THE UNIVERSITY OF MANITOBA

A SURVEY OF DROP-OUTS FROM A

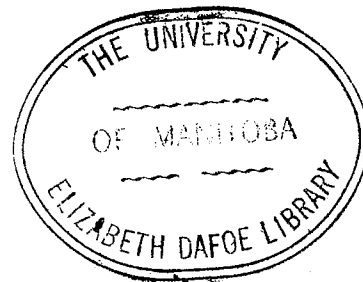WINNIPEG JUNIOR HIGH SCHOOL

BEING A THESIS SUBMITTED TO THE FACULTY OF

GRADUATE STUDIES AND RESEARCH IN PARTIAL

FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER

OF EDUCATION

BY

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WINNIPEG, MANITOBA

MAY, 1963

THESIS ABSTRACT

PURPOSE OF THE STUDY

One of the main purposes of the study was to obtain an understanding and awareness of the problems of young people who leave school before obtaining the requirements for entrance into a secondary or technical-vocational high school. It was proposed to do this by: (1) examining the educational background of each drop-out; (2) conducting a survey to determine the social and economic factors contributing to a decision to leave school; and (3) obtaining information on the work experience of these young people in the labour market.

The underlying objective of this study was to examine critically what has happened to the drop-outs to determine whether our educational and community services have effectively met their needs.

METHOD AND SCOPE OF STUDY

Data on the educational background of the drop-outs were obtained from the school files. Information was recorded on the following items: (1) age at time of leaving school; (2) reason for leaving school; (3) attendance in grades and grades repeated; (4) reading and arithmetic scores; (5) final

mark obtained; (6) number of schools attended; and (7) intelligence quotient.

The interview form embraced many factors in the lives of the drop-outs: (1) personal items; (2) reasons for leaving school; (3) suggestions for making the school more helpful; (4) usefulness of academic subjects; (5) family attitude toward leaving school; (6) drop-outs' present attitude toward leaving school; (7) preparation for work; (8) methods of seeking employment; (9) employment status; and (10) leisure-time activities.

The young people themselves were the primary source of the information obtained.

THE POPULATION GROUP

The population considered in this study will be those students who were registered in classes at the Hugh John Macdonald School during the 1957-60 school terms and who were not received into any known secondary or technical-vocational high school. The total population consisted of 317 students, and from this group, 110 students were selected for this study. The determining factor in selecting these 110 students was that they represented the number of students who had had an academic and attendance record in the Winnipeg School Division from Grade I until time of school leaving.

FINDINGS

(1) Sufficient evidence has been presented to show that there were academic factors involved in early school-leaving. Potential drop-outs may be detected in the primary and elementary grades. There are indications that these should be noted: poor attendance, grade repetitions, frequent transfers, and habits and attitudes.

(2) Students felt that they had left school with little knowledge of: their assets and limitations, the general economic situation, how to seek employment, types of jobs available, employer attitudes, and services available within the community.

(3) That the present program of studies did not meet the needs of many drop-outs is evidenced.

(4) That the students had difficulty in out-of-school adjustment was indicated by: their shifting from job to job without any sense of direction; their methods of seeking employment and their changed attitude toward leaving school early.

(5) In many cases, the social background of the family provided little discipline or preparation for work.

(6) To meet the varied needs of junior high students it is important to plan an educational program around preparation for work. The content of the academic curriculum

should be broadened to include subjects of a vocational nature, especially for the non-academic students.

(7) There is a need in the curriculum for a course in family relationships since girls who drop out of school prefer marriage to employment.

CONCLUSION

This study has indicated two types of problems that out-of-school youth face. First, there is a gap in the individual life and development of many drop-outs between the personal equipment with which they leave school, and the equipment necessary for adjustment in the labour market as young workers. Second, there is the gap between the individual youth and the community with its various services. Some suggestions have emerged from this study as to measures which educators and other community agencies might use to help the out-of-school youth overcome these two major problems.

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SCOPE OF THE INVESTIGATION

In Canada during the last school year some 360,000 youth left school at all levels, the majority expecting to enter the work force.[1] For most of these boys and girls, the training received in our schools represents all the systematic preparation they will ever receive to give them a start in life. How these young people succeed in taking their place in the labour force depends in some measure upon the education and guidance provided them by the schools. To give these young people the best possible start is basic common sense from the point of view of labour efficiency. This being the case, it is essential to examine what is happening to these youth to determine whether our educational program has effectively met their needs.

STATEMENT OF THE PROBLEM

It was the primary purpose of this study to survey out-of-school youth from the Hugh John Macdonald School in order to ascertain: (1) the educational background of the

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[1] Fred E. Whitworth, "Skills for Tomorrow", <u>Canadian Conference on Education</u>, (1962), p. 62. <u>85 Sparks Street, Ottawa.</u>

drop-outs; (2) the social and economic factors contributing
to a decision to leave school; and (3) to obtain infor-
mation on the work experience of these students since leav-
ing school.

Importance of the Study

Educational authorities maintain that the median
drop-out may be described as having an intelligence quotient
of 92.9 and that he was retarded one or more terms in
school.[2]

It was important for the purpose of this study to
know if a drop-out problem prevailed in this junior high
school. A survey was made of the 1957-60 students who had
been dropped from the school registers, and the following
data were obtained:

(1) 521 students had transferred to schools within
    the Winnipeg division, within the province or
    out of the province.

(2) 317 students had dropped out at the junior high
    level.

(3) 266 students had been promoted to Daniel McIntyre
    Collegiate.

(4) 165 students had been promoted to Technical-
    Vocational High School.

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[2]Junior Employment Service of the School District
of Philadelphia, Pennsylvania, "When Philadelphia Youth
Leave School at 16 and 17", (1937-39), p. 16.

Excluding the transfers it is indicated that 42.3 per cent
of the 1957-60 population failed to enter secondary school.
This is an increase of 7.3 per cent over the drop-out rate
obtained in a survey conducted by the Winnipeg School
Division for the 1955-56 population.[3]

The importance of this study is based on the assump-
tion that the needs of the non-academic students at the
junior high level are not being met. Not enough consider-
ation is being given to the fact that the young people
leaving school are not prepared to offer a specific skill
in the labour market. Minimum-age laws have been designed
primarily to keeping the youth in school and out of employ-
ment until they are old enough to go to work. Legally,
students may leave school at sixteen years of age, or before
if a permit is granted by the School Board and signed by the
parents. The schools do no follow-up studies on these school-
leavers and there are no data available to indicate that
schooling experience has helped students to make a satis-
factory adjustment to work experience.

Since the academic program at the secondary level
was found to be inadequate in meeting the varied needs of
all students as indicated in the introduction of commercial,
vocational, terminal and finally, a general course, it may

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[3]George N. Newfield, "The Principal's Page", Hugh
John News, II (May, 1962), p. 2. (Mimeographed.).

be assumed that the formal academic program, and the "watering down" of it in the case of slow learners, is inadequate in meeting the needs of all students at the junior high level.

The secondary purpose of this study was based on the assumption that there may be a need to consider the importance of establishing a Junior Trade School into which non-academic students may be streamed upon entrance from elementary school. In addition, the findings of this study may give the schools an opportunity to gain increased understanding of ways to serve, and to hold longer in school, other students with similar problems. Educators concerned may be encouraged to investigate the feasibility of alternative recommendations as: (1) part-time work and part-time schooling projects; (2) the establishment of a junior employment service within the counselling department which would offer educational and vocational counselling, occupational placement and follow-up services for drop-outs in the sixteen to eighteen age group who may be temporarily employed or looking for work; (3) the establishment of a Junior Trade School.

Definition of Terms Used

From time to time during the presentation of this study, certain terms of a technical or semi-technical nature will be used. These terms are defined as follows:

Drop-Out. In a general sense, the extent to which students leave the school system of a province (or country); in a quantitive sense, a student who has withdrawn from formal education. For the purpose of this study, the term drop-out refers to those students who did not enter senior high school or the technical vocational high school.

The Winnipeg School Division Number I is so organized to serve the needs of youth from five to twenty-one years of age inclusive within the grades from kindergarten through twelve. The organization is divided into specific levels and these levels will be used repeatedly throughout the study.

Elementary. Kindergarten to Grade VI in all schools.

Junior High. Grade VII through Grade IX.

Secondary High. Grades X through Grade XII.[4]

In order to meet the needs of certain groups of students, the Winnipeg School Division has established:

Technical-Vocational High School. This institution provides a "balanced education in academic and technical-vocational subjects."[5]

Terminal Courses. (1) Those with Grade VII standing,

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[4] Winnipeg School Division, Code of Rules and Regulations, Section 2.2, (March, 1961), p. 11.

[5] Ibid., p. 12.

not having tried Grade IX, who are recommen-
ded by their principals and who themselves
choose the course.

(ii)   Those with Grade VIII standing who have tried
Grade IX and failed and who elect the course.

(iii)   Exceptional cases, chosen because of age, of
students with only Grade VII standing who
have tried Grade VIII and who elect the
course.[6]

Slow Learner Classes. In 1957, the Special Education
services of the Winnipeg School Division were enlarged to
include classes of slow learners at the junior high level.
Candidates for placement in these special classes were
selected if they were:

(i)   over age

(ii)   dull-normal intelligence (80-90 I.Q.)

(iii)   barely able to pass Grade VI

(iv)   likely to repeat Grade VII.[7]

Ungraded Classes. Students in these classes are
segregated in elementary and in junior high schools. They are
"those students whose level of mental maturity is such that

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[6]Report of Special Committee of Principals, A Two
Year Terminal Course, Winnipeg: Office of the Winnipeg School
Division, (April, 1957), p. 6a, (Mimeographed.).

[7]Nadine Chidley, "An Experimental Program for Slow-
Learning Children at the Junior High Level", (Mimeographed.).

they are unable to adjust satisfactorily in the regular classes."[8]

There is within each school a degree of emigration, inter-city and inter-provincial movement. A student leaving a school to continue studies elsewhere may be classified as follows:

     (i)   Transfer: placement in another school in the Winnipeg Division or to another school within the Province of Manitoba.

    (ii)   Withdrawal: movement to another province or to a private or parochial school. Termination of formal education because of employment, health or other reasons.

SCOPE AND METHOD OF STUDY

In order to obtain information on drop-outs a group of students who had left school during 1957-60 was studied. At the time of leaving, these students had reached the legal school-leaving age, or, they had obtained permission from their parents, or, they had been granted a school board permit. The name, address, age, sex, language spoken at home, schools attended, last grade completed, reason from school left and intelligence quotient were obtained from the attendance cards. Information pertaining to the academic achievement

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[8]Winnipeg School Division, Code of Rules and Regulations, op. cit., p. 12.

of each drop-out from Grade I to date of withdrawal was recorded for appraisal.

An interview form was prepared and questions of the important areas in the lives of out-of-school youth were included--personal items, reasons for leaving school, family attitude toward leaving school, steps taken to leave school, preparation for work, job experience, recreation, and educational background of parents.

Drop-outs in the study were interviewed and the youth were encouraged to talk freely. Enough time was allowed to cover every angle of their education, social life, employment experiences, family and economic background.

When the interview form was completed, the information pertaining to the student's academic achievement was stapled to the form. A detailed analysis of the results was made and is presented in a later chapter.

Limitations of the Study

Because of time limitations, it was necessary to restrict the present survey to the students who dropped out before they completed junior high school or who failed to enter upon their secondary education. The students who did enter senior high school but failed to complete it cannot be included in this study because the student records from one of these senior high schools were not conveniently

available for thorough research.

The Population

The population considered in this study will be those students who were registered in classes at the Hugh John Macdonald School during the 1957-60 school terms and who were not received into any known secondary school. The total population consisted of 317 drop-outs. From this population a group of 110 students was selected for this study because this group represented the number of students who have an academic and attendance record in the Winnipeg Division schools from Grade I until time of school leaving.

Sources of Data

The data were obtained from the following sources:

(i)   The attendance and achievement records on file in the school office were consulted for statistical information on the educational background of the drop-outs.

(ii)   Personal interviews with each drop-out were held in order to obtain information on the social, economic and work experience of each drop-out.

(iii) A survey was made of the literature related to the problem of early school leaving.

PLAN OF THE THESIS

Chapter II contains a review of the important books and articles which deal with the results of similar studies of out-of-school youth. The setting and procedure of the study is described in Chapter III. Because it is important to know something about the students who were surveyed, a brief discussion of their educational background, intelligence level, schools attended, and length of time out of school follows in Chapter IV. The detailed analysis, results and conclusions of the data obtained from the interviews will follow.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter constitutes an investigation of the
research findings from a number of similar studies of youth
who did not graduate. The methods used in determining the
number of drop-outs, their school and home background and
work experiences after leaving school are reviewed. In
addition, research findings of vocational preparation in
other countries are reviewed, since these findings indicate
how each country has adapted to meet the interests of
youth. A summary of the findings is presented at the con-
clusion of the chapter.

Definitions

Educators have reached no definite agreement on the
term drop-out. In some studies, it includes early school-
leavers; those students who dropped out of schools as soon
as they were permitted by law.[1] Other studies include all
children who leave school whether during a term or at the
end of the school year who have not completed junior, or

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[1] Junior Employment Service of the School District of
Philadelphia, Pennsylvania, "When Philadelphia Youth Leave
School at 16 and 17" (1937-39), p. 15.

sometimes senior matriculation.[2] Some go so far as to say
that all children should complete high school and that the
schools are failing if that does not happen.[3] Byrne suggests
that the problem should not stop at increasing the school's
holding power until the students have completed secondary
school. He examines the reasons why students drop out of
school and tells why it is impossible, if not undesirable,
to have all the students attempt to complete secondary
school.[4]

For the purpose of this review, the term drop-out
will be applied to those students who end their academic
careers short of high school graduation and those who drop
out after completing senior or vocational high school.

