

THE UNIVERSITY OF MANITOBA

SOME ASPECTS OF THE TERMINAL COURSE OFFERED AT
A WINNIPEG HIGH SCHOOL

BEING A THESIS SUBMITTED TO THE COMMITTEE
ON POST-GRADUATE STUDIES IN PARTIAL
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ABSTRACT

SOME ASPECTS OF THE TERMINAL COURSE OFFERED AT A WINNIPEG HIGH SCHOOL

Purpose of the Study

The purpose of this study is to report on the development of the Terminal Course which was designed to meet the needs of students of high school age who were unable to cope with the regular school program. An account is given of: (1) the establishment of the Terminal Course in Sisler High School; (2) an examination of the past achievement, I.Q. scores, standardized test results, and final marks of the students enrolled in the Course; (3) an outline of the program offered to the students in each subject area; and (4) individual follow-up reports on the post-school activities and achievements of ninety-two former Terminal Course students.

The follow-up study was undertaken to determine whether the experiences gained from the Terminal Course had been worthwhile to the students and whether any trends in their post-school life offer helpful suggestions for the planning of future programs.

Limitations

Only the first two classes of Terminal students at Sisler High School were included in this study. No consideration was given to the Terminal Course program offered

in other schools.

Outline of the Study

Recommendations of the Special Committee of Principals set up to study the problem of numerous failures in Grades IX and X, and early withdrawals from school, were considered; school records concerning the establishment of the Terminal Course were consulted; and subsequent reports by the Head of the Terminal Department at Sisler High School to the Superintendent of Winnipeg Schools were also studied. Further information was obtained from personal interviews with Terminal Course teachers to determine the exact nature of the program offered to the students. Teachers' records, school registers, and medical and attendance record cards were consulted to obtain the statistical information concerning the students. The follow-up interviews were conducted through the means of telephone conversations. The findings from these interviews were summarized under three headings: further training of students since leaving the Terminal Course, employment experiences, and marital status.

Observations Based on the Following Reports

From the information gained through the follow-up interviews, the following general observations were made:

- (1) The boys expressed a need for further training in various fields.
- (2) The girls desired further instruction in commercial subjects.
- (3) The students who had withdrawn failed

to improve their qualifications after leaving the Terminal Course. (4) The girls readily found employment in office work. (5) The jobs which the boys obtained were of unskilled or semi-skilled nature. (6) Most Terminal students rendered satisfactory service at work. Sixty per cent of them were still at their first place of employment at the time of the survey. (7) Fewer graduate boys were unemployed and they earned higher wages than did those who had withdrawn from the Course. (8) The wages of the girls who had withdrawn were a little higher than those of the graduate girls but only because they had been at work for a longer period of time. (9) The Terminal Course students tended to marry soon after leaving school.

Major Conclusions

The main conclusions of this study are: (1) Many students who appear likely to withdraw from school even before entering high school, may receive considerable benefit from an additional period of training at school. (2) Typing skills are valuable to the Terminal girls. Eighty-one per cent of the girls employed, worked in offices and the majority of them used these skills in their daily work. (3) The value of typing in the boys' program is uncertain since none of the boys made any use of his typing skills at work. (4) Students should be encouraged not to drop out of school, since few of the drop-outs undertook further training of any kind and

many of them were unemployed at the time of the survey.

(5) A diversified industrial arts program is of value to the boys because a good number of them found employment in a variety of tasks at which they used tools and skills familiar to them from their shopwork. (6) Many students, particularly the drop-outs, had difficulty in finding employment. Assistance in job placement and further counselling after leaving school would be of benefit to them. (7) The tendency to marry early emphasizes the importance of the Home Economics program for the girls. (8) By making it possible for these students to participate in a realistic high school program, rather than be compelled to repeat junior high grades or drop out of school, the Terminal Course has proved to be of value in helping these young people achieve a fuller and more satisfactory life.

Frank Isaak

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CHAPTER I

INTRODUCTION

Purpose of the Thesis

This thesis undertakes to report on the development of the Terminal Course in the Sisler High School in Winnipeg, discussing the students and the evolution of the program, and reporting on a follow-up study of the students enrolled in the first two classes of the Terminal Course by examining the activities and achievements of these students since leaving school.

The two-year Terminal Course, established in 1957, is presently in its fourth year of operation at Sisler High School. Two classes of students have been graduated and have sought employment or have chosen to continue their education in various institutions. This study was undertaken to determine whether there was any evidence of the emergence of certain patterns or trends in the post-school activities and achievements of the Terminal Course students that might be of value to administrators and teachers in planning future programs.

Limitations of this Study

The intent of this study is to report on only the first two classes of students who enrolled in the Terminal Course at Sisler High School and to examine the courses that

were offered to them. The courses of the Terminal Departments in the other high schools in Winnipeg did not come within the scope of this study nor were the students from those schools included. The gathering of the confidential information required for the follow-up reports would have been extremely difficult without the acquaintance and confidence of the students.

For the purpose of this study, both the drop-outs and the graduates were considered because there was the possibility that some differences in their activities and achievements since leaving school might emerge. There was, however, no intention of presenting a statistical comparison between the drop-outs and the graduates, since they could not be considered matched groups nor could they be considered representative of Terminal Course students in general.

Procedure of Study

Following a brief survey of the research findings concerning slow-learners is an account of the development of the Terminal Course program in the Winnipeg schools. Available data concerning the students who enrolled in this course were examined. The report of this examination is followed by an outline of the program that was offered to the students in each subject area. To obtain the information for the follow-up reports, an interview was held with each of the

students to determine his employment experiences, wages, further training, and similar matters.

Sources of Information

Reports made by a Special Committee of Principals to the Superintendent of the Winnipeg School Division provided much of the material concerning the early development of the Terminal Course. Further reports from the Head of the Terminal Department of Sisler High School to the Superintendent provided information about the content of the courses and were a valuable supplement to the interviews with the teachers who had been teaching the classes of the Terminal Department. Letters from the Department of Education and the Office of the Winnipeg School Division revealed some of the current interest in the Terminal Course.

The records kept by the teachers, the school registers, and the regular school medical and attendance record cards were consulted for the statistical information concerning the students. Student interviews provided the information for the follow-up reports, except in those instances in which the students were enrolled in regular classes subsequent to graduation from the Terminal Course. In that case, their school records were consulted and some pertinent information was obtained from the guidance counsellors of their respective high schools.

Considerable interest has been shown in the Terminal Course of late and the need for such a course has been recognized by the Manitoba Royal Commission on Education which recommended in 1959 that such a course be established on a provincial level.¹

This thesis attempts to discuss some of the salient aspects of the Terminal Course as it has operated in Sisler High School and to report on the activities and achievements of the students since they have left school.

¹R. O. MacFarlane, et al, Report of the Manitoba Royal Commission on Education. Winnipeg: Queen's Printer, Province of Manitoba, 1959, p. 143.

CHAPTER II

RESEARCH FINDINGS CONCERNING SLOW-LEARNERS

Who Are Slow Learners?

The term "slow learner" is applied to the group of pupils whose intelligence quotients range from 75 to 90. According to W. B. Featherstone, a slow-learner group "may be thought of as having a 'central tendency' or average of about 85 I.Q."¹

In school these students generally "fail to adapt themselves to the pace at which the majority of their fellows of the same age are moving",² since they are "slow in learning intellectual things"³ and "deficient in the ability to think in the abstract."⁴

Writers from Great Britain⁵ use the term "backward" for this same group of pupils. One of these writers,

¹W. B. Featherstone, Teaching the Slow Learner. New York: Bureau of Publications, Columbia University, 1959, pp. 2-3.

²Educational Pamphlet No. 112, The Education of Backward Children. London: His Majesty's Stationery Office, Board of Education, 1937, p. 6.

³W. B. Featherstone, op. cit., p. 3.

⁴Board of Education, op. cit., p. 36.

⁵David Kennedy-Fraser, Education of the Backward Child. London: University of London Press, 1932, p. 21; Fred J. Schonell, Backwardness in Basic Subjects. Toronto: Clarke, Irwin and Company, 1942, p. 55.

Cyril Burt, speaks of them as "those who would be unable to do the work of the class next below that which is normal for their age."⁶

Kirk and Johnson state that "the term slow-learner has been applied to all grades of children with low intelligence because it has been thought to be a kinder term than mentally deficient."⁷ However, the slow-learning group, excluding the mentally retarded at the lower end of the scale, constitutes about 20 per cent of all children according to Harry J. Baker.⁸ The majority of the students of the Terminal classes have come from within the slow-learning group as it has been described by these authorities.

THE SLOW-LEARNING CHILD

General Characteristics

Harry J. Baker, quoting from the Thirty-fifth Yearbook of the National Society for the Study of Education on "The Grouping of Pupils" presents the following composite picture of the typical slow-learning child as "prepared from

⁶Cyril Burt, The Backward Child. New York: D. Appleton-Century Company, 1937, pp. 77-78.

⁷S. A. Kirk and G. O. Johnson, Educating the Retarded Child. Boston: Houghton Mifflin Co., 1951, p. 12.

⁸Harry J. Baker, Introduction to Exceptional Children. New York: The Macmillan Company, 1959, p. 231.

various authentic sources":

The dull child was probably a little late in learning to walk and likely a little slow in learning to talk. He was probably shy in making social contacts. His parents may have tended to push him to do things before he was quite ready.

He probably started school at about the same time as the average child but seemed somewhat immature. He adjusted himself to the school situation rather slowly and found it difficult to do first grade work. As a result, he probably repeated the first or second grade and then went on without any particular difficulty until the fifth or sixth grade, when again he was obliged to repeat a half year to a year. Although he probably was not interested in reading or at least found it difficult, and also sometimes had difficulty with arithmetic, he may have had certain fields of interest in which he did very well. Some years ago this type of person would have dropped out of school at the fifth or sixth grade unless there was great pressure on the part of parents or friends. Now he enters the junior high school and is offered work of a definitely non-academic character. Sometimes today he gets into the senior high school but fails miserably to do work on the college entrance standard. It is rare that he attempts to enter college. His school experience was discouraging and tended to make him feel the futility of effort.⁹

Although the slow-learning child tests "slightly below average in learning ability, he should not be considered mentally handicapped. A slight intellectual retardation does not necessarily result in social incompetence."¹⁰

⁹National Society for the Study of Education, Thirty-fifth Yearbook, The Grouping of Pupils, 1936, as quoted in Harry J. Baker, Introduction to Exceptional Children. New York: The Macmillan Company, 1953, pp. 245-6.

¹⁰S. A. Kirk and G. O. Johnson, op. cit., p. 12.

Slow learners are not equally slow in all kinds of activities or abnormal in all their characteristics. They may be rather bright in social adaptability, mechanical ability, or artistic sense even though they cannot read very well or master advanced arithmetic. Featherstone states:

It is a great injustice to assume that because a pupil is slow in reading, he is necessarily slow in all other things. If such an attitude is taken, a pupil's best talents may go unnoticed, his greatest possibilities unrealized. Social adjustment, artistic skill and appreciation, and competence with one's hands are quite as much the concern of the school as reading or arithmetic.¹¹

Physical Characteristics

The physical characteristics of slow-learning children are about as variable and heterogeneous as those of average children. But age for age they tend to be a little less developed physically than normal children. Although they are shorter, lighter in weight, and less well proportioned, their condition does not usually cause special concern or require exceptional treatment. Featherstone contends, however, that minor maladies including defective hearing and speech, occur more frequently among slow learners than among average children.¹²

¹¹W. B. Featherstone, op. cit., p. 3.

¹²Ibid., p. 4.

On the basis of an extensive study concerning below-average children, Cyril Burt concludes that:

. . . The most common occurrence appears to be the child who is suffering or has suffered during his pre-school life, not from any single well-defined complaint, but from a plurality of minor troubles, all combining to manifest or to maintain a lowered state of bodily vitality. Hence the outstanding condition is what is often vaguely termed general debility, partly no doubt innate, and partly due to various post-natal and environmental conditions—poor feeding in early years, a series of minor infections, lack of proper nourishment or sleep, all aggravated perhaps by excessive worry and fatigue and countless petty evils that obstruct a child's growth and undermine his energy in unwholesome and insanitary surroundings.¹³

Personality and Adjustment

There appears to be little conclusive evidence to support the belief that slow learners as a group have undeveloped personalities or less desirable characteristics than have average pupils. In one detailed study reported by Featherstone, slow learners were compared to rapid learners on the basis of forty attributes. It was found:

. . . that in personality characteristics closely related to intellectual capacity, bright youngsters will excell slow learners, as they do in such matters as achievement, creativity, dominance, and curiosity. But in such matters as selfishness, kindness, obedience, dependence, deference, and exhibition, which are rooted primarily in the affective life, slow learners are not barred from achieving entirely satisfactory degrees of goodness.¹⁴

¹³Cyril Burt, op. cit., p. 206.

¹⁴W. B. Featherstone, op. cit., p. 6.

The slow learner has the same fundamental needs as other individuals. His needs for the creature comforts, like his needs for belonging, affection, and likeness to others are not different from those of others.

He requires opportunity for increasing self-direction, as he grows older and learns to manage affairs more adequately. He requires contact and harmony with reality in order that he may have a rational basis for his behavior. He, too, needs to grow in self-realization, in perception of selfhood. He needs the same balance between success and failure that all other children need.¹⁵

Although less intellectual than the average child, the slow learner does not differ from the normal in the sense that he can be singled out on sight. He may possess personality traits that make him attractive and popular.

SLOW LEARNERS AT SCHOOL

Despite the fact that "it is recognized that academic education is not every child's cup of tea, few schools have developed programs for the non-academic, slow-learning, or non-college-motivated child".¹⁶

The need for adequate adjustment of the school program to serve slow learners realistically is pointed out by Bowman in reporting on the findings of research concerning delinquent behavior in Quincy, Illinois. After stating

¹⁵W. B. Featherstone, op. cit., p. 8.

¹⁶Eli M. Bower, "The Emotionally Handicapped Child and the School", Exceptional Children, Vol. 26, No. 4, December 1959, p. 184.

that the slow learners experience emotional disturbance and delinquent behavior more frequently than any other single group, he noted "that preventive methods such as foster home placement, aggressive case work, recreational clubs and Boy Scouts were not as successful as experimental school programs for these children".¹⁷

Educational Aims for Slow Learners

The basic aims for the education of slow learners are not different from the educational aims of average children. The slow learners require, as do all others, maximum development of their potential capabilities. Baker states that "one of the principal goals of education for handicapped children is that they shall have equivalent education to that of non-handicapped children".¹⁸

Garrison supports the view that the educational aims of slow learners are similar to those for other children, but suggests that the school will need to adapt its program in order to realize these aims. He states:

The educational needs of the exceptional child do not differ from those of average children. There is good evidence, however, that the materials and methods designed for the average child will not suffice for the slow learner.¹⁹

¹⁷Paul H. Bowman, "Effects of a Revised School Program on Potential Delinquents", as quoted in op. cit., p. 184.

¹⁸Harry J. Baker, op. cit., p. 3.

¹⁹Karl C. Garrison, The Psychology of Exceptional Children. New York: Ronald Press Co., 1950, p. 164.

Attitude of Teachers

Of first importance in the school career of the slow learner is the ability of the teacher to take a positive attitude toward him. The teacher must not merely tolerate him but must be able to

. . .accept him for what he is, and believe that he has a right to the best and most conscientious guidance and instruction that can be devised. . . Unless the teacher can maintain a positive attitude and take pleasure in the slow learner's little successes and derive satisfaction from the knowledge that perhaps a little growth and development in him is as significant as much growth and development in a more fortunately endowed individual, he had better, if he has any choice in the matter, avoid responsibility for teaching him. For without the positive attitude, it is difficult to be patient; to keep one's temper; to avoid scolding the pupils or making sarcastic remarks; to do the meticulous and detailed checking up to see that assignments are carried out; to lead the slow learner almost by the hand through problems and questions involving any substantial amount of reasoning from cause to consequence; to avoid feeling sorry for oneself and apologetic for one's pupils.²⁰

Christine Ingram suggests that not all teachers are able to maintain a positive attitude toward the slow-learner when she states: "That because of differences in the background and training of teachers, there may be some who cannot tolerate a child who is not an academic success."²¹

²⁰W. B. Featherstone, op. cit., p. 114.

²¹Christine Ingram, Education of the Slow-Learning Child. New York: Ronald Press Co., 1953, p. 320.

The following statement by Lord and Kirk in their article "The Education of Teachers of Special Classes" would apply to the teacher of slow learners:

Since fewer published materials and fewer instructional devices are at his disposal, he must create special curriculum materials and work out unique approaches. He must be eager and willing to try out new and untried methods. He must be objective and experimentally minded, be resourceful and willing to try uncharted courses.²²

Size of Classes

Since work with slow-learning pupils must be individualized to a marked degree, the size of the class should not be too large. Karl C. Garrison states: "A group of twenty pupils makes a splendid size class to work with, and the number of children should certainly be kept below thirty."²³

It would be difficult for the teacher to maintain the positive attitude toward the individual pupil and give him the required personal attention if the group became very large. Even the expert teacher with a well-planned program would not achieve the desired results with slow-learning classes under such conditions.

²²Francis Lord and S. A. Kirk, "The Education of Teachers of Special Classes", National Society for the Study of Education, Forty-ninth Yearbook, The Education of Exceptional Children. Chicago: University of Chicago Press, 1950, p. 110.

²³Karl C. Garrison, op. cit., p. 173.

Rate of Learning

Authorities agree that more, however, than a positive attitude on the part of the teacher, realistic goals, and an ideal class-size is needed to make the educational experiences of the slow learner truly meaningful. The curriculum must be adjusted to his rate of learning.

Baker points out that because of his rate of development, which is about five-sixths of the normal rate, the six-year-old slow learner has a mental age of five and is just one year behind normal development. The cumulative effect of the slower rate of development, however, means that by the time he is 15 years old, he is $2\frac{1}{2}$ years behind the normal with a mental age of only $12\frac{1}{2}$ years.²⁴

In The Slow Learner in the Classroom, Kephart describes the situation in the following way:

The difficulties of the slow learner begin early in the first grade, perhaps in beginning reading or even in the readiness work which precedes reading. As the school year progresses, these children fall further and further behind until they are no longer able to participate with the rest of the group in academic work. The longer they remain in the school system, the more confused they become and the more constantly they are faced, both formally and informally, with failure to achieve.²⁵

²⁴Harry J. Baker, op. cit., p. 234.

²⁵Newell C. Kephart, The Slow Learner in the Classroom. Columbus: Charles E. Merrill Books, Inc., 1960, p. vii.

The effects of the slower rate of learning, compounded throughout his school years has profound implications on the kind of work that the slow learner can be expected to do, particularly at the secondary school level.

School Curriculum for Slow Learners

The pamphlet produced by the London Board of Education points out the need for a specially designed program for slow learners. It states:

It certainly will not do to offer dull children nothing but a truncated course in one or more of the traditional school subjects; e.g. History to 1485 instead of to the present day. An entirely different orientation of the work is desirable. It will pay better to frame a curriculum which is within the limits of the dull child's comprehension and range of interests than to modify an "A" curriculum.²⁶

Featherstone contends that developing a suitable curriculum for slow learners at the junior and senior high level is more difficult than it is at the elementary level. Junior and senior high schools are more firmly bound in the straight jacket of academic convention and tradition and hedged about by external rules, regulations, and requirements than are elementary schools. Consequently many secondary schools have been reluctant to provide adequately for slow learners or to make a serious effort to adapt instruction to

²⁶Board of Education, op. cit., p. 38.

their capabilities. This has tended to retard the development of suitable materials of instruction and other resources.

Featherstone states:

There are no means by which a conventional curriculum made up of such academic subjects as English, mathematics, science, history, stenography, bookkeeping, and the like can be taught to slow learners. . . It is impossible to change the curriculum enough to meet the needs of slow learners without changing the standards for marking, grades, promotion, and graduation. . . It is impossible to develop a suitable curriculum for slow-learning youth on the basis of the pattern or design of the conventional subject-organized curriculum.²⁷

Secondary schools have, however, made a number of attempts to adjust their programs to the slow learner. These attempts were summarized following an extensive study by the National Educational Research Association.²⁸ According to this study most high schools agreed that special provisions must be made for the slow learner. It was reported that some schools have established special classes, others have placed mentally retarded and slow learners together in remedial classes while still others have reduced the curriculum in the major subjects for the classes of slow learners. Variations of these practices exist in many schools.

²⁷W. B. Featherstone, op. cit., pp. 99-100.

²⁸N.E.A. Research Division, "High School Methods With Slow Learners", Research Bulletin of the National Education Association, 21, No. 3, Washington: Research Division of N. E. A., 1943, pp. 59-88.

Kirk and Johnson feel that this is not sufficient.

They state:

Experience has shown that the traditional curriculum even though modified, results in frustration, failure, and discouragement for these pupils. . . . An adequate program must decrease the area of frustration and emphasize social and occupational growth. This would necessitate breaking down the traditional grade competition and introducing and emphasizing good mental hygiene practices.²⁹

Following this statement, they devote eighteen pages to the discussion of curriculum suggestions based on experience areas of high school students.³⁰ Featherstone also outlines various activities that might be helpful in developing a program for slow learners in the high school.³¹

SLOW LEARNERS AFTER SCHOOL

The contention that many slow learners adjust adequately out of school and become useful citizens appears to be supported by research evidence. In a recent issue of Exceptional Children, Jack Dinger reported on the findings of a follow-up study made in 1958 of 333 former pupils selected from a random sample of 1500 names recorded in the special education files of the schools of Altoona, Pennsylvania.³²

²⁹S. A. Kirk and G. O. Johnson, op. cit., p. 202.

³⁰Ibid., pp. 206-225.

³¹W. B. Featherstone, op. cit., pp. 102-113.

³²Jack C. Dinger, "Post-School Adjustment of Former Educable Retarded Pupils", Exceptional Children. Washington: N.E.A. Council for Exceptional Children, March, 1961, pp. 353-360.

Of the 333 former pupils, 83.2 per cent were employed, at school, or full-time housewives; 12.9 per cent were unemployed; and 4.8 per cent were deceased or their whereabouts were unknown to their parents.

From this group, 100 were selected for closer study, and received an unannounced home-visitation for the purpose of securing further data. At that time these people had a range of chronological ages from 18 to 36 years and intelligence quotients ranging from 50 to 85.

These students had been granted a high school diploma at the termination of their special education career and they felt that it was a significant job-getting aid. Sixty-five per cent of them had served in the armed services and viewed with favor the military service as a first job experience. Their first jobs were chiefly of unskilled variety and 64 per cent of those who left their first jobs did so for desirable reasons. Thirty-six per cent of the group indicated that they had remained on their original or second job placement throughout their entire employment career.

Their wages ranged from \$365.00 to \$7,800.00 per year with an average annual wage of \$3,327.00. There was little correlation found between their wages and their intelligence test scores.

Fifty-five per cent of the group were married with divorces apparent in 3 per cent of the cases. Only two spouses had been special class pupils and the I.Q. range of the spouses for whom test scores were available was from 64 to 115.

The 55 married subjects had a total of 79 children, an average of 1.5 per family. Only one of the 55 families had five children and none more than five. Seventeen of the 79 children were enrolled in school and had a range of intelligence test quotients of 79 to 132. Only one child had an I.Q. below 85 which was the maximum I.Q. for this group of retarded adults.

Following the study made at Altoona, a new curriculum was implemented for an "Occupational Education Program" for non-academic students. In the final year of this program, the students attend classes during the morning and participate in a job training program in community businesses and industries during each afternoon of the school year. Teacher-employer supervision, progress-rating, and counseling assist pupils to maximum development. Dinger concludes his account of the operation of this program by stating that the overall adjustment of former students has been sufficiently successful to warrant the program's continuation.

It is significant that in the main, the students

reported on in this thesis are comparable to the students of the Altoona study. Although the Sisler students were younger and had not been out of school very long, many of their post-school experiences and employment positions paralleled quite closely the findings reported by Dinger. The follow-up reports on the Terminal students in Chapter VI and the apparent trends arising out of them as summarized in Chapter VII will bear this out.

Featherstone sums up the position of the slow learners and their basic needs in the following words:

In school, at home, no matter where, one must never forget that the slow learner is no less a "person", no less an individual, than any other human being. His talents may be few, his promise slight, but he is none the less a member of mankind, cast in the same mold and made of the same clay. He claims equal right with others in the regard of his fellow men, and to guidance and instruction designed to stimulate his growth to the fullest stature his powers permit. He, too, must be helped to stand on his own two feet and face the world, self-reliant and unafraid.³³

³³W. B. Featherstone, op. cit., p. 118.

CHAPTER III

SETTING AND PROCEDURE OF STUDY

Need for Terminal Course in Winnipeg

As early as October, 1954, the Junior High Council of the Winnipeg Public Schools established a Special Committee of its members (Winnipeg Junior High School Principals) to study the problem of whether or not a more satisfactory educational program could be provided for the boys and girls who seemed to be meeting failure at the Grade IX and X level, and who were either dropping out of school or merely waiting until they were old enough to do so. The Committee met approximately once a month during the next three years and in April, 1957, they presented a report of their findings.

The Committee had no doubts about the existence of a substantial group of boys and girls at the junior high level that was unhappy and unsuccessful at school. They considered the problem to be "neither academic nor theoretical for it deals with a group of students that probably consumes more teacher energy per capita than any other and that is more responsible for reducing the attractiveness of the teaching profession at the junior high level than any other".¹

The percentages of drop-outs from among the students

¹Report of Special Committee of Principals, A Two-Year Terminal Course. Winnipeg: Office of the Winnipeg School Division, April 1957, (mimeographed), p. 1.

who were meeting difficulty through Grades VIII to X were included in the report to substantiate the findings of the Committee. They discovered that 12 per cent of the boys and girls in Grade VIII showed symptoms which would likely lead to early drop-out, and that the percentages increased in Grades IX and X. They further reported that the majority of these students were over-age, indicating that they had repeated one or more grades; that more were below 100 I.Q. than above; and also that in conjunction with low average ability the following causes of low academic achievement seemed evident: lack of application, poor work habits, lack of mastery of the work of previous grades, frequent absenteeism and tardiness, inadequate life goals, unsatisfactory home conditions, and a high incidence of behavior problems.

After having studied this problem as it was found to exist in other Canadian cities and having investigated literature from England and the United States, the Committee concluded that the situation in Winnipeg was similar to that prevailing in many other places. They recognized the difficulty of adequately coping with these problems but felt that the school should, and could, take some steps to alleviate the situation. Courses should be modified to enable all students to achieve a measure of success and to capture the interests of students who may not be academically inclined.

