

THE ADULT GOES TO SCHOOL:
AN EVALUATION OF THE WINNIPEG
ADULT EDUCATION CENTRE'S PROGRAM

A THESIS
PRESENTED TO
THE FACULTY OF GRADUATE STUDIES AND RESEARCH
UNIVERSITY OF MANITOBA

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF EDUCATION

BY
IRENE HUMENY
APRIL 1970



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ABSTRACT

The Winnipeg Adult Education Centre originated in September 1966 to enable adults to obtain their high school requirement in a day school with an adult setting. The program offered at the centre is grade XII general and university entrance subjects. A fee is charged for a part or full program accordingly.

The purpose of the thesis was to evaluate the W.A.E.C. by characterizing the student attending the school, comparing the students of each of the four years of the school's operation, determining the reason for adult drop outs from the centre and tracing the original students of the school in order to disclose their past activities.

The subjects making up the sample population for the thesis consisted of a random selection of students from the student population for each year. The drop out sampling was selected similarly. A portion of the students of the first year made up the follow-up sampling.

The results of the study enabled a thorough characterization of the adult attending the centre disclosing the facts that the current students differed in age, marital status, academic background, ability, achievement and actual purpose in attending the W.A.E.C. The study revealed the students' views on the W.A.E.C. in such areas as facilities, curriculum, teaching and teaching aids used. It was learned that half of the first students of the school went on to university and were successful in attaining their originally stated goals. The reasons that students withdrew from the centre were financial and personal circumstances.

The study suggested that the W.A.E.C. met the needs of the majority of its students and thus serves a useful function in the community. Several suggestions were made to further improve the education of the adult student at the W.A.E.C.

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CHAPTER I

PURPOSE OF THE STUDY

Aim

"The general public is becoming more aware of the economic value of education but the earning power of a diploma isn't the only top motivating factor pushing adults back into the classroom. Personal pride is as important as increased earning power. Housewives want to keep up with and be a good example for their children." (Butcher, 1968, p. 296).

When the adult returns to school to continue his education it can be assumed that he is impelled by his own motives. The adult is not compelled by law to go to school. The decision is his own and he pursues education at his own expense.

The school for adults that is the focus of this study is the Winnipeg Adult Education Centre (W.A.E.C.), a day school for adults and the only one of its kind in the province of Manitoba. The centre provides an opportunity for adults to continue their education in an adult atmosphere relatively free from ordinary school routines. Programs offered are built around the grade XII University Entrance and General courses. Special reading courses, subject seminars, summer and evening programs are provided for those adults that require more background for their grade XII work. Adults of a wide range of ages, social backgrounds and academic experience attend the school on a full or on a part time basis. Successful completion of the program gives the student grade XII standing and allows him to pursue further studies at a university, an institute of technology, teachers' college,

or return to his employment. Currently the school is in its fourth year of operation.

A concern of this study is to discover how successfully provision is being made by the Winnipeg Adult Education Centre to meet the adult's learning needs. Can adults of various abilities, through the facilities and courses offered at the school, move toward their goals successfully? Another problem worth studying is to find what ways the school is not fulfilling the needs of the students who drop out during the year.

The purpose of this study, then, is to ascertain the ways the W.A.E.C. serves its students' educational requirements and to establish whether the school could have helped prevent student drop out. Correlates will be determined in an attempt to show which factors promote student success in the school. Similarly correlates will be determined in an effort to help discriminate those students who are potential drop outs from those who remain in school. Through the interpretation of these data as well as the data obtained from questionnaires and student files, the effectiveness of the school will be assessed.

At the W.A.E.C., an adult student is considered to be one who is over twenty-one years of age or one who will have passed his twenty-first birthday by June 1 of a given school year. If the student takes two or more courses or at least eight hours of instruction per week he is classed as a full time student. Otherwise the student will be considered as a part time student.

In this study the students who complete the program will be

compared with those who drop out. Drop outs or non graduates are defined by an employment office as follows:

"those young people who leave school without completing an educational plan. For example, any one completing a Grade X terminal course is not considered a drop out, as he has completed his planned education. However, anyone leaving a four year academic or technical course after, or during any year prior to graduation, is considered a drop out."
(Pigott, 1961, p. 42).

Similarly in this thesis the adult drop out will be considered as one who leaves the W.A.E.C. during any part of the term for any reason or one who fails to write the final examinations.

Description of the School

On October 15, 1963, the Business and Policy Committee of the Winnipeg School Division No. 1, reported on the feasibility and advisability of providing adult education during regular school hours. The committee reported that in September 1963 more adults than ever before sought permission to attend classes for instruction in grades X, XI and XII. Many students needed instruction to prepare them for vocational classes at the Manitoba Institute of Technology. Conferences with employers indicated that some of them would be willing to release an employee from work for an hour if the student put in two hours at school. However the possibilities of an adult day school were rejected as the government opposed the application for a change in the Schools Act (Winnipeg School Division Memorandum, Oct. 15, 1963, mimeographed).

In March 1966, the need for an adult school was again raised.

The Winnipeg School Board was aware that adults wishing to complete high school education could not be placed in schools until near the end of September and thus they missed almost a month's instructional time. Furthermore the adults were not suited to the typical high school situation and the courses were not tailored to the adults' learning abilities (Board Bulletin, 1966).

On April 29, 1966, the government of Manitoba consented to an amendment to be added to the end of section 453 of the Schools Act.

(21) With the consent of the Minister, the board of a school division may establish and conduct day schools for pupils over the age of twenty-one years. (Letter from G. Johnson M.D., Minister of Education to Dr. Lorimer, Deputy Minister of Education).