The technical term cohort applied to a group of stud-
ents whose characteristics are subject to some form of
statistical treatment over a given time interval-- generally
a period of years. The statistical analysis of this group of
students is a longitudinal study, and the numerical size of
the cohort at the beginning of the time period which is under

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[2]Fred E. Whitworth, "Skills for Tomorrow," Canadian
Conference on Education, (1962), p. 61.

[3]Ibid.

[4]Richard Hill Byrne, "Beware the Stay-in-School
Bandwagon," Personnel and Guidance Journal, XXXVI (March, 1958),
pp. 493-96.

study is the initial or base population.[5]

Methods of Determining the Number of Drop-Outs

In Canada

The Bureau of Educational Research has considered four methods for measuring the number of drop-outs on a nation-wide scale. A description of each method follows:

The Direct Approach. This is a longitudinal study of the entire school population, or a representative sample of it, through the entire educational career, and a follow-up study that continues for several years in order to be certain the students had not returned to school. The disadvantages of such a study is the length of time involved in following a school population from first grade entrance to senior matriculation or college graduation.

A Modificational Study. The direct approach may be modified in that two school populations are studied simultaneously-- one commencing at Grade I and followed through for six years to Grade VII and advancing to Grade XIII over the same period. By combining or splicing the retention factor from the two populations, a retention factor is obtained in terms of a Grade I base.

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[5]Dominion Bureau of Statistics, "Students Progress Through the Schools by Grade," Catalogue No.81-513, (September, 1960), p. 9.

The Indirect Approach. This method of measuring
drop-outs is less reliable than the direct approach since
it generally involves some elements of speculation or
uncertainty. Age and grade enrolment are the bases for this
method. There are disadvantages to this type of measuring
because of movements of population and net retardation.
However, the advantages over the direct method would be that
the study would be complete in less time and with less
financial involvement. In addition, data already accumulated
may be used.

The Age-Cohort Method. The Dominion Bureau of Statis-
tics uses this method as the basis for statistics on reten-
tion up to high school leaving. In measuring the drop-out,
two or three school populations were investigated (i.e.,
eight year olds in 1948-49, 1947-48, and, in some cases,
1946-47) and the results averaged. Almost without exception
slightly higher retention rates were obtained for the younger
populations which were in agreement with the trend towards
higher retention through elementary and secondary school.
In arriving at these statistics, adjustments were made for
net retardation and movements of population.[6]

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[6]Ibid., pp. 11-12.

In United States

Two methods are used in measuring drop-out on a nation-wide scale. The one generally used by the U.S. Office of Education starts with one hundred pupils in the fifth grade and counts the number in each grade in succeeding years. The reasons for selecting the fifth grade are because retardation is heaviest in this grade and also, compulsory education requires that students remain in school until the fifth grade.[7]

The U.S. Bureau of Census measures the number of drop-outs by subtracting the number of pupils in school from the number of children of school age.[8]

Thomas presents a study of drop-outs in the Chicago area which illustrates a procedure that could be useful in other areas. Thomas did not restrict his study to drop-outs of one single year but gathered information on a population of students entering high school in 1947 and followed them through till they graduated in 1951.[9] Snepp has a procedure

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[7]U.S. Department of Commerce, Bureau of Census, "School Enrollment, October, 1959," Current Population Reports, Population Characteristic Series P-20, No. 101, (May 22, 1960), p. 8.

[8]Ibid.

[9]Robert Jay Thomas, "An Empirical Study of High School

for local schools to use in determining the number of drop-outs. In addition, he presents a series of questions which should help others find potential drop-outs.[10]

Johnson and Legge drew up a schedule for determining the number of drop-outs in a study of Louisville Youth. The schedule is included in the Appendix and verification of permission to use this schedule in any appropriate way is also included.[11]

Age and Grade at Time of Leaving

Philadelphia reported that only three out of every one hundred drop-outs had reached their seventeenth birthday when they withdrew from school. More than three-fourths of them were not older than sixteen years and three months.[12]

Drop-outs in Regard to Ten Possibly Related Factors", _Journal of Educational Sociology_, XXVIII (September, 1954), pp. 11-18.

[10] Daniel W. Snepp, "Can We Salvage the Drop-outs?" Clearing House, XXXIX (September, 1956), pp. 49-54.

[11] Method Used in Study of Youth Employment, Louisville, Ky. See _Appendix_ A, p.93.

[12] Philadelphia Youth Study, _op.cit._, p. 15.

The Canadian Conference on Education summed up the academic education as follows:

> At some time during the last school year some 360,000 youth left school at all levels, the majority expecting to enter the work force. Among those not considering employment were some hospitalized or institutionalized cases, some treaty Indians, some girls leaving to help at home or get married. Education level reached by these varied from some elementary school to post-graduate degrees.
>
> About 36,000 left school with Grade V or less, 94,000 more had completed Grades VI, VII, or VIII; another 94,000 left with some high school but less than junior matriculation or better; and a somewhat larger group had junior matriculation or better. Of the latter, many were high school graduates and of these some 11,000 had some college training and 20,000 had completed a first university degree. Many high school graduates had completed teacher education, a technical or commercial course, or nurses training before joining the work force.[13]

Looking at the same 360,000 another way, it is indicated that one-third left school with elementary school completion or less, a second third had some high school years and the remaining third had completed junior matriculation or better.[14]

According to the U.S. Department of Labor extreme youth is a disadvantage in securing employment, and youths between sixteen and seventeen years of age have the highest

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[13]Whitworth, op. cit., p. 62.

[14]Ibid., p. 22.

frequency of unemployment.[15]

Reasons for Dropping Out

The broad area of drop-outs' attitudes toward school
and their family background has been investigated in many
studies. Interviews with these young people were made with
a view to inquiring into possible curriculum changes which
might help future school-leavers achieve occupational
adjustment.

School Background

Plunkett in preparing a summary of seven studies
stated:

> The 1600 drop-outs who were personally interviewed
> were asked why they left school. The major single reason
> given by the students were adverse school experiences.
> This was undoubtably due, in part, to the fact that
> large proportions were behind their normal grade, but the
> drop-outs themselves did not mention this factor as a
> cause for their dissatisfaction. Rather, they expressed
> boredom with school subjects, dislike of teachers, or
> other general complaints.
>
> Economic need did not seem to be a major reason for
> dropping out, if that phrase is interpreted to mean
> that the family of the drop-out could not supply him
> the necessities for school attendance. The statements
> of the drop-outs themselves and their school records
> as well, attest that real economic hardship was present
> in few instances, although none of the areas surveyed
> were areas of labor shortage and several of the communi-
> ties had substantial labor surpluses during the period
> covered.[16]

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[15]U.S. Department of Labor, Bureau of Labor Statistics,
"From School to Work" Highlights from a Study of Youth in
Seven Communities, 1952-57, (March, 1960), p. 3.

[16]Ibid., pp. 5,6.

Cook's study of ninety-five drop-outs from a large
city high school found that the reasons for leaving schools
as given by the youth were: going to work (39.6 per cent),
dislike of school (20.9 per cent), marriage (20.9 per cent),
failing courses (9.4 per cent), and administrative request
(2.3 per cent).[17]

Youth who drop out of school readily supply informa-
tion. What they were most aware of was their lack of
education which they found such a handicap in trying to find
employment.[18]

A careful reading of hundreds of statements made
voluntarily by both drop-outs and graduates leads inevitably
to the conclusion that, had more guidance services been
provided in the schools for these young people, they might
not have experienced as much difficulty in their out-of-school
adjustment. Too many young people indicated that they finished
their schooling with little if any knowledge about the
following:

1. Their vocational assets and limitations
2. Fields of work as well as specific occupations
   in which they might find employment

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[17]Edward S. Cook, Jr., "An Analysis of Factors Related
to Withdrawal from High School Prior to Graduation", Journal
Of Educational Research, (November, 1956), pp. 191-96.

[18]Philadelphia Youth Study, op. cit., p. 18.

3. Qualifications and preparation required for
   different occupations

4. Local opportunities for employment

5. How or where to look for work

6. Full-time and part-time educational facilities
   available to out-of-school youth.[19]

Family Background

The family's attitude is an important factor in the
student's decision to remain in school or to withdraw and
seek employment. The Louisville Study indicated:

> Family attitudes toward the value of education greatly
> influenced the young people in their decisions about
> school. The high value that their parents placed on
> education helped many youngsters to carry on through
> high school despite great odds. On the other hand, the
> absence of family encouragement contributed to early
> school-leaving of drop-outs.
>
> Much more widespread was a lack of interest in education --
> rather than hostility to it-- on the part of parents;
> and this indifference appeared to be a contributing
> factor in the case of a large number of children who
> dropped out of school.[20]

Nearly all studies of the problem of drop-outs have
emphasized the importance of the socioeconomic, cultural
status of the family of the youth, and these studies in-

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[19]Ibid., p. 22.

[20]U.S. Department of Labor, "Hunting a Career",
A Study of Out-of-School Youth, Louisville, Ky.,
Bulletin No. 115, (1949), p. 27.

dicate that the family attitude is the most important single consideration in contending with potential drop-outs.[21-25]

Hollingshead made an exhaustive study of the impact of social class on adolescents. Part of the study was concerned with the drop-outs and the factors which contributed to their leaving school. All the youth of high school age of the upper classes were in school. By far the largest proportion of drop-outs, eight out of nine, came from the lowest social class. Income, possessions, the amount of education of both parents and social activities were factors which were used in determining class position.

In Class III (the middle social class) all boys and girls finished the eighth grade, and eleven out of twelve of those who eventually dropped out had entered high school;

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[21] Earl J. Broggan, "What are the Major Causes of the Student Drop-Outs and What Should the Schools Do About the Present Conditions?" Bulletin of The National Association of Secondary School Principals, XXXIX (April, 1955), pp. 84-85.

[22] Richard H. Dresher, "Factors in Voluntary Drop-Outs", Personnel and Guidance Journal, XXXII (January, 1954), pp. 287-89.

[23] Armand J. Lanier, "A Guidance-Faculty Study of Student Withdrawals", Journal of Educational Research, LXIII (November, 1949), pp. 205-12.

[24] William H. McCreary and Donald E. Kitch, "Now Hear Youth", Bulletin No. 9, (1953), p. 69.

[25] U.S. Office of Education, Federal Security Agency, "Why do Youth Drop Out of School and What Can We Do About It ?" Circular No. 269, (1950), p. 72.

but sixty-four per cent of Class IV and seventy-five per cent
of Class V (lowest social class) had dropped out of school as
soon as they were permitted by law to do so.[26]

Murk and Young conducted studies in Austin, Texas, and
Tucson, Arizona, and concluded that a majority of the drop-outs
came from low-income families who lived in substandard housing
and belonged to a racial minority.[27-28]

The occupation of the chief wage-earner in the family
seems to have a significant influence on whether a student
remains in school or drops out. Bledsoe found that those
whose parents were employed in professional, managerial,
agricultural, clerical, and sales work left school in less-
than-expected (by chance) proportions, and those whose parents
were unskilled labourers, retired, or not working dropped out
in greater-than-expected proportions.[29]

Bledsoe also found that the students whose parents had
some college did not drop out, those whose parents had com-
pleted high school dropped out to the smallest extent; next

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[26]August B. Hollingshead, "Elmtown's Youth", (New York:
John Wiley and Sons, 1949.), pp. 329-59.

[27]Virgil Murk, "A Follow-Up Study on Students Who Drop
Out of High School", Bulletin of the National Association of
Secondary School Principals, XLIV (February, 1960), pp. 73-75.

[28]Joe M. Young, "Lost, Strayed or Stolen", Clearing
House, XXIX (October, 1954), pp. 89-92.

[29]Joseph C. Bledsoe, "An Investigation of Six Correlates
of Student Withdrawal from High School", Journal of Educational
Research, LIII (September, 1959), pp. 3-6.

ranked parents with eight years of school, parents with one
to four years of school, parents with five or six years of
school, and last, parents with seven years of school. This
latter group was associated with the largest number of
drop-outs.[30]

Work Experience After Leaving School

In 1957-58 five provinces in Canada submitted statis-
tics to show the number of drop-outs and their destination.
Manitoba is not one of these.

Ontario, during the year ending September, 1958,
showed a total of 48,233 drop-outs in all grades, of whom
nearly four-fifths obtained early employment. Of the 38,532
who left school to work, nearly one-fourth were in clerical
occupations, one in five were reported as non-agricultural
labourers, while thirteen per cent were in agriculture.[31]
There are no statistics to indicate whether these positions
were temporary or permanent, and boys and girls were not
classified separately.

An analysis of Tables showing the destination of pupils
leaving school, by grade and sex, for the five Canadian
provinces follows.

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[30] Ibid.

[31] Dominion Bureau of Statistics, op. cit., p. 33.

Table 7 reveals a difference in occupational distribution between those who left school from the lower grades and those leaving from the higher grades. Almost without exception, the higher the grade attained the smaller was the percentage of both boys and girls who became non-agricultural labourers. The same was true of agricultural occupations for the boys and service occupations for the girls. On the other hand, the percentage of girls who entered clerical occupations was substantially higher among those who had reached Grades XI or XII than among those who withdrew from school at the lower grades, while, to a lesser extent, the same was true of boys in commercial occupations.[32]

The U.S. Department of Labor noted that 177 of the 524 Kentucky boys and girls interviewed during an extensive survey were unemployed at the time of their study. It was stated that many of the boys and girls were having increasing difficulty in finding work. Fully two-thirds of them had been job hunting for at least a month; one-fifth had experienced six months of joblessness.[33]

The difficulties faced by teen-agers in the labor market were definitely greater for those who dropped out of school in the grades than for those who completed one year or more of high school. Of the 112 interviewed who left school without completing the eighth grade, 56 (50 per cent) were unemployed at the time of the study, and 12 of these had never held a job. Of 265 who had completed the eighth or ninth grade, 94 (35 per cent) were unemployed and of these 13 had never had a job. Of the 84 high-school graduates, only 9 (11 per cent) were unemployed. There was, thus, a definite correlation between educational level and success in obtaining employment. The youngsters with the highest rate of unemployment of all were those under sixteen who had left school without completing the eighth grade; there were 35 of these children in the study and

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[32]Ibid.