The Special Committee of Principals brought its report of April, 1957, to a close with the following recommendations:

- (a) That authority be sought to experiment with a two-year terminal course at the post Grade VIII level.
- (b) That three or four classes, depending on enrolment, be established next September as a pilot project in the new high school in north-west Winnipeg.
- (c) That the teachers be carefully selected.
- (d) That the curriculum be a balanced one as between the basic academic subjects, cultural subjects and practical subjects; that in the basic academic subjects there be attention given to the diagnosis and remedying of weaknesses; that there be integration between the academic subjects and between the academic and practical; that the basis of the program be drawn from the content of subjects in regular courses but that there be wide freedom with respect to texts used and course content.
- (e) That the standard class size be 25 initially during the period of experimentation.
- (f) That one of the teachers be "head" of the project under the overall supervision of the principal and have the status of a department head.
- (g) That students who, after successful completion of the two-year course, wish to continue with a regular high school course, be permitted to enrol in Grade X of any course with full Grade IX standing.
- (h) That the following categories of students be eligible to enrol in the two-year terminal course:
 - (i) Those with Grade VIII standing, not having tried Grade IX, who are recommended 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 failed and who elect the course.²

²Ibid., p. 6a.

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 - (iii) Exceptional cases, chosen because of age, of students with only Grade VII standing who have tried Grade VIII and failed and who elect the course.²

²Ibid., p. 6a.

The recommendations of the Committee were adopted by the Winnipeg School Board and approval for the establishment of the project was received from the Department of Education. Several meetings were called by the Assistant Superintendent of the Winnipeg School Division to which the selected teachers and the principal of the "new school in north-west Winnipeg", Sisler High, were invited in order to discuss in detail the content of the various courses and their possible integration with one another.

Establishment of the Terminal Course

In September, 1957, two classes for Terminal Course students were organized in the Sisler High School. One consisted of 27 girls and the other of 27 boys. By the end of the year, five boys and three girls had dropped out and of those returning for the second-year program, 16 boys and 17 girls remained until the completion of the course to be graduated.

Along with the second-year students, two new classes of first-year students were enrolled in September, 1958. Six boys and 15 girls from this second group completed the two-year course and were graduated in June, 1960. The first two graduating classes thus consisted of a total of 22 boys and 32 girls. The number of students who had enrolled at the same time as these graduates but who had

dropped out of the Course before the beginning of the second-year program was thirty-eight; namely, 19 boys and 19 girls. This combined group of students, comprised of 54 graduates and 38 drop-outs, or a total of 92 students, was the object of the follow-up study presented in this report.

Procedure of Study

The students were considered in four groups, since both the graduates and the drop-outs were divided into a boys' group and a girls' group. This made it easier to relate their employment experiences, salaries, type of work, and similar matters. These groups were maintained throughout the study and the discussion of the data pertaining to the students was related to these groups. The data included the student's age at entry into the Terminal Course, the intelligence quotient, the number of grades previously repeated, the number of subjects failed in the school year before entering the Terminal Course, the percentage attendance while on the Course, and the grade level in reading, arithmetic, and spelling.

The information regarding the students' school history, mental ability, attendance, and achievement as measured by standardized tests was obtained from the school records and from tests administered to the students while attending the Terminal Course.

To obtain the information required for the detailed account of the nature and content of the courses offered to the Terminal students, consultations were held with the teachers of the Terminal classes to supplement the information found in the reports of the Head of the Terminal Department at Sisler School to the Superintendent of the Winnipeg Schools.

The follow-up interviews were conducted through telephone conversations with the aid of a check list to guard against overlooking pertinent data. Notes were taken during the interviews to avoid the loss of information. In all but six cases, it was possible to contact the students or their parents directly by telephone. Questionnaires were mailed to the other six but only one was completed and returned. Four were returned by the Post Office marked "Address Unknown" and one mailed to an address in the state of Washington was not returned.

Eleven of the 92 students were still in attendance in Winnipeg schools. The follow-up reports for them consist of an account of their school marks and information obtained from the guidance counsellors in their respective schools.

The information received from the follow-up interviews was tabulated and examined for possible trends that might suggest future modifications in the program offered to these students. These are discussed in the final chapter.

The following four chapters will deal with a discussion of the students of the first terminal classes, the nature of the courses that were offered them, a presentation of the follow-up reports on these students, and the findings and recommendations arising from this study.

CHAPTER IV

THE STUDENTS OF THE FIRST TERMINAL CLASSES

Entrance Requirements

All of the boys and girls who applied for the Terminal Course in the first year of its operation, 1957-58, could be accommodated. Since there was no selection other than the recommendations of the junior high school principals, a wide range of age, intelligence, and achievement in the basic school subjects was found among the students. To provide for a more homogeneous grouping of students, the requirements for eligibility as recommended by the Special Committee of Principals were modified. The application form for entry was changed to include, along with a brief explanation of the work done in the Terminal Course, a statement pointing out that the Course "is intended for those students who have already spent a year in Grade VIII but are not eligible for regular Grade IX and will be at least 15 years of age by June" of the year in which they hope to enrol.¹

A further stipulation was that the students must have an I.Q. of less than 100. Subsequent to these regulations, the junior high schools have provided confidential information for each applicant indicating the grades that the

¹Sisler High School, Two Year Terminal Course - Application Form. See Appendix A, page 215.

applicant has repeated at the junior high level, the results of psychological tests from his school record cards and also the school marks obtained in the Christmas and Easter examinations of the current school year. See Appendix B, page 216.

Procedure of Selection

After the initial year, the practice at Sisler was to invite the applicants to the school for half a day in June. The students were conducted through the school and heard a full discussion of what they might expect should they enroll in the Terminal Course. They met the Terminal Course teachers and had the opportunity to ask questions.

At this time they were also given the Otis Mental Ability Test, Beta Form Em, and were required to fill out a questionnaire concerning their family and home conditions, occupational preferences and other matters that would assist the teachers in getting to know them more readily. Appendix C, page 217, is a copy of this questionnaire.

Using the information obtained from the application forms, the junior high school recommendations, and the results of the tests as a basis of selection, the principal and staff of the Terminal Department chose those students who appeared to be the ones that would benefit most from the course. The students who could not be accommodated for lack of space were put on a waiting list and some of them were

drawn into the program in the fall when students who had been accepted failed to return to school.

With the expansion of the Slow-Learner Class program in the junior high schools into a three-year course, the matter of selection of students for the Terminal Course has become less significant since the students are carefully screened before entering the Slow-Learner program. Those who wish to continue school after three years in the Slow-Learner classes are given priority placement in the Terminal Course. In the current year, 1960-61, ten of the 25 boys and six of the 25 girls in the first-year Terminal Course at Sisler have come from junior high Ungraded or Slow-Learner Classes.

Descriptive Data of First Terminal Classes

An examination was made of the students' medical cards but it appeared evident that there was nothing to suggest that these students differed from the general population of their age group. Since many of them had declined the services of the school medical staff and had been attended to by their family physicians for physical examinations, the school records were sketchy for a large number of them. Consequently it was not possible to prepare medical histories for these students.

Tables I and II within this chapter show the data

obtained from the school records for the boys and girls who formed the first two graduating classes. Tables III and IV present the data concerning the students who dropped out of the course before beginning the second year of the program. These students, both the graduates and the drop-outs, were the object of the follow-up study which is reported in Chapter VI.

In the tables, "GR" is used to designate "graduate", "DO" is to represent "drop-out", while "B" and "G" refer to "boy" and "girl" respectively. Where no figure is shown, the information was not available. This was the case in many instances with regard to the number of grades repeated because many of the students had not spent their entire school career in Winnipeg schools and consequently the school records were incomplete.

With reference to the following tables, the initial classes which enrolled in September, 1957, consisted of the graduate boys GR-B1 to GR-B16, graduate girls GR-G1 to GR-G16, drop-out boys DO-B1 to DO-B4, and drop-out girls DO-G1 to DO-G10. The second group, which enrolled in September, 1958, was made up of the graduate boys GR-B17 to GR-B22, graduate girls GR-G17 to Gr-G32, drop-out boys DO-B5 to DO-B19, and drop-out girls DO-G11 to DO-G19.

The I.Q. scores recorded on these tables were those obtained from the Otis Mental Ability Group Test, Beta Form Em,

written in the first few months of the program by the initial group of students who did not appear in school in the preceding June. Subsequent students were tested in the spring prior to the selection for placement on the Terminal Course. Thus all of the intelligence ratings are based on the same test given under similar conditions.

The percentage attendance was calculated for each student on the basis of the duration of his enrollment in the Course. For the graduates this was two years but for the drop-outs it was less than one year in many cases, and sometimes only one or two months. This item was included to point out those who were chronically ill or habitually absent, since habits of attendance firmly established by the individual could affect future employment.

The grade level of scholastic achievement was ascertained from standardized tests administered early in the first year of the Course. For the first class this was in October, 1957, while for the second class it was October, 1958. The Stanford Intermediate Form H was used for the reading test, the Stanford Arithmetic Advanced Form D was given for the arithmetic grading, and the Schonell Standardized Spelling Test was used to ascertain the spelling achievement of the students.

Table I, page 34, presents the data available for

the graduate boys. The age at entry varied from 14 years 10 months to 17 years 8 months with the median age at entry being 16 years $\frac{1}{2}$ month. There was thus a considerable range of maturity within this group. Of significance also was the range of I.Q. which extended from a low of 70 to a high of 113. Cases GR-B6 and GR-B8 with the lowest I.Q.'s of 72 and 70 respectively, surpassed many others in actual achievement in the basic school subjects.

Complete school records were not available for four of the twenty-two cases reported in Table I because the individuals concerned had spent part of their school careers outside of the Winnipeg system. Thus, the writer was unable to determine whether those students had repeated any previous grades. Three of the remaining eighteen boys had repeated no grades, eleven had repeated one, and four had repeated two previous grades. Three boys had entered the Terminal Course after an unsuccessful attempt at Grade IX. These factors account for the range in their ages.

The number of failures in the year prior to entry into the Terminal Course ranges from zero for GR-B1 who had obtained a promotion into Grade IX to seven for GR-B6 and GR-B7. For the three boys who entered the Terminal Course after failing Grade IX the number of subjects failed refers to their final examinations in that grade. The median number of failures was 5.17 which indicates that as a group, these students were unable to cope with the regular curriculum.

TABLE I

BOYS WHO GRADUATED FROM TERMINAL COURSE IN 1959 AND 1960

Student	Age at entry	I.Q.	No. of gr. repeated	No. of failures in Gr.VIII	Percentage attendance	Grade Rdg.	Level Arith.	Sp.
GR-B1	15-0	95	0	0	98.4	9.3	8.4	7.0
GR-B2	17-8	84	-	6	90.6	6.6	6.6	3.2
GR-B3	15-4	109	1	4	83.3	11.3	8.2	8.8
GR-B4	14-10	91	0	1	96.3	8.1	7.7	7.6
GR-B5	16-9	91	1	*5	83.7	9.6	10.5	9.3
GR-B6	15-7	72	2	7	88.4	7.1	7.0	7.6
GR-B7	16-5	84	2	7	93.4	6.3	5.8	6.6
GR-B8	16-9	70	1	4	79.3	7.0	7.4	7.7
GR-B9	15-5	100	1	2	90.6	8.1	8.3	9.0
GR-B10	15-3	112	1	4	85.4	10.8	10.6	7.9
GR-B11	15-9	113	0	3	88.9	11.1	9.5	8.0
GR-B12	15-3	100	1	6	86.6	11.1	6.9	7.2
GR-B13	16-11	93	-	6	93.9	5.7	6.0	5.4
GR-B14	16-3	94	2	5	93.5	7.7	6.7	6.3
GR-B15	16-6	93	-	3	88.7	7.3	7.9	8.2
GR-B16	16-11	80	-	*-	77.9	7.9	8.3	---
GR-B17	16-7	86	1	5	89.5	8.3	6.8	7.9
GR-B18	16-2	85	1	5	87.5	7.0	6.7	6.7
GR-B19	15-0	92	1	*5	94.5	10.5	---	---
GR-B20	15-11	83	1	1	95.3	9.4	9.2	8.0
GR-B21	16-6	88	2	2	90.0	6.7	6.1	6.5
GR-B22	15-4	94	1	5	91.2	9.3	---	9.6
Low	14-10	70	0	0	77.9	5.7	5.8	3.2
High	17-8	113	2	7	98.4	11.1	10.6	9.6
Median	16-.5	91.5	1.55	5.17	90.1	8.1	7.55	7.65

*Refers to number of subjects failed in Grade IX from which grade these students entered Terminal Course.

The percentage attendance reflects the efforts made on the part of the teachers and school administration to encourage regular attendance at school. The median percentage attendance of 90.1 per cent over a two-year period might well be considered a creditable record for any normal group of high school boys. GR-B16, who joined the Terminal students from a Grade IX placement in a suburban district, was plagued with frequent minor maladies and lived a considerable distance from the school. His percentage attendance of 77.8 per cent was the lowest in this group, while the highest attendance was 98.4 per cent for student GR-B1.

The median grade levels of achievement in reading, arithmetic, and spelling of 8.1, 7.55, and 7.65 respectively, indicate why these students had difficulty in passing the regular examinations. There were, however, some cases which registered achievement above the expected levels. Of the five cases with a reading level above Grade X, four were boys with I.Q.'s of 100 or more. Two boys of the group scored above the Grade X level in arithmetic and three scored Grade IX or higher in the spelling test.

Table II on pages 36 and 37 shows the data for the thirty-two graduate girls involved in this study. The range of the age at entry is less than that for the graduate boys, falling between the lowest age of 13 years 9 months and the highest age of 16 years 5 months. The median age at entry for the girls was 15 years 6 months, which was 6.5 months lower than that of the graduate boys.

TABLE II

GIRLS WHO GRADUATED FROM TERMINAL COURSE IN 1959 AND 1960

Student	Age at entry	I.Q.	No. of gr. repeated	No. of failures in Gr.VIII	Percentage attendance	Grade Rdg.	Level Arith.	Sp.
GR-G1	16-1	73	3	6	95.5	7.0	6.6	9.4
GR-G2	15-0	105	1	0	87.9	8.8	8.3	9.3
GR-G3	13-9	98	1	3	83.6	8.6	7.1	8.2
GR-G4	16-2	80	3	6	85.5	7.4	7.4	8.6
GR-G5	15-4	97	1	3	79.2	7.5	10.3	8.9
GR-G6	15-6	83	1	5	88.5	7.7	7.0	7.3
GR-G7	15-5	94	2	3	88.9	8.3	7.9	8.9
GR-G8	15-2	90	1	4	94.5	8.1	6.7	7.7
GR-G9	15-1	112	1	*5	78.3	11.0	9.5	8.4
GR-G10	16-3	89	1	3	76.7	6.2	8.1	7.2
GR-G11	15-7	88	0	3	91.3	8.1	6.9	9.0
GR-G12	14-11	96	1	5	80.9	10.5	6.3	8.8
GR-G13	16-4	80	3	8	82.1	7.0	6.7	7.4
GR-G14	14-11	91	2	3	78.5	6.8	6.9	8.3
GR-G15	15-10	92	1	3	84.2	9.3	7.1	8.6
GR-G16	15-2	109	1	3	87.6	7.9	6.5	8.6
GR-G17	15-4	85	1	3	92.6	7.7	7.0	8.6
GR-G18	15-7	85	1	1	91.6	8.2	8.2	8.9
GR-G19	16-0	88	2	3	89.6	8.8	7.7	8.7
GR-G20	16-5	87	1	3	90.2	7.0	9.8	---
GR-G21	15-5	92	0	1	90.3	6.6	---	---
GR-G22	15-9	102	1	5	89.4	8.7	8.4	7.6
GR-G23	16-2	91	3	3	92.2	9.4	8.7	7.6
GR-G24	15-4	94	1	*4	93.0	7.7	---	---
GR-G25	15-6	93	1	3	87.0	9.9	8.5	8.6
GR-G26	14-10	90	1	1	90.0	7.0	7.1	---

*Refers to number of subjects failed in Grade IX from which student entered Terminal Course.

TABLE II (Continued)

Student	Age at entry	I.Q.	No. of gr. repeated	No. of failures in Gr.VIII	Percentage attendance	Grade	Level Rdg.	Arith.	Sp.
GR-G27	15-5	85	2	5	89.4	6.6	7.4	8.7	
GR-G28	15-7	92	0	3	92.2	7.8	9.8	7.1	
GR-G29	16-1	85	1	3	90.5	9.5	7.1	7.1	
GR-G30	16-0	87	0	5	86.0	6.5	9.3	6.3	
GR-G31	16-5	87	3	2	94.2	8.3	9.3	8.9	
GR-G32	15-2	93	1	4	92.5	8.0	8.5	6.5	
Low	13-9	73	0	0	76.7	6.2	6.3	6.3	
High	16-5	112	3	8	95.5	11.0	10.3	9.4	
Median	15-6	91	1.65	3.68	89.6	8.0	7.4	8.6	

*Refers to number of subjects failed in Grade IX from which student entered Terminal Course.

The range of I.Q.'s of the graduate girls extended from a low of 73 to a high of 112 and was not greatly different from that of the graduate boys which ranged from 70 to 113. Four of the thirty-two girls had I.Q.'s of 100 or higher, and the median I.Q. of the graduate girls was 91.

Four of these girls had not repeated any previous grade, nineteen had repeated one grade, four had failed twice and five had repeated three grades. This accounts for the wide range in their ages at entry into the Terminal Course. Only one girl had had no failures in Grade VIII and although one girl failed eight subjects in the previous grade, the median number of failures for the graduate girls was only 3.68, which is 1.49 fewer than the median recorded by the graduate boys.

The percentage attendance of the graduate girls is almost equal to that of the graduate boys. The range is from a low of 76.7 per cent to a high of 95.5 per cent with a median percentage attendance of 89.6 per cent.

The standardized test scores of the graduate girls indicate little difference between their achievement in arithmetic and reading and that of the boys. In the spelling test, however, the girls' median of 8.6 was almost a full grade above the boys' median of 7.65. Only two girls registered a reading level above Grade X and only one girl achieved an arithmetic level of over Grade X. Three girls scored Grade IX or higher in the spelling test.

The data concerning the nineteen boys and the nineteen girls who dropped out of the first year program of the Terminal Course from 1957 to 1959 are summarized in Tables III and IV. In many respects the data pertaining to the drop-out students are not significantly different from those pertaining to the graduates. There was no single reason evident for the withdrawal from school of these students but it appeared to result from a combination of such causes as: general disinterest in school; failure to make progress in academic subjects; lack of parental encouragement; habitually poor attendance; or a family need of the financial assistance possible if students found employment. It is suspected that the relative ease with which some of the students found employment at the time of leaving school had considerable bearing on the drop-out rate of the Terminal students of the first two classes.

Table III on page 40 presents the data for the drop-out boys. The range of the age at entry for them extended from a minimum of 15 years 14 months to a maximum age of 17 years 3 months. This range of 1 year 11 months was smaller than that of the graduate boys which extended over a span of 2 years 10 months but the median age at entry for the drop-out boys was 15 years 11 months, $1\frac{1}{2}$ months lower than that of the graduate boys.

TABLE III

BOYS WHO DROPPED-OUT OF THE FIRST-YEAR
 TERMINAL CLASSES FROM 1957 TO 1959

Student	Age at entry	I.Q.	No. of gr. repeated	No. of failures in Gr.VIII	Percentage attendance	Grade Rdg.	Arith.	Sp.
DO-B1	16-6	81	3	6	69.6	7.1	6.2	5.7
DO-B2	15-5	99	1	5	71.7	7.5	6.3	6.7
DO-B3	15-7	99	2	4	84.5	7.7	7.7	7.9
DO-B4	16-7	100	-	4	78.4	9.0	6.2	8.4
DO-B5	16-4	88	2	5	82.6	6.9	6.7	6.1
DO-B6	16-0	102	-	4	77.9	---	---	---
DO-B7	16-7	85	2	7	77.4	7.4	6.2	7.3
DO-B8	15-7	88	2	5	91.1	9.1	7.5	7.6
DO-B9	15-11	88	1	9	80.8	7.8	9.2	6.9
DO-B10	15-10	84	0	5	90.9	8.0	8.2	9.5
DO-B11	16-4	92	2	3	87.3	6.8	9.7	6.3
DO-B12	16-7	99	2	2	81.2	8.6	9.7	---
DO-B13	17-3	84	2	6	92.5	---	---	---
DO-B14	15-8	91	2	6	78.9	9.1	---	6.5
DO-B15	15-8	76	2	7	83.5	5.2	7.5	3.1
DO-B16	15-4	90	1	5	80.7	6.4	8.4	8.2
DO-B17	15-6	92	1	5	83.6	8.2	9.5	---
DO-B18	16-3	--	2	3	92.3	8.1	9.1	6.2
DO-B19	15-11	75	1	*5	87.1	---	9.3	8.8
Low	15-4	75	0	2	69.6	5.2	6.2	3.1
High	17-3	102	3	9	92.5	9.1	9.7	9.5
Median	15-11	89	2.3	5.43	82.6	7.85	7.95	6.9

*Refers to number of subjects failed in Grade IX from which student entered Terminal Course.

Only two of the 19 drop-out boys registered I.Q. scores of 100 or higher and only one had not repeated a grade previously. For two boys, the past school records were incomplete. The records for the remaining boys showed that five had repeated one grade, ten had repeated two grades, and one had repeated three previous grades. This group had the highest median of number of grades repeated and also the highest median of the number of failures in Grade VIII. The range of the number of failures was from two to nine, indicating that none of them had passed all of their examinations. The median number of failures was 5.43.

In percentage attendance, this group dropped considerably below the level of the graduate boys. The percentage attendance ranged from 69.6 per cent to 92.5 per cent for a median of 82.6 per cent. This is 7.5 per cent lower than the median percentage attendance of the graduate boys.

The median scores of the arithmetic and reading tests of the drop-out boys were not significantly different from those of the other students but the maximum scores of this group were lower than those of the other groups. None of the drop-out boys registered a grade level as high as Grade X in either reading or arithmetic and only one surpassed the Grade IX level in spelling. Their median grade level in spelling was a mere Grade 6.9.



Table IV on page 43 presents the data for the drop-out girls. They registered a range of 2 years 8 months in the age at entry. Their range extended from a low of 14 years 5 months to a maximum age of 17 years 1 month and their median age at entry was 15 years 8 months which was lower than the median age at entry of either group of boys but 2 months higher than that of the graduate girls.

The range of intelligence of the drop-out girls spread from I.Q. 76 to I.Q. 113 with only two of the girls scoring above 100. This range, as well as the median I.Q. of 90, is very similar to those of the other three groups of students.

One of the girls had not repeated any grade previously, sixteen had repeated one grade, and two had repeated two grades. The median number of grades repeated by the drop-out girls was 1.56 which was very similar to that of the graduate boys and graduate girls but considerably lower than that of the drop-out boys.

Two of the drop-out girls had had no failures in Grade VIII and held promotions to Grade IX. One girl had nine failures and the median number of failures of 4.2 was higher than that for the graduate girls but lower than the median of either of the boys' groups.

In percentage attendance, the drop-out girls registered the lowest scores. Their maximum score of 89.9 per cent was almost identical to the median percentage attendance of the two graduate groups. Their median of 82.2 per cent was the lowest of the four groups.

TABLE IV
GIRLS WHO DROPPED-OUT OF THE FIRST-YEAR
TERMINAL CLASSES FROM 1957 TO 1959

Student	Age at entry	I.Q.	No. of gr. repeated	No. of failures in Gr.VIII	Percentage attendance	Grade Rdg.	Arith.	Sp.
DO-G1	17-1	96	2	4	83.2	9.5	5.0	5.9
DO-G2	15-7	106	1	0	74.1	9.6	7.9	9.3
DO-G3	14-11	94	1	4	66.2	10.5	8.2	8.4
DO-G4	15-0	88	1	6	77.6	---	---	7.2
DO-G5	14-5	88	0	3	78.7	7.7	10.6	8.3
DO-G6	16-0	83	1	2	67.5	7.0	6.0	8.5
DO-G7	15-7	95	1	4	84.3	8.8	7.4	8.8
DO-G8	14-5	94	1	6	64.7	---	---	---
DO-G9	14-11	113	1	3	82.2	10.2	6.3	8.2
DO-G10	16-4	89	1	0	82.9	---	---	---
DO-G11	15-8	89	1	5	85.8	7.5	7.5	7.5
DO-G12	15-4	98	1	4	70.9	8.3	8.2	8.9
DO-G13	15-0	90	1	3	84.8	9.0	7.5	8.4
DO-G14	16-5	89	1	4	84.9	10.7	8.2	7.7
DO-G15	15-6	79	1	3	75.3	6.1	---	8.0
DO-G16	15-6	98	1	9	74.2	7.7	8.4	7.7
DO-G17	16-7	95	1	2	88.0	---	7.6	7.4
DO-G18	16-6	79	1	5	82.6	6.5	7.7	8.5
DO-G19	16-8	76	2	2	89.9	8.5	8.3	8.4
Low	14-5	76	0	0	64.7	6.1	5.0	5.9
High	17-1	113	2	9	89.9	10.7	10.6	9.3
Median	15-8	90	1.56	4.2	82.2	8.3	7.7	8.3

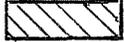
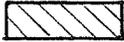
The drop-out girls scored comparatively well in the standardized tests. Their median grade level in reading of 8.3 was the highest of the four groups and three of these girls registered grade levels above Grade X in reading. One scored above Grade X in arithmetic and one above Grade IX in spelling. Their median scores in the latter two subjects surpassed those of both boys' groups and were but slightly lower than the median scores of the graduate girls.