The Winnipeg Adult Education Centre was opened on September 6, 1966, at the old Argyle School in Winnipeg. There were 39 full time students and 20 part time students in grade XI and 85 full time students and 40 part time students in grade XII. The total enrolment by September 1969 was 433, the number almost tripling, in three years.

The W.A.E.C. is considered as a regular high school for the purpose of the financial grant system which is based on a pupil-teacher ratio. The average pupil-teacher ratio for the Winnipeg Senior High Schools in December 1968 was 1: 21.35. This figure excludes the Technical Vocational School, the R. B. Russell and the Winnipeg Adult Education Centre. The 1968 pupil-teacher ratio at the W.A.E.C. was about 1: 19.10 as compared to the 1969 ratio which is about 1: 15.19. These figures are approximate due to the variations possible through the presence of full and part time teachers and

students. The actual annual cost of educating a high school student in 1968 was \$543.56 and the estimated cost for 1969 is \$600.00 (Chapman, Assistant Superintendent, telephone conversation, July 1969). The probable cost per pupil at the W.A.E.C. would be less as there are no music, shop or physical-education teachers and no corresponding facilities available. The only difference in grants given to the high schools and the grants given to the W.A.E.C. is that the latter received (for the first time in September 1969) a special budget of \$16,000 for post secondary courses (MacDonell, Superintendent, telephone conversation, July 1969; Board Minutes, 1968-1969, p. 290).

There are no specific policies on teacher selection for the W.A.E.C. The same method is employed as in the selection of teachers for other schools. The exceptions are that prospective teachers must indicate an interest in adult education to the principal of the school or to the superintendent of the Winnipeg School Division and must have the ability to 'handle' adults. The teachers at the W.A.E.C. receive the same salary as other teachers on the Winnipeg School Division Teachers' Salary Schedule. Full time teachers are preferred by the school division, one reason being that timetabling becomes complicated when part time teachers are involved. Part time teachers are recruited when additional help is required (Butterworth, Principal, conversation, Aug. 22, 1969; Chapman, telephone conversation, July, 1969).

Presently the Winnipeg Adult Education Centre is located at the Isbister School, 310 Vaughan Street, in the downtown section of Winnipeg. There are 7 classrooms, two science laboratories, a library and the student lounge in the building. Seven additional classrooms

and a lounge are used in the Sidney I. Robinson Building located at 292 Vaughan Street. The lounges serve both as common rooms and lunch rooms and are open to students at anytime during the day. Milk, soup, coffee and soft drinks can be obtained from machines in the lounge and smoking is allowed (with co-operation from the Fire Department). The library is open from 8:30 a.m. to 4:30 p.m. each day. Parking is allowed on the school ground between 8:00 a.m. and 4:50 p.m. and is on a daily 'first come' basis as no particular area is assigned. A parking fee of Five Dollars is charged for the term September to June. There is a pay telephone for use of students who must make personal calls. There are no recreational facilities in the school (Student Handbook, 1969).

The admission requirements for the W.A.E.C. are as follows. Students must normally be residents of the City of Winnipeg (excluding suburbs such as Charleswood, Fort Garry, Transcona, etc.) and be over twenty-one years of age. If space is available special consideration may be given to students under twenty-one who have been out of school for a year or more. Special consideration may be given to non residents who are prepared to pay the non resident fee which currently is six times the resident fee. Grade XI is normally a prerequisite to enrolment in the school. Students who do not have grade XI are advised to take the preparatory course offered during July and August. As of September 1969, students with less than the recommended prerequisites are strongly urged to register for the twelve month program rather than the ten month program in specified subjects. However it is possible for adult students to take courses and attempt examinations

at the grade XII level without necessarily having completed the previous grades.

The fee per subject for the University Entrance or Combined Program is \$25.00 for residents and \$150.00 for non residents. To take four or five subjects the cost is \$100.00 and \$600.00 for residents and non residents respectively. The subject fee for a general course subject is \$18.00 for residents and \$108.00 for non residents. The fee for a total general program is the same as that for the University Entrance Program (Bulletin June 12, 1969).

To help students plan a high school program, and to discuss school marks or grades, find part time jobs etc., counsellors, are available.

The school term is from September to June and the holidays observed are the same as in any ordinary high school. (The school plans to operate on a three, four month semester system in the fall of 1970.) The W.A.E.C. is open Monday to Friday inclusive from 9:00 a.m. to 12:10 p.m. and 1:00 to 4:10 p.m. Each subject class is 1½ hours long with a ten minute break at half time. Students can attend the school on a full time or part time basis. The scheduling of the timetable is for increased flexibility. Part time students can cluster classes in three days out of five. Students who are employed part time or mothers who have children at home can arrange for a timetable that would be suitable for them. Full time students are allotted free time whereby they may attend the library, subject seminars or the reading laboratory, as they wish. The adults can continue their education in an adult atmosphere free from ordinary school routine.

In the schools first year of operation, grade XI and XII University Entrance courses were offered. The prerequisite for the grade XII course was a complete grade XI. In the following year, 1967, students were admitted into the grade XII University Entrance, General Course, and Combined Program without necessarily having completed the previous grade. The general courses offered at the Centre are English 301, Social Studies 301, English 305, Mathematics 301, Physical Science 301, Biology 301, Economics 301, Geography 301, French 301 and German 301. The University Entrance Courses offered are English 300, Mathematics 300, Physics 300, Chemistry 300, Biology 300, History 300, French 300, German 300 and Geography 300.

For the past three summers a six week special preparation course was offered during July and August for adults who did not have grade XI standing and for those who wished to review the fundamentals. The program in English, Mathematics and Science provided the students with sufficient background to enable them to complete a full grade XII course in the September to June term. An evening school designed by the staff was conducted in basic Mathematics and basic English to help students lacking adequate academic background, prepare for the summer session.