[33]U.S. Department of Labour, op. cit., p. 32.

only 10 of them had jobs when interviewed.[34]

Vocational Preparation Elsewhere

The role of education must change with the times;
and it is generally felt that now is the time to have a
critical look at it to see how well it is meeting with
these demands, if these demands are realistic, and to effect
remedies where necessary.[35]

Schools should be operated to prepare youth for all
walks of life with consideration for their aptitudes, interests
and abilities, and with consideration for the needs of society.[36]

Britain. It is the intention of Britain to provide
practical courses for those "who think with their hands".
Such courses are available at the grammar schools, at the
secondary modern and the secondary technical schools. This
program is supplemented by the apprentice system. Great Britain
favors regular schooling to age 16; then job training through
apprenticeship, during which period wages are paid.[37]

France. In France when a child reaches the age of 14
he may: (i) continue in primary school to age 16, taking
general education, vocational training and agriculture;
(ii) sign a contract with an artisan which lasts for
three years, during which he will learn the technique

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[34]*Ibid.,* p. 34. [35]*Whitworth, op. cit.,* p. 12.

[36]*Ibid.,* p. 52. [37]*Ibid.,* p. 35.

of the trade and attend part time classes; (iii) sign
a similar contract with a factory management for three
years, where the theoretical work may be organized
within the factory or technical school; or (iv) enter
an apprenticeship or technical training school for boys
or girls for three years. Here he is prepared for local
industries where he can become a skilled worker. Student
apprentices in the artisan group must sit for an examina-
tion at the end of their three years and the brightest
may try for the "certificat d'aptitude professionnelle."[38]

Holland. Skilled training may begin at age 12, but
the first year is preparatory. Apprenticeship is begun by
two or three years of study in a private school, and followed
by practical training in a factory.[39]

Germany. In this country for forty years a part-time
day release has been an accepted compulsory practice for youths
from ages fourteen to seventeen. The Germans regard the
practical training of youth as the task of the employer,
theoretical training as the responsibility of the municipal-
ity which provides schools for the purpose, and the super-
vision of apprentices as the responsibility of the Chamber of
Commerce or industry.[40]

Sweden. In Sweden, general training in the vocational
schools is given concurrently with work experience in a
specific trade, or is followed by such experience before

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[38]Ibid., p. 30.   [39]Ibid., p. 31.

[40]Ibid., pp. 37-38.

a student becomes a journeyman.

Sweden must export forty per cent of its manufactured
articles; so deliberately encourages youth toward technical
rather than academic courses. Workshop courses are begun at
age fifteen with the students receiving general vocational
training alternating with work experience...for which they
receive apprentices' wages.[41]

In these countries, it would seem that there is close
co-operation among interested groups such as Ministers of
Education, teachers, and professional trade associations.
It is their aim that the training of youth may be co-ordinated
to complement the present co-operative economic movement
among the European nations.

SUGGESTIONS FOR INCREASING THE SCHOOL'S HOLDING POWER

The school recognizes that it has little or no control
over the socioeconomic and cultural background of its students;
but it must recognize that the school has other areas in which
it might assist the students to compensate for their possible
handicaps. One of the ways in which it could expand its
efforts is to identify potential drop-outs early in their
school career.

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[41]Ibid., p. 40.

Identifying Potential Drop-Outs

The Michigan Department of Public Instruction has
listed twenty factors which help to identify potential
drop-outs.

1. Consistent failure to achieve in regular school work.
2. Grade level placement two or more years below average
   for grade.
3. Irregular attendance and frequent tardiness.
4. Active antagonism to teachers and principals.
5. Marked disinterest in school, with feeling of
   "not belonging".
6. Low Scholastic aptitude.
7. Low reading ability.
8. Frequent changes of schools.
9. Non-acceptance by school staff.
10. Non-acceptance by schoolmates.
11. Friends much younger or older.
12. Unhappy family situation.
13. Marked difference from schoolmates, in the size,
    interests, physique, social class, nationality,
    dress, or personality development.
14. Inability to afford the normal expenditures of
    schoolmates.
15. Non-participation in extra-curricular activities.
16. Inability to compete with brothers and sisters,
    or ashamed of them.
17. Performance consistently below potential.
18. Serious physical or emotional handicap.
19. Being a discipline case.
20. Record of delinquency. [42]

Livingston believes that students become potential

drop-outs in elementary school. He states that, although

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[42]Michigan Department of Public Instruction, State
Curriculum Committee on Holding Power. "Quickie Kit on
School Holding Power", Publication No. 507, Lansing:
The Department, (1960), pp. 12-18.

there is no reliable index for recognizing these students, a combination of factors could be present; for example: over-age for the grade and absenteeism, low educational attainment and occupational status of the parents, difficulty with reading and aggressive behaviour in the classroom. Livingston suggests that if the elementary schools are vigilant and attentive to the needs of all pupils, it will give much needed encouragement to those who might be potential drop-outs.[43]

Guidance and Counselling

The experiences of the young people interviewed in the Philadelphia survey revealed the need for more effective educational and vocational guidance services in the schools.

> If orientation or group guidance courses, classes in occupational information and work relations, and more counselling services were provided, it is possible that boys and girls would select courses more closely related to their abilities and interests. By finding them information that would help them understand their assets and limitations, possible fields of work, general economic conditions, local employment opportunities, how and where to look for work, youth would have a better understanding of the situation as it exists and what it may expect. While guidance itself should be a continuous process, it should be recognized that the need for it is greater at certain periods in school life, i.e. at the time of selection of curricula, changing schools, and at levels where large groups of young people leave school.[44]

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[43]Hugh A. Livingston, "Key to the Dropout Problem: The Elementary School", Elementary School Journal, LIX (February, 1959), pp. 267-70.

[44]Philadelphia Youth Study, op. cit., p. 56.

The Philadelphia Study stated that school counsellors cannot be expected to give individual vocational counselling wherever needed, if they are also required to carry out miscellaneous administrative duties. To provide adequate counselling and guidance services, it has been estimated that three hundred is a reasonable figure to accept as the number of pupils for which a full-time counsellor should be responsible during any school year.[45]

If the schools are to increase their holding power a sound program must be developed in which counsellors should have undivided freedom to plan and work in their specific field, under the direction of a central, city-wide guidance department headed by a qualified director.[46]

Teachers

The need for more and better teachers is clearly indicated when the problem of drop-outs is studied. Bell states that teachers should be sympathetic and alert to individual needs of students, and qualified to act as counsellors should there be no appointed counsellor in the school.[47]

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[45]Philadelphia Youth Study, _ibid_.

[46]U.S. Department of Labor, _Bulletin No. 115_, _op. cit._, p. 92.

[47]Howard M. Bell, "Matching Youth and Jobs", (Washington, D.C., American Council on Education, 1940), (Mimeographed.), p. 196.

The Michigan State Curriculum Committee proposed a variety of changes which might increase the schools' holding power. There might be changes made in the curriculum, with students being permitted to accept part-time employment. It was suggested that the instructional program be improved, with greater emphasis being placed upon counselling and guidance. The classes for potential drop-outs should be small, of an experimental nature, and should provide satisfactory counselling and guidance services. Teachers should have workshops on drop-outs. They should be trained to recognize potential drop-outs and be permitted to have exit interviews with the students before they leave school.[48]

SUMMARY

A summary of the review of literature on drop-outs is presented briefly.

1. Educators have reached no definite agreement on the term drop-out. In the majority of studies on this problem of early school leaving, it refers to those students who end their academic careers short of high school graduation, and to those who drop out after completing senior or vocational high school.

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[48]Michigan State Curriculum Committee, op. cit., p. 14.

2. The Dominion Bureau of Statistics uses the Age-Cohort Method in estimating drop-outs. This method makes provision for net retardation and movement of population. The United States Office of Education records pupil attendance in the fifth grade, and by counting the number in each succeeding grade, arrives at the drop-out rate or number of drop-outs.

3. In Canada, one-third of the drop-outs left school with elementary school completion or less; one-third had some high school training; and the remaining one-third had completed junior matriculation or better.

4. In this review, the typical drop-out was sixteen years and three months, at time of school leaving.

5. Nearly all studies indicated that the family attitude is the most important factor influencing early school leaving.

6. There was a definite correlation between income and educational level at all ages. Drop-outs under sixteen years of age showed the highest frequency of unemployment.

7. European countries are placing serious attention upon preparing students for a place in a fast-changing world economy. The schools do not lose their hold on the students once they have entered into the labour market. They recognize that not all students are interested in going to college.

Courses are included in the program of studies that will meet the needs of all students and also contribute to needs of labour and industry.

8. The many studies on drop-outs propose that consideration be given to the areas which might increase the schools' holding power. These four areas are: (1) the program of studies, (2) pupil-teacher relationships, (3) identifying potential drop-outs, (4) more emphasis on guidance and counselling services.

CHAPTER III

SETTING AND PROCEDURE OF STUDY

Introduction

When this study was undertaken, it was evident that
the only adequate method of securing information from drop-
outs was through interviews. Johnson and Legge state:

> The best place to get this information is from the
> boys and girls themselves. From children who drop out
> of school, it is possible to find out why the schools
> failed to hold them or failed to prepare them for the
> kind of work they wanted. From youngsters who have
> hunted for jobs it is possible to learn whether they
> sought and received the aid of the state employment
> office; or whether knowing about it, they ignored it,
> and if so why; or whether they had never heard of it.
> Those who have looked in vain for jobs know the
> emotional impact of prolonged unemployment. And the
> youngsters themselves can best provide valid infor-
> mation of the satisfaction or lack of it, that they
> feel in their work.[1]

One important objection may be raised to the
interviews, namely, that the drop-outs might resent being
interrogated regarding their personal problems. It might
be asserted that the interviewer has these advantages:
an understanding of school situations, years of experience
with students from the socioeconomic area studied. In

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[1]Elizabeth S. Johnson and Caroline E. Legge,
"Louisville Youth and Their Jobs", Social Service Review,
XXIII (March, 1949), p. 40.

addition, the majority of the drop-outs selected for this study knew the interviewer.

PROCEDURE USED IN THE STUDY OF DROP-OUTS

A detailed explanation of the many steps involved in conducting a survey of drop-outs is explained below.

Selecting the School

According to the U.S. Labor report eighty-four per cent of drop-outs were academically retarded one year, and fifty-three per cent were retarded two or more years. In addition, the median intelligence quotient for drop-outs was 92.2.[2]

With academic retardation and intelligence quotients as factors in predicting drop-outs, an examination was made of the 1961-62 Grade VII population at the Hugh John Macdonald School to determine if there existed a group of potential drop-outs sufficiently large enough to validate the selection of this school for a survey. A breakdown of the data gathered follows.

Excluding the three ungraded classes, ninety-one students out of 269 had repeated one grade in elementary

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[2] U.S. Department of Labor, Bureau of Labor Statistics, "School and Early Employment of Youth" A Report on Seven Communities 1952-1957. Bulletin No.1277, Washington, D.C., Superintendent of Documents, Government Printing Office, (August, 1960), pp. 63-76.

school; and, twenty-three of this group had repeated two or more grades. This indicated that thirty-four per cent of the students could be drop-outs if retardation is a factor.

Again, excluding the three ungraded classes, there were 108 students out of 269 whose intelligence quotients do not exceed ninety. Considering the intelligence quotient as a drop-out factor, 40.1 per cent of these students will likely withdraw before completing their junior or secondary education. If the ungraded classes are included, the potential drop-out rate is increased to 51.4 per cent.

It was accordingly established that a representative drop-out group existed within the Hugh John Macdonald School, and it was sufficiently large enough to consider this school for the purpose of this study.

Selecting the Population

The 1957-60 population of drop-outs was selected because, in 1957, the Special Education services of the Winnipeg School Division Number One were enlarged to include classes of slow learners at the junior high level. Students placed in these classes were to complete a modified academic program for Grade VII and VIII and were then to proceed to a terminal course which would require another two years of special education. The average age of the

students upon completion of the program would be eighteen years. In spite of segregating slow learners and modifying the academic program, students continue to leave school before completing their course of studies.

Determining the Number of Drop-Outs

The school census of the Hugh John Macdonald School is a continuing one. The names of all students who leave the school are recorded on small index cards. These cards are arranged alphabetically by surname of student and show, date of birth, sex, address and grade at time of withdrawal. When the student has withdrawn, a notation shows the reason, as (1) over-compulsory school age, (2) transferred to other schools within the school division, (3) transferred to other school districts within the province, (4) withdrawn to another province, (5) employed, (6) promoted to a secondary school, (7) illness, and (8) excluded for disciplinary reasons. These cards are filed by "year" and are available for reference in the school office.

The precise method of building up a list of names of drop-outs is described here.

(a) A calculation of the total number of students who left the Hugh John Macdonald School during the 1957-60 school terms was made. There were 1,269 student cards on

file in the office for this period.

(b) The 1,269 cards were then sorted and a list of two groups was retained for the purpose of this study: (1) Those students who had dropped out at the junior high level and were known to be working or looking for work; (2) Those students who were promoted to attend Daniel McIntyre Collegiate or Technical-Vocational High School.

(c) A form was drawn up on which the information required from the index cards could be recorded. A copy of this form is included in the Appendix.[3]

(d) Information regarding each student who had left Hugh John Macdonald School and who was no longer on any known school register, or who had been promoted to a secondary high school, was transferred from the index card to the form.

(e) The list of students who had been promoted to Daniel McIntyre Collegiate Institute was checked with the index cards available in the office of that school. The cards were sorted and information desired on each student was recorded as in the junior high survey.