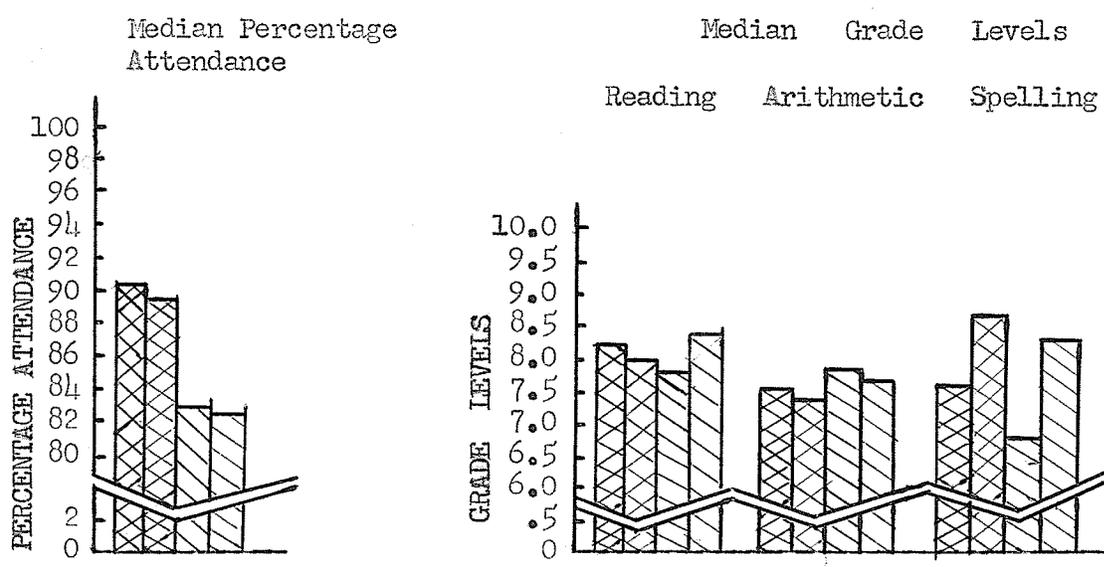
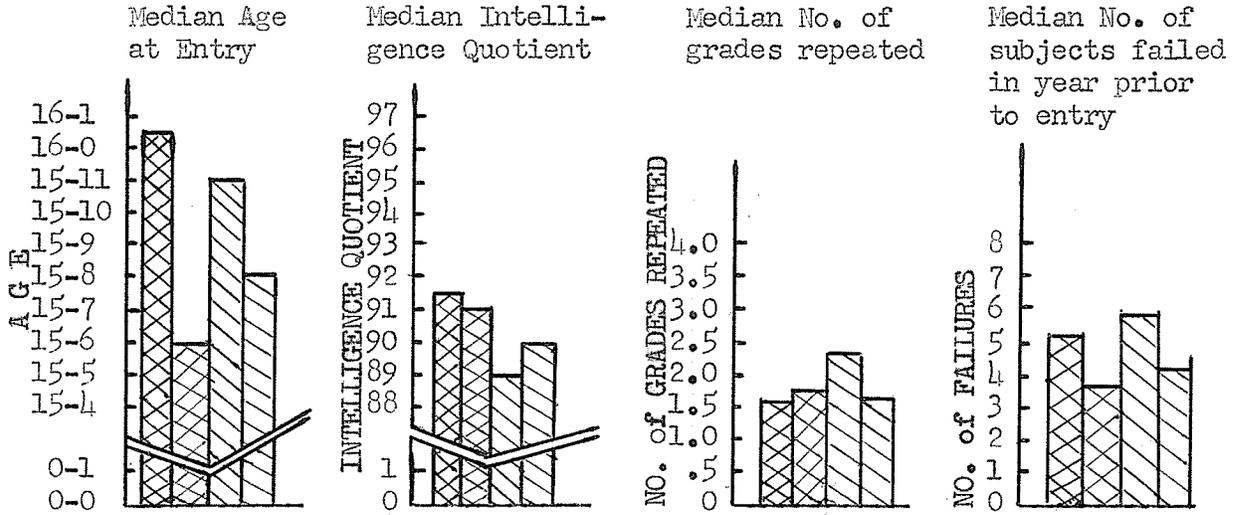
The low and high scores given at the bottom of each table indicate a considerable range for each of the entries. This suggests the need for more careful selection of students and the modifications in admission requirements which were mentioned earlier in this chapter. The median scores obtained by each group, presented in graphic form on Figure I, page 45, point out some obvious tendencies.

The median age of the boys at entry is decidedly above that of the girls but the graph of the median I.Q.'s shows very little difference among the four groups. It appears that the drop-out boys had repeated previous grades more often than the other groups and they also had the greatest number of failures in the year prior to entry, although the graduate boys were almost even with them in this respect.

FIGURE I

MEDIAN SCORES FOR FOUR GROUPS OF STUDENTS

Graduate Boys  Drop-out Boys 
 Graduate Girls  Drop-out Girls 



The greatest difference between the graduates and the drop-outs is in their percentage attendance in which the graduate boys registered a median of 91.5 per cent and the graduate girls a median of 89.6 per cent; whereas the drop-out boys and girls achieved medians of 82.6 per cent and 82.2 per cent respectively.

There appears to be very little difference among the groups in reading and arithmetic ability but it might be noted that the median reading levels tended to be approximately half a grade above the arithmetic grade level in each case. In spelling, the girls of both groups were found to have more than a complete grade advantage over the two groups of boys.

When compared to their normal age group, these students were retarded at least two years in their educational achievement. This is not surprising when account is taken of their median intelligence quotient which was 90.5. Since the majority of these students had already repeated one or two grades and consequently were overage for either Grade VIII or Grade IX, it would seem only reasonable to assume that a course permitting their participation in a senior high school program would prove more beneficial than one retaining them in the regular junior high school grades, provided that such a program be adjusted to their needs.

Such a program has now been instituted and it is twenty months since the first class of Terminal students graduated from Sisler High School. The second class completed the Course a year later or eight months ago. The drop-outs naturally have been out of school for varying lengths of time. After the discussion in the following chapter of the courses that were provided for them, an account is given of what has become of each of these young people since they left the Terminal Course at Sisler.

CHAPTER V

THE NATURE OF THE TERMINAL COURSE

Basic Objectives

The major objectives of the Terminal Course as they evolved from the meetings of the Assistant Superintendent, the principals and the selected teachers were to foster wholesome attitudes and acceptable work habits and to provide the students, during their final years of formal education, with those experiences which should not have been denied them before they left school. This included whatever remedial work was necessary for them to attain the highest possible level of academic achievement.

Just how these aims were to be achieved could never be laid down in a set of rules. The teachers realized, of course, that work habits could be created only by doing assignments of work regularly. They also recognized that positive attitudes could be developed only after rapport had been established between pupils and teachers, and after the motley collection of students from half a dozen different junior high schools had been consolidated into a united group and inspired with a measure of "esprit de corps".

Textbooks

The freedom permitted the teachers to choose and modify the content of the program to suit the particular

needs of the students assisted in developing confidence and interest on the part of the students.

It had been recommended that texts be largely drawn from those authorized for regular use in the Manitoba schools. This proved to have several advantages. Such books were readily available and the teachers were familiar with them. Of further significance was the fact that these students were extremely sensitive about their grade placement, and the first question asked when a new book was presented to them was, 'What grade is this?'. It was a delight to watch them visibly expand if it were possible to tell them that a certain book which they were to use was authorized for use in regular Grade X classes.

Timetables

The timetable for the first-year class of boys in the current school year, 1960-61, which appears in Table V, page 50, can be considered typical of those followed by the groups of students in this study.

It will be noted that eight of the forty-two periods per cycle are devoted to the practical and industrial arts program while the other subjects receive the following number of periods each: English (language, literature and Spelling) - 7; mathematics - 6; social studies, science and typing - 4 each; physical education - 2; art and library - 1 each. Five periods are reserved for individual study and other activities such as team or choir practices.

TABLE V

TIMETABLE FOR FIRST-YEAR TERMINAL BOYS
IN SISLER HIGH SCHOOL 1960-61

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Liter.	Soc. St.	Soc. St.	Art	Soc. St.	Math.
Math.	Math.	Phy. Ed.	Liter.	Liter.	Phy. Ed.
Lang.	Typing	Lang.	Science	Typing	Spelling
Shops	Library	Math.	Shops	Math.	Typing
Shops	Science	Science	Shops	Lang.	Science
Shops	Math.	Typing	Shops	Study	Soc. St.
Shops	Study	Study	Shops	Study	Study

CONTENT OF COURSES

The curriculum described in the following pages is a report of what has been done in the past rather than a plan for future action. Moreover, the identical amount of work was not mastered each year since there were differences of potential between the classes. The courses offered in the various subject areas are reported in descending order of number of periods allotted to each on the students' timetable. Under each subject the report of the first-year program is followed by an account of the second-year course.

PRACTICAL AND INDUSTRIAL ARTS

In this area the students had an opportunity to work side by side with instructors and classmates in a less restricted atmosphere than that of a regular classroom.

Emphasis was placed on the following:

1. Development of good work habits.
2. Development of the ability to plan work intelligently.
3. Mastery of certain basic skills.
4. Development of desirable social and personal habits and attitudes in order to fill a worthwhile and satisfying place in society.

It appeared that noticeable results were accomplished in terms of renewed educational interests, social development, and educational explorations which indicated that the work in this area was of significance in achieving some of the major objectives of the Terminal Course. This was quite apparent from the thrill and pride of a student who had done a job really well. It mattered not what the job might have been - whether a correctly replaced differential or brake drum, a completed leather key case, a metal funnel designed by a student, a pan of well-baked muffins or bread, or perhaps a skirt and blouse proudly modelled at the school's fashion parade. Such achievements were proof that progress was being made in the molding of positive attitudes and acceptable work habits on the part of the students.

(a) General Shops

The boys spent two half-days of each cycle in the shops rather than the customary one-half day. To permit closer supervision in the shop work, the boys of each class were divided into two groups. While the one group was engaged in sheet metal work, drafting, constructing simple electric motors, or in leather work or copper tooling, the other group was busy in the automotive shop becoming familiar with all the intricate parts of an automobile or making metal castings and learning to operate lathes and metal machines.

The boys looked forward to their half-days in the shops and favorable reports concerning their work in them were received. Working under less regimentation and often in small groups, they were able to practise self-reliance and acceptable work habits. Finding practical applications for the principles studied in science and real settings for problems they might meet in mathematics added to the value of this work for the boys. They delved into many areas of a practical or prevocational nature and sometimes repaired their own cars or motorcycles.

(b) Home Economics

The girls' classes were also divided into two groups. One group followed a modified Grade IX course in the clothing department while the other proceeded with a

course on foods. Besides offering these courses to the girls, the two teachers of this department spent time in counselling them as the need arose. This was particularly appreciated because the girls had very little contact with teachers of their own sex in their academic work.

The following outline indicates the major units that made up the first-year work for the girls in the clothing department with the basic objectives of each:

1. The Girl: To consider the needs and interests of the typical Canadian girl as to grooming and the selection of color, line and design in dress.
2. Textiles: To learn how to shop intelligently and how to judge quality in fabrics.
3. Family Relationships: To develop a sense of pride in the family and in belonging to a family.
4. Social Grace and Etiquette: To consider the importance of social graces in our every-day living.
5. Your Home and You: To develop an understanding of how to plan a home for the future.

The following reference books were used in the development of this course: Baxter Latzke, Today's Clothing (Lippincott); Lewis et al, Clothing Construction and Wardrobe Planning (Brett MacMillan); Laitem and Miller, Experiences With Homemaking (Ginn); Trilling and Nicholas, Design Your Home For Living (Lippincott); and Greer & Gibbs, Your Home and You (Allyn & Bacon).

The nature of the second-year program in this area is indicated by the following outline:

Unit I - Principles of Wardrobe Planning

1. Grooming
 - (a) Clothes and personality
 - (b) Exercises
 - (c) Care of skin, hair and teeth
 - (d) Care of clothes
2. Selecting your clothes
 - (a) Principles of good design
 - (b) Principles of line: vertical, horizontal, diagonal and curved
 - (c) Color theory
 - (d) What clothes are right?
3. Money management
 - (a) Budgets
 - (b) Standard of living
 - (c) Investments
 - (d) The clothing dollar

Unit II - Fabric Study

1. Classification of fibres as to natural and synthetic
2. Classification of fibres as to properties: strength, length, affinity for dye, luster, warmth, elasticity, hygienic and hygroscopic properties
3. Classification of fibres according to their appearance under a microscope
4. Classification of fibres as to source
5. Tests for fading and shrinking
6. Finishes
7. Textile terms

Unit III - Construction

1. Discussion of suitable problem for construction: jumper or jumper-type dress
2. Discussion of selection of pattern and material
3. Discussion and demonstration on:
 - (a) Shrinking of woolen fabrics
 - (b) Straightening material
4. Discussion and demonstration of pattern alterations
5. Discussion of construction details used in making the garment

Some of the basic references used were: Craig & Rush, Clothes and Character (Heath & Co.); Lewis et al, Clothing Construction and Wardrobe Planning (Brett MacMillan); Wilson, Sew a Fine Seam (McGraw Hill); Craig & Rush, Charm Charts

(McGraw Hill); and Royal Bank of Canada Monthly Letters: e.g. "On Making Ends Meet".

The course on Foods and Nutrition placed the emphasis on student participation in food preparation and on the practical application of food management. The objectives for the work in this area for the two-year course might briefly be stated as follows:

1. To develop the ability to plan, prepare and serve meals.
2. To be able to meet the nutritional requirements of the girl and her family.
3. To understand the need for good buying habits and some aids related to intelligent buying.
4. To consider the accepted principles of food and hospitality.
5. To gain some understanding of equipment, its use, efficiency, cost, care, durability and operation.
6. To learn to recognize some common signs of illness and to learn how to care for the sick at home.

Demonstrations by visitors from the St. John's Ambulance Corps and the Red Cross Nursing Division supplemented the work of the teacher and led to the making of some handwork by the girls for the Junior Red Cross.

Texts used in this course were: Pollard, Experiences With Foods (Ginn & Co.); Laitem & Miller, Experiences in Homemaking (Ginn & Co.); and Greer, Your Home and You (Allyn & Bacon).

ENGLISH

(a) Language

Throughout the work of all the subjects the importance of correct English was stressed and attempts were

constantly made to develop within the students a consciousness of correct speech and written work.

In the first-year program the regular Grade IX text, English For Your World, was used but there was no attempt made to complete all of the work within the book. Often additional exercises were needed to provide more practice in some particular aspect of the work even though the most difficult sections of formal grammar contained in the text, such as uses of noun clauses, were ignored as it was not felt that mastery of the formalities of grammar was of prime importance to these students. Few long essay-type assignments were demanded although some practice was given in paragraph writing.

A good deal of the language work was done orally. Discussions of current athletic or political events, dramatizations, and tape-recording of speeches were used to good advantage. Student criticisms of each other's efforts were encouraged and it became apparent that many of the students grew more conscious of their speech habits.

In the second year of the course, the basic text was English in Action, by Tressler, authorized for Grade X. The work was carried on in a manner similar to that followed in the first year but a little more emphasis was placed in original writing: letters, stories, and descriptions. Assignments were selected from the text on the basis of usefulness to the students. Exercises for oral practice were

found in another book, English and Citizenship by Dr. E. Lucas, which was also used in the spelling program of the second-year students.

Many additional materials and suggestions were obtained from the following books: R.W. Bardwell et al, Expressing Ideas (Copp Clark); H. S. Baker, Words and Ideas (Gage & Co.); J. Bassett and D. Rutledge, Writing with a Purpose (McLelland & Stewart); and Cowperthwaithe & Marshall, English Grammar for Public Schools (Copp Clark).

(b) Literature

The reading and discussion of suitable literary materials were meant to foster the students' appreciation of literature. Hence, most of the selections did not receive intensive treatment. It was felt that a more extensive course with the opportunity to taste a wide variety of selections would be advisable. The students were given some written assignments to bolster their reading and language skills; e.g. looking for specific information from within a selection that had been read and writing out the answers in acceptable form. They were particularly enthusiastic about dramatizing some of the plays from On Stage and recording the reading of some of them by means of a magnetic tape recorder. This permitted a wider audience situation since the classes agreed to let their recordings be played back to each other.

With the addition of an occasional magazine article that was read and discussed, the following materials formed the major part of the first-year literature course:

1. Cue For Treason - Geoffrey Trease (Copp Clark)
2. The Thirty-nine Steps - John Buchan (Nelson)
3. On Stage - Voaden (MacMillan)
4. Selections from High Flight and Shining Skies
5. Selected poems from various sources: 'The Pied Piper of Hamelin', 'The Trapper and the Bears', 'The Cremation of Sam Magee', Henry Drummond's poems in dialect and others.

In the second-year program the following five literary works were studied:

1. Selections from Our Heritage - Fyfe & Pierce (MacMillan)
2. The Call of the Wild - Jack London (MacMillan)
3. The Greenmantle - John Buchan (Nelson)
4. Magnet for Adventure - Shannon Garst (Messner)
5. The Tempest - W. Shakespeare (Nelson)

The students were encouraged to develop their reading power in both comprehension and speed through the use of the S.R.A. Reading Laboratory, Secondary Edition. This enabled each student to work at his own reading level and to progress into increasingly difficult material. It proved to be quite successful as measured by student response and two of the students progressed to the Grade XI level of this reading kit.

With the entrance into the Terminal Course of a very substantial number of students from special classes, either slow-learner or ungraded, this work was discontinued as those students had been working with the same material for two, or even three, years. Some remedial reading work was then done in conjunction with the spelling program.

(c) Spelling

For the first-year spelling program The Pupils' Own Vocabulary Speller, Book 3 (Revised Canadian Edition) was used. This book provides in each lesson not only a short article containing all the new words but also an exercise requiring written answers from the students. This work was completed and marked before the class was given its weekly spelling test and formed the basis for the term mark. Thus the students were expected to do some definite work and were encouraged to accept the responsibility of completing assignments regularly.

For the second year of the spelling program different material had to be found since there is no Grade IX section in The Pupils' Own Vocabulary series. The regular Canadian Speller was used for some time but the Grade IX section was rather difficult for many of the students and they resented anything labelled Gr. VII or VIII. Furthermore, that text has no assignments nor reading material illustrating the use of the new words in context.

During one term, words from the vocabulary lists following the historical excerpts at the beginning of each chapter in English and Citizenship by Dr. E. Lucas, were selected for spelling instruction. Then a remedial reading booklet, Getting the Meaning, Book 3, by Guiler and Coleman (Lippincott) was used for reading practice and words from each selection were chosen to form the word list for the weekly spelling exercise. This enabled students to study the words in context and do some written work involving the new words before being concerned with the mastering of the mere spelling of them.

MATHEMATICS

The major objectives of the mathematics program were: to eliminate as far as possible the fears and antagonisms towards mathematics by building up the students' confidence in their ability to attack problems that were within their range, and to reteach and drill the fundamental operations so as to enable the students to achieve mastery.

The first-year course involved work in the following areas: calculation with whole numbers, reading and rounding-off whole numbers, the basic operations with common fractions, decimal fractions and percentages, and working with basic measurements. Simple problems related to the students' activities at home or to their shop work were

constructed in an effort to maintain the practical aspect of this subject. Often materials were especially prepared and mimeographed for use, although Refresher Arithmetic by Edwin Stein (Allyn & Bacon) proved to be a valuable text.

The second-year program was designed to emphasize the practical applications of mathematics. Since it was expected that many of the boys would soon enter the field of industry as semi-skilled or unskilled workers and that the girls would probably be clerks or housekeepers, the courses for the two groups were not the same. This presented no problem during the first year in which the second-year program was offered, since the boys and girls were in separate classes.

The boys used the two books, General Trade Mathematics, Von Leuoen (McGraw Hill) and Intermediate Mathematics, Book 3, Petrie et al (Copp Clark), the authorized text for Grade IX. The following is a brief outline of the work of their course:

1. Review of basic fundamentals - fractions, decimals, powers, roots, percentages.
2. Rules and formulas - developing formulas from their study of science; e.g. law of levers.
3. Ratio and proportion - with special application to science and shop work.
4. Surface measurement - rectangles, squares, etc.
5. Volume - cubes, cylinders, cones, spheres.
6. Problems applicable to the study of machines - gear ratios, efficiency of machines.
7. Calculation of electrical problems - Ohms Law, power and light bills.
8. Simple algebraic concepts.
9. Simple geometric construction.

It was difficult to find a suitable text for the girls, since most of the books reviewed were too advanced for them. However, sufficient copies of a book, already out of print, Canadian Business Arithmetic, W. Keast (Pittman Publishing Corp.) were discovered and put to good use. The girls' course included a study of the following topics:

1. General review of the fundamentals involving whole numbers, fractions, decimals and percentages.
2. Discounts.
3. Profit and loss.
4. Commissions.
5. Taxation.
6. Interest.
7. Review of measures: Length, perimeter, area, volume.

When the second-year classes were combined to form one mixed class in 1959, some modification of the mathematics course was needed. An attempt to cope with the two different courses simultaneously soon bogged down. It was realized that the students could not work independently enough to make this practical and that their total benefit would be greater if they were to follow the same course and receive more guidance and individual help from the teacher.

The course for the combined class tended to follow the plan of the original course for the girls. This happened partly because the number of girls exceeded the number of boys but also because experience showed that the boys obtained work as truck drivers, shippers, and clerks

and of the number who returned to school for Grade X, most were channelled into the Commercial Course in which they studied business arithmetic rather than the algebra and geometry of the Matriculation Course. It appeared, therefore, that dealing with business arithmetic during the second year of the Terminal Course would be in the best interests of the greatest number of students.

SOCIAL STUDIES

The work of this course started with a general geographical survey of our province with some of the more interesting historical anecdotes included for their interest appeal. These included stories of such early explorers and settlers as Thomas Button, Henry Kelsey, Anthony Henday, the La Verendryes and the Selkirk Settlers.

Since the students were not, as a rule, interested in the events of the distant past, efforts were made to channel the work of their social studies program into a geographical study with emphasis on the human activities within a given region. This permitted the study of recent developments in the modern world and through the use of newspaper clippings, magazine articles, radio and television programs, and films, the interest of most of the students was kindled.

Learning about some of the industrial developments

within our province appealed to the students as being useful as well as interesting. Some of these were: the new nickel mine at Thompson, the thermo-electric plant at East Selkirk, the salt mine at Neepawa, the hydro-electric plant at Grand Rapids and the prospective atomic energy plant near Lac du Bonnet. A study of the water supply for the city of Winnipeg led to a further study of the important uses of rivers. Then followed a survey of our entire country, noting the major industrial developments, their location, and their influence on man's activities.

Since there was no pressure to cover a certain body of material, the interests of the students were considered a guiding factor in deciding what direction the course was to take. The first group of students decided to study the United States after their look at Canada. Following this, Latin America, including both Central and South America became the focal point of their attention.

On returning for the second year, the students elected a study of the Soviet Union. Again publications from many sources including magazines, newspapers and films were used to supplement the text. This excursion into the Communist world was followed by an imaginary tour through other major and potential world powers; namely, the countries of northwest Europe, the Near East, China and Japan.

A number of books were found useful in this course. Some of them are: Krug, Quillen & Simpson, Living in Our Communities (Gage & Co.); Taylor et al, Canada and Her Neighbours (Ginn); Taylor et al, Lands of Europe and Asia (Ginn); Putnam & Kerr, Regional Geography of Canada (Dent); World Guide (Rand McNally); J. Davis, The Wide World (MacMillan); and Our World and Its Peoples (Bacon & Allyn). This last named book, written by Kolevzon and Heine, seemed to have the following desirable characteristics of a text suitable for this level: Appropriate reading and interest level, attractiveness of general format, and intensity of treatment of all parts of the world with an emphasis on the human aspects of geography. Consequently it was made available to the students for use as a basic text.

SCIENCE

The aims of this course were: to create an interest in science that should lead to an appreciation of what has been accomplished in this field, and to provide a background that would help the student in making a living and in understanding what goes on around him.

To some extent the course developed around the students' interests and out of problems arising in their shop work. A generous portion of the time devoted to science was utilized in class discussion which often led to experiments

to verify some observations or to solve some problems. The students recorded these experiments in the conventional manner.

In order to integrate the science program as closely as possible with the work in the shops, frequent discussions were carried on between the teachers concerned. This made it possible to demonstrate in the shop many of the principles which had been studied in the science class.

The discussions in science led to an examination of many modern developments. Television programs; such as, "Science Fiction Theatre", "Two For Physics", and "Why Is It So?" engendered a great deal of interest, particularly among the boys. Space travel and its related problems led to a study of fuels, pressure, combustion and other allied topics.

The following units from the Grade X text, Every-day Problems in Science, Beauchamp et al (Gage & Co.), which was used as a basic source, were dealt with in the first-year program:

1. How do scientists work?
2. The Study of matter and changes of matter.
3. The use and control of fire.
4. How do we control heat?
5. How weather changes.
6. Providing our homes with a good water supply.
7. How our body uses food.

For the second-year program two courses were developed in science because of the differing natural interests

of boys and girls. The course for the girls placed the emphasis on living things while the course for the boys continued in the realm of the physical sciences. This permitted integration between the topics discussed in the science classes and the work done in home economics or shops. It also enabled the inter-relating of a good deal of mathematics with the science, particularly in the boys' course.

The girls studied selected units from Everyday Problems in Science and also used the Grade XI text, Adventures with Animals and Plants, Kroeber et al (Copp Clark). The following is an outline of their course:

1. Structure of plants and animals - use of microscope, cell structure, parts of plants, blood, simple animals.
2. Needs of plants and animals - food for energy, growth and carrying on life functions.
3. Elements found in living things - chemical composition of foods, food tests, carbohydrates, proteins, fats, minerals.
4. Sources of foods - green plants; test soil for minerals; taking in of water and minerals; photosynthesis and its relation to foods.
5. Uses of foods to animals - energy and growth received from oxidation and assimilation; digestion, circulation, respiration.
6. Health - kinds and causes of diseases; preventive medicine; immunization.
7. Reproduction of plants and animals.

For the boys' second-year course the text, Experiments in Elementary Science, Lead and Rivard (Pitman & Sons) was used along with the regular Grade X text. This course, which is outlined below, emphasized many of the practical aspects of the physical sciences.

1. Simple machines - uses and kinds; problems related to operation of simple machines - mechanical advantage, out-put, input, efficiency; friction - uses and control.
2. Work - energy of wind and water; power - how measured; scientific idea of work; engines: steam, gasoline, Diesel; possible energies of the future.
3. Electricity - magnetism, static electricity, control of electrical currents; how they are measured; how they are produced - cells, generators; how they are used - light, heat, motors.
4. Sound - what it is, how sounds differ, how we hear, relation of electricity to sounds - telegraph, telephone, radio, television.
5. Transportation - land, water, and air vehicles; idea of lifting force of air and water; Archimedes principle.