During the regular session, subject seminars are conducted in English, Mathematics, Chemistry, Physics and students may attend at their convenience as the need arises. In September 1969, a reading laboratory was made available. The students' reading rates and comprehension levels were determined and programs were planned to improve their reading. Also an orientation program of ten, one hour sessions

was conducted to help the students learn how to study, use textbooks, and keep notes.

In the summer of 1969 the Winnipeg School Board acting on a recommendation from its Advisory Committee on Community Colleges, authorized the setting up of post secondary courses at the W.A.E.C. As of fall 1969, four of the ten post secondary courses advertised, were given at the centre. Plans are also being made to offer short courses designed to meet the needs of people in the central area of the city at locations other than the day centre. The thesis however will not include any data in this area.

During the school year, students are assessed by continuous testing. Department of Education examinations may be written in December by students who had previously taken a full year of instruction and are recommended. Students who complete courses early write final examinations in March. The majority of students sit for the June examinations and high school standards and regulations pertain.

Description of the Student

The students who enrol at the W.A.E.C. are men and women who wish to obtain or complete their grade XII in order to be able to enter university, take specific courses at the M.I.T. or obtain promotions in their employment. Their ages range between the twenties and sixties. The greatest number of students are in the twenty-one, twenty-five year age group (Board Minute Book, 1966, p. 794; Board Minute Book, 1967, p. 962). There are more men than women that attend. Many adults hold full or part time employment while attending the W.A.E.C. Many students suffer financial hardships while attending the

school. Usually in the case of married students the spouse works. A few students receive Manitoba Government Bursaries. Some students have their fees paid by agencies such as the City Welfare Department, Society for Crippled Children, Department of Veteran Affairs, Community Development Branch, Department of Health, Sanitorium Board, Manitoba Rehabilitation Hospital and Alcohol Foundation (Board Minutes, 1967, p. 1024).

Abilities of the students range from below average to superior. A number of students have a completed grade XI but there are those who have less than grade IX. A few of the immigrants from various countries lack clarity and fluency in English. In the course of this thesis, it will be determined how the school's program attempts to take into consideration these characteristics.

CHAPTER II

LITERATURE REVIEW

In the last decade more and more adults have been returning to the classroom. At the 1960 World Conference on Adult Education held at McGill University, the Montreal Declaration was formulated:

"We believe that adult education has become of such importance for man's survival and happiness that a new attitude towards it is needed. Nothing less will suffice than that people everywhere should come to accept adult education as a normal, and that governments should treat it as a necessary, part of the educational provision of every country." (Kidd, 1961, p. 3).

American and Canadian literature on Adult Education emphasize the need for adult education to be tailored to adult requirements. Adults cannot afford to waste time and their education is not a preparation for the distant future. It is immediate. Broudy states that there are two major learning routes: knowledge about culture and knowledge about ones relation to it. Education is a process of increasing the freedom of the learner by expanding the volume of his possibility especially through knowledge (Broudy, 1960, pp. 16-20). Adult education may be remedial or continuing. The 1962 Canadian Conference on Education summarizes the concepts of the education of adults:

_____ to learn new and necessary occupations
as present jobs become technologically
obsolete.

_____ to acquire essential information about scientific research and developments relevant to improvement in an occupation or profession.

_____ to learn essential facts about questions of health and welfare as they affect individuals and their families.

_____ to know and understand the basic political conflicts and dilemmas which underly our national and international policy.

_____ to continue personal development so that every individual may further his intellectual and emotional growth throughout life. (Kidd, 1961, pp. 11-12).

Research, texts, and studies on infants and adolescents is abundant. However studies in adult characteristics and learning abilities is scarce and unknown. There are many misconceptions about the adult learner. For example several decades ago, psychologist made tests, stated that man's learning curve goes downward at twenty and by forty man cannot hold his own in the learning process with a younger man. This misconception results in a natural reluctance to attend classes where students felt they might be embarrassed by others.

More recent studies show that mature adults while taking only slightly longer, do their studies equally well as their younger counterparts. Often the feeling of inability to learn attributes to impatience as the adult wants an instant education and is disappointed when attending classes (Adult Leadership, Oct. 1964, pp. 123-124).

Some information on adult learning abilities has been summarized in the book How Adults Learn. Learning is an attempt by the person to satisfy his needs as he perceives them. Behaviour of the

learner can be fully understood only from his own point of view. All new experiences for the learner are symbolized and organized into some relationship of the self or are ignored because these are not perceived relationships. Development of the self then can deal with reality (Kidd, 1959, p. 49). There is a decline in the rate of learning as age progresses but intellectual power does not change from twenty to sixty. Aging does not prevent or hamper learning. Increasingly evidence is coming in to support the view that adults of all ages can learn effectively (Kidd, 1959, pp. 84-88). Adults when aware of the purpose of the task increase in efficiency. Feelings play an important part in the learning of adults--ie. love (respect, admiration, generosity, sympathy, friendliness, encouragement) have more efficacy for learning than feelings associated with anger or fear (Kidd, 1961, p. 46).

Some of the psychological characteristics affecting adult learning is the concept of the self. The adult is more realistic but many adults have the tendency to underestimate their own ability. There had to be a need of fulfillment: a goal to be reached in the not too distant future. Adult anxiety increases with age and this can affect learning. Due to concern for conformity and adult inhibitions, new knowledge may be difficult to accept. Specialized interests direct the adults ability to learn in special areas (Adult Leadership, Dec. 1964, p. 190).