(f) The list of students who had been promoted to Technical-Vocational High School was checked with the index

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[3]Index Card Form. See Appendix, p. 122.

cards available and the same procedure of sorting and record-
ing information was used.

Selecting the Drop-Outs

The drop-outs from Daniel McIntyre Collegiate Insti-
tute and Technical-Vocational High School were set aside
since only the students who failed to enter these schools
were to be studied.

An examination of the academic and attendance records
of the Hugh John Macdonald drop-outs showed the grade at
which each student had entered the Winnipeg School Division
Number One. Prior to entry, there would be no record of the
students' educational background. The number of students and
the grade at which they entered follows.

(a) One hundred and ten boys and girls entered
Kindergarten and had continuous education in Winnipeg schools.

(b) Thirty entered at Grade IV and had continued to
junior high.

(c) Twenty-seven entered at Grade V and had continued
to junior high.

(d) Eleven entered at Grade VI and were promoted to
junior high.

(e) Five entered and withdrew; re-entered and withdrew
until final school leaving.

(f) Forty-two entered the Division at the junior

high level.

(g) Nineteen entered and were placed in special classes for non-English before being promoted to Grade VII.

(h) Three entered and were placed in the ungraded classes.

(i) Seventy students were recorded as having a Winnipeg address but were not attending school. Their records were inadequate for classification.

Since the educational background of drop-outs is important to this study, it was decided to select the group of drop-outs from whom there would be complete and continuous academic achievement and attendance records; namely, the 110 students who had entered the Winnipeg School Division Number One at Kindergarten. This group was comprised of forty-six girls and sixty-four boys.

Designing the Form for Data on Educational Background

The next step was to examine the academic and attendance records for each of the drop-outs from Grade I entrance to the grade at which the students left school. A form was designed on which information required for the study was copied for each drop-out.[4] Items included in this form and an explanation of their importance to this study

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[4] Academic and Attendance Form. See Appendix, p. 124.

follows.

(a) <u>Reading and Arithmetic Scores</u>. Penty found a relationship between reading ability and withdrawal from school. Three times as many poor readers as good readers dropped out of school, and the likelihood of a poor reader's dropping out was greater when other factors pressuring a student toward withdrawal were present.[5]

(b) <u>Attendance in Grades and Grades Repeated</u>. Retardation is so closely bound up with grade and subject failure and attendance that it is difficult to omit these factors from the questionnaire. Dresher considers failure in elementary and in high school a very important factor in withdrawal.

(c) <u>Final Mark Obtained</u>. Cook found that drop-outs in the school he studied averaged D grades while the non-leavers averaged a high C.[6]

(d) <u>Number of Schools Attended</u>. Bledsoe has noted that frequent change of school may contribute to dropping

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[5]Ruth C. Penty, "Reading Ability and High School Drop-Outs", Education Digest, XXV (February, 1960), pp. 1-3.

[6]Edward S. Cook, Jr., "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation", Journal of Educational Research, L (November, 1956), pp. 191-96.

out.[7]

(e) <u>Intelligence Quotient</u>. Shibler has found that intelligence is not particularly important, while Young shows that low scholastic aptitude is one of the character- istics of the potential drop-out.[8,9]

<u>Designing the Interview Form for Survey</u>

A form was prepared which included items carefully selected after an examination of questionnaires and interview forms used in other studies.[10,11] The form was then submitted to a number of teachers in the Hugh John Macdonald School and criticisms were invited. Mimeographed forms were then given to a few teachers who conducted interviews for the purpose of making suggestions based on their experiences.

One important factor to be considered in interviewing drop-outs is that the students may have a limited vocabulary.

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[7]Joseph C. Bledsoe, "An Investigation of Six Cor- relates of Student Withdrawal from High School", <u>Journal of Educational Research</u>, LIII (September, 1959), pp. 3-6.

[8]Herman L. Shibler, "Attacking the Drop-Out Problem", <u>NEA Journal</u>, LIV (January, 1955), pp. 24-26.

[9]Joe M. Young, "Lost, Strayed, or Stolen", <u>Clearing House</u>, XIX (October, 1954), pp. 89-92.

[10]Junior Employment Service of the School District of Philadelphia, Pennsylvania, "<u>When Philadelphia Youth Leave School at 16 and 17</u>," (1937-39), pp. 64-65.

[11]U.S. Department of Labor, "Hunting a Career",

It was not possible to adjust the printed wording of this form to meet the varied needs of all students. It was suggested that the interview form be a guide and that the interviewer re-word the questions during the interview if it were necessary to do so.

The interview form was designed to obtain the drop-outs' evaluation of their work experiences out of school, and their school experience and training. It was hoped that if deficiencies existed in the curriculum, they might be revealed; and important facts relating to the students' social and family background might explain the reasons for leaving school. A copy of the interview form used in this study is included in the Appendix.[12]

LIMITATIONS

It had been intended that this study of drop-outs would be extended to a follow-up of the 266 students who had been promoted from the Hugh John Macdonald School to Daniel McIntyre Collegiate Institute, and the 165 students who had been promoted to Technical-Vocational High School.

A Study of Out-of-School Youth, Louisville, Ky., Bulletin No. 115, (1949), pp. 112-17.

[12]Interview Form. See Appendix, p. 126.

A complete investigation had been made at Daniel McIntyre and pertinent data had been recorded on each student who had failed to complete his course.

It was not possible to obtain permission from Technical-Vocational High School to do a similar study of the students because of the school's office hours. A brief check of the students' files was permitted, and due to time limitations, no further data were recorded other than to obtain the number of students who had failed to complete their course. It was therefore decided to restrict the study of drop-outs to those students who had left school before entering Daniel McIntyre Collegiate Institute or Technical-Vocational High School.

PLAN OF THE THESIS

(1) A brief descriptive account of the educational background of the drop-outs at the elementary and junior high levels will be presented in Chapter IV and summarized in tables in the Appendix.

(2) Chapter V will discuss the findings of the survey on drop-outs.

(3) Chapter VI will include the summary, conclusions, implications and recommendations based upon the data obtained from the investigation of the educational background and from personal interview with the drop-outs.

CHAPTER IV

THE EDUCATIONAL BACKGROUND OF THE DROP-OUTS

It was the purpose of this chapter to present a brief descriptive account of the educational background of the drop-outs at the elementary and junior high levels. This involved a search of the students' academic and attendance records. The data, or source material, used in this chapter and summarized in tables in the Appendix were obtained from the withdrawal files in the school office.

Age at Leaving School

Table 1, on page 107, shows the ages of the drop-outs at the time they decided to quit school. It will be noted that 47.8 per cent of the girls and forty-nine per cent of the boys had not reached the age of sixteen years. The single age group containing the greatest number of drop-outs was sixteen to sixteen and one-half years with twenty boys and sixteen girls dropping out as soon as the legal school-leaving age had been reached.

Highest Grade Completed

Table 2, on page 108, shows the last grade completed according to school office records. It indicates that the last half of the regular Grade VIII school year constitutes a dropping-out point for 23.6 per cent of the students.

The highest frequency of drop-outs occurred in the slow learners' department where 26.3 per cent of the boys and girls failed to enter the second level of the slow learners' program. It may be mentioned that of the drop-outs in the regular Grades VII, VIII and IX, not one student was in a class rated above "C".

Mental Ability at the Elementary and Junior High Levels

As a point of interest to this study, tables were made of the mental records of the drop-outs at the elementary and the junior high levels. (The IQ scores were taken from the California Test of Mental Maturity and the Dominion Omnibus Form "A"). In Table 3, on page 109, it is noted that twenty-one boys at the elementary level had an IQ of less than ninety. Comparing these figures with the junior high figures in Table 4, on page 110, it is noted that thirty-five of the boys were less than ninety IQ. The median IQ at elementary was 95.38 and at junior high, 85.75.

Table 5, on page 111, and Table 6, on page 112, indicate the difference between the intelligence scores of the girls at the elementary and the junior high level. Of the forty-six girls, twenty-three were below ninety IQ in elementary and twenty-eight in junior high. The median IQ of the girls in elementary was ninety and in junior high, 80.63.

Table 7 and Table 8 are a summary of the boys and girls at each of these levels. Once again there is a difference of ten points in the median IQ with the elementary

IQ being higher.

Promotions and Attendance

Poor attendance means loss of skill and knowledge and is therefore closely linked to grade failures. An investigation was made of the drop-outs' grade failures. The thirteen boys and the nine girls who were in the ungraded classes do not appear in the tables because these students are not required to complete a grade in one school term. A report of their attendance in the grades will be discussed briefly following the presentation of these tables.

Table 9, on page 115, shows the number of students who repeated a grade in elementary school. It will be noted that Grade I had the highest frequency of failures, 69.6 per cent, with the boys outnumbering the girls. Sixty-two students accumulated 102 grade failures and of these sixty-two students, seventeen repeated two grades, and one boy repeated four grades. This table indicated that 70.5 per cent of the students entering junior high school from regular elementary classes were over-age for their grade. To include the twenty-two ungraded students entering at the same time, the percentage increased to 76.4. The small number of failures at the Grade VI level may be due to the students being over-age; because of this, and other factors, they are promoted to junior high for placement in special education classes.

Table 10, on page 116, shows the number of students who repeated the grade the following year and who failed to attend the required 175 days which make them eligible for promotion.[1] It is noted that forty-three, or slightly more than forty per cent of the students failed to meet the attendance requirement. Grade I again had the highest frequency of absenteeism.

Table 11, on page 117, is a presentation of the attendance record of the boys in elementary. It is indicated that thirty-three Grade I pupils did not attend the required 175 days; but, as noted in Table 9, on page 115, there were only twenty-three failures. Sixty-two per cent of this elementary population of drop-outs did not have acceptable attendance.

Table 12, on page 118, shows that twenty-one girls at Grade I did not attend 175 days, but as indicated in Table 9, there were only eleven girls required to repeat the grade. On the whole, the girls had a higher attendance rate than the boys with only 29.8 per cent having less than 175 days for each grade.

Table 13, on page 119, is a summary of the drop-outs' attendance in elementary school. It is noted that Grade I

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[1]School Attendance for the Schools in Manitoba, Program of Studies, Section 14, Attendance, Subsection A. (1960-61), p. 169.

has the highest frequency of poor attenders. The number of
cases diminished as the students progressed through the grades
to Grade IV. There was a slight dropping-off in attendance
at Grade V; and Grade VI indicated that regular attendance
was a problem for nearly one-third of the students.

With this increase in the number of poor attenders
in Grade VI, it was considered important to check the
attendance of these students in their last year of junior
high school. Table 14, on page 120, presents a summary of the
drop-outs' attendance. It is noted that the number of poor
attenders increased to include 65.9 per cent of the students.

The average attendance of the ungraded boys in ele-
mentary school was 179 days. In junior high, the average
attendance dropped to 158 days. The ungraded girls averaged
171 days in elementary and made a very slight increase in
attending 173 days in junior high.

Reading and Subject Failures

There were Stanford Reading and Arithmetic scores
available for only twelve girls and seventeen boys at the
elementary level. The girls' average reading score was
5.7 as compared to the boys' 6.3. The average arithmetic
score for the girls was 5.4, and for the boys, 5.6.

An examination of the final promotion letters given
to the students at the end of the school year revealed that

fifty per cent of the boys and thirty-five per cent of the girls entered junior high with a "D" or an "E" rating.

A study was made of the frequency of final failures in the junior high core subjects. The four core subjects were selected because promotion would depend, to a degree, on the students' ability to pass these subjects. The highest frequency of failures was in Science with fifty-four students failing. Mathematics was next, with fifty-three failures. Social Studies had forty-seven failures; and English had thirty-five failures.

Frequency of Transfers within the School District

Bledsoe noted that while 9.2 per cent of the students enrolled continuously in one elementary school dropped out, 35.3 per cent of those who had enrolled in two or more elementary schools dropped out.[2] It was noted that 17.3 per cent of the drop-outs in this study had a continuous elementary education in one school and 82.8 per cent had been in two or more elementary schools. A serious upset in academic routine would be experienced by fifty one of the drop-outs who had to make adjustment to three or more different elementary school situations. The drop-outs had a continuous

[2]Joseph C. Bledsoe, "An Investigation of Six Corre-lates of Student Withdrawal from High School", Journal of Educational Research, LIII (September, 1959), p. 5.

junior high education in one school until final school leaving.

Summary

(1) The single age group containing the highest number of drop-outs occurred at sixteen to sixteen and one-half years of age. These students dropped out of school as soon as they were legally permitted to do so. Other students leaving before sixteen years were required to have permission from the School Board Offices.

(2) It was indicated that the last half of the Grade VIII school term constituted a dropping-out point for a significant number of students. It was also evident that students who had completed the first level of the slow learners' program requiring a year and a half to complete Grade VII did not avail themselves of the opportunity to return for another year and a half to complete a modified Grade VIII.

(3) There was a difference of ten points in the median IQ of the drop-outs at the elementary and the junior high levels with the elementary being higher. While in attendance in elementary school, 16.4 per cent of the 110 students had IQ's above the normal range, i.e., they were what may be described as potentially college-able students[3] In junior high, the number having IQ's of 110 or

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[3]William A. Kelly, _Educational Psychology_ (New York: The Bruce Publishing Company, 1933), p. 353.

over decreased to 6.4 per cent. It might be assumed that at the junior high level, these students may have developed stronger nonacademic interests.

(4) Of the 110 students entering junior high, twenty-two were from the ungraded classes. There were eighty-four students who entered upon their junior high education after having repeated one or more grades in elementary. It appears that over-ageness for the grade is a significant characteristic of this group.

(5) Irregular attendance is another characteristic of this group. Illness may be a factor at the primary level, but, as the students advanced through the primary, the attendance improved and the number of grade failures decreased. There was a drop in attendance during the last years of elementary and about one-third of the students entered junior high with a record of absenteeism. This percentage doubled in the last year of attendance in junior high.