As was the case in the mathematics program, some compromise had to be made in the science courses when the second-year classes were combined. The greatest benefit for the largest number of students seemed to lie in the selection of the most pertinent units from both of the previous courses. It was more difficult to inspire and maintain the interest of the students in this situation since the boys found the biology less appealing than the physical sciences, while the girls found difficulty in understanding the problems and experiments related to machines and electricity.

The following remark made by a boy who had transferred to Sisler from the Terminal Department of the Grant Park High School where the two second-year classes were still following separate programs in science, clearly indicates his opinion of the matter: "I should have stayed

at Grant Park where we learned all about machines. I don't like this biology."

TYPING

From the beginning it was planned that the girls were to receive instruction in typing since it was hoped that this would be a marketable skill in their future. After the first year of operation, it was felt that typing would be valuable to the boys of the Terminal Course also. Consequently, it was included in their program, and, although there were several within each group of boys who appeared to find a typewriter much too delicate an instrument to master, it seemed to be a worthwhile part of their program.

The students were taught by the regular Commercial teachers and, although they did not devote as much time to typing as the Commercial students did, many of them achieved a creditable standard of skill by the end of the two-year course. As a result of their typing skill, a large number of girls have been able to find office employment after graduation. Boys who have continued school have enjoyed an advantage when they entered Grade X commercial classes which were receiving initial instruction in typing.

PHYSICAL EDUCATION

The physical education teachers accepted these students on an equal basis with the others and trained them

in the regular high school program of body building, rhythmic co-ordination and the fundamental skills of the usual games and track and field events. Each year several students from the Terminal classes developed their skills in various games to the extent that they were selected to play on school teams in competition against other high schools.

ART

The students received instruction in art from the school's art instructor and most of them enjoyed the opportunity to try their hand at experimenting with the different media. Several of the Terminal students were found to be proficient enough to assist in the painting of back-drops for the school drama productions. They were elated at having discovered an avenue of service and it helped them to achieve a sense of pride and belonging. The art work of the Terminal students frequently found its way into the school show-case for the display of art work.

MUSIC

What was stated concerning students "finding themselves through an avenue of service" in the field of art applied also to the field of music. Every year Terminal Course students took part in the school choirs and participated in the Variety Concert, in Festival work, and in performances at various school functions. Although only the first-year

girls were regularly timetabled for a music period, all of the students were encouraged to participate. Currently, three girls and one boy from the three Terminal classes have joined the Senior Choir at Sisler.

EXAMINATIONS

The examinations which the Terminal Course students wrote were scheduled at the same time as the other school exams and were set by the Terminal course teachers who taught the various courses. There was no attempt made to standardize the examinations in conjunction with other schools offering a Terminal Course.

It was noticed that the students found a prolonged period of concentration difficult and they were prone to give up before attempting all parts of a two-hour paper. In order to be on hand to encourage such early "quitters" to renew their efforts, and to interpret written instructions for them should the need arise, the Terminal Course teachers considered it advisable that they supervise the examinations written by their own classes. So that a more relaxed atmosphere might be maintained, these students were permitted to write their examinations in their own rooms rather than in a large auditorium amidst a very large group of students.

The examinations relied rather heavily on short-answer questions such as multiple choice, matching, filling

in blanks and true or false. When faced with a hundred or more of such items, followed by two or three long answer questions, the students worked with reasonable concentration for two hours. The preparation of such tests required a good deal of effort but it was felt to be worthwhile in terms of student response and some of the time spent on preparation was regained because of the facility of marking.

On the literature examination the students were given a selection which they had not read in class and they were required to study it individually and to answer a series of questions on it. Thus the exam was not so much a matter of remembering what had been studied but an exercise in reading comprehension. The students were, however, required to answer some questions based on the work studied during the term.

Along with a variety of other questions, the social studies tests usually contained some map work while the science examinations required the students to write out in conventional form, one or two of the experiments which they had performed or to label a diagram representing the parts of a plant or animal which they had studied in biology.

It was found that if the students were given the task of setting their own examination in spelling they were more eager to review for it and this helped them to realize that there was a limited number of words which they were

required to master. They were asked to write all the words that had been studied during the term on individual cards which were then shuffled face down. One of them then selected every fifth card and the words on the reverse side of these cards became their spelling test. They enjoyed the gambling aspect of this and many of them worked hard to earn a good mark.

It was, however, not always possible to inspire an atmosphere of keen competition and friendly rivalry for all of the examinations. The mathematics test of necessity had to deal largely with calculation and a careful preparation of the problems, to make them meaningful to the students, was about all that could be done to enliven the test.

On occasion, the students' language test booklet contained a complete page selected from a mail-order catalogue. They were required to choose several items from it and to order them in a business letter. This created additional interest and they were faced with making a personal choice rather than simply being required to order a few given articles.

REPORTING TO PARENTS

In order to encourage the students to accept the responsibility of getting their work done, and to develop acceptable work habits, a system of rewarding daily or immediate tasks was devised. This involved the frequent

checking of assignments and the assessing of the students' work. The marks recorded were totalled at the end of each term and were included in the overall mark to be placed on the report card. The term mark was calculated to make up 40 per cent of the total mark. Of this, 30 per cent was allowed for the completion of assignments given during the term, and up to 10 per cent was allowed for the condition of the notebook. This left 60 per cent to be awarded for the test at the end of each term.

It was felt that this system encouraged students to complete their daily work; enabled those who sincerely tried, to obtain a respectable mark; and made the report to the parents much more meaningful than a single mark would have been. In order to record all of this on a report card to be sent to the parents, it was necessary to design one especially for this purpose. Appendix D, page 218 is a sample of the report card used for the Terminal Course students.

FINAL STANDING AND GRADUATION CERTIFICATE

The recommendation of the Special Committee of Principals regarding the standing of the students at the completion of the two-year course has not been implemented. The Department of Education does not grant the graduates of the Terminal Course full Grade IX standing, but authority has been granted for them to proceed to regular Grade X

work if recommended by the school. On successful completion of a Grade X course, their Grade IX standing will be considered to be in order.¹

Recent requests to the Department of Education to reconsider the matter of final standing of the Terminal Course graduates have brought forth no changes.²

In order to give the students a sense of real accomplishment the schools have prepared a certificate to be presented to them upon graduation from the course. (See Appendix G, page 221. This certifies the successful completion of the requirements of the Terminal Course. The students value the certificates even though they do not indicate a regular standing at any particular grade level.

EXTRA-CURRICULAR ACTIVITIES

The students were encouraged to participate in all forms of extra-curricular activities carried on under the auspices of the school. Entering into various activities

¹Letter from the Deputy Minister of Education, Mr. B. Scott Bateman, to the Winnipeg School Board, August 7, 1957, as quoted in Memorandum from the Superintendent's Department: Two Year Terminal Course Established in Winnipeg, Sept., 1957. Winnipeg: Office of the Winnipeg Public School Board, 1960, (mimeographed), p. 1.

²Letter from Mr. H. J. Benningen, Secretary-Treasurer, Winnipeg Public School Board to Hon. S. E. McLean, Minister of Education, September 14, 1960. (Appendix E, page 219.) Also, letter from the Deputy Minister of Education, Mr. B. Scott Bateman, to the Winnipeg School Division No. 1, Sept., 1960. (Appendix F, page 220.)

with other students was regarded as an important part of their school experience. Each year some of the Terminal students participated in some of the following activities: dancing or tumbling in groups during Variety Concert productions; singing in school choirs; participating in the drama club; joining in interschool sports such as volleyball, basketball, football, softball; and also assisting in less spectacular fashion in such activities as checking clothing, selling tickets or soft-drinks at the school dances, or helping to arrange back-drops or chairs. Thus they learned, through doing, to become responsible school citizens and to share in the feeling of being part of an organization of which they could well be proud.

In the succeeding chapter, reports are presented concerning the activities and achievements of these students in society at large after leaving the Terminal Course at Sisler High School.

CHAPTER VI

FOLLOW-UP REPORTS ON FORMER TERMINAL STUDENTS

This chapter presents the individual reports on each of the students of the first two graduating Terminal Classes and of the students who dropped out of this course before beginning the second-year of the program. The ninety-two reports are presented in four groups: the graduate boys, the graduate girls, the drop-out boys, and the drop-out girls.

In each report, a brief summary of the student's school records including his final marks is followed by an account of his activities and achievements since leaving school. For each student the time since leaving the Terminal Course, the tenure on the present job, and the current wages are given at the end of the report for easy reference. Wherever an hourly or weekly wage was reported, the monthly earnings were calculated on the basis of a 40-hour week and a 4-week month.

For those students who continued school after the Terminal Course the school examination marks are given as part of the follow-up reports. The school counsellors were consulted for a subjective estimate of the students' progress.

The survey on which the follow-up reports are based was conducted during March, 1961.

FOLLOW-UP REPORTS ON GRADUATE BOYS

Case 1 - Pupil GR-B1

C.A. - On entering Terminal Course, September, 1957: 15-0

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 95

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 9.3
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 8.4
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.0

No. of grades repeated: 0
No. of subjects failed in Grade VIII: 0

Possible Attendance on Terminal Course: 394 days
Percentage Attendance on Terminal Course: 98.4

Final Marks on Terminal Course (Second year - June 1959)

Literature:	89	Mathematics:	72	Shops:	80
Composition:	76	Spelling:	83	Typing:	81
Social Studies:	86	Science:	77	Average:	80.5

This student was awarded the Sisler School prize of \$10.00 for attaining the highest average during the second-year program of the Terminal Course. Following graduation he enrolled in the Grade X Commercial Course at Sisler and obtained the following marks:

Grade X (1959-60)

	Literature	Geography	Record Keeping	General Shops	Selling	Business Arithmetic	Typing	Related English	Health
Oct.	74	76	73	70	63	37	--	60	--
Dec.	63	61	76	70	68	94	81	66	54
Apr.	76	61	80	68	67	59	72	60	52
June	72	68	76	73	70	--	73	62	Pass

Clear standing.

Grade XI (1960-61)

	Literature	History	Bookkeeping	Shops	Business Arithmetic	Typing	Related English
Oct.	77	68	79	--	58	66	59
Dec.	77	67	80	73	79	61	62
Apr.	81	58	62	75	71	51	68

No failures in April examination.

The teachers reported that he was conscientious, diligent, and co-operative.

While on the Terminal Course, he took charge of a group of newspaper carrier boys for one of the city's daily papers. On Saturdays he was a group leader in church club work and he spent several summers as group leader at a church camp. During the past summer he worked for the newspaper supervising the distribution of papers and was entrusted with a company vehicle. He was told that there was a permanent job waiting for him at the newspaper firm whenever he was ready to accept it.

He was elected Class President for both years of the Terminal Course as well as during his Grade X and XI years. While in Grade XI he was one of the three candidates for the school presidency but was not elected.

At the time of the last interview he confided that he was considering preparing for the ministry even though he understood that it would mean years of training after catching up the required courses for matriculation standing. Time since leaving Terminal Course: 20 months.

Case 2 - Pupil GR-B2

C.A. - On entering Terminal Course, September, 1957: 17-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, Administered October, 1957: 84

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 6.6

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.6

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 3.2

No. of grades repeated: - ;

No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 90.6

Final Marks on Terminal Course (Second year - June 1959)

Literature:	39	Mathematics:	56	Shops	72
Composition:	63	Spelling:	42	Typing	73
Social Studies:	59	Science:	58	Average:	57.8

He worked as a life guard at an outdoor swimming pool in the city for three summer seasons but after graduation he decided to enroll as an electrician's apprentice and obtained employment as such with a small electrical company. After 10 months of work with this company he left to work in the same capacity for a larger electrical firm because he thought they would have fewer slack periods.

While still at school he made a hobby of weight-lifting and spent considerable time at it each week. He had abandoned his Triumph motorcycle in favour of a 1957 Oldsmobile which his father helped him to buy. This indicated continuing family support although he was already earning money himself.

Time since leaving school: 20 months.

Tenure on present job: 6 months.

Present monthly wages: \$185.60.

Case 3 - Pupil GR-B3

C.A. - On entering Terminal Course, September, 1957: 15-4

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October 1957: 109

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 11.3
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 8.2
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.8

No. of grades repeated: 1;
No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 394 days
Percentage Attendance on Terminal Course: 83.3

Final Marks on Terminal Course (Second Year - June 1959)

Literature:	62	Mathematics:	70	Shops:	84
Composition:	78	Spelling:	84	Typing:	84
Social Studies:	67	Science:	78	Average:	75.9

This student achieved a creditable standing on the Terminal Course. The teachers reported that in their estimation he should have been able to succeed in a regular program at school. His I.Q. score and his standardized test results support this opinion.

After leaving school he became an electrician's apprentice working for a local electrical firm. He had been with the company for 17 months and was quite content in his job feeling satisfied that he was learning a worth-while trade.

He called at the school to show his newly purchased second-hand car and was a little perturbed because there had been no work for him for a few days. He felt he could not afford to be idle since he had bought the car, but he expected to be called for duty within a matter of days.

Time since leaving school: 20 months.

Tenure on present job: 17 months.

Present monthly wages: \$176.00.

Case 4 - Pupil GR-B4

C.A. - On entering Terminal Course, September, 1957: 14-10

I.Q. - Otis Mental Ability tests

Beta Form Em, administered October, 1957: 91

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.1

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.7

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.6

No. of grades repeated: 0

No. of subjects failed in Grade VIII: 1

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 96.3

Final Marks on Terminal Course (Second year - June 1959)

Literature:	51	Mathematics:	60	Shops:	86
Composition:	62	Spelling:	77	Typing:	86
Social Studies:	68	Science:	72	Average:	70.3

Following the successful completion of the Terminal Course, this student enrolled in the Graphic Arts Course of the Technical Vocational School and had achieved the following record at the time of this report.

	Literature	Composition	Social Studies	Shop Mathematics	Science	Health	Physical Education	Drafting	Shop Practical	Shop Theory
Grade X (1959-60)										
Oct.	60	35	45	80	60	--	75	65	60	45
Dec.	55	50	65	55	60	50	80	65	70	65
Apr.	50	50	55	55	60	65	65	75	75	60
June	60	50	60	50	60	Pass	Pass	70	75	60
Clear standing.										
Grade XI (1960-61)										
Oct.	90	60	45	35	55	--	75	70	80	70
Dec.	50	45	45	45	50	70	75	75	75	40
Apr.	65	65	30	50	45	85	70	85	75	55

Two failures in April examination.

Case 5 - Pupil GR-B5

C.A. - On entering Terminal Course, September, 1958: 17-9

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 91

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.6

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 10.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 9.3

No. of grades repeated: 1

No. of subjects failed in Grade IX: 5

Possible Attendance on Terminal Course: 193 days

Percentage Attendance on Terminal Course: 83.7

Final Marks on Terminal Course (Second year - June 1959)

Literature:	47	Mathematics:	52	Shops:	77
Composition:	76	Spelling:	81	Typing:	66
Social Studies:	35	Science:	58	Average:	61.5

This student entered the Terminal Course at the second-year level in September, 1958, having failed Grade IX in the previous year. Teachers reported him as being friendly and pleasant but lacking in sufficient drive to achieve success.

After school closed he worked at casual jobs - carrying flyers, and doing outdoor painting before he found work as a shipper in a leather goods store. His salary was \$180.00 per month but he stayed with the firm for only two and a half months.

Following several months of unemployment, an opening was found for him in the general shop of an engineering company where his father is employed. After 9 months of work at \$200.00 per month, he was laid off and had been unemployed for two months at the time of the interview.

Time since leaving school: 20 months. Presently unemployed.

Case 6 - Pupil GR-B6

C.A. - On entering Terminal Course, September, 1957: 15-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 72

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.1

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.0

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.6

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 7

Possible Attendance on Terminal Course: 372 days

Percentage Attendance on Terminal Course: 88.4

Final Marks on Terminal Course (Second year - June 1959)

Literature:	43	Mathematics:	45	Shops:	75
Composition:	52	Spelling:	75	Typing:	--
Social Studies	36	Science:	71	Average:	56.7

His limited ability made school work difficult for him although the teachers reported that he was probably working at capacity and they were satisfied with his progress on the Terminal Course.

He obtained work in a large bakery after graduation. In six month's time he was earning \$55.00 per week and liked his job even though it meant early hours.

One day his clothing caught in some machinery and, although he was not hurt, considerable delay and confusion had been caused. He was asked to punch his time card and leave. When telling about this during the interview, he said, "I don't see why. It happened to me before and we got everything straightened up. Only this time the big boss was right there."

Following this he was unable to find another job until after his unemployment insurance benefits had been exhausted. Then he worked for a firm manufacturing foam rubber goods but after one and a half months he was again asked to leave. He carried mail for a week at Christmas but at the time of the interview he had been without work for over 5 months and had no prospects. Someone at the Y.M.C.A. had arranged to have him take some vocational tests to "see what kind of work I can do." He seemed somewhat dejected and ended the interview by saying, "I guess I might have to go to M.T.I. if they'll take me in or join the army or something." Time since leaving school: 20 months. Presently unemployed.

Case 7 - Pupil GR-B7

C.A. - On entering Terminal Course, September, 1957: 16-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, Administered October, 1957: 84

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 6.3

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 5.8

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 6.6

No. of Grades repeated: 2

No. of subjects failed in Grade VIII: 7

Possible Attendance on Terminal Course: 356 days

Percentage Attendance on Terminal Course: 93.4

Final Marks on Terminal Course (Second year - June 1959)

Literature:	46	Mathematics:	35	Shops:	65
Composition:	46	Spelling:	36	Typing:	12
Social Studies:	37	Science:	65	Average:	42.8

In the words of one of his teachers, this lad "simply did not possess the attributes of a student". His limited ability, failure to concentrate, and established pattern of undesirable conduct were the reasons the teachers gave for his unsuccessful record on the Terminal Course.

After leaving school he obtained admittance to the Manitoba Technical Institute to learn the upholstering trade. He did not complete the course and it is suspected that he was asked to withdraw. During the interview he said, "They don't teach you good over there. That wasn't for me."

He was then a trucker's helper hauling bottled drinks for one month but he said, "That work was too hard. It was no good." Following that he went west to look for

work in Calgary and at the Saskatchewan River dam site but he had been unable to find employment.

Then he worked for six months in a small garage helping to paint cars and to sell gasoline. Thereafter he worked in a tire shop for a short time.

Seven months before the interview he found employment in a small bakery where he helps in baking, serving customers, and anything else that may arise. He professed to be very ahppy at this job and said that he intended to stay at it.

Time since leaving school: 20 months.

Tenure on present job: 7 months.

Present monthly wages: \$240.00.

Case 8 - Pupil GR-B8

C.A. - On entering Terminal Course, September, 1957: 16-9

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 70

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.0

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.4

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.7

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 382 days

Percentage Attendance on Terminal Course: 79.3

Final Marks on Terminal Course (Second Year - June 1959)

Literature:	48	Mathematics:	33	Shops:	76
Composition:	44	Spelling:	66	Typing:	19
Social Studies:	31	Science:	42	Average:	44.9

His limited ability prevented him from being successful in academic work, but his teachers reported him as being co-operative and sincere in his efforts. He was one of the outstanding sprinters on Sisler's track team in his second year on the Terminal Course. He enjoyed great popularity with the student body because of his genuine and unassuming friendliness and his agility on the dance floor. He was occasionally asked to perform various dances while the students watched.

After graduation he worked during the summer months for a roofing company applying asphalt roofing. He earned over \$1,000.00 and after the season was over he entered the Manitoba Technical Institute on a pre-apprenticeship plan in sheet metal work.

Following the six-month course, he obtained work in a small shop making the metal ducts for air conditioning and heating systems. He earned \$1.25 per hour and expected to go back to the M.T.I. for a four-week course each year until he would qualify for the sheet metal trade's papers. Unfortunately he was laid off for the winter months due to the slow-down in the construction of new buildings. He liked his work and he felt that he had found his vocation, and looked forward to getting back to work in the spring. Time since leaving school: 20 months. Presently unemployed.

Case 9 - Pupil GR-B9

C.A. - On entering Terminal Course, September, 1957: 15-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 100

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.1

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 8.3

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 9.0

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 90.6

Final Marks on Terminal Course (Second year - June 1959)

Literature:	67	Mathematics:	69	Shops:	80
Composition:	75	Spelling:	95	Typing:	86
Social Studies:	80	Science:	83	Average:	79.4

Following graduation from the Terminal Course where he achieved this fine record, this student enrolled in the Grade X Commercial Course at Sisler. He is presently in Grade XI having achieved the following record:

Grade X (1959-60)

	Literature	Geography	Record Keeping	Shops	Selling	Business Arithmetic	Typing	Related English	Health
Oct.	50	62	--	50	79	53	84	72	--
Dec.	32	64	81	50	78	79	87	74	58
Apr.	60	51	64	82	82	58	88	73	50
June	53	55	74	73	64	--	82	73	Pass

Clear Standing.

Grade XI (1960-61)

	Literature	History	Bookkeeping	Shops	Business Arithmetic	Typing	Related English
Oct.	71	26	76	--	78	76	70
Dec.	73	30	34	62	67	72	68
Apr.	60	15	44	65	83	50	68

Two failures in April examination.

According to the teachers' reports he is a willing worker and, despite the failing marks in history and bookkeeping, he is benefitting from another year at school. He has not shown any particular leadership qualities but his teachers are satisfied with his efforts.

During his last conversation with the writer, he expressed the thought that he would likely stop school at the end of this year and take up the barbering trade in his father's barber shop.

Time since leaving Terminal Course: 20 months.

Case 10 - Pupil GR-B10

C.A. - On entering Terminal Course, September, 1957: 15-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 112

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 10.8

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 10.6

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.9

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 85.4

Final Marks on Terminal Course (Second year - June 1959)

Literature:	50	Mathematics:	43	Shops:	76
Composition:	55	Spelling:	69	Typing:	53
Social Studies:	42	Science:	58	Average:	55.8

The teachers suspected that this boy never did work to capacity in school which would help to explain his failure in the regular program and his relatively low marks on the Terminal Course in spite of an above average intelligence quotient.

On leaving school he worked for almost three months helping to instal furnaces for a heating company until there was an opening in a tool and die shop where his father is employed. He has worked there at drafting and general shop work ever since. He took the first year of a three-year course in drafting at night school in the Technical-Vocational School but failed to return for the second year.

He said that the shop work taken at Sisler was helpful to him at work and that he was quite happy and liked his job. His father allowed him to use the family car when he needed one so there was no need to buy his own.

Time since leaving school: 20 months. Tenure on present job: 18 months. Present monthly wages: \$240.00.

Case 11 - Pupil GR-B11

C.A. - On entering Terminal Course, September, 1957: 15-9

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 113

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 11.1
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 9.5
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.0

No. of grades repeated: 0
No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 362 days
Percentage Attendance on Terminal Course: 88.9

Final Marks on Terminal Course (Second year - June 1959)

Literature:	64	Mathematics:	55	Shops:	80
Composition:	53	Spelling:	68	Typing:	42
Social Studies:	43	Science:	75	Average:	60.0

This boy's history included some rough and tumble escapades involving even knife fights on street corners. His low marks on the Terminal Course in relation to his ability were partly due to his going to work in early June and writing the examinations by special arrangement in the evening. This happened because he was married before the school year was over and had to go to work but wanted credit for the year at school.

He found employment in the shipping department of a large wholesale drug distributing company. He felt that there was no opportunity of promotion for him with the company because his immediate superior was only 27 years old and no one would retire for another ten years.

On the 31st of May of the following year he left

the company and went to work for a grain buying firm on the following day. There he became an assistant laboratory technician testing grains for protein and moisture content. He professed to enjoy this work very much and found it so interesting that he was reading chemistry books to learn more about it. At the time of the interview he had been at that job for 9 months and was earning \$200.00 per month.

To earn additional money he was delivering the daily paper in the evenings to customers who had been overlooked by the carrier boys. He said he liked to drive around town in the company truck and was earning \$1.25 per hour on a 3-hour shift, five nights per week at this work.

He said that he and his wife really needed the money since a baby girl, their second child, had been born only seven weeks prior to the interview. He seemed to be bearing up well under the family responsibilities that he was meeting rather early in life. He said, "How right you were and what a fool I was when I was at school - but unfortunately it's too late when a guy finds out!"

His wife seemed quite cheerful. At the time of the call her husband was not at home and she had just put the children to bed. She chatted about them quite freely, and proudly stated that her husband was "quite a going concern". She said he would call back when he got in from his work later in the evening. This he did. They were living in a self-contained suite (upstairs rooms) and seemed quite optimistic about the future.

Time since leaving school: 21 months. Tenure on present job: 9 months. Present total monthly earnings: \$275.00.

Case 12 - Pupil GR-B12

C.A. - On entering Terminal Course, September, 1957: 15-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 100

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 11.1

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.9

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.2

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 86.6

Final Marks on Terminal Course (Second year - June 1959)

Literature:	62	Mathematics:	53	Shops:	76
Composition:	67	Spelling:	75	Typing:	60
Social Studies:	55	Science:	77	Average:	65.6

Although this student made reasonably good marks while on the Terminal Course, his teachers felt that he did not work to capacity. After graduation he enrolled in the Auto and Power Course at the Technical-Vocational School and earned the following marks:

	Literature	Composition	Social Studies	Shop Mathematics	Science	Health	Physical Education	Drafting	Shop Practical	Shop Theory
Grade X (1959-60)										
Oct.	60	20	25	70	75	--	70	50	70	65
Dec.	40	40	65	55	60	50	85	50	75	75
Apr.	55	50	50	45	70	65	80	65	75	70
June	40	50	55	50	70	Pass	Pass	65	75	55
	30 (Supplemental)									
Grade XI (1960-61)										
Oct.	40	65	35	30	35	--	75	55	65	60
Dec.	50	55	35	20	55	50	75	65	70	50

According to the report of his counsellor, he developed an undesirable behaviour pattern during the winter months of his year in Grade XI and on March 2, 1961, he withdrew from school. He enrolled in the Auto-Mechanics Apprenticeship Course in the Manitoba Technical Institute but must wait until May when a new class will begin the course.
Time since leaving Terminal Course: 20 months.

Case 13 - Pupil GR-B13

C.A. - On entering Terminal Course, September, 1957: 16-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 93

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 5.7

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.0

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 5.4

No. of grades repeated: -

No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 381 days

Percentage Attendance on Terminal Course: 93.9

Final Marks on Terminal Course (Second year - June 1959)

Literature:	18	Mathematics:	40	Shops:	78
Composition:	40	Spelling:	14	Typing:	50
Social Studies:	31	Science:	50	Average:	40.1

The teachers reported him to be co-operative and well-mannered, although retiring and timid at school. School work had always been difficult for him. He appeared to have gained confidence and poise since leaving school.