Women participate in adult education to a great extent due to the revolutionary changes that have taken place in the typical life cycle since 1890. For instance the woman has her third and last child

at the average age of twenty-seven and the chances are 50-50 that a couple will survive jointly forty-one years, ten more years than in 1890. They will have lived together fourteen years after the last of their children married and left home and a new stage has been added to the family cycle--the empty nest. During this time the average wife can be expected to carry on as a widow after her husband's death for about thirteen years until her death at seventy-two. An increasing number of women are returning to educational institutions to escape a too empty household. The younger woman attends as a respite from too much togetherness and demands of an active family or boredom (The Real World of Woman, 1962, pp. 3-12).

Authors state several implications based on the learning ability of adults. Because adults see themselves as responsible, more attention should be given to the learning environment: one that is friendly and informal. Also adults can be helped to diagnose their own needs for learning and be involved in planning and conducting their own learning. Adults can evaluate their own progress toward learning goals. Adults due to past experience are less dependent on various experiences of teachers, experts and texts, but due to past experience they have more fixed habits of thought. The implication would suggest greater emphasis on techniques such as group discussions, case methods, labs, field projects, demonstrations, seminars, audience participation and skill practice exercises. Introduction activities would help unfreeze fixed habits. New concepts should be introduced with care. Adults have a readiness to learn and thus the sequence of learning are influenced by developmental tasks and learners should be grouped

according to developmental tasks (Adult Leadership, Feb. 1967, pp. 267-268).

Literature agrees that the adult can learn at any age but success is not reached by all and many drop out. Psychologists suggest that in many cases education is the second goal. The primary goal is earning a living and feeding a family. The adult is motivated to learn but becomes trapped in a limited environment. He becomes too frustrated and feels defeated in his attempt to acquire new skills. A new entrant should not be tested as testing acts as a threat to the confirmation of his inadequacy (Adult Leadership, Sept. 1966, p. 78).

Some follow up studies have been done to determine the reasons for drop outs. Charles Hartsell used an open-end questionnaire on Correspondence Drop Outs. The causes for disinterest were given in the following order:

not enough time	- - - - -	24
business and work demand increased	- -	15
assignments too long and difficult	- -	4
completed course in residence	- - - -	11
too difficult	- - - - -	4
not enough self-discipline	- - - - -	4
did not have proper background	- - - -	4
course syllabus too simple	- - - - -	3
illness	- - - - -	3
advisor did not counsel correctly	- -	1
fear of army induction	- - - - -	1
decided to retire	- - - - -	1

no reasons - - - - - 1

(Adult Leadership, Nov. 1964, p. 156).

Reasons for leaving as reported in Evaluation of Secondary Schools are family move, lack of interest, go to work, poor scholarship, financial reasons, marriage and illness (Evaluation of Secondary Schools, 1939, p. 138).

Alan E. Bayer did a follow-up study on 8,567 Project Talent Students to determine the factors affecting senior college completion. Statistical reports were based on 38 variables in ten different factor domains. His findings state that for the male the best set of predictors affecting completion was in the domain of ability, then procreation, then temperament. The single most important predictor was the abilities variable, especially mathematics. For females the factors affecting completion was procreation, then interest. The most important predictor was marital plans (Sociology of Education, Summer 1968, pp. 305-311).

Bent and Kronenberg suggested the following for reducing the number of drop outs in secondary schools:

- ___ curriculum should be adopted to capabilities
- ___ increased guidance services
- ___ vocational training
- ___ tuition for non resident pupils be paid by districts in which they live
- ___ school should provide more opportunities and help student find more opportunities to earn money by part time work

_____absent pupils should be kept in continued contact with the school (Bent and Kronenberg, 1960, p. 104).

Carl Jay Bayema's paper reported on the interrelationship among intellectual ability, educational attainment and occupational achievement among 437 males of the Male Kalamazoo Public School Population. His finding suggested that intelligence is not one of the major factors affecting occupational achievement within a particular attainment group (Sociology of Education, Summer, 1968).

Literature pertaining to adult education stresses the need for more information through research.

CHAPTER III

METHOD OF RESEARCH

Subjects

The subjects were selected from the population of students in each of the four years that the W.A.E.C. had been in existence. The sample of students for the year 1966 to 1967 consisted of all the grade XII students for which complete record files had been available (N = 111, 86 percent of the population). The subjects representing the second and third year samplings were selected at random from the school's record files. If the record file had not been complete for any reason for a particular student, then another file was chosen at random (N = 50, 15.7 percent of population for 1967 to 1968, N = 79, 19.6 percent of population for 1968 to 1969). The purpose of having samples from the second and third year was to determine if there had been any change in the academic, educational and social characteristics of the student through the years. The current student sample was selected on the basis of those students present in the school during the instruction of a randomly selected class period (N = 195, 44.6 percent of population). To obtain the subjects for a matched sample 3 months later, the same method had been used (N = 71, 16.2 percent of population). The reason for the considerably lower sample in December was due to student drop out and non attendance. The responses to questionnaires provided the data for the current student sample. The Allport, Vernon and Lindsey Study of Values Test was administered to a randomly selected sample of 'live subjects' of the current

students (N = 60, 13.7 percent of the population). These students were intentionally chosen from different subject classes (stratified-sample) in order to produce a subject sample that included students with various course interests. The 'drop out' sample consisted of randomly selected students from the school's official list of drop outs for each year of the school's existence (N = 47). The data were based on the responses to a questionnaire mailed to the subjects. The sample of the first graduates of the school was based on the number of responses received in reply to a mailed questionnaire (N = 50, 45.0 percent of the population).

Procedure

The data for this thesis was collected with the purpose of obtaining information about four major areas:

1. The students' academic, social and behavioural characteristics (based on the students from each year of the school's operation).
2. Evaluation of courses, facilities and teaching in the school by the current student body.
3. Characteristics of drop outs.
4. Post - W.A.E.C. pursuits of students of the first year of the school's operation.