(6) Lack of success in school work seems to be another characteristic of the drop-outs. Fifty per cent of the students entered junior high with lower than average ratings on their academic achievement. There were only ten students who received a rating above "C". It might be assumed that the greater number who were rated "C" were "border-line" average. Reading and Arithmetic scores available

showed that the students were likely to have difficulty in the junior high subjects.

(7) This difficulty was noted in the number of core subject failures in junior high.

(8) There was a very high incidence of transfers in the elementary division, with 82.8 per cent of the students having been in two or more schools.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of this chapter was to present the findings of the survey on the out-of-school experiences of the drop-outs. The interview embraced many areas in the lives of these boys and girls -- personal items, attitudes toward school, preparation for work, employment status and the use of leisure-time. Each area will be discussed separately.

Population and Sample

There were sixty-four boys scheduled for interviews. It was discovered that ten had left the province; eight could not be reached; five were in the army and posted out of the province -- one of these boys was home on furlough and was interviewed; and two boys refused to answer the survey questions. The remaining forty boys provided the data for this chapter.

There were forty-six girls scheduled for interviews. It was discovered that three had left the province; and four could not be located. The remaining thirty-nine girls provided the data for this chapter.

Personal Items

A part of the survey was designed to obtain some personal information about the marital and residential status

of the drop-outs; and the findings are discussed briefly.

Residential Status of Boys. Of the forty boys, one
was in the army and resided at an army post in Ontario. The
remaining thirty-nine boys with two exceptions, were living
with a parent or parents. Only two boys stated that they
had established a place of their own.

Residential Status of Girls. Of the thirty-nine
girls, twelve were housewives and all but five had established
a place of their own. The five who had not, had been living
with parents or relatives since their marriage. The remaining
twenty-seven unmarried girls were still living with a parent
or parents.

Marital Status. The survey revealed that 30.7 per
cent of the girls interviewed had married as compared to
five per cent of the boys. The implication of these facts
can be more fully appreciated when it is realized that some
of the girls had been out of school for five years.

Reasons For Leaving School

One of the questions related to reasons for leaving
school; and the drop-outs were requested to select only three
reasons and to rank them 1, 2, 3. There were seven school
reasons the drop-outs were to consider: not satisfied with
school; finished the course; could not learn; could not get

along with a teacher; could not get along with the principal; could not see the relationship between school subjects and future job; school did not offer suitable subjects.

There were seven personal or financial reasons the drop-outs were to consider: needed spending money; anxious to work; needed at home; marriage; illness; family support; felt too old for the grade.

The number of times each reason was ranked first by the boys and girls is presented separately.

Ranking Order of Boys. The boys selected the following reasons first:

Not satisfied with school	21
Anxious to work	7
Could not get along with a teacher	4
Needed spending money	3
Could not learn	2
Could not see the relationship between school subjects and future job	1
School did not offer suitable subjects	1
Felt too old for the grade	1

It was indicated that 72.5 per cent of the boys gave a school reason for dropping-out. Only 27.5 per cent stated their first reason was personal or financial.

The second reason given by the boys resulted in the following:

School did not offer suitable subjects   18

Not satisfied with school   9

Could not see the relationship between
school subjects and future job   7

Anxious to work   2

Could not learn   2

Needed spending money   1

Could not get along with a teacher   1

Among the second choices, school reasons had the highest frequency of mention.

The third reason given by the boys resulted in the following:

Anxious to work   13

Could not see relationship between
school subjects and future job   7

School did not offer suitable subjects   7

Not satisfied with school   5

Needed spending money   3

Could not get along with a teacher   3

Felt too old for the grade   2

Forty-five per cent of the boys gave personal or financial reasons as a third choice.

Ranking Order of Girls. The number of times each reason was marked first by the girls follows.

Anxious to work	11
Not satisfied with school	9
Needed at home	7
School did not offer suitable subjects	5
Could not see the relationship between school subjects and future job	2
Felt too old for the grade	2
Could not get along with a teacher	2
Needed spending money	1

Personal or financial items as the main reason for leaving was selected by 53.8 per cent of the girls.

The second reason given by the girls resulted in the following:

Needed spending money	14
School did not offer suitable subjects	8
Not satisfied with school	5
Could not see the relationship between school subjects and future job	5
Anxious to work	3
Needed at home	2
Felt too old for the grade	1
Could not learn	1

Second choice indicated that girls felt personal or financial reasons for leaving school were important.

The third reason given by the girls resulted in the
following:

Anxious to work	9
School did not offer suitable subjects	8
Not satisfied with school	6
Could not see the relationship between school subjects and future job	5
Needed spending money	5
Could not learn	3
Felt too old for the grade	1
Could not get along with a teacher	1
Needed at home	1

In considering the third choice, the percentage of
girls giving school reasons increased to fifty-nine per cent.

The drop-outs were permitted to make comment on their
reasons for leaving school and the comments are presented
under separate headings.

School Reasons. Nearly sixty per cent of the boys
and girls left school primarily because of dissatisfaction
with one phase or another of their schooling. Boys resented
having to study subjects they disliked and saw no relation-
ship between them and their out-of-school life. Many felt
that when they could not succeed in a subject they should
be permitted to select another. They felt there should be a

greater variety of courses at the junior high level. Many
stated that if the teacher-student relationship was not
favourable, the students ought to have the privilege of
changing teachers. Dropping-out of school to some of the
boys meant an escape from the obligation of taking subjects
they disliked and doing assignments in these subjects.

The girls expressed dissatisfaction with the limited
number of courses but not to the same extent as the boys.
They expressed discouragement with their subject failures
and lack of achievement.

Personal or Financial Reasons. The girls gave these
reasons more frequently than the boys. It may be that the
boys were more reluctant to admit to economic pressure than
the girls and substituted negative reactions to school instead.
Not one boy or girl admitted leaving school to aid the family
income. If they were anxious to work, it was because they
wished to be economically independent and to have the money
for what they considered personal needs.

Suggestions for Making the School More Helpful

One question asked the drop-outs during the interview
was, "How could the schools have helped you more?" Five
possible helps were suggested and the boys and girls were
asked to select one or more: instruction on how to look for
work; instruction on the types of jobs available; instruction

on what is required on the job; advice on the importance of staying in school; advice on how to make good use of leisure-time.

The responses to the question of possible school help in order of frequency of mention follows.

More instruction on the types of jobs available   35

More instruction on how to look for a job   19

More advice on staying in school   13

More advice on what is required on the job   9

More advice on how to make good use of leisure
time   3

Nearly eighty per cent of the drop-outs felt that the schools could have given more help if courses had been provided to meet both their in-school and out-of-school needs. Their selections indicated a greater demand for job training in the school.

In addition to the five services listed by the question, "How could the schools have helped you more?" the students were given an opportunity to volunteer other suggestions. Their suggestions are discussed under the following headings:

Curriculum. The students had a great deal to say about the courses or subjects. The minor subjects, social studies and science were questioned as to their possible contribution to out-of-school adjustment. The boys suggested

other courses be substituted for these; courses that would
train them for some sort of work. Girls were more specific
and suggested classes in hairdressing, switchboard and
typing. Suggestions were made for shorter school hours.

Teachers and Teaching Methods. Both boys and girls
had many suggestions concerning teachers. The most common
suggestion was that teachers should take the time to under-
stand the behaviour problems of the students. Both boys and
girls felt that they were "too grown-up" for some school
regulations. Suggestions were made for the elimination or
reduction of homework so that the students might be free
to earn spending money.

Usefulness of Academic Subjects

The drop-outs were asked which subject had been of
most help to them since leaving school and which had been
of least help.

Subjects of Most Help. The following subjects were
listed as having been of most help:

Subject	Frequency of Mention
Mathematics	46
Spelling	20
English	12
Social Studies	1

Subjects of Least Help. The following subjects were
listed as having been of least help:

Subject	Frequency of Mention
Science	27
Physical Education	20
Art	18
Music	10
Literature	4

It would appear that the boys and girls recognized
the importance of the core subjects in that each of these
subjects, except science, had been mentioned as being of
some help. The minor subjects and science were declared of
least help.

Family Attitude Toward Leaving School

The drop-outs were surveyed with respect to their
families' attitude toward their leaving school.

Boys' Families. Among the boys, the family attitude
was: family told boy to quit, 7; family disagreed but
permitted withdrawal, 6; family agreed with student, 25;
family not interested, 2. The reasons given most frequently
for the parents permitting the boys to leave school were
lack of achievement and attitude toward school.

Girls' Families. Among the girls, the family attitude

was: family told girl to quit school, 12; family disagreed
but permitted withdrawal, 6; family agreed with girl, 20;
family not interested, 1. The reasons given most frequently
for the parents permitting the girls to withdraw were:
needed at home or anxious to work.

In the case of the boys, eighty per cent of their
families agreed that the boys should be permitted to leave
school. A small percentage, fifteen per cent, disagreed with
the decision but gave permission.

In the case of the girls, eighty-two per cent of their
families agreed that the girls should leave school. Slightly
more than fifteen per cent disagreed with the decision but
gave permission.

Drop-outs' Present Attitude Toward Leaving School

In order to appraise the drop-outs' present attitude
toward their early school leaving, they were asked this
question: "If you had the chance, would you leave school
when you did?"

The following tabulation indicates the present
attitude of the drop-outs:

	Yes	No	Uncertain
Boys	11	27	2
Girls	28	5	6

More boys than girls would not have made the decision

to leave school in the light of their out-of-school experiences.

Preparation for Work

The drop-outs were asked if they had received any help in planning for work. There were ten possible sources for help: school; parents; friends; armed services; reading; radio; television; national employment office; clubs; church activities.

The boys and girls were asked to rank this help 1, 2, 3, 4, 5, in order of importance, and a summary follows:

It was impossible to make a complete tabulation by boys and girls through fifth choice because nearly all students restricted their choices to either parents or friends. Only one student mentioned having had some vocational guidance during his church activities.

It is interesting to note that the students did not think their schooling was "preparation for work" and that they did not present themselves to the National Employment Office for counselling or possible job placement before leaving school.

Methods of Seeking Employment

The survey included four methods of seeking employment: answering advertisements; asking friends or relatives;

applying to factories or firms; the national employment
office. The drop-outs were asked to indicate the different
methods they had used to find work. A discussion of the
responses follows.

Friends and Relatives. The boys who had steady employ-
ment or who were learning a trade stated that they owed this
advantage to relatives and/or friends. It was found that
nearly all the boys relied upon relatives or friends to find
them work. They ranked this method first, while the girls
ranked it second.

Applying to Firms or Factories. Boys ranked this
method as the second most effective way of finding employ-
ment, while the girls declared it to be the most effective
method.

Answering Advertisements. This method was ranked
third most effective by both boys and girls. One boy had
obtained the opportunity of learning a profitable trade by
this method. Most drop-outs admitted that they had to rely
on relatives or friends to write their reply to the adver-
tisements. One boy stated that he had lost the job after his
written application had been accepted because he could not
read instructions.

The National Employment Office. The drop-outs rated this agency the least used source of help. They seemed to be ignorant of the services available in the community for job placement.

Employment Status of Drop-Outs

One part of this study was to obtain pertinent information on the drop-outs' experience in the labour market. The boys and girls were questioned about their present and previous jobs; the type of work they had done; the number of hours they had worked; their weekly salary and the reasons for leaving a job. The working experience of the boys and girls will be discussed separately.

Work Experience of the Boys. The survey on the employment status of the boys since dropping out of school indicated:

Employed	25
Looking for work	13
In the army	5
Out of the province	10
Returned to school	1
Could not be reached	8
Refused to answer	2

Of the twenty-five boys employed, seven were learning

a trade and one had gone into partnership in a profitable business. Four of these eight students had remained with the one job since leaving school and four had had two or three jobs.

The remaining seventeen students had had a varied work experience background. It was indicated that at the time of the interview the students were employed as follows:

Shippers and packers in factories	5
Truck drivers	4
Helpers in auto body works	3
Salesmen	1
Messengers	4

These seventeen students had accumulated a total of 103 jobs since leaving school. The median duration of the "present" job was 6.8 months. The salary ranged during periods of employment from twenty-seven dollars to thirty-five dollars for a forty-hour week.

The reason most frequently given by this group for shifting from job to job was dissatisfaction with the working conditions or with the work. Only two students admitted to ever being fired; and nine students admitted that they could not get along with the employer or fellow workers. Most of the students were in jobs that called for no particular skill and many of the students expressed the

opinion that they felt no satisfaction in doing their work because there was no hope for advancement. The average length of time spent by the thirteen unemployed boys in search of work was four months. Shifting from job to job, without any sense of direction, prevailed in this group. The thirteen boys had accumulated a total of 124 jobs. Only two students had held fewer than five jobs and the highest number of jobs held by one student was eighteen in three months. Four boys had taken the army survival course and two of these boys had decided to continue in the army and were waiting to be called. The salary ranged during periods of employment from twenty-four dollars to thirty-seven dollars for a forty-hour week.

Five students had joined the army and only one was available for interview. This student had experienced difficulty in obtaining permanent work. He had had six jobs before enlisting and the average duration of employment was two months.

Of the ten boys who were not in the city, only two had gone to definite employment elsewhere. The remaining students had left in search of employment. Four of these students had worked their way to various cities from coast to coast.

One student had spent six months seeking employment and then had enrolled in a private school to complete high school.

Two boys refused to answer any questions and were openly hostile. Eight students were unavailable for interviews.

The survey revealed that nearly all the jobs which had been held since leaving school could be grouped under the following broad headings: casual day labour, manufacturing, and transportation. The exceptions to this grouping would be those boys who have permanent employment while learning a trade.

Work Experience of the Girls. The survey on the employment status of the girls since leaving school indicated:

Employed	16
Looking for work	7
Housewives	12
Out of the province	3
Could not be reached	4
Not interested in working	4

Of the sixteen girls who were employed, twelve had had steady employment since leaving school. Two of these girls had been working during vacation at their present job prior to leaving school. The remaining four girls had had experience in two jobs; the present job was considered steady.