He found work as a truck-driver for a large confectionary company delivering packaged nuts and candies. During the telephone interview he said that he was the driver with the longest period of service and was given favored assignments delivering to out-of-town points.

He wanted to buy a car during the summer and planned to apply for a bus driver's job with a large bus company so as to obtain experience that will help him get a driver's position with the local transit company when he reaches the minimum age of 25 years.

Time since leaving school: 20 months. Tenure on present job: 20 months. Present monthly wages: \$200.00.

Case 14 - Pupil GR-B14

C.A. - On entering Terminal Course, September, 1957: 16-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 94

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.7

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.7

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 6.3

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 93.5

Final Marks on Terminal Course (Second year - June 1959)

Literature:	40	Mathematics:	57	Shops:	60
Composition:	67	Spelling:	65	Typing:	77
Social Studies:	71	Science:	59	Average:	62.0

This student also entered the Grade X Commercial Course at Sisler after graduation. He was awarded the following marks:

Grade X (1959-60)

	Literature	Geography	Record Keeping	Shops	Selling	Business Arithmetic	Typing	Related English	Health
Oct.	65	57	--	70	42	38	82	51	--
Dec.	41	37	36	55	63	58	72	50	27
Apr.	38	34	43	64	57	68	54	50	58
June	47	42	57	61	55	--	63	50	Fail

Three failures in Grade X.

He stopped school after Grade X but was unable to find employment during the summer and waited until Christmas when there was an opening for him in the Manitoba Technical Institute where he enrolled in a meat-cutting course. At

the time of the interview, he had attended the course for 2½ months and hoped to qualify for the certificate in two more weeks. He had had no employment experience whatever. Time since leaving Terminal Course: 20 months.

Case 15 - Pupil GR-B15

C.A. - On entering Terminal Course, September, 1957: 16-3

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 93

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.3
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.9
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.2

No. of grades repeated: -
No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 394 days
Percentage Attendance on Terminal Course: 88.7

Final Marks on Terminal Course (Second year - June 1959)

Literature:	38	Mathematics:	62	Shops:	80
Composition:	65	Spelling:	78	Typing:	68
Social Studies:	52	Science:	56	Average:	62.4

He was an orphan boy from the country who had been sentenced to detention in a boys' home in the city. He had been in a junior high ungraded class in another Winnipeg high school before entering the Terminal Course. The teachers reported that he had made a fine adjustment to the new program and that he became quite popular with students and teachers alike.

Following graduation he obtained work in a sash and door factory where he delivered windows and doors which were manufactured there. After 9 months of this work he became a driver-salesman for a large dry cleaning establishment. He enjoyed athletics and played juvenile football and spent a great deal of time at the Y.M.C.A. wrestling. Because his

wrestling engagements sometimes took him out of town, he was not always at work when he was expected and so his association with the dry cleaning company ended after 6 months of employment. This information was obtained from the former director of the boys' home. According to the latest information, this student was to have gone to help his brother on a farm outside of Winnipeg but all efforts to trace him or to contact his brother proved fruitless. The telephone operator at the local station found no subscriber of that name listed and the post office returned a letter addressed to him marked: Unknown Not Called For.

Time since leaving school: 20 months.

Case 16 - Pupil GR-B16

C.A. - On entering Terminal Course, September, 1958: 17-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 80

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.9

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.3

Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: -

No. of subjects failed in Grade IX: -

Possible Attendance on Terminal Course: 181 days

Percentage Attendance on Terminal Course: 77.9

Final Marks on Terminal Course (Second year - June 1959)

Literature:	50	Mathematics:	47	Shops:	65
Composition:	56	Spelling:	69	Typing:	30
Social Studies:	57	Science:	65	Average:	54.9

He entered the Terminal Course for the second year of the program following an unsuccessful attempt to complete Grade IX. Since he came from outside of Winnipeg the record concerning his past school history was lacking. Following graduation he entered a Grade X General Course at Sisler and earned the following marks:

Grade X (1959-60)

	Literature	Composition	Geography	Science	Shops	Business Arithmetic	Typing
Oct.	44	32	35	30	55	51	78
Dec.	42	33	59	32	60	55	66
Apr.	45	30	52	42	72	65	71
June	40	34	54	42	69	77	63
	35	35		46	Supplemental Examinations		

Three failures in Grade X.

Following the unsuccessful supplemental examinations he decided to stop school and found work as a construction laborer during the summer months. He reported during the interview that he worked for the Provincial Government in December helping to move into newly completely office facilities. He remained with the caretaking detachment there and expected to be placed on permanent staff when the six month's probation period was over. He claimed to be happy at work, had joined the bowling league, and expected to play junior baseball in the summer. He also said that he intended to try to obtain placement on the "Rods" football team in the coming season. He had been an appreciated member of the Sisler football team for two years.

Time since leaving Terminal Course: 20 months.

Tenure on present job: 3 months.

Present monthly wages: \$264.00.

Case 17 - Pupil GR-B17

C.A. - On entering Terminal Course, September, 1958: 16-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 86

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.3

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 6.8

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.9

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 89.5

Final Marks on Terminal Course (Second year - June 1960)

Literature:	62	Mathematics:	19	Shops:	71
Composition:	61	Spelling:	67	Typing:	42
Social Studies:	78	Science:	67	Average:	58.4

After graduation he entered the Grade X General Course with options in typing, business arithmetic and shops. He achieved the following marks:

Grade X (1960-61)

	Literature	Composition	Geography	Science	Shops	Business Arithmetic	Typing	Health
Oct.	37	40	33	63	--	30	B	67
Dec.	20	33	10	44	57	abs.	abs.	42
Apr.	30	37	53	38	35	10	59	76

Five failures in April examinations.

His marks bear out the apprehension of his teachers concerning the wisdom of his attempt at Grade X but his

mother had insisted that he get a good education "even if it takes till he is 20 years old".

During the summer months he worked in the Men's Clothing Department of a large department store and he continued to work there on Friday evenings and on Saturdays throughout the school year. He received \$1.15 an hour, enjoyed the work, and expected to be with the firm as holiday relief again in the coming summer. When it was suggested that it might be a fine permanent job for him he did not agree.

Shortly after the April marks were issued he withdrew from school with the encouragement to do so from the school office.

Time since leaving Terminal Course: 8 months.

Case 18 - Pupil GR-B18

C.A. - On entering Terminal Course, September, 1958: 16-2

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 85

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.0
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 6.7
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.7

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 397 days
Percentage Attendance on Terminal Course: 87.5

Final Marks on Terminal Course (Second year - June 1960)

Literature:	37	Mathematics:	54	Shops:	75
Composition:	50	Spelling:	35	Typing:	52
Social Studies:	73	Science:	64	Average:	55.0

He also entered the Grade X General Course at Sisler and achieved the following marks:

Grade X (1960-61)

	Literature	Composition	Geography	Science	Shops	Business Arithmetic	Typing	Health
Oct.	52	44	51	68	--	35	B	65
Dec.	19	34	50	56	50	30	88	64
Apr.	42	47	67	56	0	48	78	67

Four failures in April examinations.

He was very enthusiastic about playing basketball but was dropped from the school team at Christmas because he had more than two failures. He spent considerable time in the gymnasium after school hours at weight-lifting and matured while gaining another year of school experiences. It appears from his marks that he has little hope of completing the grade in one year.

Time since leaving Terminal Course: 8 months.

Case 19 - Pupil GR-B19

C.A. - On entering Terminal Course, September, 1958: 16-0

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1959: 92

Stanford Intermediate Reading Form H, Oct., 1959 - Grade: 10.5

Stanford Arithmetic Advanced Form D, Oct., 1959 - Grade: ---

Schonell Standardized Spelling Test, Oct., 1959 - Grade: ---

No. of grades repeated: 1

No. of subjects failed in Grade IX: 5

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 94.2

Final Marks on Terminal Course (Second year - June 1960)

Literature:	70	Mathematics:	50	Shops:	65
Composition:	61	Spelling:	91	Typing:	56
Social Studies:	68	Science:	77	Average:	67.1

He entered the second year program of the Terminal Course following an unsuccessful attempt at Grade IX. After graduation from the Terminal Course he enrolled in Grade X at Sisler and obtained the following marks:

Grade X (1960-61)

	Literature	Composition	Geography	Science	Shops	Business Arithmetic	Typing	Health
Oct.	45	56	64	54	--	50	50	
Dec.	22	45	28	41	57	42	37	
Apr.	29	43	42	45	30	40	79	83

Six failures in April examinations.

Following the distribution of the April reports he was obviously discouraged and withdrew from the school.

Time since leaving Terminal Course: 8 months.

Case 20 - Pupil GR-B20

C.A. - On entering Terminal Course, September, 1958: 15-11

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 83

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.4
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.2
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.0

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 1

Possible Attendance on Terminal Course: 397 days
Percentage Attendance on Terminal Course: 95.3

Final Marks on Terminal Course (Second year - June 1960)

Literature:	66	Mathematics:	60	Shops:	70
Composition:	59	Spelling:	74	Typing:	63
Social Studies:	74	Science:	59	Average:	65.6

After graduation he took a holiday and in September, 1960, he found employment in the parts department an automobile firm where he has worked ever since. During the interview he said that he liked the work and felt that he was achieving something worthwhile. He said that he had been thinking about taking some night school classes to improve his educational qualifications.

Time since leaving school: 8 months.

Tenure on present job: 6 months.

Present monthly wages: \$150.00.

Case 21 - Pupil GR-B21

C.A. - On entering Terminal Course, September, 1958: 16-6

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 88

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.7

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 6.1

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.5

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 90.9

Final Marks on Terminal Course (Second Year - June 1960)

Literature:	59	Mathematics:	66	Shops:	80
Composition:	60	Spelling:	28	Typing:	64
Social Studies:	64	Science:	28	Average:	56.1

After graduation he worked with an outdoor painting crew decorating school buildings and he did not intend to return to school. However, as the football season approached he thought better of it and enrolled in the Grade X General Course with shops, typing, and business arithmetic as options. He attained the following marks:

Grade X (1960-61)

	Literature	Composition	Geography	Science	Shops	Business Arithmetic	Typing	Health
Oct.	25	46	72	64	--	60	45	67
Dec.	23	51	50	68	59	73	65	60
Apr.	36	52	54	57	70	82	50	61

One failure in April examinations.

He enjoyed a good season on the football team and was elected to the All Star team. As the basketball season progressed he became the outstanding player on the Sisler Freshman team and was again chosen as one of the city-wide All Stars.

He was sufficiently serious about his studies to have made arrangements with at least one teacher to come for extra help after four o'clock and with the exception of literature it appears that he may well earn credit for a year's work.

Time since leaving Terminal Course: 8 months.

Case 22 - Pupil GR-B22

C.A. - On entering Terminal Course, September, 1958: 16-4

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1959: 94

Stanford Intermediate Reading Form H, Oct., 1959 - Grade: 9.3

Stanford Arithmetic Advanced Form D, Oct., 1959 - Grade: ---

Schonell Standardized Spelling Test, Oct., 1959 - Grade: ---

No. of grades repeated: 1

No. of subjects failed in Grade IX: 5

Possible Attendance on Terminal Course: 200 days

Percentage Attendance on Terminal Course: 91.2

Final Marks on Terminal Course (Second year - June 1960)

Literature:	67	Mathematics:	68	Shops:	74
Composition:	68	Spelling:	75	Typing:	75
Social Studies:	68	Science:	46	Average:	67.6

He entered the second-year program of the Terminal Course after having failed Grade IX. Following graduation from the Terminal Course, he enrolled in Grade X at Sisler and achieved the following record.

Grade X (1960-61)

	Literature	Composition	Geography	Science	Shops	Business Arithmetic	Typing	Health
Oct.	20	60	67	57	--	60	55	71
Dec.	9	54	24	50	57	63	32	59
Apr.	32	62	34	50	60	75	60	71

Two failures in April examinations.

It was the opinion of his teachers that he could be earning much better marks were he to develop a more positive attitude and put forth a more sincere effort.

Time since leaving Terminal Course: 8 months.

FOLLOW-UP REPORTS ON GRADUATE GIRLS

Case 23 - Pupil GR-G1

C.A. - On entering Terminal Course, September, 1957: 16-1

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 73

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.0

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.6

Schonell Standardized Spelling test, Oct., 1957 - Grade: 9.4

No. of grades repeated: 3

No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 95.5

Final Marks on Terminal Course (Second year - June 1959)

Literature:	46	Mathematics:	47	Home Ec.:	50
Composition:	57	Spelling:	87	Typing:	43
Social Studies:	34	Science:	43	Average:	50.9

After leaving school she worked in a factory for two months until she found employment as a filing clerk and messenger girl for a large investment firm. Here she earned \$135.00 per month but she was dismissed after four and one-half months. Then she worked in a department store where she did some typing but she was released after two weeks. Her next job was as a counter clerk in a drug store where she worked for four and one-half months until a new drug store was opened near her home. She worked there helping the druggist fill orders. Three days before the interview she had been laid off again. During the time that she worked for the investment company she had begun a night school course in typing but she had attended it for only a few weeks. It appears likely that some of the work that she was expected to do may have been beyond her ability.

Time since leaving school: 20 months. Presently unemployed.

Case 24 - Pupil GR-G2

C.A. - On entering Terminal Course, September, 1957: 15-9

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 105

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.8

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 8.3

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 9.3

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 0

Possible Attendance on Terminal Course: 359 days

Percentage Attendance on Terminal Course: 87.9

Final Marks on Terminal Course (Second year - June 1959)

Literature:	65	Mathematics:	68	Home Ec.	74
Composition:	69	Spelling:	97	Typing:	58
Social Studies:	78	Science:	64	Average:	71.6

After graduation she went to Ontario and stayed with an uncle for whom she did some office work for approximately four months. On returning to Winnipeg, she obtained work as a typist on a large office staff. She found the electric I.B.M. typewriter that had recently been installed a thrill to operate and was happy to be one of the 23 girls in that office. She said that she would not consider seeking a different job even though she felt that other girls with her experience were earning more money elsewhere.

Time since leaving school: 20 months.

Tenure on present job: 16 months.

Present monthly wages: \$160.00.

Case 25 - Pupil GR-G3

C.A. - On entering Terminal Course, September, 1957: 13-9

I.Q. - Otis Mental Ability tests

Beta Form Em, administered October, 1957: 98

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.6

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.1

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.2

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 83.6

Final Marks on Terminal Course (Second year - June 1959)

Literature:	50	Mathematics:	46	Home Ec.	74
Composition:	80	Spelling:	87	Typing:	50
Social Studies:	75	Science:	60	Average:	65.2

After graduation she enrolled in the Commercial Course at the Technical Vocational School and has achieved the following record:

	Literature	Social Studies	Science	Health	Physical Education	Related English	Record Keeping	Shorthand	Typing	Music
Grade X (1959-60)										
Oct.	50	75	60	--	75	50	55	92	85	--
Dec.	40	55	50	45	90	60	65	45	75	60
Apr.	70	60	50	40	65	70	65	65	70	70
June	55	65	50	40	75	60	75	65	85	60
					70 (supplemental)					
Grade XI (1960-61)			Bus. Arith.							Clear standing.
Oct.	50	50	85	--	80	70	Home Ec.	45	65	--
Dec.	65	35	45	40	75	65	Bus. Mach.	30	75	55
Apr.	55	30	55	40	55	60	70	45	50	65
										70

Three failures in April examinations.

Although she was reportedly always a serious student and harboured ambitions to return for the Grade XII Stenographic Course at the Technical Vocational School, she appeared to be encountering considerable difficulty in Grade XI.

Time since leaving Terminal Course: 20 months.

Case 26 - Pupil GR-G4

C.A. - On entering Terminal Course, September, 1957: 16-2

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 80

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.4

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.4

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.6

No. of grades repeated: 3

No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 85.5

Final Marks on Terminal Course (Second Year - June 1959)

Literature:	59	Mathematics:	45	Home Ec.	55
Composition:	65	Spelling:	85	Typing:	60
Social Studies:	50	Science:	45	Average:	58.0

The Terminal Course teachers reported that this student revealed a fine attitude and willingly put forth a sincere effort to achieve. The marks obtained on the Terminal Course and her adjustment to work indicate a much greater degree of success than that which she had experienced in her previous school career.

One month after graduation, she obtained employment as a filing clerk for an investment firm and she has worked there ever since. She said that she enjoyed her work and was quite satisfied at it.

Time since leaving school: 20 months.

Tenure on present job: 19 months.

Present monthly wages: \$165.00.

Case 27 - Pupil GR-G5

C.A. - On entering Terminal Course, September, 1957: 15-4

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 97

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.5
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 10.3
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.9

No. of Grades Repeated: 1
No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 394 days
Percentage Attendance on Terminal Course: 79.2

Final Marks on Terminal Course (Second year - June 1959)

Literature:	57	Mathematics:	82	Home Ec.	78
Composition:	79	Spelling:	93	Typing:	81
Social Studies:	81	Science:	69	Average:	77.5

Following graduation she worked as an office clerk and typist for one month before she secured a position as a teller in a bank. She learned to operate some of the business machines in the bank and reported that she enjoyed her work. She had not had shortages of money up to the time of the interview and said that they had a fund to take care of such occurrences. At Christmas she had received a bonus of \$225.00 from that fund because no withdrawals had been made from it against her account. She seemed confident and optimistic about her future with the bank.

Time since leaving school: 20 months.

Tenure on present job: 18 months.

Present monthly wages: \$190.00.

Case 28 - Pupil GR-G6

C.A. - On entering Terminal Course, September, 1957: 15-6

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 83

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.7
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.0
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.3

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 394 days
Percentage Attendance on Terminal Course: 88.5

Final Marks on Terminal Course (Second year - June 1959)

Literature:	57	Mathematics:	59	Home Ec.	64
Composition:	70	Spelling:	67	Typing:	60
Social Studies:	52	Science:	77	Average:	63.2

During the interview this student had not been able to find any work until about three months after graduation, when she obtained a job filing and making up cards in the general office of a large investment and brokerage firm. She had learned to operate the billing machine and had done some typing at work. She claimed to be quite content to remain on this job.

Time since leaving school: 20 months.

Tenure on present job: 17 months.

Present monthly wages: \$170.00.

Case 29 - Pupil GR-G7

C.A. On entering Terminal Course, September, 1957: 15-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 94

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.3

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.9

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.9

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 88.9

Final Marks on Terminal Course (Second year - June 1959)

Literature:	56	Mathematics:	67	Home Ec.	62
Composition:	61	Spelling:	88	Typing:	90
Social Studies:	61	Science:	51	Average:	67.0

She reported that she had worked as a typist at a military service base for eleven months, earning \$182.00 per month. While working there she had taken an evening course in typing and shorthand in the Technical-Vocational School. Seven months prior to the interview she had married and two months thereafter she had left her job because of illness. Her husband is a department foreman for a local department store. She is now a full-time housewife in their rented rooms and said she was completely happy at her homemaking. She stated that she did not think that she would go back to work again.

Time since leaving school: 20 months.

Full-time housewife.

Case 30 - Pupil GR-G8

C.A. - On entering Terminal Course, September, 1957: 15-2

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 90

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.1
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.7
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.7

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 94.5

Final Marks on Terminal Course (Second year - June 1959)

Literature:	58	Mathematics:	67	Home Ec.	75
Composition:	79	Spelling:	83	Typing:	82
Social Studies:	61	Science:	71	Average:	72.0

On leaving school she found work typing policies and filing for an insurance company. She said that she had enjoyed this work but after eight months with the company she left to work as a typist for an investment firm. She worked for this firm for nine months before she was laid off because "business was slack". She had earned \$175.00 per month before the lay-off. She was not concerned about getting another job since she wanted a holiday of a few months and was planning to go South for a trip. She returned to the school on a number of occasions to attend basketball games and dances and always appeared happy and well-adjusted. Time since leaving school: 20 months.

Presently unemployed.

Case 31 - Pupil GR-G9

C.A. - On entering Terminal Course, September, 1958: 16-1

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 112

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 11.0
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.5
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.4

No. of grades repeated: 1
No. of subjects failed in Grade IX: 5

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 78.3

Final Marks on Terminal Course (Second year - June 1959)

Literature:	68	Mathematics:	51	Home Ec.	68
Composition:	63	Spelling:	81	Typing:	74
Social Studies:	64	Science:	64	Average:	66.6

She joined the second-year Terminal class from an unsuccessful attempt at Grade IX and her teachers reported her as having fitted into the program very well. She had sufficient ability and background training to find the Terminal Course work quite easy but her poor attendance resulting from frequent illnesses prevented her from achieving outstanding marks.

During the interview she reported that she had spent several weeks in hospital after graduation because of eye trouble. Following her discharge she obtained a job in the office of a paper company but she worked for that firm for only one month before accepting a position as secretary in a local museum. She stated that she enjoyed the work

there but felt that she should broaden her employment experiences and work where she could meet more people. She planned to terminate her employment at the end of the month.

Time since leaving school: 20 months.

Tenure on present job: 13 months.

Present monthly wages: \$150.00.

Case 32 - Pupil GR-G10

C.A. - On entering Terminal Course, September, 1957: 16-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 89

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 6.2

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 8.1

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.2

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 380 days

Percentage Attendance on Terminal Course: 76.7

Final Marks on Terminal Course (Second year - June 1959)

Literature:	69	Mathematics	23	Home Ec.	60
Composition:	57	Spelling:	67	Typing:	46
Social Studies:	50	Science:	41	Average:	51.6

She reported that she had obtained a job with a large dry cleaning company immediately after graduation and had worked in its office ever since. Although at school her mastery of typing left much to be desired, as is indicated by her final mark of 46, she had done practically nothing but type at work since she left school. Her firm had installed an electric I.B.M. typewriter for her and she was elated over it, apparently feeling that it was a significant status symbol. She had received several increases in wages which indicated that the employer was satisfied with her work. She is now engaged and hopes to be married in the coming fall.

Time since leaving school: 20 months.

Tenure on present job: 20 months.

Present monthly wages: \$162.00.

Case 33 - Pupil GR-G11

C.A. - On entering Terminal Course, September, 1957: 15-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 88

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.1

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.9

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 9.0

No. of grades repeated: 0

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 372 days

Percentage Attendance on Terminal Course: 91.3

Final Marks on Terminal Course (Second year - June 1959)

Literature:	65	Mathematics:	30	Home Ec.	61
Composition:	64	Spelling:	75	Typing:	70
Social Studies:	50	Science:	28	Average:	55.4

The teachers reported her to be a friendly, co-operative girl who had difficulties in mathematics and science, as is indicated by her marks.

Shortly after graduation she secured a position with a cold storage company where her duties were rotated each month so that in turn she did some filing, typing, and operating of the switch-board. She reported during the interview that she enjoyed her work despite having to be on duty at 7:45 A.M. during the month when it was her turn to operate the switch-board. The company supplied cab fare during the winter months for the employee who had to be on duty early. She was somewhat dissatisfied with her present salary but stated that all the employees were expecting a raise that would be retroactive to the first of the year.

Time since leaving school: 20 months.

Tenure on present job: 18 months. Present monthly wages: \$132.75.

Case 34 - Pupil GR-G12

C.A. - On entering Terminal Course, September, 1957: 14-11

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 96

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 10.5
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.3
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.8

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 380 days
Percentage Attendance on Terminal Course: 80.9

Final Marks on Terminal Course (Second year - June 1959)

Literature:	69	Mathematics:	39	Home Ec.	66
Composition:	70	Spelling:	90	Typing:	37
Social Studies:	60	Science:	60	Average:	61.4

This girl reported that she had not been able to get a job until three months after graduation at which time she found employment in a large department store where she handled correspondence in the accounts office. Her work involved a considerable amount of typing. She asked the writer to tell her typing teacher that she was much better at it now than she had been at school. She obviously remembered her low marks in typing.

She was exuberant about her work and expected a promotion in the following month that would mean a wage increase of \$20.00 per month. She was obviously thrilled at preparing for her wedding this coming August. Her fiance is a machinist in a railway shop.

Time since leaving school: 20 months. Tenure on present job: 17 months. Present monthly wages: \$198.00.

Case 35 - Pupil GR-G13

C.A. - On entering Terminal Course, September, 1957: 16-4

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 80

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.0

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.7

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.4

No. of grades repeated: 3

No. of subjects failed in Grade VIII: 8

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 82.1

Final Marks on Terminal Course (Second year - June 1959)

Literature:	51	Mathematics:	50	Home Ec.	62
Composition:	68	Spelling:	78	Typing:	78
Social Studies:	64	Science:	60	Average:	62.6

This student reported that she had found employment as a key punch operator in a large office shortly after graduation. She worked there for nine months before transferring to a large paper company where she did some typing as well as other office work. She thought she had made a good move and enjoyed working for this firm.

Time since leaving school: 20 months.

Tenure on present job: 10 months.

Present monthly wages: \$170.00.

Case 36 - Pupil GR-G14

C.A. - On entering Terminal Course, September, 1957: 14-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 91

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 6.8
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.9
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.3

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 78.5

Final Marks on Terminal Course (Second year - June 1959)

Literature:	57	Mathematics:	51	Home Ec.	58
Composition:	73	Spelling:	77	Typing:	56
Social Studies:	46	Science:	52	Average:	58.8

This girl worked as a filing clerk for an insurance company during the summer months after graduation, but she disliked that work and enrolled in a business college where she took courses in typing and in operating office machines. She wanted to be a typist and completed the typing course in April, 1960. In May, the following month, she married a truck driver who operated his own truck and with him moved to a small Manitoba town where they still reside. She is now a full-time housewife.

This information was received in a telephone interview with her mother who also reported that the young couple was getting along well, although the sudden marriage had been a disappointment to the girl's parents.

Time since leaving school: 20 months.

Full-time housewife.

Case 37 - Pupil GR-G15

C.A. - On entering Terminal Course, September, 1957: 15-10

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 92

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 9.3

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.1

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.6

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 378 days

Percentage Attendance on Terminal Course: 84.2

Final Marks on Terminal Course (Second year - June 1959)

Literature: 79 Mathematics: 56 Home Ec. 75

Composition: 69 Spelling: 83 Typing: 60

Social Studies: 44 Science: 42 Average: 63.5

This girl obtained work with an insurance company approximately one month after graduation. Her duties involved general office work. Being enthusiastic and eager to get ahead she enrolled in an evening school course in typing at St. John's High School during the winter. She reported during the interview that since she had improved her typing to a rate of 45 - 50 words per minute and had learned to use the dictaphone, she felt ready for a more responsible position and was thinking of seeking a different job.

