, scaring
- lack of emotional control, bad temper
- favorites because of marks
- method of marking stiff, dependant on teacher's viewpoint
- tell you after test what they expect of you
- berating whole class for misdeeds of one or two
- boring, dead
- picking on one student and demoralizing him in front of the class
- didn't know how to teach, knew subject too well, couldn't appreciate student difficulties
- attitude towards request for help after school - acted as if they were insulted that I didn't understand something after they'd taught it
- lack of interest in student - doesn't even know your name
- told you that you were wrong but offered no explanation
- shows that he is not enjoying his work
- unfairness, always formal, always sticking to text

APPENDIX K

PUPIL COMMENTS IN RELATION TO TEACHER PROMOTION
OF PUPIL SENSE OF BELONGINGDropouts

- teacher should acknowledge student's opinion and give him credit even though student may be a bit off
- praise, extra help above professional obligations, personal interest
- examine reason for student rebellion or lack of compliance
- treat them as individuals, no favoritism, person who needs encouragement usually doesn't get it, need praise for low achievers, teacher effort results in more student effort
- don't mock student in front of class, respect student's opinion
- put student with a discussion or work group, involve student
- talk to him, show interest in him, be more friendly and helpful, learn first name
- ask another student to be friends with him
- get them interested in things others are interested in
- don't poke harmless fun at a student, makes him insecure, sensitive
- ask for their opinions, acknowledge and respect their opinions
- get them interested in clubs, involved
- don't be sarcastic to student in front of class, don't humiliate student
- recommend those activities which student can best do
- don't single out student
- marks confidential
- ostracize pupils for offences, then ask class if they should accept pupil

- teachers have favorites, those on outside resent this
- take interest in student, don't always ask bright ones, don't pick on slow ones and ridicule them

Stayins

- develop a person to person relationship - not beyond the bounds of respect
- contact outside the classroom
- show interest in individual student
- help give sense of importance
- involve student
- get him to participate in class discussion
- having good relationship with students, praise student's good points in class
- personal friendliness
- by not excluding or ignoring student
- encourage them to join school activities
- talk to him, smile at him, call him by first name
- accept them for what they are
- no favoritism
- need wider selection of courses, more vocational
- bring matter to attention of selected groups
- acknowledge student's presence

APPENDIX L

PUPIL COMMENTS IN RELATION TO INFLUENCE OF FATHERS

Dropout Comments on Positive Influence of Fathers

- learn more myself when I explain things to dad
- want more education so that I wouldn't have to work as hard as dad
- made me realize value of further training
- helped with new math
- education out of school helped by early discussions with my father - his enthusiasm for buying books - many available at home
- helped set a goal
- closer rapport with father than mother
- my foster father is a social worker - helped me to find myself - have a better outlook on life
- in the navy - we travelled a lot - helped, especially with geography
- father is a laborer - I feel he would have had a fuller social and vocational life if he had gone to school
- encouraged more education - helped to stay in school longer
- received a wider outlook - helped me be an individual
- interested in his field
- helped with homework

Stayin Comments on Positive Influence of Fathers

- father encourages me to explore things and he is always ready to sit down and help me - he never stops educating himself
- father encouraged - showed interest - gave praise
- encouraged me to continue with my education

- father has always helped me with my work by discussing different aspects of topics, directing me to reference, by simply existing
- father has made me afraid of failure because if I failed an exam he would be so disappointed in me I'd feel terrible, so I worked harder to pass and keep his respect
- father a great influence, made me aware of things - marks indicative of how I would do later - felt that I was on my own
- father very intelligent, but narrow - helped in some respects
- father made me want to work hard - want him to be proud of me
- from dad gained interest in world of business - influence on my decision to train for secretarial work
- dad has given me interest through reading and general attitude - stressed reading, organization of material - knowing where to get information - wide knowledge of jobs - helped decide what I want to do - gave me incentive to do my best
- dad created an interest in some of my work

Dropout Comments on Negative Influence of Fathers

- left school because of dad
- away six months of the year
- hindered - father fixed older apartments - had to help with carpentry - clean apartments - used study time
- too much pressure in higher grades
- felt I didn't inherit dad's academic ability nor drive - gave me an inferiority complex
- too much pressure by dad