The different occupations held by the employed girls were recorded as follows:

Packers and machine operators	6
Office clerks	2
Hairdressers	1
Waitresses	2
Wrapping parcels	3
Hospital aides	2

The girls averaged forty working hours a week and their salaries ranged from nineteen dollars to forty-two dollars a week.

The seven girls who were seeking employment had accumulated a total of twenty-nine jobs and the average duration of these jobs was 4.8 months with a salary range during employment from fifteen to thirty dollars a week.

The survey indicated that twelve of the girls had married. Of these twelve girls, only four had had steady employment before leaving the job for marriage. The remaining eight girls had had occasional periods of work before marriage.

Three girls had left the province to live with relatives or friends and four girls could not be located.

Four girls stated that they were not interested in working. Only one of these girls had had a four-month work

period since leaving school. These girls gave "needed at
home" as their reason for not seeking employment.

The survey revealed that nearly all the jobs which the
girls had had since leaving school could be broadly classi-
fied as factory work involving manual labour.

Leisure Time Activities of Drop-Outs

The drop-outs were asked to rank the three ways in
which they had spent their leisure time since leaving school.
A list of fourteen possible pursuits was presented for their
consideration: church activities; clubs; evening school
classes; going to the library; hobbies; just walking around;
shows; watching television; listening to the radio; games or
sports; reading; driving around in cars; sitting in cafes;
cadets.

A brief discussion of some of the activities is
presented.

Driving Around in Cars. This activity was ranked
first by 62.4 per cent of the boys and third by eighteen
percent of the girls.

Watching Television. Girls spent more time before
the television set than boys.

Sports. Most boys admitted spending a great deal of
time playing pool.

Walking Around. Girls indicated that next to tele-
vision, this was their favourite pastime.

Sitting Around in Cafes. A number of boys and girls
spent an average of two nights a week sitting in cafes with
their friends. This seemed to be their idea of belonging to
a club.

Listening to the Radio. A significant number of boys
and girls spend a time listening to the radio. The radio,
in the form a transistor, seemed to be their constant
companion.

Hobbies. Only two boys stated that they had a hobby.
In both cases the hobby was the same -- collecting car parts
and assembling them.

The services offered by community centers were not
mentioned as occupying any of the leisure time activity
of the drop-outs.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

General Summary

The Problem. It was the primary purpose of this
study to survey the out-of-school youth from a junior high
school in the Winnipeg School Division Number One in order
to ascertain: (1) the academic factors involved in early
school-leaving; (2) the social and economic factors contri-
buting to a decision to leave school; and (3) to obtain
information of the work experience of the students since
leaving school.

Population and Sample. With retardation and intelli-
gence quotients as factors in predicting drop-outs, a study
was made of the 1961-62 Grade VII population at the Hugh
John Macdonald School to determine if there existed a group
of potential drop-outs sufficiently large enough to validate
the selection of this school for a survey. Excluding the
three ungraded classes, it was ascertained that 51.4 per
cent of the students might withdraw before completing their
junior or secondary education.

The 1957-60 population of drop-outs from this school
was selected because, in 1957, the Special Education Services
of the Winnipeg School Division Number One were enlarged to

include classes of slow learners at the junior high level.
In spite of segregating slow learners, and modifying the
academic program, students continued to leave school before
completing their course of studies.

A calculation of the total number of students who
left the Hugh John Macdonald School during the 1957-60 school
terms was made. There were 1,269 students in this group. Of
this number, 317 students had dropped out at the junior high
level. The sample for the purpose of this study was selected
from this group of junior high drop-outs and was restricted
to 110 boys and girls who had had a continuous education in
the Winnipeg Schools prior to terminating their education.

Procedure.   (1) A form was designed for recording
information regarding the educational background of the
drop-outs.

(2) An examination was made of the academic
and attendance records of each of the drop-outs from Grade I
entrance to the grade at which school-leaving took place.

(3) Information was recorded regarding:
reading and arithmetic scores; attendance in grades and
grades repeated; final promotion mark obtained; intelligence
quotient; and number of schools attended.

(4) An interview form was prepared and
questions on the important areas in the lives of out-of-school

youth were included: personal items; reasons for leaving
school; family attitude toward leaving school; steps taken to
leave school; preparation for work; job experience; and
recreation.

(5) The drop-outs were traced and infor-
mation was obtained from those students available for an
interview.

Collection and Treatment of Data. The data obtained
from an examination of the educational background of the
drop-outs were discussed in Chapter IV and summarized in
tables in the Appendix.

The data obtained from a personal survey of the
drop-outs were tabulated and discussed in Chapter V.

Findings Related to Educational Background.

(1) The single group containing the high-
est number of drop-outs occurred at the legal school-leaving
age, sixteen years.

(2) The last half of the Grade VIII school
term and the first level of the slow learners' program
constituted a dropping-out point for a significant number
of students.

(3) There was a difference of ten points
in the median IQ of the drop-outs at the elementary and junior
high levels with the elementary being higher.

(4) Of the 110 students in this study, eighty-four had entered upon their junior high education after having repeated one or more grades in elementary school.

(5) Grade I had the highest frequency of failures, 69.6 per cent, with the boys out-numbering the girls.

(6) Sixty-two students accumulated 102 grade failures; of these students, seventeen repeated two grades, and one boy repeated four grades. To include the twenty-two ungraded students, 76.4 per cent of the students entered junior high academically retarded.

(7) About one-third of the drop-outs entered junior high with a record of absenteeism. Grade I had the highest frequency of poor attenders. The number of cases diminished as the students progressed through the grades to Grade IV. There was a slight dropping-off in attendance at Grade V, and Grade VI indicated that regular attendance was a problem for nearly one-third of the students.

(8) The final promotion letters given to the students at the end of the school year indicated that fifty per cent of the boys and thirty-five per cent of the girls entered junior high school with a "D" or "E" rating.

(9) In junior high school, science had

the highest frequency of failures with mathematics second.

(10) There was a very high incidence of transfer within the elementary division, with 82.8 per cent of the students having been in two or more schools.

Findings Related to Survey Interviews.

(1) Financial or essential personal needs were named most frequently by the girls as the deciding factors in the decision to leave school.

(2) Dissatisfaction with some aspect of school or discouragement over lack of academic achievement were determining factors in the boys' decision to leave school.

(3) The absence of family encouragement contributed to the early school-leaving of many students.

(4) Eighty per cent of the drop-outs felt that the schools could have given more help if courses had been provided to meet both their in-school and out-of-school needs.

(5) Students suggested that courses in job training be substituted for the minor academic subjects.

(6) Suggestions were made for the reduction of homework so that students could earn more money or obtain experience in work situations.

(7) More boys than girls would not have
made the decision to leave school in the light of their
out-of-school experience.

(8) The students did not think that their
schooling was "preparation for work".

(9) The influence of relatives and
friends was by far the most important single factor in
helping the drop-outs find work.

(10) The drop-outs seemed to be indifferent
to, or ignorant of, the services available in the community
for job placement.

(11) Of the boy drop-outs, thirty-nine
per cent were working for an employer, with sixty-eight
per cent of these students being temporarily employed; twenty
per cent were looking for work; about seven per cent were in
the armed forces; twelve and one-half per cent could not be
reached; fifteen per cent were out of the province; one
student had returned to school and two students refused to
respond to the interview.

(12) The median duration of the present
job held by the sixty-eight per cent of boys temporarily
employed was 6.8 months.

(13) Of the girl drop-outs, thirty-five
per cent had steady employment; fifteen per cent were looking

for work; thirty per cent were married; nine per cent
were not interested in working; nine per cent were not
available for interviews; and three girls were out of the
province.

(14) The girls who were looking for work
had accumulated a total of twenty-nine jobs, and the aver-
age duration of these jobs was 4.8 months.

(15) Nearly all the boys sought employ-
ment in manufacturing or mechanical pursuits.

(16) Nearly all the girls found their
greatest opportunities in factory work that involved manual
labour.

(17) The most popular leisure-time pur-
suits of the boys were driving around in cars and playing
pool.

(18) The girls spent more time watching
television, or walking around.

(19) Sitting around in cafes was a popular
late-evening activity for both boys and girls.

(20) Boys and girls indicated that they
spent a great deal of time listening to the radio.

(21) The services offered by the community
centers were not mentioned as occupying any of the leisure-
time activity of the drop-outs.

<u>Implications</u>

<u>Implications at the Elementary Level</u>. If the elementary school is to fulfil its obligation to all students, it has the continuing task of identifying potential drop-outs. There are a variety of approaches to this problem:

(1) Advisory services should be constantly available to the teachers of classes of potential drop-outs. Reports from the nurse, visiting teacher, psychologist and psychiatrist should be on record and available for the teachers' examination. With this information, the teachers would have a better understanding of the needs and adjustment problems of the students.

(2) Experts in remedial teaching should be in charge of elementary classes of pupils who have to repeat the grade in entirety or part.

(3) Counsellors should be available long before a child forms any intention of leaving school. Problems of adjustment in the early grades, whether personal or educational, that can be solved without too great difficulty in the beginning stages, become increasingly stubborn as they are neglected.

(4) A counselling service might have the following advantages:

(a) Children could learn at an

early age to discuss their problems.

(b) More complete records could
be kept of the child's problem.

(c) Children would be prepared
to fit into a more extensive counselling and guidance
program at the junior high level.

(d) Teacher-counsellor conferences
could be held to exchange data on the pupils.

(e) Cumulative records reporting
on the child in all areas could be forwarded to the junior
high school.

(f) These records could be presen-
ted by the junior high counsellor to the teachers concerned.
This might produce a more sympathetic teacher-student
relationship.

Implications With Regard to the Junior High Schools.
The data presented in this study indicates that the courses
offered do not foresee the needs of all out-of-school youth.
Suggestions which might increase the school's holding power
and might provide a more satisfying school experience are:

(1) Provide more remedial instruction in
core subjects.

(2) Provide instruction in such related
subjects as labour, accident prevention in industry,
economics, and civics.

(3) Provide situations in which students could become familiar with machines, materials, tools and the way in which they are used in industry.

(4) Set up facilities for practical situations and experiences in which the students might acquire desirable worker attitudes and work habits.

(5) Provide a work experience program which would release students for part-time work. Labour and school could therefore unite in the best interests of the community by helping students bridge the gap between school and the labour market.

(6) Instead of subjecting non-academic students to a three-year modified academic program to obtain a Grade VIII standing, educators might consider the feasibility of streaming these students into a Junior Trade School.

(7) Provide courses in home-making since so many girl drop-outs prefer marriage to employment.

(8) Provide situations in which students could learn to use their leisure time more profitably.

(9) Provide a more extensive counselling and guidance service available to all students at all times during their school years.

(10) The counselling department could have

a job placement bureau and also an inspection officer to do
follow-up work on those students who leave school with a
work permit. Since the survey showed a great deal of shift-
ing from job to job, follow-up work by the school would
reveal whether the students quit their job or were fired.
Investigation would determine whether the students must
return to school.

(11) Potential drop-outs should be assigned
to sympathetic and understanding teachers.

(12) Provide services which would assist
parents in understanding and evaluating the changing product-
ive and economic forces.

Implications With Regard to the National Employment

Office. This study has shown that there are implications for
the National Employment Office. The counselling and job
placement services of this agency should be extended to
include potential drop-outs at the junior high level during
the school year. This might be accomplished by creating a
junior employment office within the counselling department
of the school.

CONCLUSIONS

(1) Sufficient evidence has been presented
to show that there were academic factors involved in early

school-leaving. Potential drop-outs may be detected in the primary and elementary grades. There are indications that should be evident: poor attendance, grade repetitions, frequent transfers, and habits and attitudes.

(2) Negative reactions to school and economic pressure appeared to be decisive factors in early school-leaving.

(3) There were students who had benefited very little from school training, whose social background provided very little discipline or preparation for work. The students felt that they had left school with little knowledge of: their assets and limitations; the general economic situation; how to seek employment; types of jobs available; and services available within the community.

(4) Most of the drop-outs had no definite plans as to what type of work they wanted to do.

(5) Many students had great difficulty in seeking employment, let alone experiencing job-satisfaction.

(6) There appeared to be a lack of communication between the students and the counselling, placement, and other social services in the community which might have helped these students find occupational adjustment less frustrating.

(7) Lack of family encouragement contributed to early school-leaving.

SUMMARY

In the present survey, the drop-outs included young people who were less able academically than the majority of the school population; many of them had failed to succeed under the prevailing program of education. That the present program of studies did not meet the needs of many is evidenced by the difficulties these young people experienced in trying to achieve satisfying work experience.

This study has indicated two types of problems that out-of-school youth face. First, there is a gap in the individual life and development of many boys and girls between the personal equipment with which they leave school and the equipment necessary for adjustment in the labour market as young adults. Second, there is the gap between the individual youth and the community with its various services. Some suggestions have emerged from this study as to measures which educators and other community agencies might use to help the young people overcome these two major problems.

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APPENDIX A

METHOD USED IN STUDY OF YOUTH EMPLOYMENT
LOUISVILLE, KENTUCKY

U.S. DEPARTMENT OF LABOR

BUREAU OF LABOR STANDARDS

WASHINGTON

March 28, 1962

Miss Bridget E. Flynn
598 Balmoral Street
Winnipeg 2, Manitoba
Canada

Dear Miss Flynn:

Replying to your letter of the 20th, I am glad to
send you materials which may be helpful in preparing your
thesis.

We happen to have retained an extra copy of the
Louisville study to which you refer, but you will notice
it was published in September 1949. You will find the
schedule on pages 112-117 and you are at liberty to use it
in any appropriate way. However, later information is now
available which we enclose. This includes a reprint of a
recent article from the U.S. News and World Report; also a
compilation of facts published by the National Education
Association; also an informal flyer, "Stay in School,"
addressed to students.