Time since leaving school: 20 months.

Present monthly wages: \$165.00.

Case 38 - Pupil GR-G16

C.A. - On entering Terminal Course, September, 1957: 15-2

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 109

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.9

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.5

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.6

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 394 days

Percentage Attendance on Terminal Course: 87.6

Final Marks on Terminal Course (Second year - June 1959)

Literature: 57 Mathematics: 43 Home Ec. 64

Composition: 64 Spelling: 83 Typing: 51

Social Studies: 66 Science: 54 Average: 60.2

This girl found employment with the same company as had Case 33 - Pupil GR-G11 whose follow-up report is recorded on page 124. Her duties: filing, typing, and operating the switch board, were the same as those of her former classmate. She, too, was hoping for the salary increase that was to be retroactive to January first.

She had been married in the previous January but continued working and expected to do so for some time to come.

Time since leaving school: 20 months.

Tenure on present job: 19 months.

Present monthly wages: \$132.75.

Case 39 - Pupil GR-G17

C.A. - On entering Terminal Course, September, 1958: 15-4

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 85

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.7

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.0

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.6

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 92.6

Final Marks on Terminal Course (Second year - June 1960)

Literature:	61	Mathematics:	50	Home Ec.	70
Composition:	73	Spelling:	82	Typing:	60
Social Studies:	66	Science:	63	Average:	65.6

During the interview, this girl reported that within a month of school closing, she had obtained a job in the office of an automotive parts supply firm. Her work included invoicing and billing and required her to spend a good deal of time at the typewriter. She had enrolled in a business college night school where she is studying shorthand and also improving her typing. She said that she was enjoying her work and that she was doing some secretarial work, taking letters in longhand before typing them.

Time since leaving school: 8 months.

Tenure on present job: 8 months.

Present monthly wages: \$180.00.

Case 40 - Pupil GR-G18

C.A. - On entering Terminal Course, September, 1958: 15-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 85

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.2

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.2

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.9

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 1

Final Marks on Terminal Course (Second year - June 1960)

Literature:	64	Mathematics:	30	Home Ec.	71
Composition:	74	Spelling:	57	Typing:	65
Social Studies:	50	Science:	56	Average:	58.4

This girl had been a member of the Blue-Bomberette Drum Majorettes for three seasons and had twice gone to the Grey Cup final football game with that organization. She enjoyed such activities and her teachers reported her to be an outgoing, optimistic personality ready to make the best of any situation.

During the interview she stated that since graduation she had worked for a large investment company. Her work included the operation of an I.B.M. key-punch machine and other business machines but very little typing. She liked her work and had made a fine set of new friends.

Time since leaving school: 8 months.

Tenure on present job: 8 months.

Present monthly wages: \$160.00.

Case 41 - Pupil GR-G19

C.A. - On entering Terminal Course, September, 1958: 16-0

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 88

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.8

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.7

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.7

No. of grades repeated: 2

No. of subjects failed in Gr. VIII: 3

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 89.6

Final Marks on Terminal Course (Second year - June 1960)

Literature:	59	Mathematics:	41	Home Ec.	70
Composition:	65	Spelling:	90	Typing:	71
Social Studies:	65	Science:	61	Average:	65.2

Since she was unable to find work for two months after completing the Terminal Course, this girl attended night school at a business college. In November, four months after graduation, she obtained employment in the mail order department of a large retail store. She reported that her duties consisted chiefly of typing and that she was quite satisfied and happy at her work. She discontinued the night school course after she began to work.

Time since leaving school: 8 months.

Tenure on present job: 4 months.

Present monthly wages: \$136.00.

Case 42 - Pupil GR-G20

C.A. - On entering Terminal Course, September, 1958: 16-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 87

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.0

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.8

Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 90.2

Final Marks on Terminal Course (Second year - June 1960)

Literature:	66	Mathematics:	63	Home Ec.	75
Composition:	69	Spelling:	79	Typing:	66
Social Studies:	73	Science:	66	Average:	69.6

Because this girl had not found work immediately after graduation she had helped her father in his hardware store. During the month prior to the interview she had helped her grandfather in his store because her grandmother had been hospitalized for an operation. Her duties included typing, helping in the store, and also doing some housework while her grandmother was recuperating. She spoke of looking for a "real job" soon. When asked about present wages, she said that her grandfather was very generous and the matter was not pursued further.

Time since leaving school: 8 months.

Case 43 - Pupil GR-G21

C.A. - On entering Terminal Course, September, 1958: 15-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 92

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.6

Stanford Arithmetic advanced Form D, Oct., 1958 - Grade: ---

Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: 0

No. of subjects failed in Grade VIII: 1

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 90.3

Final Marks on Terminal Course (Second year - June 1960)

Literature: 71 Mathematics: 51 Home Ec. 69

Composition: 65 Spelling: 62 Typing: 56

Social Studies: 72 Science: 64 Average: 63.7

This student reported that after graduation she had obtained employment packing candies for a large candy and chocolate company. However, she worked there for only four months. Following that she worked for a wholesale grocery firm where her duties comprised of typing and filing. She enjoyed this work and attended night school at a business college, taking typing and comptometer courses. She said that she intended to study shorthand when she had completed the first two courses. She had made an appointment to write a Civil Service Examination in typing on the Saturday following the interview.

Time since leaving school: 8 months.

Tenure on present job: 4 months.

Present monthly wages: \$140.00.

Case 44 - Pupil GR-G22

C.A. - On entering Terminal Course, September, 1958: 15-9

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 102

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.7

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.4

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.6

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 89.4

Final Marks on Terminal Course (Second year - June 1960)

Literature:	70	Mathematics:	58	Home Ec.	73
Composition:	66	Spelling:	76	Typing:	75
Social Studies:	56	Science:	56	Average:	66.2

This girl reported that, shortly after graduation, she had found a job with a firm of barristers. Her duties included some typing and general office work besides being the receptionist for the firm. She mentioned making out bank deposit slips. She stated that she was very happy at the job and was engaged to marry a third-year law student whom she had met at work.

Time since leaving school: 8 months.

Tenure on present job: 7 months.

Present monthly wages: \$160.00.

Case 45 - Pupil GR-G23

C.A. - On entering Terminal Course, September, 1958: 16-2

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 91

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.4

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.7

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.6

No. of Grades repeated: 3

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 92.2

Final Marks on Terminal Course (Second year - June 1960)

Literature:	75	Mathematics:	83	Home Ec.	73
Composition:	68	Spelling:	84	Typing:	81
Social Studies:	73	Science:	57	Average:	73.0

Because of her fine record and co-operative attitude this girl was awarded the Sisler School Prize for the outstanding student of the second-year Terminal class.

After graduation she immediately obtained employment in the budget office of a large department store. She reported that she did nothing but type all day. At first, she found it very tiring and felt that she was required to work much harder than many of her friends. However, she accepted the situation and at the time of the last conversation with her she was quite happy about her work. She was engaged to be married to a first-year chartered accountancy student.

Time since leaving school: 8 months.

Tenure on present job: 8 months.

Present monthly wages: \$150.00.

Case 46 - Pupil GR-G24

C.A. - On entering Terminal Course, September, 1959: 16-4

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 94

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.7
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: ---
Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: 1
No. of subjects failed in Grade IX: 4

Possible Attendance on Terminal Course: 200 days
Percentage Attendance on Terminal Course: 93.0

Final Marks on Terminal Course (Second year - June 1960)

Literature:	70	Mathematics:	62	Home Ec.	71
Composition:	68	Spelling:	79	Typing:	58
Social Studies:	83	Science:	72	Average:	70.4

She entered the second-year Terminal Course after an unsuccessful year in Grade IX. The teachers reported that she fitted into the program very well.

After graduation this girl found employment with the local branch of a bank where she learned to operate various business machines. She stated, during the interview, that she did very little typing on the job but was quite content and satisfied.

Time since leaving school: 8 months.

Tenure on present job: 8 months.

Present monthly wages: \$166.00.

Case 47 - Pupil GR-G25

C.A. - On entering Terminal Course, September, 1958: 15-6

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 93

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.9

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.6

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 87.0

Final Marks on Terminal Course (Second year - June 1960)

Literature:	67	Mathematics:	63	Home Ec.	73
Composition:	77	Spelling:	84	Typing:	73
Social Studies:	70	Science:	70	Average:	72.1

At the close of school her family moved to a paper town in Ontario where she had been unable to find employment until shortly before Christmas when she was hired as a store clerk. Unfortunately she had been compelled to spend some time in a hospital and after her discharge, the firm told her that business was so slack that they did not require her services. In her letter she stated that since then she had been able to find only the occasional baby-sitting job and that she intended to return to Winnipeg in the spring.

Time since leaving school: 8 months.

Presently unemployed.

Case 48 - Pupil GR-G26

C.A. - On entering Terminal Course, September, 1958: 14-10

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 90

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.0

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.1

Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 1

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 90.0

Final Marks on Terminal Course (Second year - June 1960)

Literature:	50	Mathematics:	36	Home Ec.	59
Composition:	64	Spelling:	66	Typing:	60
Social Studies:	60	Science:	59	Average:	56.8

This student worked as a grocery clerk in a large shopping centre on Friday nights and Saturdays during her last year at school. After graduation she worked for this firm on a full-time basis until July 15, 1960 when she obtained an office job with an insurance company. She reported that she liked this kind of work and was taking evening classes in typing and in the use of the comptometer at a business college. Three times since leaving the shopping centre had she consented to return to work on week-ends. That firm had tried to persuade her to remain with them. Her earnings there had been \$1.23 per hour which was more than she was earning at office work. She enjoyed the office work and stated that she intended to look for a new job when she had finished her business college courses because there was no comptometer and all the office staff was made up of older married women.

Time since leaving school: 8 months. Tenure on present job:

7 months. Present monthly wages: \$140.00.

Case 49 - Pupil GR-G27

C.A. - On entering Terminal Course, September, 1958: 15-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 85

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.6

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.4

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.7

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 89.4

Final Marks on Terminal Course (Second year - June 1960)

Literature:	46	Mathematics:	39	Home Ec.	64
Composition:	59	Spelling:	79	Typing:	--
Social Studies:	64	Science:	68	Average:	58.6

This girl reported that she had been unable to find work until October, at which time she became employed in the Deferred Accounts Office of a large department store. Her duties consisted chiefly of filing and she was quite content at this work. She had begun evening classes in typing and in the use of the comptometer but had given them up after a few weeks. Her teachers reported that she had always been "of the social type" and during the interview, she spoke with great enthusiasm of a pending trip to Fargo with a girl friend during the Easter week.

Time since leaving school: 8 months.

Tenure on present job: 5 months.

Present monthly wages: \$144.00.

Case 50 - Pupil GR-G28

C.A. - On entering Terminal Course, September, 1958: 15-7

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 92

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.8
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.8
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.1

No. of grades repeated: 0
No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 397 days
Percentage Attendance on Terminal Course: 92.2

Final Marks on Terminal Course (Second year - June 1960)

Literature:	44	Mathematics:	50	Home Ec.	67
Composition:	72	Spelling:	69	Typing:	61
Social Studies:	40	Science:	45	Average:	56.0

The teachers reported that, until the spring of her second year, this girl had appeared to be one of the most promising students on the Course. At that time she started to work as a car-hop for a drive-in restaurant where she attracted the attention of some youths frequenting the establishment. Her final marks were not a true indication of the work that she had done previously.

Since she found no full-time job after graduation, she enrolled in a training school for a course in hair-dressing. At the time of the interview she had completed six months of the seven-month course and greatly enjoyed working for paying customers. The course cost \$170.00 besides

the uniforms and kits of equipment which the students had to supply. She said that she had the prospect either of working in her aunt's hairdressing shop or of being sent to Brandon to work in the establishment which the school operated there. The wages for such work ranged from \$28.00 to \$40.00 per week.

Time since leaving school: 8 months.

Case 51 - Pupil GR-G29

C.A. - On entering Terminal Course, September, 1958: 16-1

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 85

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.5

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.1

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.1

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 90.5

Final Marks on Terminal Course (Second year - June 1960)

Literature:	64	Mathematics:	39	Home Ec.	61
Composition:	71	Spelling:	81	Typing:	60
Social Studies:	59	Science:	63	Average:	62.2

In the course of the interview she reported that she had worked for a wholesale grocery firm for six months following the close of school. Her work included operating the switch-board, filing and typing. At the end of that time she married a plasterer and became a full-time housewife in their self-contained suite.

Time since leaving school: 8 months.

Full-time housewife.

Case 52 - Pupil GR-G30

C.A. - On entering Terminal Course, September, 1958: 16-0

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 86

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.5
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.3
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.3

No. of grades repeated: 0
No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 397 days
Percentage Attendance on Terminal Course: 86.0

Final Marks on Terminal Course (Second year - June 1960)

Literature:	67	Mathematics:	67	Home Ec.	73
Composition:	65	Spelling:	64	Typing:	68
Social Studies:	58	Science:	39	Average:	62.6

She reported that, shortly after graduation, she had found employment in the shipping office of a bedding and furniture manufacturing firm where her duties had been routine office work. She left this job after a few months for one with a linen supply company where she worked at filing and checking invoices.

Time since leaving school: 8 months.

Tenure on present job: 3 months.

Present monthly wages: \$120.00.

Case 53 - Pupil GR-G31

C.A. - On entering Terminal Course, September, 1958: 16-5

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 87

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.3
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.3
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.9

No. of grades repeated: 3
No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 397 days
Percentage Attendance on Terminal Course: 94.2

Final Marks on Terminal Course (Second year - June 1960)

Literature:	58	Mathematics:	55	Home Ec.	72
Composition:	77	Spelling:	91	Typing:	65
Social Studies:	75	Science:	66	Average:	69.9

She reported that she had found work immediately after school closed. She worked, mainly at typing, in a business office with fifteen other girls and enjoyed her work very much.

Time since leaving school: 8 months.

Tenure on present job: 8 months.

Present monthly wages: \$150.00.

Case 54 - Pupil GR-G32

C.A. - On entering Terminal Course, September, 1958: 15-2

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 93

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.0

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.5

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 397 days

Percentage Attendance on Terminal Course: 92.5

Final Marks on Terminal Course (Second year - June 1960)

Literature:	75	Mathematics:	66	Home Ec.	73
Composition:	69	Spelling:	69	Typing:	72
Social Studies:	81	Science:	67	Average:	71.5

This girl had taken ballet lessons since she was a child and was one of the dancers chosen to dance for the Queen on the last Royal Visit.

After graduation she found work with an investment company but left the job after a few weeks when a ballet company granted her a scholarship for one-year's free full-time lessons. It was reported that she often worked at the studios from 9 A.M. till 10 P.M.

At the time of the interview she was in hospital for observation, having developed a diabetic condition. Her mother stated that she was still working every day at the ballet studios and returned to the hospital for the night.

They did not want the Company to know of her condition as they feared that this knowledge might jeopardize her future position and training possibilities. Her doctor was aware of her activities and was watching her condition closely. Her strenuous training helped to burn up the sugar content in her diet but she had lost a good deal of weight.

A week after the interview her mother assisted at a school tea and at that time reported that her daughter had been permitted to leave the hospital. The girl was taking daily injections of insulin and still carrying on her training as before. The pictures she had with her of her daughter and the Russian dancers who appeared as guest artists in the performance of the Swan Lake Ballet were quite impressive. Her daughter was looking forward to dancing as an angel in the forthcoming performance of Hansel and Gretel.

Her mother spoke optimistically of the possibility of her daughter being contracted to join the ballet company for the next season. She said that the salary for such work with the company ranges from \$35.00 to \$80.00 per week. Her daughter had appeared for several auditions for television performances but had not been chosen for a performance to date because "others had more influence with the management".

Time since leaving school: 8 months.

FOLLOW-UP REPORTS ON DROP-OUT BOYS

Case 55 - Pupil DO-B1

C.A. - On entering Terminal Course, September, 1957: 16-6

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 81

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: ----
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: ----
Schonell Standardized Spelling Test, Oct., 1957 - Grade: ----

No. of grades repeated: 3
No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 145 days
Percentage Attendance on Terminal Course: 69.6

Final Marks on Terminal Course (First year - April 1958)

Literature:	50	Mathematics:	46	Shops:	39
Composition:	46	Spelling:	39	Typing:	--
Social Studies:	31	Science:	50	Average:	41.9

This boy entered the Terminal Course from an Un-graded Class and was unable to keep pace with the other students as is indicated by his marks. In April, 1958, he withdrew from school and obtained employment with a railway company as kitchen-helper on the passenger trains. He was never sure of being called for duty and although he had enjoyed some prosperous times, his trips had become less and less frequent. He stated during the interview that he was considering giving up this work since he could hardly expect to work for more than a total of four months during any year.

On June 1, 1960 he had been married and he proudly talked about his four-month-old daughter. The young family

was staying with his parents and living on unemployment insurance benefits amounting to \$33.00 per week since he had not worked for over three months. He spoke optimistically of obtaining a job as a laborer with a local building clay and lime company through the efforts of his brother-in-law. He has not, however, severed his relations with the railway since he was still anxious to maintain his seniority.

Time since leaving school: 35 months.

Presently unemployed.

Case 56 - Pupil DO-B2

C.A. - On entering Terminal Course, September, 1957: 15-5

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 99

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.5

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.3

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 6.7

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 127 days

Percentage Attendance on Terminal Course: 71.7

Final Marks on Terminal Course (First year - April 1958)

Literature:	37	Mathematics:	33	Shops:	41
Composition:	35	Spelling:	26	Typing:	--
Social Studies:	43	Science:	48	Average:	37.6

His marks indicate that he was not successful in school and after the Easter reports were issued he withdrew from school.

During the interview he reported that he had been at six or seven different jobs since leaving school but had not stayed with any firm for even half a year. His job with a bus manufacturing company lasted for four and one-half months which was the longest time he had worked for any firm. On his other jobs he had worked as a service repairman with an electric company, as a truck driver for two different companies, and as a service man for a vacuum cleaner firm. There had been periods of unemployment of varying lengths between the jobs. At the time of the interview he was

employed as a service station attendant earning \$245.00 per month. He had been on this job for only two weeks but already talked about driving an oil truck instead because it would mean a larger salary.

He had been married for ten months and had brought his wife home from the hospital with a baby boy three days before the interview. They were living with his mother-in-law.

When the writer, in seeking to contact the boy for interview, spoke with his mother, she appeared quite anxious that the writer talk to her son. She said, "He needs a good talking to." This seemed to suggest that she was less than satisfied with her son's achievements.

Time since leaving school: 36 months.

Tenure on present job: 2 weeks.

Present monthly wages: \$245.00.

Case 57 - Pupil DO-B3

C.A. - On entering Terminal Course, September, 1957: 15-7

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 99

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.7
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.7
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.9

No. of grades repeated: 2
No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 84.5

Final Marks on Terminal Course (First year - June 1958)

Literature:	66	Mathematics:	67	Shops:	73
Composition:	55	Spelling:	70	Typing:	--
Social Studies:	40	Science:	57	Average:	61.1

His teachers reported that he demonstrated many fine qualities of perseverance and integrity at school and his record since leaving school at the end of the first year of the Terminal Course gives further evidence of these attributes.

On leaving school, he started work immediately as a printer's apprentice in a small printing shop. He reported that he had worked there ever since, that he liked his work, and that he expected an opportunity to learn to operate bigger presses which the firm was expecting to install.

He was engaged to be married to a girl who was taking Grade XI in a Winnipeg high school but he did not know when the wedding would take place.

When he was still at school, he supplied several pet shops with tropical fish which he raised. He reported that he had kept up his interest in tropical fish and had added other pets to his menagerie.

Time since leaving school: 32 months.

Tenure on Present job: 32 months.

Present monthly wages: \$180.00.

Case 58 - Pupil DO-B4

C.A. - On entering Terminal Course, September, 1957: 16-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 100

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 9.0

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.2

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.4

No. of grades repeated: -

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 176 days

Percentage Attendance on Terminal Course: 78.4

Final Marks on Terminal Course (First year - April 1958)

Literature:	82	Mathematics:	69	Shops:	65
Composition:	63	Spelling:	73	Typing:	--
Social Studies:	85	Science:	76	Average:	73.3

He withdrew from school in May, 1958, to work as a laborer in a grain elevator. Following this employment he worked as a truck driver for a towel supply company. His mother, who was interviewed because he was not available, said that one of the other men working for this firm had led him into trouble but did not explain the nature of the trouble.

At the time of the survey he was no longer living at home, having gone to live in a rooming-house. He was engaged to be married. On two different occasions his mother promised to ask him to call the writer, but he did not. Since there was no phone in the house where he was staying, direct contact with him was not possible. Therefore the personnel manager of the drink-bottling company was contacted by phone.

The student worked for one of the company's distributors delivering bottled drinks in a city district. He was in charge of a truck and had a helper with him. He rendered satisfactory service but the official would not divulge his salary, although he said that the basic wage was \$30.00 per week with a commission on sales to be added to it.

Time since leaving school: 34 months.

Tenure on present job: 14 months.

Present monthly wages: Unknown.

Case 59 - Pupil DO-B5

C.A. - On entering Terminal Course, September, 1958: 16-4

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 88

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.9

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 6.7

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.1

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 193 days

Percentage Attendance on Terminal Course: 82.6

Final Marks on Terminal Course (First year - June 1959)

Literature:	30	Mathematics:	40	Shops:	58
Composition:	43	Spelling:	41	Typing:	8
Social Studies:	24	Science:	46	Average:	37.5

This boy withdrew from school at the end of the first year of the Terminal Course. During the interview he reported that he had worked at cutting grass for the city during the summer months. In fall he had found employment in the parts department of an automobile firm where he earned \$185.00 per month. He had worked there for seven months before being laid off. At the time of the interview he had been unemployed for one month. He was hopeful of being called back to work at the automobile company when business became more brisk. His father, however, who answered the phone when the first call was made, was not very hopeful that his son would be able to work for the company again. Time since leaving school: 20 months. Presently unemployed.

Case 60 - Pupil DO-B6

C.A. - On entering Terminal Course, September, 1958: 16-0

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 102

No. of grades repeated: -
No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 52 days
Percentage Attendance on Terminal Course: 77.9

He was not present for the October tests and withdrew early in November so that neither regular marks nor standardized test results were available for him.

He reported that he had worked as a bell-hop in an hotel for some time after leaving school. During the following summer he had worked as an outdoor painter for a house construction company for two and one-half months. He then obtained work with a railway company helping to install signals. He worked at this for four months earning \$1.65 per hour.

At the time of the interview he had been laid off for three months and was collecting \$15.00 per week of unemployment insurance benefits. He made a start at taking several Grade IX subjects at night school at the Daniel McIntyre Collegiate during the past winter, 1960-61, but had gone to see an aunt in Saskatchewan. When he came back he had not returned to night school.

Time since leaving school: 27 months.

Presently unemployed.

Case 61 - Pupil DO-B7

C.A. - On entering Terminal Course, September, 1958: 16-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 85

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.4

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 6.2

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.3

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 7

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 77.4

Final Marks on Terminal Course (First year - June 1959)

Literature:	22	Mathematics:	46	Shops:	65
Composition:	69	Spelling:	92	Typing:	38
Social Studies:	50	Science:	50	Average:	54.0

This boy was not available for interview since the telephone had been disconnected, the family had moved, and a letter addressed to him with a request that it be forwarded, was returned by the Post Office. One of the other boys said that he had seen him during the latter part of February, 1961. He had come to Winnipeg from a job in northern Ontario where he was doing outdoor work helping erect a telegraph line.

Time since leaving school: 20 months.

Case 62 - Pupil DO-B8

C.A. - On entering Terminal Course, September, 1958: 15-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 88

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.1

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.6

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 91.1

Final Marks on Terminal Course (First year - June 1959)

Literature: 54 Mathematics: 64 Shops: 68

Composition: 51 Spelling: 84 Typing: 50

Social Studies: 59 Science: 62 Average: 61.5

He reported that he had obtained work as holiday relief in the laundry of a city hospital where he had worked for three months at \$175.00 per month. Then he found work as a "chair-capper" for a chrome furniture company. There he had earned \$1.00 per hour but had been laid off after four months of work.

He had been looking for a job "for a heck of a long time". His unemployment insurance benefits had been exhausted and he had no prospects of finding work.

Time since leaving school: 20 months.

Presently unemployed.

Case 63 - Pupil D0-B9

C.A. - On entering Terminal Course, September, 1958: 15-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 88

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.8

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.2

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.9

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 9

Possible Attendance on Terminal Course: 154 days

Percentage Attendance on Terminal Course: 80.8

Final Marks on Terminal Course (First year, April 1959)

Literature:	48	Mathematics:	59	Shops:	60
Composition:	40	Spelling:	68	Typing:	25
Social Studies:	55	Science:	47	Average:	50.3

This boy could not be contacted. The family had had no phone even while he was at school. The Post Office returned a letter addressed to him with the imprint: Moved Address Unknown.

He left school during April of the first year of the Course, and, according to some of the other boys, he had worked as a messenger boy for a railway company for some time. That is all the information that could be obtained concerning him.

Time since leaving school: 20 months.

Case 64 - Pupil DO-B10

C.A. - On entering Terminal Course, September, 1958: 15-10

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 84

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.0

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.2

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 9.5

No. of grades repeated: 0

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 90.9

Final Marks on Terminal Course (First year - June 1959)

Literature:	51	Mathematics:	64	Shops:	64
Composition:	68	Spelling:	99	Typing:	82
Social Studies:	53	Science:	61	Average:	67.8

He reported that he obtained employment with an aircraft manufacturing company shortly after leaving school and had worked there for eight months at \$1.35 per hour. Being then laid off, he had enrolled in an eight-month course in Auto-Body work in the Manitoba Technical Institute. He had joined the pre-apprenticeship plan and had completed two months of the course at the time of the interview. He enjoyed the course and looked forward eagerly to gainful employment when it was finished.

Time since leaving school: 20 months.

Case 65 - Pupil DO-B11

C.A. - On entering Terminal Course, September, 1958: 16-4

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 94

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.8
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.7
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.3

No. of grades repeated: 2
No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 87.3

Final Marks on Terminal Course (First year - June 1959)

Literature:	27	Mathematics:	75	Shops:	72
Composition:	54	Spelling:	51	Typing:	63
Social Studies:	24	Science:	59	Average:	53.2

After his one year on the Terminal Course he enrolled in the Manitoba Technical Institute where he completed a six-month course in auto mechanics and then took a three-month course in acetylene welding. He reported that after this he had worked for five months in a garage earning \$53.00 per week but had then been laid off. He had thereafter secured a position as an "electrical engineer's assistant" with an engineering firm at \$1.93 per hour. After six months of this work he had been laid off and at the time of the interview was waiting to enroll in a five-year course as a Diesel-engineering apprentice with a railway company.