The research was organized to correspond with the student's academic year. A 40 item questionnaire for the 'live subjects' (included in the appendix) was prepared during the summer months in order to be ready to administer it to the students during the second week of the school term. Prior to this appointed time the

questionnaire was administered to a small sample (N = 26) to check for general clarity in the questions but no difficulties were experienced by the respondents. The intent of the questionnaire was to obtain information on the student's academic, personal and vocational background, his views of the school plant, critique of the teaching methods and aids in the school, his aspirations and his thoughts on his new role as a student before he became too familiar with his surroundings and formed a 'set' opinion. A second questionnaire with similar items (see appendix) was planned, and prepared for administration to the students during the first week in December thus allowing a lapse of 3 months to determine if the school had measured up to the student's expectations and to find if the students had changed in attitude to their academic venture.

During the three months between administration of the questionnaires, data had been compiled from the record files. The information obtained included the student's age, past education and employment, academic ability and attainment and his future plans.

During early October, questionnaires, covering letters and pre-stamped addressed envelopes were mailed to the drop out sample (see appendix). Those questionnaires returned due to 'address unknown' were excluded from the list. (In several cases students had given false addresses to escape the non resident fee.) The remaining drop outs who had not replied were pursued by telephone. This indeed was a tedious task as many of the drop outs had moved, changed their names due to marriage, or left the province. In many cases, conversations with 2 or 3 people were necessary in order to locate one student. The

responses supplied information on the reasons the drop out left the school, conditions under which he would have stayed and his present activities.

In mid October, questionnaires (see appendix), covering letters and prestamped addressed envelopes had been mailed to the original students of the school who had remained at the day centre for a full year regardless of whether or not they had passed their examinations. Ten days later a follow-up letter was sent and the subjects that had not replied were pursued by telephone. Three people refused to co-operate, although in conversation divulged more information than could have ever been obtained in the questionnaire response (included in the student views on W.A.E.C. in Chapter IV). The questionnaire provided information on the student's present studies or occupation, and when he hoped to complete his studies. Also the student's views on the W.A.E.C. after three years away from the W.A.E.C. were recorded with the intent to determine whether he found the school valuable in his pursuits.

During this period of time all available data had been compiled. Data from each subject pool were recorded on large sheets of paper, the male students listed separately from the female students. Thus in one horizontal column all the information on one student was quickly available and in examining the vertical columns, comparisons could be easily made. Within a period of 4 months all the data had been recorded, summarized, tabulated and necessary calculations and statistical analysis (correlations and standard deviations) had been completed.

CHAPTER IV

RESULTS

The data will be summarized, analysed and commented upon in this chapter. The analysis will be presented in four stages.

I A comparison of background and academic characteristics of students enrolled in each year of the school's operation. This data was obtained from the school's files.

II A study of the student's perception of the school, and his academic background, social values and character, based on the information from the students enrolled in the school's fourth year of operation. The interpretations will be derived from the responses obtained on the questionnaires given early in the school term. These responses will be compared with those obtained in a questionnaire administered three months later, with the purpose of determining if the school had reached the student's original expectations.

III An analysis of the characteristics of students who had withdrawn from the school prior to full term completion. The results will be based on responses of the questionnaires mailed to the drop outs.

IV A study of the responses of the first students of the school to determine if they found the W.A.E.C. necessary in order to follow their pursuits.

For ease of presentation of data in tabular form, students enrolled during the first year of the centre's operation will be designated as Students I. Similarly students that were enrolled in the succeeding years will be designated as Students II, Students III and

Students IV, respectively. Students IV that wrote both the September and December questionnaire will be referred to as the Matched Data Sample.

The raw numbers of random selected subjects studied in each analysis are presented in Table I.

TABLE I
DISTRIBUTIONS OF THE RAW NUMBERS
OF SUBJECTS IN THE SAMPLES

Source	Male	Female	Total
Students I	73	38	111
Students II	29	21	50
Students III	55	24	79
Students IV	137	58	195
Matched Data Sample	49	22	71
Students IV AVL Test	34	26	60
Drop Outs	36	11	47
Student I Graduates	32	18	50

Students I represent an 86 percent sample, Students II a 16 percent sample, Students III, a 20 percent sample and Students IV a 45 percent sample.

I. A COMPARISON STUDY OF BACKGROUND AND ACADEMIC CHARACTERISTICS
OF STUDENTS I, II, III AND IV.

Age

Table II illustrates the distribution of the ages of students attending the W.A.E.C. in each operating year.

The male students were on the average younger than the female students with approximately 40 percent of the females of the first three years of the school's operation being over 31 years of age. The male students (53 percent) were between 21 and 25 years of age. The age distribution differed in the centre's fourth year of operation as more than one-quarter of the students were under 21 years of age. In comparing students I and IV, the Chi-square at the 95 percent level equals 2.216 (males) and 12.094 (females). This lies outside the accepted region of the Chi-square, (Chi-square = 1.145) and therefore the difference between the ages of students I and IV is significant. On the average, one-tenth of students I, II, III and IV population were over 41 years of age.

Marital Status

As shown in Table III, approximately 60 percent of the student population is single with more single men than single women. About one-third of the student population is married with more married men than women. In the school's fourth year of operation there were fewer married students than in previous years.