We are always pleased to be of any assistance, and
send you all good wishes for success on your thesis.

Very truly yours,

(signed)

Adelbert C. Long
Chief, Division of Youth
Employment Standards and Services

Enclosures

METHOD USED IN STUDY OF YOUTH EMPLOYMENT

LOUISVILLE, KENTUCKY

Many steps are involved in the planning and carrying
on of a large field study on such a subject as youth employment,
like the one conducted in Louisville, Kentucky, by the U.S.
Department of Labor in 1947. The general procedures in both
office and field work are given below in outline form.

Preliminary planning

1. Staff conferences as to

    (a) general objectives of study;

    (b) extent of survey--ages to be considered
         and whether in school or just out-of-school
         youth be included;

    (c) size and type of city to be chosen, and
         whether to include rural or just urban areas;

    (d) known interest of certain States or cities
         in the problem of youth employment and their
         likelihood of cooperation with the Division
         in a study in their area;

    (e) drawing up of general plan of work and
         assignment by director, of special tasks to
         different members of staff.

2. Office research

    (a) Collection of statistics on employment of
         youth, by age, sex, and race, in different
         parts of the U.S. (Census data chiefly)

    (b) Assembling of special data on employment
         certificates issued to minors, by ages,
         in different States and cities, showing
         especially the distribution in different
         industries. (From Bureau reports)

    (c) Specific data on population, industries and
         other economic characteristics, and educa-

tional facilities, in selected cities
which appear to be possible selections
for study. (Sources: U.S. Census; U.S.
Employment Service, Labor Market Infor-
mation Area series; Market guide,
Editor and Publisher Company; Bureau of
Labor Statistics, Industrial and Area
Studies)

3. <u>Selection of city for study</u>

   (a) Correspondence with superintendents of
       schools in possible cities of study to
       inquire as to their attitude toward such
       a study as the Bureau might wish to under-
       take; and to get definite data on the school
       census and other records which we would
       need to consult in connection with the
       drawing of a sample group of young people
       for interviewing. (See attached copy of
       questions sent to Toledo, Ohio).

   (b) Visits by director or other staff member,
       to the cities on the "refined" list for
       selection, in order (1) to talk with school
       officials and other community leaders whose
       close cooperation would be sought in connec-
       tion with any study made in that city;
       (2) to examine school census and other
       records as to their suitability for use in
       selecting a sample group for interviewing.

<u>Office preparation for study</u>

   1. Drafting of schedule and instructions. This may
      be done concurrently with other planning as descri-
      bed above.

   2. Instruction of field staff in objectives of study
      and general procedures to be followed, through
      staff meetings and through reading material.

   3. Training of field staff, particularly newly
      appointed ones, in techniques of interviewing and
      recording of data on schedules. This may be done
      by trying out the schedule in the District of
      Columbia, provided arrangements can be made pre-
      viously with the school officials of the District

for obtaining names and addresses of eligibles,
as school drop-outs, or out-of-school youth in the
labor market. (See Louisville Study).

4. Conferences with various government officials,
   by director and selected staff members, in regards
   to specific phases of the study; as, for example,
   the Bureau of the Census in regard to sampling
   methods; the U.S. Employment Service, for data
   on practices, personnel, etc., in city of study.

5. Submission of tentative schedule and instructions
   to outside persons or agencies for comment and
   suggestions, as the National Child Labor Committee.

Field preparation for study

1. Selection of sample for study in city of choice.
   This is a very important part of study, and should
   probably be done a full month in advance of the
   arrival of interviewers. At least two persons,
   one of them with sufficient statistical background
   to readily understand and apply the best technique
   in sampling, should be assigned to this task.
   The person directing the work should also have had
   experience in working with school records of
   various kinds, so that she will be familiar
   with the various means of checking or verifying
   any data needing it. The precise method of build-
   ing up a list of names of out-of-school youth---
   technically called "leads"---can best be illustra-
   ted by describing the steps followed in the
   Louisville study of 1947.

2. Method used in selecting sample in Louisville.
   The school census here is a continuing one, that
   is, the list of names of all persons under 18
   years of age in the city is kept up to date by
   the continual checking of all areas of the city
   by school officers for new arrivals and for those
   moving out of the city.

   Open files, arranged alphabetically by last
   name, show the name of each child, sex, district
   in which he lives (designated by letters of the
   alphabet), address, date of birth, and grade in
   at time of last census check. If the child has
   left school, a code number shows the reason, as

(1) over compulsory school age; (3) mental condition; (5) employed; etc.

When the young person reaches 18, or if in the spring of the year, he is about to become 18 before June 30, his narrow file card is removed from the open files. His permanent census record is on a 5 x 8 card, which from time of registration has been in the current "drawer" files and contains a record of all changes of address, names of parents, and dates of visits of census officer, and also last school attended. This card is withdrawn from the current file drawer and is put in a separate section of file cases called "over-age files" which are dead as far as the census is concerned, because the school census does not legally cover youth 18 or over. These latter files, however, are available for reference and contain names that have accumulated for a number of years-- 11 years at time of Louisville study. The had been added at the average rate of 5,000 per year. The total cards estimated to be in these files at the time of the study was 55,000.

The objective of the study was, at the beginning, 600 interviews with young people from 14 through 19 years of age, evenly distributed between 3 age groups-- 14 and 15, 16 and 17, and 18 and 19, years of age. It was desired that each age group finally interviewed and included in the study should be a representative cross section of the total out-of-school youth of those ages in the city.

With school census figures of the previous year as a base, it had been predetermined as to how frequently a name should be drawn for a lead among the three different age groups in the entire out-of-school population. The number of "leads" needed to furnish 600 "schedules" was estimated to be about 1,200. (A record of how these numbers were determined is in Miss Johnson's files.)

14-and 15-year-olds. It was decided that the name of every 14-and 15-year-old boy and girl who was out of school should be put on the lead list, provided they had not left school because of mental incapacity, physical disability, or removal to an institution or out of the city. The procedure

is described herewith.

Two people worked at the files, one with a pad of paper ruled to take down the information desired on each case. Thus:

Name (surname first)	Sex	District	Birth date	Age*	(cont'd)
Ballard, Wallace	M	z	8-8-31	15	
Bierly, Bernice E.	F	SS	8-18-32	14	

(cont'd)	Address	Reason left (code)
	740 W. Oak	5
	508 E. Jeff.	7

* Age as at beginning of field interviewing

In order to save time in copying, the items above were arranged to conform to the order on the narrow file card. If the district was not entered on the narrow file card, it was necessary later to check the address against the school census map and enter the district, because in assigning cases to interviewers later, this was very important.

One worker glanced down the files at the dates of birth, which for 14- and 15-year-olds were between certain fixed dates, as, for example, between 3-8-31 and 3-7-33. The other worker checked on the "find", then entered the information on the work list, as shown above. A total of 220 names were thus drawn from these files as the leads for 14- and 15-year-olds to be interviewed. They were called Group A.

16- and 17-year-olds. The same open files were used here, but for this age group, only every 8th file name was used. To help in determining every 8th person whose birthday was (for this study) between 3-8-29 and 3-7-31, the worker who recorded the data, kept a second list exclusively for this age group. Every time the other worker came to a file name belonging to this group, she said "Group B". That meant that the recorder put down a tally mark on a sheet labelled "16- and

17-year-olds." Every time an "8th" name was reached, the complete information was entered on the 16- and 17-year-old list. If the 8th card was not a "case", that is, was an exclusion for some reason or other, the very next 16- or 17-year-old was taken. This group was called Group B1.

In addition, a certain number had to be drawn from the "over-age" files--those that included all 17-year-olds who would become 18 between April 1 and June 30. These comprised what was called Group B2. They had already been withdrawn from the open files when they were examined between January 27 and February 7. Every 24th card that proved to be a 17 year old was included in this particular drawing. The total number of all 16- and 17-year-old leads drawn was 413.

18- and 19-year-olds. All cards for this age group were in the "overage" files. It had been decided beforehand that in order to get the proper number of leads for this group, we would have to draw every 24th name. The yield on these 18- and 19-year-old leads was 573. This was called Group C. All names on cards were later put onto lists in the same forms as Groups A and B1.

To facilitate quick detection of ages, the birth dates between which each group fell, were entered on a card which was kept in full sight at all times. The middle point of the study was used at the dividing line.

3. Copying of lists on cards. The next step was to have all data on lists, and on the work cards used at the overage files, typed onto 3 x 5 cards which would serve as leads for the interviewers. Blank space was needed for changes in address that were bound to be discovered, and for notations, as to date of visit, reason why child might not be a schedule case, etc. For the 18- and 19-year-old youth, more facts were available, as parents' names and dates of census officers' visits, with school last attended, and sometimes grade. On their cards, therefore, the fathers' and mothers' names were entered directly under the address, and other data, as convenient.

4. Checking lists with school records. For the
older youth "school last attended" afforded an
opportunity to check with each school for later
information, that is, to see if the graduates
had gone on to college, or whether some had
returned to school, or moved out of the city,
or joined the armed forces--in fact, done anything
that would exclude them from the study which
concerned solely "out-of-school" youth in the la-
bor market. Time did not permit visiting all
schools in Louisville, but the largest high high
schools and the university files were checked,
and many of the original leads excluded on basis
of the data obtained.

5. Districting of cards for use of interviewers.
First a large map of Louisville was obtained.
Then it was marked off, with blue pencil, according
to school districts, from a map in the school
census office. The letter names of the district
in which each person resided was added to those
cards for whom the district was not already
entered on the card.

   Cards were then sorted by districts and a
tabular statement made for each district, which
included names of all persons in the district.

Field work--supervision of scheduling

1. Assignment of leads to interviewers. Work was now
ready for the interviewers when they arrived on
the scene. Some degree of choice was allowed the
interviewers, so that they would feel that they
had a part in the making of assignments. Good
areas, middle class areas, and poor areas, as
designated by the school census officials, were
distributed on a basis that would be fair to each
worker. People with cars were naturally given the
outlying areas of the city, all, however, being
within the city boundary lines.

2. Tally on lead cards. As each interviewer took
their lead cards, they were asked to keep very
careful tally on their cards, because the super-
visor of scheduling kept a list of districts, with
the name of the person assigned to each, and

and number of lead cards he or she was responsible
for. Each interviewer devised their own system of
caring for their cards, checking them off and
keeping count of interviews held.

Whenever a successful interviewer obtained
a "schedule,"(as a result of an interview), he
entered his name or initials in the lower right
hand corner of the lead card, and the date of the
interview. He attached this card to the schedule,
when he turned it in to the examiner. The examiner
numbered the schedule and the card at the same
time, then turned the card over to the typist,
who kept a list of completed cases, adding to it
daily, noting the number of the schedule, the
name of the young person interviewed, also the
sex, race and age, and the name of the interviewer.

3. Filing of lead cards on schedule case. After the
   listing of schedule cases the lead cards were tur-
   ned back to the supervisor of scheduling for filing
   under the general caption "Completed". In addition,
   each completed lead card was filed according to
   age, sex, and race, so that a count could be had
   at any time on the number of schedules obtained
   in the different age groups, by boys and girls,
   by whether white or colored.

4. Filing of excluded cases. As the interviewer made
   contact with the different cases assigned to him,
   it was found that many "leads" were not schedule
   cases. On all such cases the interviewer indicated
   on the lead card the exact reason for exclusion,
   the date of visit and his own name. He then turned
   the card directly back to the supervisor of
   scheduling, who filed them in the Exclusion file
   under various captions.

5. Filing "not located" cases. After numerous attempts
   to locate a certain case had proven unsuccessful,
   the lead card was filed under the general heading
   "Not located" and an appropriate "substitution"
   was selected (sex, race and age) in order to
   keep up the proportion of schedule desired in the
   different groups.

6. Filing of "not contacted" cases. Toward the end

of the field work, it was found that, for one
reason or another, we could not be able to
contact all the leads. These cards were then
subdivided, as the "not located" ones by sex,
race, and age, so again that we might know where
we stood on need for "substitution".

7. "Pick-ups" as "substitutes". It frequently
happened that an interviewer would run across
a boy or girl whose experience fulfilled the
requirements for inclusion in the study. When a
schedule interview was held and written up, the
case was submitted to the supervisor of schedul-
ing who matched it, if possible, with a young
person of the same age, sex and race, and residing
in the same or contiguous geographical district
as some one in the "not located" file, or, toward
the end of the study, in the "not contacted" file.
The typist made a lead card for the "pick up"
case, with the same data as on regular lead cards,
gave it to the examiner for numbering, and then
to the supervisor who plainly marked it as a "Pick
up", put a red tag on it, and added at the bottom
of card information about the case it was matched
to and substituted for.

School visits on particular cases

In order to complete data on the schedule boy or
girl, it was sometimes essential that schooling data be
checked or supplemented. Each interviewer wanting such
data prepared a sheet with name of minor at top, the name
of school last attended, and other identifying data, and
then noted the specific questions which should be asked of
the school counselor. Then someone of the staff was assigned
to visit one or several of the schools and obtain the data
required to complete the schedules.

Contacts with social agencies

The interviews with certain young people brought out
the fact that they were struggling against great odds--econ-
omic, social, or physical handicaps of some kind about which
no clear understanding could be had without the help of the
social agencies interested in their cases. For this reason,
these special cases-- and there were many of them-- were
cleared through the Social Service Exchange.

Examination of schedules

A statistical examiner from the Washington office--
one with long experience in this work--received all schedules
turned in by the interviewers. She made her critical comments
on schedule entries on separate sheets of paper and attached
them to the schedules. The schedules were then given back to
the interviewers for correction. It was important that sche-
dules be corrected at once, so that further processing of
schedules could continue.