Since several boys stated that he was not working and because he was inclined to exaggerate, the writer

telephoned the engineering company. It was confirmed that he had worked in their electrical manufacturing branch until a month before the survey. He had been a helper in sheet metal work and although he had been "no ball of fire" he had been laid off because of slack business rather than because of unsatisfactory service.

Time since leaving school: 20 months.

Presently unemployed.

Case 66 - Pupil DO-B12

C.A. - On entering Terminal Course, September, 1958: 16-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 99

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.6

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.7

Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 81.2

Final Marks on Terminal Course (First year - June 1959)

Literature:	59	Mathematics:	74	Shops:	67
Composition:	76	Spelling:	96	Typing:	64
Social Studies:	54	Science:	71	Average:	70.1

After leaving school at the end of one year in the Terminal Course this student worked in the mail order department of a large retail store from September, 1959 till February, 1960, when he turned eighteen years of age. He had been advised that a job would be available for him with a railway company when he reached that age. At first he was a call boy but he enjoyed even that since he had always had his heart set on being a railroad man. At the time of the interview he was a checker in the yards, checking the number of cars going to different destinations. On December 15, 1960, he was laid off and placed on the spare board. Since then he had been called to work for only two days per week and he received \$7.50 for the two days' work. This was less money than he had been earning in the store but he was quite happy, hoping one day to be a brakeman for the railway.

Time since leaving school: 20 months. Tenure on present job: 13 months. Present part-time monthly wages: \$30.00.

Case 67 - Pupil DO-B13

C.A. - On entering Terminal Course, September, 1958: 17-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 84

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 54 days

Percentage Attendance on Terminal Course: 92.5

Final Marks on Terminal Course (First year - Oct., 1958)

Literature:	73	Mathematics:	78	Shops:	56
Composition:	63	Spelling:	--	Typing:	C
Social Studies:	46	Science:	47	Average:	60.5

This boy was not present to write the standardized tests and he withdrew from school during his third month on the Terminal Course. During the interview he reported that he had not worked at all except for six months as a spray painter for a furniture company. He had no prospects, and, as far as could be ascertained, no particular ambitions.

Time since leaving school: 27 months.

Presently unemployed.

Case 68 - Pupil DO-B14

C.A. - On entering Terminal Course, September, 1958: 15-8

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 91

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.1
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: ---
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.5

No. of grades repeated: 2
No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 78.9

Final Marks on Terminal Course (First year - June 1959)

Literature:	32	Mathematics:	50	Shops:	77
Composition:	37	Spelling:	72	Typing:	54
Social Studies:	43	Science:	67	Average:	54.0

He reported that he had found employment immediately after leaving school at an establishment where aircraft engines are repaired and tested. He was a Class 5 Mechanic on staff at the time of the interview. He professed to be happy at work and appeared to have a sense of purpose and a pride in his job.

Time since leaving school: 20 months.

Tenure on present job: 20 months.

Present monthly wages: \$240.00.

Case 69 - Pupil DO-B15

C.A. - On entering Terminal Course, September, 1958: 15-8

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 76

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 5.2

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 3.1

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 7

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 83.5

Final Marks on Terminal Course (First year - June 1959)

Literature:	38	Mathematics:	52	Shops:	60
Composition:	40	Spelling:	20	Typing:	25
Social Studies:	21	Science:	47	Average:	37.9

According to the teachers his final marks and his standardized test scores indicate quite accurately the level of academic work that he did at school. After his first year on the Terminal Course he obtained employment with a local manufacturing firm and has worked there ever since. At the time of the interview he was assistant foreman and adjusted the machines for the female operators who manufacture plastic bags. He expected to get his own shift in the spring when the company would go on a three-shift production basis and he would then be a foreman in charge of the machines during his shift.

He appeared to be proud of his achievements and had purchased a Harley Davidson motorcycle for summer driving and a 1953 Pontiac automobile. He said that he expected to buy a new car in the summer.

Time since leaving school: 20 months. Tenure on present job: 20 months. Present monthly wages: \$231.00.

Case 70 - Pupil D0-B16

C.A. - On entering Terminal Course, September, 1958: 15-4

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 90

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.4

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.4

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.2

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 80.7

Final Marks on Terminal Course (First year - June 1959)

Literature:	67	Mathematics:	73	Shops:	78
Composition:	58	Spelling:	90	Typing:	76
Social Studies:	50	Science:	68	Average:	70.0

Following the completion of the first year of the Terminal Course this boy found employment as a cook at a drive-in restaurant where he worked for two months at \$45.00 per week. He reported that he had then worked for a local dairy for about a year where he had earned \$67.00 per week, but had been laid off in November, 1960 and had not worked since. He expected to be called back for work at the dairy at the end of March.

Time since leaving school: 20 months.

Presently unemployed.

Case 71 - Pupil DO-B17

C.A. - On entering Terminal Course, September, 1958: 15-6

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 92

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.2

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: ---

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 168 days

Percentage Attendance on Terminal Course: 83.6

Final Marks on Terminal Course (First year - June 1959)

Literature:	63	Mathematics:	79	Shops:	70
Composition:	64	Spelling:	92	Typing:	62
Social Studies:	45	Science:	75	Average:	67.5

At the end of the first year of the Terminal Course he was of the opinion that the work of this course was too easy and that he would be better advised to transfer to a regular Grade IX class. He was permitted to do this and achieved the following marks in Grade IX at Sisler:

	Literature	Composition	History	Mathematics	Science	Spelling	Shops
Oct.	55	56	65	66	41	81	50
Dec.	55	50	11	48	30	92	50

Three failures in December examinations.

While at school he worked for a few months on an eight-hour night shift at a large bakery in order to help his

mother support the family. This might be one reason for the decline of his marks in the Christmas examinations. He withdrew from school in early January, 1960.

It was impossible to contact the family but finally the grandmother of the boy was located. She had just returned from Vancouver where she had been visiting the family. She said it had been necessary for her daughter to move from Winnipeg with her three sons because the husband, from whom she was separated, was "always annoying the household".

The boy in question, the oldest in the family, had worked as a laborer at the University of British Columbia for seven weeks at \$56.00 per week. This, however, had been so far away from where the family lived, that he had accepted a job in the largest wholesale and retail meat distributing firm in Vancouver. The boy was engaged in cutting meat and packing it for the boats and retail outlets. His grandmother did not know his present salary and he did not respond to the questionnaire mailed to him at the address obtained from the grandmother.

Time since leaving Terminal Course: 20 months.

Case 72 - Pupil D0-B18

C.A. - On entering Terminal Course, September, 1958: 16-3

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: --

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.1

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.1

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 6.2

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 118 days

Percentage Attendance on Terminal Course: 92.3

Final Marks on Terminal Course (First year - Dec. 1958)

Literature:	67	Mathematics:	70	Shops:	78
Composition:	56	Spelling:	57	Typing:	0
Social Studies:	60	Science:	73	Average:	57.6

He withdrew from school in February while on the first-year program of the Terminal Course. In the following September he enrolled in the Metal Shop in the Special Grade IX class at the Technical-Vocational High School and proceeded to Grade X in the following year. To date his marks are as follows:

	Literature	Composition	Social Studies	Shop Mathematics	Science	Health	Physical Education	Drafting	Shop Practical	Shop Theory
Grade IX (1959-60)										
Oct.	--	70	65	45	40	--	60	65	65	65
Dec.	50	35	65	60	45	45	50	70	65	60
Apr.	60	25	50	50	50	75	55	70	75	70
June	50	50	60	45	60	Pass	Pass	70	70	80

One failure in Grade IX.

Grade X (1960-61)	Literature	Composition	Social Studies	Shop Mathematics	Science	Health	Physical Education	Drafting	Shop Practical	Shop Theory
Oct.	50	40	55	65	70	--	--	60	65	75
Dec.	35	25	60	35	70	60	0	65	70	80
Apr.	45	30	45	30	65	50	0	55	75	70

Five failures in April examinations.

His teachers stated that he was achieving a "rather low batting average" and his marks indicate that he will not likely receive credit for a full year's work in Grade X.

Case 73 - Pupil DO-B19

C.A. - On entering Terminal Course, September, 1958: 15-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 75

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: ---

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 9.3

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.8

No. of grades repeated: 1

No. of subjects failed in Grade IX: 5

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 87.1

Final Marks on Terminal Course (First year - June 1959)

Literature:	54	Mathematics:	78	Shops:	62
Composition:	69	Spelling:	91	Typing:	50
Social Studies:	78	Science:	69	Average:	68.9

He entered the Terminal Course after an unsuccessful attempt at Grade IX but, because of his school history and limited ability, he was placed in the first-year class. At the end of the first year he left school to work for a railway company. The interviewer did not succeed in determining exactly what kind of work the boy was doing, but gathered that he was likely a messenger boy. He stated that he was considering enlisting in the armed services but could not decide whether to join the Air Force or the Army.

Time since leaving school: 20 months.

Tenure on present job: 20 months.

Present monthly wages: \$200.00.

FOLLOW-UP REPORTS ON DROP-OUT GIRLS

Case 74 - Pupil DO-G1

C.A. - On entering Terminal Course, September, 1957: 17-1

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 96

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 9.5

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 5.0

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 5.9

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 83.2

Final Marks on Terminal Course (First year - June 1958)

Literature:	66	Mathematics:	28	Home Ec.	61
Composition:	56	Spelling:	61	Typing:	40
Social Studies:	60	Science:	53	Average:	53.1

This girl's father was interviewed because she was unavailable. He reported that she had married at Christmas, 1958, six months after she left school and that she had been a full-time housewife ever since. At the time of the survey, she had a daughter over a year old and lived in Brandon where her husband worked on the maintenance crew of the signals department for the railway. His work took him across the country and they had lived in Dryden and Ignace, but preferred Brandon and hoped that they would be able to stay there.

Time since leaving school: 32 months.

Full-time housewife.

Case 75 - Pupil DO-G2

C.A. - On entering Terminal Course, September, 1957: 15-7

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 106

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 9.6
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.9
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 9.3

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 0

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 74.1

Final Marks on Terminal Course (First year - June 1958)

Literature:	69	Mathematics:	67	Home Ec.	66
Composition:	58	Spelling:	70	Typing:	28
Social Studies:	45	Science:	58	Average:	57.6

Her teachers reported that her marks had been but mediocre in spite of her high-average ability because she had lost interest in school. She was one of the few students who enrolled in the Terminal Course with no failures in Grade VIII.

She reported that she had started her working career as a filing clerk in a large department store but had detested that work and left after one month. She then found work as a machine operator in a factory where she earned up to \$195.00 per month. After a year with this firm she was laid off and obtained employment in the wholesale department of a large distributing company where she worked as an order checker preparing the orders for shipment to the North. She had

worked there for eleven months and was satisfied although she said she was sorry that she had not learned to type properly because it would enable her to secure an easier job. She was engaged to be married to a truck driver in June, 1961.

Time since leaving school: 32 months.

Tenure on present job: 11 months.

Present monthly wages: \$170.00.

Case 76 - Pupil DO-G3

C.A. - On entering Terminal Course, September, 1957: 14-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 94

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 10.5

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 8.2

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.2

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 66.2

Final Marks on Terminal Course (First year - June 1958)

Literature:	64	Mathematics:	70	Home Ec.	65
Composition:	81	Spelling:	78	Typing:	65
Social Studies:	70	Science:	59	Average:	66.5

The teachers reported that she had found academic work easy in comparison to most of the other students on the course and was able to attain marks equal to most of them despite her poor attendance.

After the completion of the first-year program she worked at an office job for about a year until she moved to San Francisco where she had some relatives. Some of the other girls had seen her when she was back for a visit to Winnipeg during the 1960 Christmas season. They reported that she had been married and was a full-time housewife living in the state of Washington. She failed to respond to the letter and questionnaire which was mailed to her at an address obtained from her friends.

Time since leaving school: 32 months.

Full-time housewife.

Case 77 - Pupil DO-G4

C.A. - On entering Terminal Course, September, 1957: 15-0

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 88

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: ---
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: ---
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 7.2

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 77.6

Final Marks on Terminal Course (First year - June 1958)

Literature:	67	Mathematics:	58	Home Ec.	61
Composition:	62	Spelling:	74	Typing:	34
Social Studies:	45	Science:	56	Average:	57.1

Immediately after leaving school at the end of the first year program she obtained work in a department store where her work included filing and a little typing. She said she had learned to operate a comptometer. She was quite satisfied with her work and was proud to state in the interview that she was engaged to marry a sailor stationed at Fort Churchill.

Time since leaving school: 32 months.

Tenure on present job: 32 months.

Present monthly wages: \$168.00.

Case 78 - Pupil DO-G5

C.A. - On entering Terminal Course, September, 1957: 14-5

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 88

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.7
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 10.6
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.3

No. of grades repeated: 0
No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 78.7

Final Marks on Terminal Course (First year - June 1958)

Literature:	66	Mathematics:	71	Home Ec.	56
Composition:	67	Spelling:	80	Typing:	80
Social Studies:	53	Science:	50	Average:	65.4

After the close of school, following her first-year program on the Terminal Course, she went to Toronto with her cousin. Instead of just having a holiday there as she had intended, she took a job as a typist in an insurance office. Her mother reported that she had worked for the same firm ever since and that she was engaged to be married to an insurance underwriter in April, 1961.

A few weeks after the survey she phoned the writer unexpectedly. As well as chatting about past times, she announced that she had returned home for her wedding and issued a personal invitation to the same.

Time since leaving school: 32 months.

Tenure on present job: 31 months.

Present monthly wages: \$240.00.

Case 79 - Pupil DO-G6

C.A. - On entering Terminal Course, September, 1957: 16-0

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 83

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 7.0

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.0

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.5

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 67.5

Final Marks on Terminal Course (First year - June 1958)

Literature: 70 Mathematics: 40 Home Ec. 55

Composition: 52 Spelling: 68 Typing: 3

Social Studies: 37 Science: 47 Average: 46.5

Her teachers reported that school had not been her prime interest and she had frequently needed assistance in keeping up her attendance which, even at that, was only 67.5 per cent of the possible.

During the interview she reported that she had found employment in a clothing factory right after leaving school and had worked there ever since. Her task was to write up orders for the company and she was content at it. She also was engaged to be married.

Time since leaving school: 32 months.

Tenure on present job: 32 months.

Present monthly wages: \$160.00.

Case 80 - Pupil DO-G7

C.A. - On entering Terminal Course, September, 1957: 15-7

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 95

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 8.8
Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 7.4
Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.8

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 84.3

Final Marks on Terminal Course (First year - June 1958)

Literature:	82	Mathematics:	48	Home Ec.	60
Composition:	62	Spelling:	82	Typing:	78
Social Studies:	50	Science:	50	Average:	64.0

During the interview she reported that she had worked in the office of a mattress company for two months after leaving school. Thereafter she worked as a sewing machine operator in a clothing factory for some time. She was married eight months after leaving school and had not worked very regularly since then, having experienced the misfortune of several miscarriages. She was not working at the time of the interview since she was expecting a child in two months' time. Her husband is a warehouse workman.

Time since leaving school: 32 months.

Full-time housewife.

Case 81 - Pupil DO-G8

C.A. - On entering Terminal Course, September, 1957: 14-5

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 94

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 6

Possible Attendance on Terminal Course: 197 days
Percentage Attendance on Terminal Course: 64.7

Final Marks on Terminal Course (First year - June 1958)

Literature:	70	Mathematics:	26	Home Ec.	58
Composition:	59	Spelling:	59	Typing:	20
Social Studies:	23	Science:	31	Average:	44.2

The teachers reported that standardized test scores had not been obtained for her because of her frequent absences, which resulted in her percentage attendance being a mere 64.7 per cent. At the end of the first-year program she was not promoted to the second-year course. She came back to school in the fall requesting permission to repeat the first-year course but, because the class was filled with girls who had not had the opportunity she had had, she could not be accommodated. Thereupon she returned to Aberdeen School and enrolled in a Grade VIII class again. Her records for that year's work show the following marks:

Grade VIII (1958-59)

	Literature	Language	History	Mathematics	Science	Spelling	Art	Music	Home Economics	Library	Health	Physical Education	Guidance
Oct.	--	50	38	46	32	76	--	--	Abs.	--	--	--	--
Dec.	44	55	14	31	14	51	77	78	--	60	57	56	E
Apr.	Abs.	50	41	42	31	60	75	60	70	55	50	56	E
June	43	52	32	34	26	58	68	67	Abs.	55	52	51	E

Five failures in Grade VIII.

It will be noticed that the number of failures she attained the second time in Grade VIII following the year of Terminal Course work was but one less than the number of failures she had the first time. She attended a total of 131 days out of a possible 197 for a percentage record of 66.4 during her final year at school.

It was only with considerable difficulty that she was traced for the purpose of the survey. The name and telephone number of her aunt, which the writer had fortunately written in the school register three years earlier, because the family had no phone, made possible the initial contact.

A phone number was obtained from her aunt and the writer was able to speak to the man whom she had married about a year before. When asked whether she had worked since leaving school, he said, "No, she didn't have to. She got me." Answering a query concerning his own work he said,

"I'm a book-maker--you know, one of these guys who believes that manual labour is strictly for the Mexicans." When asked how he was getting along in his business he replied, "Oh, we're surviving."

He appeared to be quite proud of their baby girl but was obviously not anxious to have the writer interview his wife, for he said, "I'll take the call" when the writer asked whether she could come to the phone.

Time since leaving Terminal Course: 32 months.

Full-time housewife.

Case 82 - Pupil DO-G9

C.A. - On entering Terminal Course, September, 1957: 14-11

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1957: 113

Stanford Intermediate Reading Form H, Oct., 1957 - Grade: 10.2

Stanford Arithmetic Advanced Form D, Oct., 1957 - Grade: 6.3

Schonell Standardized Spelling Test, Oct., 1957 - Grade: 8.2

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 82.2

Final Marks on Terminal Course (First year - June 1958)

Literature:	80	Mathematics:	62	Home Ec.	67
Composition:	74	Spelling:	75	Typing:	83
Social Studies:	71	Science:	75	Average:	72.1

According to the teachers' evaluation she was quite a capable girl and ought to have found no difficulty in coping with the regular school program. Since she had a pleasing appearance and she spoke well, she was selected to appear on a television program, Spotlight, during Education Week with the Head of the Terminal Department for a discussion of the Course.

After leaving school she worked as a model for a furrier for some time, receiving some coaching from the wife of one of the teachers on the Sisler staff who was also engaged in such work. During the interview, she reported that she had changed jobs frequently and that she had five T4 slips for income tax returns for the current year. She had worked

as a receptionist for a dentist, and as regular office help with an investment firm and at several other places. At the time of the survey she was a receptionist, operating the switch-board and handling correspondence for an automobile parts firm. She was engaged to be married.

Time since leaving school: 32 months.

Tenure on present job: 4 months.

Present monthly wages: \$170.00.

Case 83 - Pupil DO-G10

C.A. - On entering Terminal Course, September, 1957: 16-4

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1957: 89

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 0

Possible Attendance on Terminal Course: 38 days
Percentage Attendance on Terminal Course: 82.9

She came to the Terminal Course with a clear pass to Grade IX but she attended only thirty-one and a half days out of a possible thirty-eight days. She withdrew from school in October. Therefore no Terminal Course marks or standardized test results were available for her. On leaving school she was married and gave birth to a baby soon after.

Her father, who spoke freely during the interview, stated that she had never been gainfully employed. Her husband was a truck driver but had been out of work for the past six months. The young family was living in rented rooms and receiving welfare assistance. There were two children in the family.

Time since leaving school: 40 months.

Full-time housewife.

Case 84 - Pupil DO-G11

C.A. - On entering Terminal Course, September, 1958: 15-8

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 89

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.5

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.5

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 85.8

Final Marks on Terminal Course (First year - June 1959)

Literature:	36	Mathematics:	54	Home Ec.	62
Composition:	52	Spelling:	76	Typing:	50
Social Studies:	45	Science:	59	Average:	54.3

This girl reported that after leaving school she obtained employment in the mail order department of a large retail store where she worked weighing and wrapping parcels. She liked the work quite well but wished she had mastered typing so that she could get a better job. She spoke of going to a business college for an evening course in typing. She was engaged to a clerk-typist with a large construction firm.

Time since leaving school: 20 months.

Tenure on present job: 18 months.

Present monthly wages: \$144.00.

Case 85 - Pupil DO-G12

C.A. - On entering Terminal Course, September, 1958: 15-4

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 98

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.3

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.2

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.9

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 4

Possible Attendance on Terminal Course: 155 days

Percentage Attendance on Terminal Course: 70.9

Final Marks on Terminal Course (First year - April 1959)

Literature:	64	Mathematics:	69	Home Ec.	64
Composition:	64	Spelling:	79	Typing:	53
Social Studies:	54	Science:	52	Average:	62.4

She left school at the end of April, 1959, although her mother was quite anxious that she finish the school year. The lure of a little money for a job in a factory was the deciding factor in terminating her school career. The writer recalls discussing the prospects of her future with her and her mother at the time. At the time of the survey no trace of her or her family could be found. None of the other girls had any knowledge of her whereabouts. The Post Office returned the letter addressed to her. It was stamped "Unknown".

Time since leaving school: 23 months.

Case 86 - Pupil DO-G13

C.A. - On entering Terminal Course, September, 1958: 15-0

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 90

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.0

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.5

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.4

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 175 days

Percentage Attendance on Terminal Course: 84.8

Final Marks on Terminal Course (First year - April 1959)

Literature:	59	Mathematics:	55	Home Ec.	70
Composition:	38	Spelling:	58	Typing:	25
Social Studies:	38	Science:	44	Average:	48.4

She withdrew from school in May to enroll in a beauty training school for a course in hairdressing. She reported that she had completed the course and had worked in a hair-dressing salon for the past eight months. She enjoyed the work and was satisfied that it was what she wanted to continue doing.

Time since leaving school: 22 months.

Tenure on present job: 8 months.

Present monthly wages: \$160.00.

Case 87 - Pupil DO-G14

C.A. - On entering Terminal Course, September, 1958: 15-0

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 90

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 9.0
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.5
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.4

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 3

Possible attendance on Terminal Course: 163 days
Percentage Attendance on Terminal Course: 84.9

Final Marks on Terminal Course (First year - April 1959)

Literature:	72	Mathematics:	58	Home Ec.	60
Composition:	70	Spelling:	71	Typing:	50
Social Studies:	62	Science:	55	Average:	63.0

This student withdrew from school during May, 1959, in order to supplement the family income since she was the oldest child and there was no father to provide for the growing children. Her first job was as a clerk in a small department store. She reported that she had stayed with that job for three months before obtaining work filling orders in the warehouse of a wholesale supply company. She attended night school at the Technical Vocational High School during the winter, taking a typing course but did not type at work. She had been laid off a week before the interview and had no firm job prospects.

Time since leaving school: 22 months.

Presently unemployed.

Case 88 - Pupil DO-G15

C.A. - On entering Terminal Course, September, 1958: 15-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 79

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.1

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: ---

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.0

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 3

Possible Attendance on Terminal Course: 132 days

Percentage Attendance on Terminal Course: 75.3

Final Marks on Terminal Course (First year - April 1959)

Literature:	50	Mathematics:	71	Home Ec.	61
Composition:	82	Spelling:	87	Typing:	61
Social Studies:	55	Science:	50	Average:	64.6

This girl withdrew from school after Easter but found no employment at that time. As far as could be ascertained during the interview, she had worked for two weeks as a waitress in a restaurant and was employed in the same capacity for almost four weeks at the Red River Exhibition held in Winnipeg and Brandon. Her father, a railroad man, was not working and there had been illness in the family. She said that she was needed at home. She had taken no further training since leaving school but when asked what she would like to learn to do, she mentioned hairdressing and typing. She announced that she was engaged to a worker in a cabinet factory but he, too, was unemployed at the time of the interview.

Time since leaving school: 24 months.

Presently unemployed.

Case 89 - Pupil D0-G16

C.A. - On entering Terminal Course, September, 1958: 15-6

I.Q. - Otis Mental Ability Tests
Beta Form Em, administered October, 1958: 98

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 7.7
Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.4
Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.7

No. of grades repeated: 1
No. of subjects failed in Grade VIII: 9

Possible Attendance on Terminal Course: 171 days
Percentage Attendance on Terminal Course: 74.2

Final Marks on Terminal Course (First year - April 1959)

Literature:	41	Mathematics:	54	Home Ec.	65
Composition:	46	Spelling:	50	Typing:	32
Social Studies:	69	Science:	47	Average:	50.5

She left school in May, 1959 and obtained a job in the C.O.D. office of a large department store where she did a little typing as well as other work. She worked there until she was married in February, 1961. Her husband was in the Navy, stationed in Victoria. At the time of the interview she was staying with her mother awaiting the time when she could join her husband.

Time since leaving school: 22 months.

Full-time housewife.

Case 90 - Pupil DO-G17

C.A. - On entering Terminal Course, September, 1958: 16-7

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 95

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: ---

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.6

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 7.4

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 117 days

Percentage Attendance on Terminal Course: 88.0

Final Marks on Terminal Course (First year - Dec. 1958)

Literature:	60	Mathematics:	56	Home Ec.	70
Composition:	63	Spelling:	77	Typing:	62
Social Studies:	66	Science:	60	Average:	64.3

She left school in February, 1959 and was married to an electrician's apprentice shortly thereafter. On moving to The Pas with her husband she obtained work in a restaurant and later, as a practical nurse, in the hospital. After less than a year of married life she and her husband separated. He went to the west coast and she returned to Winnipeg to live with her father. She reported during the interview that she had worked at a number of places: a grain testing laboratory, a department store, a hat and cap manufacturing company, and a hospital laboratory. For the past year she had worked for a dress wholesaler. There her duties included packing, sorting, filing, invoicing and typing. She considered this job the best of the seven she had had.

Her mother and father had also been separated for some time and she said, "I don't know how I ever did it, but thank God I got them together again." They were all in great excitement over planning a new house that her father was to build for the family in the spring.

She said that in the meantime her own husband had returned to Winnipeg and had enrolled in the Technical-Vocational High School to complete the electrician's course or "maybe his Grade XII - I don't know which". When they saw each other they just said, "Hello" and let it go at that. During the interview she said, "Thank goodness, we had no family".