Stayin Comments on Negative Influence of Fathers

- very little father interest - preoccupied with work and business

APPENDIX M

PUPIL COMMENTS IN RELATION TO INFLUENCE OF MOTHERS

Dropout Comments on Positive Influence of Mothers

- chose mother's type of work - she is a stenographer
- helped me with my essays
- gave me the desire to work harder
- made me aware of my educational opportunities
- had to cook - more interest in home economics - sense of responsibility at home
- helped me realize effect and value of money
- helped my by being a mother
- mother has had to work hard - I want to get paid sufficiently so someone will do my housework - I want to enjoy my work - want comfort
- encouraged my creativity - paid for art lessons - developed the right attitude
- encouraged to continue, to work hard
- mother worked after father died - made me more independent
- twin brothers are very bright - academic atmosphere at home
- nagged me into getting more schooling
- provided educational atmosphere - encyclopedias, P.T.A., Open House

Stayin Comments on Positive Influence of Mothers

- mother is willing to listen - critic for my essays
- mother helps and praises good achievements - she fills in the gap my father can't fill
- mother comments on essays - is musical

- no father - school left to me - have mother's support
- parents divorced - extremely pressured by mother to maintain marks, disappointed when marks are low - great hopes for me - considers her daughter a genius which is entirely untrue - she has, however, encouraged me and shown me my capabilities and capacity
- mother is good in English
- talked out problems with mother
- helped decide vocation
- mother gives me guidance, advice
- gets me to study
- helps with school work
- helpful, very understanding
- mother shows interest - gives praise, encouragement
- mother works, but quality, not quantity, of time spent with children is what counts

Dropout Comments on Negative Influence of Mothers

- parents separated - mother permissive, though she tries to be strict
- was responsible for home chores - looked after ill brother
- parents separated, came back, separated - brother and I don't see eye to eye
- hindered, due to different early rural environment
- mother worked night shift, never around
- didn't like living at home near end - mother's health not good - a nervous strain

Stayin Comments on Negative Influence of Mothers

- mother's illness - difficulty for me

APPENDIX N

PUPIL COMMENTS IN RELATION TO FAMILY INFLUENCES ON SCHOOL PROGRESS

Dropout Comments on Family Positive Influences

- sister and brother helped - encouraged
- family stressed importance of education
- family worked together
- gave support to my wishes
- sister quit in grade ten - employed, but not paid for all her hard work
- 50 per cent of time in hospital during first five years - forced me to develop my imagination - lived on top of Gonzales Hill - no close friends - left on my own - trees and flowers were our friends, had parties with them - no T.V.
- had time set for homework - Monday to Friday
- sister helped get me out of difficulty

Stayin Comments on Family Positive Influences

- brother dropped out - made me think twice about dropping out since he is not making sufficient progress
- the fact that they kept stressing the importance of school and that you can't get anywhere without a good education - I guess I've been brain-washed by this but as I have grown older I have been able to realize that they are right and I have made up my mind to go to university
- felt they expected me to continue - competition within members of the family
- given me determination to be in a position to help my children - brothers active in school affairs, helped to encourage me to be active
- parents encourage me but leave my school work entirely up to me

- my parents were disappointed and had problems when my brother dropped out of school and left home - I don't want them to be disappointed and hurt with my actions
- atmosphere at home one of learning - school courses taken by other members of the family - could discuss them, help plan courses - where to find things at university
- a good home life, no bickering, ideas are appreciated
- parents have shown interest, attended school functions, saw teacher of subjects in which I have difficulty
- parents want me to just try my best
- aunt in wheel chair lived with us - helped me
- competition with brother helped
- both parents university graduates, my aims geared to a higher degree
- sister, five years senior, did very well
- general attitude, expected me to do well
- we all stick together, do things together, help each other
- parents concerned, encouraging, I try to please them
- helped by not interfering
- mother took a real estate course, I helped her
-
- sister an elementary school teacher
- their constant desire for me to improve and competition with brother
- parents read much, good influence, helped me to read
- counted on me to do my best, couldn't disappoint them
- it was wonderful to know something they didn't, like algebra - so I taught them
- five children in family with high I.Q.'s - expected to do as well as my brother - fear of displeasing father
- encouragement by sister and brother; sister at university, brother wants to return to school