Preparation of employer lists

Another part of the Louisville study included visits
on employers who were representative of the types of employ-
ers for whom the young people of the study were working.
To get a representative list to choose from, every completed
schedule was given to the typist, who filled out a card for
every employer that every schedule boy or girl had.

The card contained the schedule number, and data
about the employer, his industry, and address. These cards
afforded ample information for determining the prevalence
of certain industries as employers of young people.

The cards also served another purpose, that of checking
at the State Department of Labor, any violations of child-
labor laws by these concerns, which was incidental information
wanted by another division in the U.S. Department of Labor.

Weekly progress reports

Throughout the course of the field study, the super-
visor of scheduling made up weekly reports on progress of
the work. These were cumulative in nature, so that the
total progress made, at any given date, was easily
ascertained. Later on toward the end of the study the report
included numbers of schedules and exclusions, by age groups,
and more detail on reasons for exclusions.

Administrative responsibility in the field

Business management of the field office was one of
the major responsibilities of the supervisor of scheduling.
The different phases of management are briefly described
below.

1. Office space. on the preliminary trip to Louis-
    ville, the possibilities of free office space
    were explored. The first place to visit, always,
    is a Federal building, the Post Office usually
    being the headquarters for the official who
    allots space. It happened in Louisville fortunately
    that such space was available. Sometimes the schools,
    employment service, or social agencies can provide
    space or help in finding space.

2. Office furniture. If none goes with the office
    space obtained, some will have to be found.
    Renting furniture for a temporary field office is
    expensive, but it may be necessary in some cases,
    if it cannot be borrowed.

3. Office supplies. All supplies in the nature of
    schedule forms, paper, pencils and all desk
    equipment needed to set up a field office should
    be requisitioned from one month to six weeks in
    advance.

    Requisitioning of ordinary supplies that the
    Washington office furnishes should be attended to
    weekly through memos to the office.

4. Clerical service. It is desirable for the person
    in charge of the office to interview possible
    candidates on the spot.

5. Time records, leave, expense accounts. Instructions
    and assistance should be given by the supervisor
    to the interviewers in all personnel matters.
    The typist may be trained to attend to many of the
    duties connected with personnel administration,
    keeping of records and files, and following up
    those who fall behind in submitting required
    records.

Additional aids to supervising officers

Further ideas as to the details of field supervision
in a study like the Louisville one may be obtained from the
collection of memos in a folder entitled "Supervision of
Field Parties---Example, Louisville, Kentucky".

Other phases of study not here described are described
in the minutes of the meetings held during the field work
period. The Louisville files contain all such information.

APPENDIX B

TABLES

TABLE 1

AGE AT TIME OF LEAVING SCHOOL

Age at Last Birthday Years	Months	Boys	Girls	Total
14	0- 6			
14	7-11	1	3	4
15	0- 6	19	10	29
15	7-11	12	9	21
16	0- 6	20	16	36
16	7-11	7	4	11
17	0- 6	3	3	6
17	7-11	1	1	2
18	0- 6			
18	7-11			
19	0- 6			
19	7-11	1		1
Totals		64	46	110

TABLE 2

LAST GRADE COMPLETED

Grade	Boys	Girls	Total
7 - 1 *			
7 - 2	5	1	6
8 - 1			
8 - 2	12	13	25
9 - 1			
9 - 2	6	7	13
Slow Learners - 1**	20	8	28
Slow Learners - 2	8	8	16
Ungraded	13	9	22
Totals	64	46	110

*The regular school year has been divided into first and second terms.

**Each slow learner's level requires a year and a half to complete the course as outlined.

TABLE 3

INTELLIGENCE QUOTIENTS OF JUNIOR HIGH BOYS

AT THE ELEMENTARY LEVEL

Intelligence Quotient	Grade VII	Grade VIII	Grade IX	Slow Learner I	Level II	Ungraded	Total
Above 114		3	1		1		5
110 - 114		4		1			5
105 - 109					2		2
100 - 104	1	2	1	2	2		8
95 - 99	1	1	2	7	2		13
90 - 94	2	1	1	5		1	10
85 - 89	1		1	2	1	2	7
80 - 84				2		1	3
75 - 79		1		1		4	6
70 - 74						1	1
Below 70						4	4
Totals	5	12	6	20	8	13	64

TABLE 4

INTELLIGENCE QUOTIENTS OF BOYS AT THE JUNIOR HIGH LEVEL

Intelligence Quotient	Grade VII	Grade VIII	Grade IX	Slow Learner I	Level II	Ungraded	Total
Above 114		1			1		2
110 - 114		2		1			3
105 - 109		2					2
100 - 104		2	1		3		6
95 - 99	1	1		5	1		8
90 - 94	2	2	3	1			8
85 - 89		1	2	3	1		7
80 - 84	1			3	1	2	7
75 - 79		1		2	1	4	8
70 - 74				1		3	4
Below 70	1			4		4	9
Totals	5	12	6	20	8	13	64

TABLE 5

INTELLIGENCE QUOTIENTS OF JUNIOR HIGH GIRLS

AT THE ELEMENTARY LEVEL

Intelligence Quotient	Grade VII	Grade VIII	Grade IX	Slow Learner I	Level II	Ungraded	Total
Above 114		3	2				5
110 - 114		1			2		3
105 - 109				1			1
100 - 104		3	2	3			8
95 - 99		2	1		2		5
90 - 94					1		1
85 - 89	1	3	2	1	2	1	10
80 - 84		1		2		1	4
75 - 79				1	1	5	7
70 - 74						2	2
Below 70							
Totals	1	13	7	8	8	9	46

TABLE 6

INTELLIGENCE QUOTIENTS OF JUNIOR HIGH GIRLS

Intelligence Quotient	Grade VII	Grade VIII	Grade IX	Slow Learner I	Level II	Ungraded	Total
Above 114		1	1				2
110 - 114							
105 - 109		3	1				4
100 - 104		2	2		1		5
95 - 99		1	1		1		3
90 - 94		1		3			4
85 - 89		2	2				4
80 - 84	1	3		1	3		8
75 - 79				1	1	1	3
70 - 74				2	1	4	7
Below 70				1	1	4	6
Totals	1	13	7	8	8	9	46

TABLE 7

INTELLIGENCE QUOTIENTS OF JUNIOR HIGH

BOYS AND GIRLS AT THE ELEMENTARY LEVEL

Intelligence Quotient	Grade VII	Grade VIII	Grade IX	Slow Learner I	Slow Learner II	Ungraded	Total
Above 114		6	3		1		10
110 - 114		5		1	2		8
105 - 109				1	2		3
100 - 104	1	5	3	5	2		16
95 - 99	1	3	3	7	4		18
90 - 94	2	1	1	5	1	1	11
85 - 89	2	3	3	3	2	3	16
80 - 84		1		4	1	2	8
75 - 79		1		2	1	9	13
70 - 74						3	3
Below 70						4	4
Totals	6	25	13	28	16	22	110

TABLE 8

INTELLIGENCE QUOTIENTS OF BOYS AND GIRLS

AT THE JUNIOR HIGH LEVEL

Intelligence Quotient	Grade VII	Grade VIII	Grade IX	Slow Learner I	Level II	Ungraded	Total
Above 114		2	1		1		4
110 - 114		2		1			3
105 - 109		5	1				6
100 - 104		4	3		4		11
95 - 99	1	2	1	5	2		11
90 - 94	2	3	3	4			12
85 - 89		3	4	3	1		11
80 - 84	2	3		4	4	2	15
75 - 79		1		3	2	5	11
70 - 74				3	1	7	11
Below 70	1			5	1	8	15
Totals	6	25	13	28	16	22	110

TABLE 9

ELEMENTARY GRADES REPEATED BY DROP-OUTS

Grade	Boys	Girls	Total
1	23	11	34
2	16	7	23
3	12	2	14
4	11	2	13
5	9	4	13
6	3	2	5
Totals	74	28	102

TABLE 10

ATTENDANCE OF STUDENTS REPEATING ELEMENTARY GRADES

Grade	Number of Failures	Number Failing to Attend 175 Days
1	34	22
2	23	6
3	14	4
4	13	6
5	13	4
6	5	1
Totals	102	43

TABLE 11

ATTENDANCE OF BOYS IN ELEMENTARY SCHOOL

Number of Days	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
75 - 94						1
95 - 114		3		1		
115 - 134	1	1	3		1	
135 - 154	9	2	2	3	3	5
155 - 174	23	16	9	10	13	12
175 - 195	18	29	37	37	34	33
Totals	51	51	51	51	51	51

TABLE 12

ATTENDANCE OF GIRLS IN ELEMENTARY SCHOOL

Number of Days	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
75 - 94						
95 - 114	3					
115 - 134		2	1	1		
135 - 154	3	4	3	2	1	1
155 - 174	15	6	7	2	4	9
175 - 195	16	25	26	32	32	27
Totals	37	37	37	37	37	37

TABLE 13

ATTENDANCE OF BOYS AND GIRLS IN ELEMENTARY SCHOOL

Number of days	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
75 - 94						1
95 - 114	2	3		1		
115 - 134	1	3	4	1	1	
135 - 154	12	6	5	5	4	6
155 - 174	39	22	16	12	17	21
175 - 195	34	54	63	69	66	60
Totals	88	88	88	88	88	88

TABLE 14

ATTENDANCE OF BOYS AND GIRLS IN JUNIOR HIGH

Number of Days	Boys	Girls	Total
75 - 94	1	2	3
95 - 114	1	1	2
115 - 134	2	4	6
135 - 154	10	6	16
155 - 174	19	12	31
175 - 194	18	12	30
Totals	51	37	88

APPENDIX C

STUDENT INDEX CARD FORM

STUDENT INDEX CARD FORM

		Date of Birth		
SURNAME	GIVEN NAMES	Day	Month	Year
	REASON FOR WITHDRAWAL			
ADDRESS	REASON FOR WITHDRAWAL			
Grade at Time of Withdrawal	Date of Withdrawal			

APPENDIX D

ACADEMIC AND ATTENDANCE FORM

ACADEMIC AND ATTENDANCE FORM

		Date of Birth		
SURNAME	GIVEN NAMES	Day	Month	Year

Physical Defects	I.Q.	Address	Phone	Language Spoken

ELEMENTARY SCHOOL

Year	Grade	Final Mark	Grades Repeated	Attendance in Grade	Reading Score	Arith. Score	No. of Schools Attended	With-drawals Yrs.	Mos.

JUNIOR HIGH SCHOOL

Year	Grade	Class	Final Mark	Core Subjects Failed				Attendance in Grade	Withdrawals	
				Math.	Eng.	Sc.	S.St.		Years	Months

APPENDIX B

SURVEY INTERVIEW FORM

SURVEY INTERVIEW FORM

A. PERSONAL ITEMS

1. Name _____ 2. Address _____

3. Telephone _____

4. Are you single _____ or married _____

5. Are you living with your parents _____ guardian _____

   a place of your own _____

6. Are you working now _____

7. Are you looking for work _____

8. Are you interested in working _____

9. Why not _____

10. If you have attended any evening school or day school since leaving the Hugh John Macdonald School, please fill in the following.

    (a) Name of School _____

    (b) Day _____ Evening _____

    (c) For how long did you go _____

    (d) Did you finish the course _____ Yes _____ No

B. REASONS FOR LEAVING SCHOOL

Mark only three of these reasons: 1, 2, 3.

11. School Reasons

    (a) Not satisfied with school   _____

    (b) Finished the course   _____

(c) Could not learn _____

(d) Could not get along with a teacher _____

(e) Could not get along with the principal _____

(f) Could not see the relationship between
school subjects and future job _____

(g) School did not offer suitable subjects _____

12. Personal or Financial Reasons

(a) Needed spending money _____

(b) Anxious to work _____

(c) Needed at home _____

(d) Marriage _____

(e) Illness _____

(f) Family support _____

(g) Felt too old for the grade _____

C. SUGGESTIONS FOR MAKING SCHOOL MORE HELPFUL

13. How Could the Schools Have Helped You More ? Check one.

(a) More instruction on how to look for work _____

(b) More instruction on the types of jobs available _____

(c) More instruction on what is required on the job _____

(d) More advice on the importance of staying
in school _____

(e) More advice on how to make good use of
leisure time _____

14. How Could Your School Have Helped You More ? _____

D. USEFULNESS OF ACADEMIC SUBJECTS

15. Which subjects have you found most helpful ? _____

_____

16. Which subjects have you found least helpful ? _____

_____

17. Which subjects did you find hardest ? _____

_____

E. FAMILY ATTITUDE TOWARD LEAVING SCHOOL

18. Please check below.

    (a) Did they tell you to quit school   _____

    (b) Did they want you to stay in school   _____

    (c) Was it your idea and did they agree   _____

F. DROP-OUT'S ATTITUDE TOWARD LEAVING SCHOOL

19. If you had the chance, would you leave school when you did ? Yes _____ No _____

G. PREPARING FOR WORK

20. If you received help in planning for your work, rank this help 1, 2, 3, 4, 5, in order of importance.

    (a) School   _____   (f) Radio   _____

    (b) Parents   _____   (g) Television   _____

    (c) Friends   _____   (h) National Employ- ment Office   _____

(d) Armed Services _____ (i) Clubs _____

(e) Reading _____ (j) Church activities _____

H. METHODS OF SEEKING EMPLOYMENT

21. Please check the ways you take to find work.

    (a) Answering advertisements _____

    (b) Asking friends or relatives _____

    (c) Applying to factories or firms _____

    (d) Employment office _____

22. How many times have you left a job because you were

    (a) Laid-off _____ (b) Fired _____ (c) Quit _____

23. If you are working or have ever worked since you LEFT the Hugh John Macdonald School, please fill in the following information about the jobs you had.

Name of Firm	Kind of Business	Your Position	Weekly Hours	Weekly Salary	No. of Months Working

I. EMPLOYMENT STATUS

24. How many jobs have you had since leaving school _____

25. How many months have you been looking for work _____