She spoke of touring Europe next year with a married couple and visiting the Scandinavian countries from which her father comes. When asked about how she planned to finance her trip she said that she guessed she would just have to go to work whenever she ran out of money. She did not think that she would like to live outside of Canada permanently.

Time since leaving school: 25 months.

Tenure on present job: 12 months.

Present monthly wages: \$120.00.

Case 91 - Pupil D0-G18

C.A. - On entering Terminal Course, September, 1958: 16-6

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 79

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 6.5

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 7.7

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.5

No. of grades repeated: 1

No. of subjects failed in Grade VIII: 5

Possible Attendance on Terminal Course: 167 days

Percentage Attendance on Terminal Course: 82.6

Final Marks on Terminal Course (First year - April 1959)

Literature: 54 Mathematics: 54 Home Ec. 58

Composition: 61 Spelling: 63 Typing: 10

Social Studies: 50 Science: 45 Average: 49.4

She left school in May, 1959 against her mother's wishes in order to work in a small department store for 60¢ an hour. In August, 1959 she married a post office worker and became a full-time housewife in their suite. Her mother, who was interviewed, said that she was sorry that the young people were taking on the responsibilities of married life so early but at the same time she appeared quite proud at volunteering the information that a baby was expected very soon by the young couple.

Time since leaving school: 22 months.

Full-time housewife.

Case 92 - Pupil DO-G19

C.A. - On entering Terminal Course, September, 1958: 16-8

I.Q. - Otis Mental Ability Tests

Beta Form Em, administered October, 1958: 76

Stanford Intermediate Reading Form H, Oct., 1958 - Grade: 8.5

Stanford Arithmetic Advanced Form D, Oct., 1958 - Grade: 8.3

Schonell Standardized Spelling Test, Oct., 1958 - Grade: 8.4

No. of grades repeated: 2

No. of subjects failed in Grade VIII: 2

Possible Attendance on Terminal Course: 197 days

Percentage Attendance on Terminal Course: 89.9

Final Marks on Terminal Course (First year - June 1959)

Literature:	53	Mathematics:	72	Home Ec.	73
Composition:	78	Spelling:	92	Typing:	72
Social Studies:	62	Science:	57	Average:	69.8

At the close of school, following her first year on the Terminal Course, she obtained a job as usher in a down-town theatre. In October of the same year, 1959, she was hired by a large hardware company to work as a filing clerk in the wholesale department. When the receptionist of the firm resigned, she was asked to take that position. In this capacity she did some typing and also operated the tele-type machine. She said she loved her work. She expected to be married in June, 1961, to a gasoline pump attendant in a large service station but she said that she hoped to keep on working after the wedding.

Time since leaving school: 20 months.

Tenure on present job: 17 months.

Present monthly wages: \$168.00.

CHAPTER VII
SUMMARY AND CONCLUSIONS

Summary of Findings

The findings of the follow-up reports on the Terminal Course students were tabulated and summarized under three main headings: further training since leaving the Terminal Course, employment experiences, and present marital status.

Table VI, page 199 presents a summary of the training of the students since leaving the Terminal Course. From the figures in the table it appears that the boys sensed a greater need for further training than did the girls. Of the fifteen full-time students, attending courses on an all-day basis at the time of the survey, twelve were boys and only three were girls. Thirteen of these fifteen students who were seeking further training had graduated from the Terminal Course while only two of the thirty-eight drop-outs were enrolled as full-time students.

The former full-time students were those who had taken some training on an all-day basis after leaving the Terminal Course but had either completed or discontinued their courses before the time of the survey. This group represented both graduate and drop-out boys and girls. They had been enrolled in regular Grade X classes, in commercial colleges, in the Manitoba Technical Institute, and in a well-known beauty school.

TABLE VI
SUMMARY OF TRAINING OF STUDENTS SINCE
LEAVING TERMINAL COURSE

	Graduate		Drop-out		Total
	Boys	Girls	Boys	Girls	
Full-time students:					
Sisler Grade X	5	0	0	0	5
Sisler Grade XI	2	0	0	0	2
Tec-Voc Grade X	0	0	1	0	1
Tec-Voc Grade XI	2	1	0	0	3
Manitoba Technical Inst.	1	0	1	0	2
Marvel Beauty School	0	1	0	0	1
Royal Winnipeg Ballet Co.	0	1	0	0	1
Total No. of full-time students	10	3	2	0	15
Former full-time students no longer on course	1	2	2	2	7
Part-time students:					
Business Colleges	0	3	0	0	3
Apprenticeship plan	3	0	1	0	4
Former part-time students no longer on course	1	5	1	2	9
Total No. of students who have taken part-time courses	4	8	2	2	16
Total No. of students who have received further training since leaving Terminal Course	15	13	6	4	38
No. of students not contacted	1	0	2	1	4
No. of students who have not received further training	6	19	11	14	50
Total number of students	22	32	19	19	92
Percentage of students who have received further training	68.2	40.6	31.3	21.1	41.3

Part-time students included those who were enrolled in evening classes and those who were taking trades training courses in conjunction with an apprenticeship plan. Ten of the sixteen students who had taken part-time courses were girls attending business colleges to improve their skill at typing and to receive instruction in the operation of other office machines.

Thirty-eight of the ninety-two students, or 41.3 per cent, had taken some form of further training after leaving the Terminal Course. The graduates made up 73.7 per cent of this group. The percentage of the graduates who improved their qualifications after the Terminal Course was approximately twice as large as the percentage of drop-outs who did likewise. This appeared to hold true for the boys as well as the girls. The percentage of the boys receiving further training was 68.2 for the graduates as compared to 31.3 for the drop-outs, while for the graduate girls the percentage of those improving their qualifications was 40.6 as compared to 21.1 for the drop-out girls. The percentage of the boys who sought further training was considerably higher than that of the girls. This was true both for the graduates and the drop-outs.

Table VII, page 202 summarizes the employment experiences of the students since leaving school. The number of full-time students and housewives and those not contacted

were recorded since these former students were considered as not available for employment. It appears that the graduates found employment more readily than did the drop-outs. Of fifteen unemployed individuals, six had graduated from the Terminal Course while nine had withdrawn from the Course. The number of graduates available for employment was larger by eleven than the number of drop-outs, 37 as compared to 26. The percentage of the students employed indicates that of the graduates, 72.7 per cent of the boys and 88.5 per cent of the girls were employed while only 53.3 per cent of the drop-out boys and 81.8 per cent of the drop-out girls were employed. It can be observed from these figures that the graduates had a marked advantage over the drop-outs in obtaining positions of employment.

A consideration of the kind of work in which the students were engaged revealed that the majority of the girls, 26 of the 32 employed, worked at office work while the boys worked at a wide variety of tasks, mostly of a semi-skilled or unskilled nature, and none of them worked in offices. Twenty-nine girls had worked as typists but none of the boys had used his typing skill at work. It appeared that typing was a marketable skill for the girls and that positions for them were more readily available than for the boys. Ten of the fifteen unemployed students were boys while only five girls were unemployed even though the number of girls available for employment exceeded by eleven the number of boys available for employment.

TABLE VII

SUMMARY OF EMPLOYMENT EXPERIENCES OF STUDENTS
SINCE LEAVING TERMINAL COURSE

	Graduate		Drop-out		Total
	Boys	Girls	Boys	Girls	
Full-time students	10	3	2	0	15
Full-time housewives	0	3	0	7	10
Students not contacted	1	0	2	1	4
Students available for employment	11	26	15	11	63
Students unemployed	3	3	7	2	15
Type of work:					
Office work	0	22	0	4	26
Trades training	2	0	1	0	3
Truck driving, ga- rages, shop work	4	0	5	0	9
Factories, stores, laboratories, bakery	2	1	2	5	10
Total no. employed	8	23	8	9	48
Still on first job	4	15	4	6	29
Average no. of months since leaving school	17.1	14.0	25.3	27.8	
Average no. of months on present job	10.7	11.6	18.3	18.3	
Lowest monthly wages	\$150.00	\$120.00	\$180.00	\$120.00	
Highest monthly wages	\$275.00	\$198.00	\$245.00	\$240.00	
Average monthly waves	\$216.57	\$156.48	\$187.66	\$166.66	
Percentage of stu- dents employed	72.7	88.5	53.3	81.8	76.2
No. of students who typed at work (in- cluding housewives formerly working)	0	22	0	7	29

The item in Table VII indicating the number of students still on their first jobs does not show much difference between the boys and the girls nor between the graduates and the drop-outs, particularly when the number is compared to the total number employed within each group. In all of the groups, a substantial number of students are still on their first job placements. The group of twenty-nine students who are still on their first jobs, comprises 60.4 per cent of the total number employed.

It is necessary to note the average number of months since the students left school in order to appreciate the difference in the average tenure of the students on their present jobs. At first glance it appears that the students who dropped out of the Course were able to maintain uninterrupted employment longer than were the graduates, but consideration must be given to the fact that the drop-outs had been out of school for a longer period of time.

Since many of the students worked under wage scales which provided for salary increases after regular periods of service, the time since the students had left school enters into the interpretation of their monthly wages. The graduate boy, Case 20 GR-B20, who earned the lowest monthly wage of \$150.00 had been at his job for only six months while the drop-out boy, Case 57 DO-B3, with the lowest earnings of \$180.00 per month had been at his job for 32 months. A similar situation existed in the girls' group. The lowest

monthly wage of the graduate girls, \$120.00, was paid to Case 52 - GR-G30, who had worked for only three months, while the lowest wage of the drop-out girls, also \$120.00, was paid to Case 90 DO-G17, who had worked for twelve months. Neither girl had been given salary increases but it appeared likely that the graduate girl would be in a position to qualify for an increase in wages while the drop-out girl was already receiving the top wages that are paid for the work that she is doing.

Despite the shorter average time of employment, the graduate boys received higher average monthly wages than did the drop-out boys: \$216.57 as compared to \$187.66. The highest monthly earnings of the graduate boys of \$275.00 was earned by Case 11 GR-B11 who actually worked at two jobs.

The salaries paid to the girls appeared to indicate that the drop-out girls had a considerable financial advantage over the graduates. The highest monthly earnings of the drop-out girls was \$240.00, considerably higher than the top wages of \$198.00 for the graduate girls. The follow-up report of Case 78 DO-G5, the girl earning the highest monthly salary, indicated that she had worked for thirty-one months in an insurance office in Toronto. This case seems to suggest that the salary scale for girls engaged in office work was higher in Toronto than it was in Winnipeg, for the second highest monthly salary of the drop-out girls is only \$170.00

which is considerably lower than the highest wage paid to the graduate girls.

The average time since leaving school of the girls who dropped out of the Terminal Course was almost double that of the graduate girls, 27.8 months as compared to 14.0 months. This helps to account for the higher average monthly wages of the drop-out girls.

TABLE VIII
SUMMARY OF MARITAL STATUS OF TERMINAL COURSE STUDENTS

	Graduate		Drop-out		Total
	Boys	Girls	Boys	Girls	
Total number of students	22	32	19	19	92
Married	1	4	2	7	14
Married but separated	0	0	0	1	1
Full-time housewives	0	3	0	7	10
Total no. of children	2	0	2	4	8
Engaged to be married	0	4	2	7	13
Percentage of students married or engaged	4.5	25.0	21.1	78.9	30.4

Table VIII, above, presents the summary of the marital status of the Terminal Course students. It can be noted that fifteen of the students had already married and thirteen were engaged to be married. These students, married and engaged, comprised 30.4 per cent of the total number.

The over-all average length of time since the ninety-two students had left school was 17.02 months. Almost one third of the students were either married or engaged within eighteen months of leaving school. In no instance did the marriages or engagements involve two students from the Terminal Course.

The percentage of students married or engaged was much greater among the girls than among the boys: 25.0 per cent as compared to 4.5 per cent among the graduates and 78.8 per cent as compared to 21.1 per cent among the drop-outs.

A much greater percentage of the drop-out students have been married or are engaged than is the case for the graduates: 21.1 per cent as compared to 4.5 per cent among the boys, and 78.9 per cent as compared to 25.0 per cent among the girls. The explanation for this might be that the drop-outs have been out of school longer and thus have been able to devote more of their time and energy to seeking mates. Their interests have not been dominated by school work and they have had more time to find gainful employment and thus earn and spend their own money.

Six of the total of eight children of all the students belong to the married drop-out students. Since these students have been out of school longer than the graduates, they have, in most instances, been married for longer periods of time as well.

Apparent Trends Based on Follow-up Reports

1. The boys, particularly those who graduated, sensed a need for further training. Eleven of the twenty-two graduate boys attempted further academic training, others entered an apprenticeship plan or attempted various courses in the Manitoba Technical Institute.

2. The girls revealed a need for more training in typing and other commercial courses for of the seventeen who enrolled in further training courses after leaving school, all but two did so for instruction in commercial subjects.

3. The drop-out students failed to improve their qualifications through additional training after the Terminal Course to the same extent as did the graduates. Of the thirty-eight drop-outs, 65.8 per cent took no further training of any kind after leaving the Terminal Course.

4. Former Terminal Course girls appeared to find employment more readily than did the boys. There seemed to be opportunities for employment in office work for girls who possessed even a rudimentary skill in typing and there was no single comparable field of employment available to the boys.

5. The type of work obtained by the boys of the Terminal Course was of unskilled or semi-skilled nature. Thirteen of the sixteen employed boys worked as service station attendants, truck drivers, or shop and factory workers.

6. A substantial number of Terminal Course students were rendering satisfactory service as is indicated by the fact that 60.4 per cent of those employed were still at their first place of employment.

7. Graduate boys received higher wages for their work and only 13.7 per cent of them were unemployed, while 36.8 per cent of the drop-out boys were unable to find work.

8. The slightly higher average wages of the group of drop-out girls as compared to those of the graduate girls can be explained by the longer employment period of the drop-out girls who had been out of school almost twice as long as had the graduate girls.

9. The Terminal Course students appeared to marry early in life. Almost one third of the total number of students were married or engaged within one and a half years of leaving school.

CONCLUSIONS

Although the number of students involved in this study was limited, some of the trends presented above may offer some suggestions for the future. Allowance must be made, however, for the difference in the make-up of the first class of students. Of the ninety-two students reported on in this study, thirteen or 14.1 per cent had intelligence quotients of 100 or higher. After the first year of operation only those with intelligence quotients under 100 were

accepted for the Course. Therefore, not all of the students involved in this study can be considered representative of subsequent Terminal Course students.

It is of interest that one half of the graduate boys who had entered the Terminal Course mainly because they did not intend to go through high school, enrolled in Grade X classes following graduation from the Terminal Course. This suggests renewed confidence on the part of the students in their ability to profit from formal education and it appears that some measure of rehabilitation among these students was possible. It is therefore important to continue to make available the possibility for the students to re-enter the regular school program following the successful completion of the Terminal Course.

Since 70 per cent of the girls available for work, or 81.2 per cent of all girls employed, found work in offices where most of them did some typing and because a number of the girls enrolled in business colleges to improve their skill in typing, it might be recommended that some consideration be given to the expansion of their commercial training while on the Terminal Course.

None of the boys made any use of his typing skill at work. However, typing has considerable prestige in their eyes and it promotes training in muscular co-ordination. An evaluation of this training in the boys' program would appear in order and the possibility of offering typing as an optional

subject to the boys might be considered.

Few of the students who dropped out of the Course achieved any further training whatsoever. This would suggest that efforts need to be made to encourage students to remain at school to complete the Course whenever there is reasonable hope of success. A number of the students who dropped out of the Course at the end of the first-year program were achieving satisfactory marks and could likely have mastered the second-year program. Fourteen of the thirty-eight drop-outs had no failures in their final marks on the Terminal Course and achieved averages of over 60 per cent. Had they completed the Course it is possible that some would have regained sufficient confidence and interest to benefit from further training.

Because of the variety of work done by the boys when employed, diversification of program, particularly in the field of industrial arts, appears valuable. A number of boys stated that the shop work done at school helped them at work because they had become familiar with tools, machines, and motor vehicles which they used on the job.

While the majority of students had found employment and were apparently rendering satisfactory service, only 53.3 per cent of the drop-out boys were employed at the time of the survey. Some of the others had had jobs but had been laid off. No doubt the current unemployment situation across the nation increased the difficulty that these students experienced in finding work. It would appear that a number of

them could well do with some assistance in job placement and a continuing counselling service might also be of benefit to them. Consideration might be given to the establishment of a system under which the students could be assisted in acquiring part-time work and simultaneously continue receiving instruction at school on a part-time basis. The system operating at Altoona, Pennsylvania that is mentioned in Chapter II, page 17, of this thesis might be tried with Terminal students.

The tendency for these students to enter into marriage at an early age emphasizes the importance of the inclusion of home-making courses in the program for the girls. There can be no doubt of the value of these courses for future home-makers and it would be a mistake to curtail their home economics program.

Anything that can be added to the program of the Terminal Course to assist the students to develop wholesome attitudes and acceptable work habits ought to be carefully considered. Because of individual differences in students, different activities might help different students. On occasion they have asked for option privileges concerning certain subjects. It has not been practical to make this available in the past but consideration could be given to permit students some choice of subjects in the future.

Sufficient former Terminal students appear to have made a positive adjustment to school and have subsequently adapted themselves to the world of work or have continued

their education in regular classes to leave no doubt about the value of the course. Frank admission of students and parents alike, claim that the benefits received while on the Terminal Course have made these developments possible. It might therefore be concluded that a special program at the high school level similar to the Terminal Course, used in conjunction with an effective selection process, will always be needed. Many students could never attain high standards on a regular program. Society owes these students the opportunity for optimum development. This could not be achieved by asking them to repeat junior high school work at which they have been unsuccessful and for which they have little hope of mastery. This study has shown that the Terminal Course has proved to be of real value in helping these young people to attain fuller, and more satisfactory lives.

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SISLER HIGH SCHOOL

Application Form - Two Year Terminal Course

In addition to the regular high school courses (Grades 10-12), Sisler High School will provide a special two year course for boys and girls who do not expect to remain in school long enough to complete one of the regular courses but who wish to make the best possible use of their last two years at school.

This Two Year Terminal Course will provide a well-balanced education. Particular attention will be given to the ability to speak and write well and to the mastery of the mathematics which are necessary in daily life. In Social Studies and Science the emphasis will be on that understanding of the world about us which is necessary for a citizen of Canada. The practical areas of Industrial Arts and Home Economics will be closely tied in with the work in other subjects and will be an important part of the program.

This Two Year Terminal Course is intended for those students who have already spent a year in Grade VIII but are not eligible for regular Grade IX and will be at least 15 years of age by June 1960.

Although the Course is intended for boys and girls who do not plan to remain in school for more than two more years, it will be possible for any student who successfully completes the Two Year Terminal Course and, who wishes then to proceed farther, to enrol in Grade X of a regular course and if successful there, to obtain his Grade X standing.

Since it is expected that there will be a large number of students interested in the Two Year Terminal Course and since the number of places is limited, only those who plan to spend two more years at school should enrol.

Date _____

Name (please print) _____			Address _____			Phone _____		
Sex _____	Birthdate _____		Grade _____	Present School _____				
	Day	Mo.	Year					

I wish to apply for admission to the Two Year Terminal Course at Sisler High School.

Student's Signature

I approve this application Parent's Signature _____

Recommended by Junior High School Principal _____

SISLER HIGH SCHOOL

TERMINAL COURSE

Name Address Phone

Date of Birth Present School Grade

Reasons for Referral:-

Time spent in Grade VII _____

Time spent in Grade VIII _____

Psychological Tests:

C.I.M. _____

Dom. _____

Wisc. _____

S.B. _____

School Achievement Marks

	<u>Xmas '58</u>	<u>Easter '59</u>
Composition	_____	_____
Maths.	_____	_____
Science	_____	_____
Social Studies	_____	_____
Spelling	_____	_____

TERMINAL COURSE APPLICANT'S QUESTIONNAIRE

Name _____ Address _____

Birthdate: _____ School _____

Father's first name _____ Occupation _____

Mother's first name _____ Occupation _____

No. of brothers older than you _____ No. of sisters older than you _____

No. of brothers younger than you _____ No. of sisters younger than you _____

Have you attended only Winnipeg schools? _____ If not, where else have you been in school? _____ For which grades? _____

Two subjects in which you usually make the best marks _____

Two subjects in which you usually make the poorest marks _____

The subjects that you like the best _____

What occupations are you interested in? _____

What would be your first choice of a job right now if you were already fully trained?

Do you earn your own spending money? _____ Do you get an allowance? _____

What jobs have you had? _____ How long? _____

_____ How long? _____

Have you a part-time job now? _____ Are you expecting to work during the summer months? _____

Which extra-curricular activities would you like to join at Sisler? _____
(Sports, choirs, drama club, debating club, cheer-leaders, chess club, etc.)

Which school sports have you taken part in? _____

Were you a member of a school choir or band? (State which) _____

Did you perform at any school programs or concerts? _____ If so, in what way? _____

What hobby or hobbies do you actively pursue? _____

To which clubs or organizations do you belong? (Name them all) _____

What work do you frequently do to help at home? _____

What do you do in your leisure time? _____

SCHOOL DISTRICT OF WINNIPEG NO. 1

_____ Year Terminal Course

_____ High School

Report of _____ Room No. _____

For the school year September, 19 ____ to June, 19 ____.

Absent in:

Late in:

September _____ days

September _____ days

October _____ days

October _____ days

November _____ days

November _____ days

December _____ days

December _____ days

January _____ days

January _____ days

February _____ days

February _____ days

March _____ days

March _____ days

April _____ days

April _____ days

May _____ days

May _____ days

June _____ days

June _____ days

Report of:	FIRST TERM			SECOND TERM			THIRD TERM			FINAL MARK		
	Pupil's Mark	Possible Mark	Pupil's attitude and application	Pupil's Mark	Possible Mark	Pupil's attitude and application	Pupil's Mark	Possible Mark	Pupil's attitude and application	Pupil's Mark	Possible Mark	Pupil's attitude and application
LITERATURE												
Term Test -----		60			60			60			60	
Term Work a) Notebook ----		10			10			10			10	
b) Assignments --		30			30			30			30	
Total Mark -----		100			100			100			100	
LANGUAGE												
Term Test -----		60			60			60			60	
Term Work a) Notebook ----		10			10			10			10	
b) Assignments --		30			30			30			30	
Total Mark -----		100			100			100			100	
SOCIAL STUDIES												
Term Test -----		60			60			60			60	
Term Work a) Notebook ----		10			10			10			10	
b) Assignments --		30			30			30			30	
Total Mark -----		100			100			100			100	
MATHEMATICS												
Term Test -----		60			60			60			60	
Term Work a) Notebook ----		10			10			10			10	
b) Assignments --		30			30			30			30	
Total Mark -----		100			100			100			100	
SCIENCE												
Term Test -----		60			60			60			60	
Term Work a) Notebook ----		10			10			10			10	
b) Assignments --		30			30			30			30	
Total Mark -----		100			100			100			100	
SPELLING												
Term Test -----		60			60			60			60	
Term Work a) Notebook ----		10			10			10			10	
b) Assignments --		30			30			30			30	
Total Mark -----		100			100			100			100	
ART -----		100			100			100			100	
SHOP WORK -----		100			100			100			100	
HOME ECONOMICS a) Clothing		100			100			100			100	
b) Food ---		100			100			100			100	
PHYSICAL EDUCATION -----		100			100			100			100	
TYPING -----		100			100			100			100	
No. of Words per Min. -----												
Class Teacher:			Class Teacher:			Class Teacher:			Class Teacher:			

TEACHER'S COMMENTS

PARENT'S OR GUARDIAN'S
COMMENTS and SIGNATURE

FIRST TERM

SECOND TERM

THIRD TERM

FINAL

COPY

September 14, 1960.

Hon. Mr. Stewart E. McLean,
Minister of Education,
Dept. of Education,
Legislative Building,
Winnipeg 1, Manitoba.

Dear Mr. McLean:

At a special meeting held on September 13, 1960, the Winnipeg School Board concluded consideration on memorandum dated May 3, 1960 prepared by the Superintendent with respect to the two year terminal course established in Winnipeg in September 1957. This report was considered in conjunction with further consideration by the Board of the Report of the Royal Commission on Education. At this meeting, the Board adopted the following resolution:

"That the memorandum of the Superintendent dated May 3, 1960, with respect to the two year terminal course be approved and a copy forwarded to the Minister of Education with the request that the recommendations contained in the second and last paragraphs of the memorandum be adopted by the Dept. of Education."

A copy of the memorandum referred to in the resolution is appended to this letter.

Yours truly,

Secretary-Treasurer.

HJB/McG
Enc.

COPY

Province of Manitoba
Department of Education
Office of the Deputy Minister
Winnipeg

September, 1960.

Mr. H. J. Benningen,
Secretary-Treasurer,
Winnipeg School Division No. 1,
136 Ellen Street,
Winnipeg 2, Manitoba.

Dear Mr. Benningen:

Consideration has been given to the submission of the School Division of Winnipeg No. 1 in their letter of September 14 concerning the two-year Terminal Course.

The whole problem of terminal courses is now under review in the light of the recommendations of the Royal Commission on Education on this matter. In the interim, however, permission is granted to the Winnipeg School Division to continue offering their Terminal Course until June 1962. Permission to offer the course beyond that date should be requested at that time.

At present the Department of Education is not prepared to offer Grade IX standing to the pupils who complete this course. The provisions of our letter of 7 August 1957, as quoted in the memorandum date 3 May 1960 attached to your submission will, however, still apply.

The Winnipeg School Division may wish to offer these pupils a Local certificate of achievement for the successful completion of the Terminal Course. In this event, it is requested that the proposed certificate be submitted to the Department before being put into final form.

It would greatly assist our consideration of the Royal Commission recommendations if statistics could be supplied covering the last three years of your Terminal Course. Such statistics might include total numbers registered each year by age and sex; length of retention of pupils (i.e. one year, two years); numbers subsequently admitted to Grade X, showing course and achievement; and any other figures which you have derived for your own use. We would also appreciate receiving an outline of your syllabus for this course.

Yours truly,

B. Scott Bateman.

THE WINNIPEG SCHOOL DIVISION No. 1
SISLER HIGH SCHOOL
WINNIPEG, MANITOBA

This certifies that _____

has completed the requirements of

The Two-Year Terminal Course

and is therefore awarded this

Diploma

Given, June _____ *19* _____

Assistant Superintendent of Schools

Principal