- parents would be disappointed if I didn't try
- two older brothers are exceptional students and sportsmen - on way to highly educated professions - sister an honor student - I, youngest, am expected to live up to their standards - am disappointed because I don't
- they have always allowed me a lot of freedom and trust - this has helped me to discipline myself - study habits, etc.
- made me realize that I need training other than that provided by the school
- twin sisters - two years my senior - very bright - held over my head
- positive attitude towards school at home
- sister dropped out in grade ten - 20 years old - attempted to complete her education many times but as yet has not succeeded - she has, however, a very good job in every respect - has set for me an example I did not want to follow - education for education's sake and my own self-satisfaction is too important to me

Dropout Comments on Family Negative Influences

- separation of parents threw a spike - never sure of next day - never want to school when anything went wrong at home
- hindered by father's drinking
- father died when I was in grade seven, mother when I was in grade four - hindered - a matter of finances, clothes - recommend a school uniform
- parents' plan to separate influenced progress - need place for students to study when there are difficulties at home
- family of eleven - quit school to help family
- home conditions not suitable for study - made me want to be on my own
- hindered by first parents, helped by second
- was youngest, dad wanted girls - don't see eye to eye with father
- pushed too hard - bugged me
- sister had high marks - held against me

- father in army, family returned from Germany in December - difficult to fit in at that time of year
- domestic difficulty - lack of harmony at home
- no interest in my school work
- domestic arguments concerning my manner of grooming and ideas, similarly at school
- domestic difficulty, mother against father - I wanted to get away
- mother passed away when I was 14 - joined wrong crowd - pulled me away from school - worked for seven months, came back to school - mother probably would have kept me on academic
- lack of communication with parents
- brother left school and went to work - felt I should follow - made it easier to withdraw - weak Christmas report card - severely grounded

Stayin Comments on Family Negative Influences

- older brother is hard worker and does well, so I am nagged to do the same - parents think I have to go to university and graduate
- lack of substantial quiet - T.V., radio, sharing room
- children shouldn't come to empty house - both parents working
- lack of suitable place for study

APPENDIX O

PUPIL COMMENTS IN RELATION TO CORPORAL PUNISHMENT

Dropouts

- makes tough guys tougher
- teacher should not take anger out on student
- harmful, destroys willingness to learn
- the more I was punished, the tougher I got, turns person against school
- ridiculous, can get student into more trouble
- O.K. in some cases, beware of sadist teachers
- a talk - principal, teacher, pupil - not punishment but therapy
- depends upon student, harmful if student is high strung
- necessary in some cases, but used too often
- should be given by teacher concerned, not principal
- talk to student, truth hurts more than strapping
- try counseling, guidance, kindness
- record misdemeanors, contact parents
- not teacher's job, up to parent
- deprive privileges, assign clean-up, hard work, unpleasant task
- talk to person, reason, try understanding, therapy
- suspension rather than strapping

Stayins

- mediaeval, there must be a better way of handling the matter
- deterrent, more of a threat to those who have not been strapped

- damaging if done during class - terror of facing class again
- don't participate freely in class for a long time
- a way for a teacher to show his anger, does not lead in a positive direction
- phone parents, sit down and discuss mistake as an adult rather than condemn student
- not a deterrent for all, individual case for each
- creates resentment, don't want to give in
- gives negative attitude towards school, find root of problem
- talk with student, reason with him, need counseling, therapy, not punishment
- conference with parents, warning, then suspension
- not by someone strap happy, consider each case separately
- inhibiting, withdraw privileges
- a severe reprimand instead or hard labor
- an honor system, self-discipline, demerits
- harmful, some teachers sadistic, teacher out to get you, you want revenge, gives a sullen feeling
- good, there are too many mouthy brats with no respect