TABLE II

PERCENTAGE DISTRIBUTIONS OF STUDENTS BY AGE

Age (in years)	Students I			Students II			Students III			Students IV		
	M	F	T	M	F	T	M	F	T	M	F	T
19 - 20	5.4	5.0	5.2	24.1	5.0	14.5	16.4	12.5	14.4	25.6	27.6	26.1
21 - 25	64.9	47.5	56.2	27.6	50.0	38.8	61.8	33.3	47.5	54.8	39.6	47.2
26 - 30	9.4	7.5	8.4	31.0	10.0	20.5	7.2	12.5	9.8	12.4	8.6	10.5
31 - 40	14.9	22.5	23.7	10.4	5.0	7.7	14.6	25.0	19.8	4.4	13.8	9.1
41 - 50	2.7	12.5	7.6	6.9	15.0	10.9	0.	16.7	8.5	2.8	10.4	6.6
51 or over	2.7	5.0	3.8	0.	15.0	7.6	0.	0.	0.	0.	0.	0.

TABLE III

PERCENTAGE DISTRIBUTIONS OF MARITAL STATUS

Marital Status	Students I		Students II		Students III		Students IV		
	M	F	M	F	M	F	M	F	
Single	65.8	56.7	44.8	52.4	66.7	50.0	77.8	60.3	69.0
Married	32.8	35.2	51.7	42.9	31.5	50.0	18.0	27.6	22.8
Sep., Divor., Widow	1.4	8.1	3.5	4.7	1.8	0.	4.2	12.1	8.2

TABLE IV
 PERCENTAGE DISTRIBUTIONS OF PREVIOUS OCCUPATIONS

Job Category	Students I			Students II			Students III			Students IV		
	M	F	T	M	F	T	M	F	T	M	F	T
"Labor"	21.7	12.0	16.8	47.2	8.0	27.6	48.2	30.8	39.5	52.1	20.7	36.4
"Office"	3.3	48.0	25.8	5.2	30.5	17.8	0.	46.2	23.0	0.	14.6	7.3
Clerical, Sales	33.3	12.0	22.6	11.1	30.5	20.8	22.2	15.0	18.6	21.6	40.2	30.9
Technical, Trade	26.7	0.	13.3	31.3	8.0	19.6	22.2	0.	11.1	12.3	0.	6.2
Nursing	0.	16.0	8.0	0.	15.0	7.5	0.	8.0	4.0	0.	17.1	8.5
Other	15.0	12.0	13.5	5.2	8.0	6.7	7.4	0.	3.8	14.0	7.4	10.7

Previous Occupations

Jobs held by students prior to their enrollment at the W.A.E.C. have been categorized into several divisions as shown in Table IV. The "labor" category includes positions held in plants, warehouses, occupations such as truck drivers, waiters, waitresses, beer vendors, bartenders and factory workers. The "Office" category includes clerical, typing and secretarial work. Positions in the trades mentioned were photographers, mechanics, electricians, plumbers, barbers, draftsmen and painters. Technical positions included those in radio and electronics. The division "Other" consists of teachers, musicians, Canadian Armed Forces, pastors and commercial artists. About 50 percent of the student population had previously been employed in labor and office work but usually with a greater number employed in the labor force.

The Number of Years Since Last Attending School

TABLE V

PERCENTAGE DISTRIBUTIONS OF YEARS SINCE THE LAST SCHOOL ATTENDANCE

Years	Students I			Students II			Students III		
	M	F	T	M	F	T	M	F	T
0 - 5	70.1	48.5	59.3	58.6	42.7	50.6	76.4	39.1	57.7
6 - 10	14.9	15.2	15.0	27.6	19.1	23.3	12.7	26.1	19.4
11 - 20	13.4	18.2	15.8	10.4	23.8	17.1	10.9	21.7	16.3
21 or over	1.6	18.1	9.9	3.4	14.4	9.0	0.	13.1	6.6

Over half of the student population had been away from formal education less than six years. Less than a tenth of the students had been away from school over 21 years. During the first year of the school's operation, one student had enrolled at the W.A.E.C. after being away from school for 42 years. However with each year's operation of the school, the students have been more youthful and have not been long removed from their formal schooling. There are more women that have been away from the classroom at least 8 years. A possible explanation could be that the role of home responsibility changes for the older married woman.

Educational Background

As shown in Table VI, one-fifth of the student population have less than grade X education. The percentage of students I having less than grade X background is considerably lower as the school offered both grade XI and XII programs. Students with little academic background were advised to register in the grade XI courses. Over the entire four years, almost 40 percent of the students had a full grade XI. There are a greater number of women that had a full grade XII compared with the number of men. However, over all the years, there are more women that have less formal education than the male students. Comparing both male and female students of years 1966 and 1969, the Chi-square at the 95 percent level equals 106.2. This lies outside the accepted region Chi-square = 1.145 and therefore it is shown that students IV had less academic background than students I.

TABLE VI

PERCENTAGE DISTRIBUTIONS OF

GRADES COMPLETED

Last Grade	Students I				Students II				Students III				Students IV			
	M	F	T		M	F	T		M	F	T		M	F	T	
Completed	1.2	0.	.6		0.	0.	0.		0.	12.5	6.2		1.6	4.2	2.9	
Complete Indust. or Comm. XII	5.8	7.7	6.7		3.3	0.	1.6		27.3	16.7	22.0		.8	2.1	1.4	
Part Gr. XII	52.2	61.5	56.8		34.5	27.8	31.1		23.6	16.7	20.1		41.1	45.8	43.4	
Complete Gr. XI	36.4	20.5	28.4		27.6	28.6	28.1		14.5	16.7	15.6		0.	6.3	3.1	
Part Gr. XI	0.	0.	0.		17.3	23.8	20.5		14.6	8.3	11.4		37.2	12.5	24.8	
Complete Gr. X	4.3	10.3	7.5		17.3	19.7	18.7		20.0	29.1	24.7		19.3	29.1	24.4	
Less Than Gr. X																

Place of Residence of Students

TABLE VII

PERCENTAGE DISTRIBUTIONS OF RESIDENT AND
NON RESIDENT STUDENTS

Classification	Students I			Students II			Students III		
	M	F	T	M	F	T	M	F	T
Resident	91.0	90.0	90.5	96.6	85.7	91.1	86.8	91.7	89.2
Non resident	9.0	10.0	9.5	3.4	14.3	8.9	13.2	8.3	10.8

The data of Table VII show that 90 percent of the student population were residents of Winnipeg and 10 percent were charged the non resident fee.