APPENDIX P

PUPIL COMMENTS IN RELATION TO HIPPIES

Dropouts

- like some of their ideas: attitude towards money, lack of greed, but opposed to dope
- fantasy just shatters, nothing creative done
- sympathetic to cause, questioning society - opposed to drugs
- don't agree with their not facing reality
- individuality, find out for themselves
- no desire to become involved
- bunch of idiots, bums, parasites, ridiculous, crazy, lazy loafers, stop it
- phase, on its way out
- some interest, take people for what they are, treat everyone as equal
- good ideas, life based on love rather than on war
- interest in what they are trying to do, will bring about a change in how young people think, influence for good in Victoria, fights frowned upon in arena
- scrub them, cut their hair, it's ridiculous - mixed-up kids
- got a point in non-conforming, going about it the wrong way
- admire sense of individuality, but dirty, barefoot, loose sense of morals, disgrace
- interest, but don't participate because it is too easy to get involved in some of their problems
- was involved, lived with them briefly, took drugs, interested in their creative ability, but they spend so much time and energy acquiring daily essentials that they lack time for creativity, going about things the wrong way

- much interest, gap between youth and parents, make parents realize the change
- strong interest, spent time with them in San Francisco, Toronto, Montreal - emphasis on individuality versus standardization, back to nature over dissatisfaction with materialism, moral values: anti-violence, war, concept of responsibility of sexual freedom versus double standard and outright promiscuity
- don't agree with them - pot, LSD, is destroying them, not doing anything constructive
- youth will bring about a social revolution, emphasis now on meditation, more mind expanding, not like LSD

Stayins

- degenerating, out of control, few serious
- ideas have merit: code of life, anti-war, discrimination, but their personal lives deteriorated
- rebellion necessary, but their methods are wrong - can't opt out of society
- some merit in their ideas, questioning society
- I hate it, no sympathy, disgust, sorry for them
- against their appearance, unsanitary, unkempt
- I don't want to be one, something should be done about them
- something to say, but going about it the wrong way
- curiosity, a big front, many followers
- negative outlook, need something like "Sing Out" - moral re-armament
- beatnik type hoboes, can't face reality
- silly ridiculous, useless, scorn them
- seem uncertain of what they are doing, their goals - misplaced people
- public parasites, nothing to give to our society

- negative interest, concerned with kind of society hippies would like to create - my values are different
- we shouldn't give them the attention they are looking for, should not be given welfare if they can work
- brought drugs into open, glorification of drugs
- filthy lot of no good tramps, clods, bums, excuse for not working
- provide some amusement
- some hippies really intelligent, basic idea to love everyone is a good one
- like their ideas but they go too far, they are insecure, dissatisfied
- critical - dirt will not clean up world - meditation, yes
- I love it, some things hypocritical, come into contact with many spheres of thought
- could be both interesting and repulsing
- trying to move away from a manufactured life, don't know how to go about it, any change in that direction is good
- "Hippy" term misused, true hippy has ideas which I agree with - question society (much talk, little action)
- like their ideas of individuality, freedom, opposition to war, love, art work
- against drugs, their way of life
- some of ideals very good, such as personal freedom, but has been taken over by pseudo and insincere people who only join what is considered "in"
- merit: rebelling against present society, emphasis on happiness, opposed to materialism, feeling of freedom, forget rat race
- they are obviously seeking for something but I don't have to - I'm satisfied
- acceptance of everyone as an individual, willingness to weigh ideas of others, creativity - but wrong method of attack, creates rejection

- many lost, want to identify with a group, don't want to think about responsibility, persecuted now
- opposed to free love (not able to love anyone), weak people, can't make decisions, futile existence, dirty
- I believe in their fight for personal freedom: look, act, do as you like as long as it doesn't interfere with someone else