Proportion of Full and Part Time Students

TABLE VIII

PERCENTAGE DISTRIBUTIONS OF FULL AND
PART TIME STUDENTS

Classification	Students I N = 184			Students II N = 317			Students III N = 428		
	M	F	T	M	F	T	M	F	T
Full Time	72.2	55.3	63.7	82.8	71.4	77.1	88.7	86.4	87.5
Part Time	27.8	44.7	36.3	17.2	28.6	22.9	11.3	13.6	12.5

Table VIII shows that over 90 percent of the students at the

W.A.E.C. are full time students taking 3 or more 300 courses or four or more 301 courses. There are more part time female students than part time male students.

Academic Achievement

The data tabulated in Table IX are the average scores obtained on June Departmental 300 Level Course Examinations by students I in 1967, students II in 1968, and students III in 1969. In 1969, examination results were available as either a school mark or a board mark. Board marks only were used in this tabular distribution. On the whole, female students do better in English, Biology and French than the male students. Male students surpass the female students in Mathematics and Physics. This suggests that female students require greater help in Mathematics and male students would benefit from more work in English. Later in this chapter it will be shown that female students have less numerical aptitude than the male students. However, on the average, both male and female students are equal in their verbal ability.

From the results available on General Course subjects, students tend to do better in them as compared with 300 course results. The 301 course results are based on school marks.

A valid comparison would be between the average results of students II with the 1968 June Departmental results of Winnipeg high school students, as both results are of the same year and both are based on grade XII university entrance examinations.

TABLE IX

DISTRIBUTION OF THE MEANS OF JUNE
EXAMINATION RESULTS IN
300 SUBJECT COURSES

Course	Students I			Students II			Students III		
	M	F	T	M	F	T	M	F	T
English	43.6	48.8	46.2	45.7	49.8	47.7	47.8	49.7	48.7
N	56	29	85	23	16	39	40	19	59
Maths	52.8	52.1	52.4	49.2	41.9	45.5	49.8	47.9	48.8
N	49	23	72	18	17	35	27	13	40
Physics	49.4	43.8	46.1	61.4			64.9	57.4	61.1
N	20	6	26	7			22	5	27
Chemistry	49.7	45.5	47.6	51.6	56.5	54.0	58.6	57.8	58.2
N	23	4	27	10	4	14	16	6	22
Biology	49.9	56.4	53.1	53.8	57.2	55.5	59.1	67.7	63.4
N	26	21	47	12	12	24	15	11	26
French	37.7	50.8	49.2	44.2	47.8	46.0	57.0	50.7	53.8
N	30	19	49	6	4	10	9	3	12
German	56.7	60.5	58.6		59.7		58.0	65.5	61.7
N	7	2	9		3		2	2	4
History	51.1	52.0	51.5	64.6	64.3	64.4	57.1	57.7	57.4
N	29	18	47	9	10	19	24	10	34
Geography				60.8	56.3	58.5	54.5	65.3	59.9
N				8	3	11	28	12	40

TABLE X

A COMPARISON OF THE W.A.E.C. MEANS OF THE GRADE XII
JUNE EXAMINATION RESULTS WITH THE WINNIPEG
JUNE 1968 GRADE XII DEPARTMENTALS IN
300 LEVEL COURSES

Student Year	Eng.	Maths	Phys.	Chem.	Biol.	Fr.	Ger.	Hist.
Student II	47.7	45.5	61.4	56.5	57.2	46.0	59.7	64.4
Departmental	53.8	58.1	51.9	57.8	54.3	54.2	53.3	55.4
Student I	46.2	52.4	46.1	47.6	53.1	49.2	58.6	51.5
Student III	48.7	48.8	61.1	58.2	63.4	53.8	61.7	57.4

As shown in Table X, students II at the W.A.E.C. obtained a better mean than the Departmental mean in Physics, Biology, German and History. They achieved considerably lower in English, Mathematics and French.

The comparison of students I and III with the 1968 Departmental results will not be accurate as the average result changes from year to year. However no Departmental research is available for 1967 and 1969.

In the comparison of students I results with the Departmentals, German was the only subject in which the students did better than the Departmental mean. The subjects that were 5 or more grade marks lower than the Departmental mean were English, Mathematics, Physics, Chemistry and French.

In the 1969 examination results, students at the W.A.E.C. scored better in Physics, Chemistry, Biology, German and History as compared with the 1968 Departmentals. The subjects in which students scored 5 or more grade marks lower than the Departmental mean were English, Mathematics and French.

In comparing the mean scores obtained by students I and III, students III obtained better marks as the Chi-square at the 95 percent level equals 2.725 which lies outside the accepted region where Chi-square = 2.167.

The above analysis suggest that adult students experience difficulty in Mathematics, English and French and probably require more background work before attempting the actual prescribed course.