APPENDIX Q

PUPIL RECOMMENDATIONS FOR IMPROVING INSTRUCTION

Dropouts

- simplify explanation - at student's level
- more individual instruction, person to person relationship
- don't force copying of notes off board
- teachers showing more interest in subject
- go slower, review
- treat students as individuals, don't insist on your own way
- by making course more interesting, visual aids, teaching machines, more practical work
- more discussion, less dictating of ideas, student participation, opinions, ideas, involvement
- do more work in class with teacher
- more variety, don't stick to text, field trips, color, not bare facts
- break during period, joke
- by being friendlier, not abusing authority, using threats
- sense of humor, better attitude towards students
- firm but friendly control
- remain current, back to university, up to date with new ideas, methods, research
- having pupils do teaching
- tape record some of their lessons, cultivate a pleasing voice, some talk too much
- explain work thoroughly, sense of humor, a bit of fun, students do tune out

- take some form of drama, overcome self-consciousness, embarrassment, be dynamic
- teachers should have more respect for teachers, should not be rude, students should have somewhere to go with complaint
- getting ideas from young people, from students
- discretion regarding curriculum guides, awareness of student interest
- less waste of time, stick to essential
- let student progress at own speed
- teacher talks too much in class, no time left to do work in class, too much homework
- giving students more to do - instead of telling them, showing them how to do it for themselves
- don't check too closely, let students work on own, have daily chart to record work, frequent tests before big test
- notes on board ridiculous, have students do research after a few points given
- versatility, originality, sense of expectation
- make courses more realistic, more true to life
- ask questions just beyond grasp, original research results in great pride, teachers to stimulate, not give facts, brain teasers, capture fancy

Stayins

- staff-student meetings on equal basis, free discussion, students feel that teachers are unconcerned about their effect, need exchange of ideas, fear of criticism is an obstacle, free discussion concerning effectiveness of course
- putting some of themselves into their work, not just the text, text followed too closely, adapt to students and environment
- students must take an active role, ferret out what they want to learn, broaden course, encourage research and outside reading, less lecture, more pupil participation, discussion groups, opportunity for expression of ideas

- teachers must not feel that there are "lost causes", learn how to analyze a person, need course improvization
- try to make the course interesting and not boring, don't teach like a computer, really get involved with your work and get your point across in as many ways as possible
- create more interest at student's level - so student will like to learn and not feel compelled to learn, use proper level, not too simple, not too deep
- personal involvement, having a fun character, smaller classes
- firmness, friendly, less superior, more discussion, more individual research
- a friendlier atmosphere, more individualism, at own speed, program learning, less teaching, more guiding
- must not get off on some uninteresting point, need better lesson preparation, more time for student work, less teacher monopolizing of time, especially if he is not saying anything useful
- should actually teach, become involved and not just attempt to throw as many facts as possible at a student and expect him to memorize them, should have additional information on subject apart from text
- ask students what they enjoyed in course, ask for suggestions to make the course worthwhile
- less lecturing, more class time for homework, less pressure, don't force learning on students, they must be interested
- field trips, visual aids, speakers, make use of everything that society has to offer, up to date equipment, different methods of teaching
- through experience make a career out of teaching, better knowledge of subject, keep up to date, more interesting background information, research on their courses, learn from older teachers, team teaching
- instruction on how to take notes and how to make notes
- relate to student interest, concrete examples, vary presentation, helps maintain interest
- subject matter more interesting if at level of student, set student on fire, opportunity for students to do independent work and study, individual research

- teachers must show more interest, their lack is communicated to the student, need younger teachers, some too old fashioned and get upset faster
- discussion on current problems
- give opportunity for students to learn from each other

APPENDIX R

PUPIL SUGGESTIONS FOR HELPING YOUNG PEOPLE STAY IN SCHOOL

Dropouts

- greater selection of courses: practical, vocational, cut out repetition, more specialization in higher grades, more skilled training in shops, like Fairey Tech.
- better and more counseling
- experience in finding a job
- more contact with outside world while at school
- abolish strict rules, too restrictive, eliminate regimentation, more freedom, like university
- homogeneous grouping - would ask questions without feeling silly or stupid
- take work more slowly, too much rushing, too much homework
- sort of PTA for students
- free student to visit unemployment office and discuss qualifications required for a job, occupational job training
- teacher remain young in ideas, current, interested in world of young adult
- must make student realize necessity for higher education, jobs, exposure to a variety of things, pamphlets, statistics
- no place they can turn to except school, no work, services full, outside world pretty rough
- encouragement, praise, make school more fun, need teachers interested in you
- bring someone their age to tell them what the real situation is, have dropout speak to them, films on dropouts
- courses of an exploratory nature, more chance to experiment and to move around, more interesting and useful courses, eliminate useless courses, up-date courses

- too much tension, pressure, too much homework, useless in many cases, not done
- more ideas about jobs, certain training for a job, occupational job training, field trips
- someone to teach what it is like outside school without grade twelve, teachers are not listened to, need others - people from offices
- student must feel that he is doing something worthwhile, substitute certain academic courses with courses which they will need when they leave school
- bend to wants of students - school is for students, not teachers
- respect students more like adults, more privileges, freedom with responsibility
- teachers, parents, social workers, store managers - everyone to persuade them to stay in
- teachers drive students out of school
- more schools like Institute of Adult Studies - after being out for two years many want back in
- show them what it would be like to be out of school - responsibility, regular hours, meeting the public, films on meeting the public in various jobs, appearance, interview for a job
- more outside activity, more field trips, closer contact between life outside and inside school - what life is like out there
- keep young people's minds occupied, boredom and dullness drive young people away
- parking lot at school
- stressing need for education, show what happens if they don't get it, get young counselors dedicated to keeping kids in school
- more suitable courses, better counseling, more steering away from those not interested in school
- parents must know what child is doing in school, must show interest, more teacher interest and care
- school should be more interesting, enjoyable, less pressure, sense of belonging, importance, less farce

Stayins

- have some teen-agers who dropped out talk to them in guidance
- give them a better understanding of the working world
- keep cool, don't let school prevent you from being yourself, school not beginning nor end
- treat education seriously, need right attitude
- participation, involvement
- more job experience while at school
- get viewpoints of all involved - peers
- intestinal fortitude
- make school more interesting, need more things to do
- smaller classes, more individual attention, better counseling
- discussion for parenthood, closer relations with church and family unit
- more sex education
- teach value of education early - elementary school, preparation for life, need attitude of getting all you can out of school
- make it easier for dropout to return to school
- even if you aren't doing well you will benefit if you stay in school
- too easy to drop out, need real encouragement to stay in
- get help for low subjects
- a school for dropouts, for job training
- more leisure time to enjoy life
- greater selection of courses, fewer constants
- give answers to questions
- earlier vocational training for some
- need goal, makes work worth it

- solve minor problems before they develop into big ones, transfer student, show interest, concern
- eliminate distinction in status between academic and non-academic
- curriculum changes, fewer constants, greater variety in selection of electives
- parents exert too much pressure in some cases - don't nag
- more involvement, participation, new students responsibility of enrolled students
- more freedom, especially in higher grades - more open, more allowance for different opinions, more freedom of appearance and conduct, class discussion, smoking
- getting involved in school activities, getting along with people, getting to know teacher, community recreation course made available to more people
- encourage them to participate, teacher should spend more time with average and below average student, don't over-indulge top student
- put potential dropout before a panel of students - why is he dropping out? show that people are interested, help by students and teachers in evening
- allowance for attending school
- make them feel wanted
- more courses on life and vocational training
- more investigation when student withdraws
- more encouragement from parents and teachers
- create interest in learning very early, even before school
- impress that education is very important for better jobs, promotion and travelling
- dropouts are often too slow or too fast, even if student loses faith in himself teacher should not lose faith

APPENDIX S

COPY OF LETTER SENT BY ASSISTANT DISTRICT SUPERINTENDENT
TO SECONDARY SCHOOL PRINCIPALS

GREATER VICTORIA SCHOOL BOARD

MEMORANDUM

September 6, 1967

To: Secondary School Principals

Re: "Drop Out Study" S. Dumka

Mr. S. Dumka, vice-principal of Gordon Head Junior Secondary, has undertaken a thesis proposal which will investigate "Drop Outs" of our secondary schools. He has received permission from this office to carry out the study in this district. Your co-operation in making available school records to Mr. Dumka would be appreciated.

A. J. Longmore
Assistant District Superintendent of Schools.