TABLE XI

PERCENTAGES OF STUDENTS THAT
FAILED COURSES

Student Year	No Failures	1 Failure	2	3	4	5	Failed All Courses
Students I	39.0	20.0	11.7	8.8	0.	0.	20.5
Students II	35.6	22.2	7.5	6.4	4.3	0.	24.0
Students III	53.3	25.5	13.2	5.0	0.	.9	2.1

If the student passed all his elected subjects, the result was indicated in the "No Failure" column in Table XI. No differentiation was made as to whether the student took one or five subjects. The

percentages shown in the "1, 2, 3, 4, 5 failures columns", indicates complete or partial failure. To clearly show the percentage of students that failed all their elected subjects, a separate column has been included. The figure shown in the "all failed" column includes students who elected one or more subjects. In many cases, in the results of student III, two marks were given per subject-- one a school mark and the other the board mark. However the results in this table are based on the passed mark (in most cases the school mark) and not the failure. This would explain the higher percentage of students III indicated that had no failures and the very low percentage that failed all their courses. In comparing students I and III, students III had a greater number of passes and less failures as the Chi-square equals 3.205 at the 95 percent level which lies outside the accepted region Chi-square = 1.145. The results in the case of students III implies that they have a better chance of passing by obtaining a school mark. In the cases of students I and II, 37 percent passed the year clear while 22 percent failed all their subjects.

Differential Aptitude Test Results

The Differential Aptitude Tests (DAT) were developed to provide an integrated, scientific and standardized procedure for measuring the aptitudes of students for purposes of educational and vocational guidance. In grade XII, Differential Aptitude Tests can serve two functions --for counselling purposes to help the student make decisions for his future education or employment and the plotted profile allows the school to report to future schools or employers.

The following sub-tests make up the battery. The Verbal Reasoning Test is designed to measure the ability of a student to understand concepts framed in words. Its main aim is an evaluation of the student's ability to abstract or generalize and to think constructively, rather than simply to evaluate fluency or vocabulary.

The Numerical Ability Test is a measure of the student's ability to reason with numbers, to manipulate numerical relationships and to deal intelligently with quantitative materials.

The Abstract Reasoning Test is intended to measure a student's reasoning ability through the perception of an operating principle in a series of changing diagrams.

These three sub-tests measure those functions which are associated with general intelligence.

The Spatial Relations Test is designed to evaluate the ability to manipulate things mentally, that is, to visualize how an object will look from a pattern. This is an ability that is required in such fields as drafting, dress designing, architecture, art, die making and decorating.

The Mechanical Reasoning Test measures the ability to understand the principles of operations and repair of complex devices. The information obtained from this test is useful for indicating the students who have the ability to become carpenters, mechanics, maintenance men, etc.

The Clerical Speed and Accuracy Test is designed to measure the students speed and accuracy with simple number and letter combinations.

The Language Usage--Spelling and Sentences Test is designed to provide a measure of a student's ability to distinguish correct and incorrect usage.

In Table XII the average percentile equivalents of the raw scores of Form L of the Differential Aptitude Test were obtained for students I, II and III from the school files. The mean percentile equivalents were interpolated from the mean raw scores of the Differential Aptitude Test Form A results of 1964 Grade XI Winnipeg students (Winnipeg School Division No. 1, Research Report 3/64). More recent research information had not been compiled by the division. Similarly, mean percentile equivalents were interpolated from Form L DAT results for Grade XII as given in the Manual (Manual for Differential Aptitude Tests - 4th edition).

Students I and II males placed in higher percentiles in all sub-tests as compared with the Winnipeg and Publisher's norms. Similar results were demonstrated by students I and II females except in the Clerical sub-test in which they placed in lower percentiles.

Students III males were grouped in lower percentiles in sub-tests, Clerical Sentences and Verbal when compared with the Winnipeg and Publisher's norms. In a similar comparison, students III females registered in lower percentiles in all sub-tests except Spelling and Abstract Reasoning.

The comparisons are not completely valid as the forms were not similar in the Winnipeg sample and the Publisher's norms are based on students of a different background. However using this as a

TABLE XII

PERCENTILE EQUIVALENTS OF W.A.E.C. AVERAGE SCORES ON THE DAT FORM L
 COMPARED WITH PERCENTILE EQUIVALENTS OF WINNIPEG
 1964 GRADE XI MEAN SCORES AND

PUBLISHER'S NORMS

DAT Sub-Test	Students I		Students II		Students III		1964 Gr. XI Winnipeg		Publisher's Norm	
	M	F	M	F	M	F	DAT Form A M	DAT Form L F	DAT Form L M	DAT Form L F
Verbal	59	60	60	57	51	51	53	52	47	50
Numerical	61	58	60	55	50	47	46	50	49	50
Abstract Reas.	56	54	66	44	48	50	45	46	44	40
Spatial Rel.	52	54	56	51	49	49	45	50	49	50
Mech. Reas.	53	57	69	54	49	50	44	47	48	53
Clerical	57	49	66	66	50	50	54	55	53	54
Spelling	66	71	66	69	53	51	45	45	47	40
Sentences	59	55	60	64	50	51	50	51	54	48

comparison, students I and II placed in the higher percentiles suggesting that students III had lower scores.

Research has proved that Differential Aptitude Tests can be validly used to predict course grades (Manual for DAT, 4th edition p.5-2). A large number of coefficients indicate that a typical English course grade can be predicted from VR + NA, Grammar and Verbal Reasoning. Verbal Ability was correlated with the W.A.E.C. English results produced by students I and III as indicated in Table XIII.

TABLE XIII

CORRELATIONS OF DAT (FORM L) SCORES AND
JUNE COURSE GRADES

	Students I				Students III			
	N	r	N	r	N	r	N	r
	Male		Female		Male	Female		
Verbal vs English	52	.47	26	.69	41	.03	19	.27
Numerical vs Maths	42	.38	22	.18	40	.39	14	.22
Verbal vs History	26	.21	17	.31	32	.26	11	.002
Numerical vs Sci.	44	.28	24	.19	32	.44	15	.27

TABLE XIV

SIGNIFICANCE OF THE REGRESSION COEFFICIENTS OF TABLE XIII
USING "STUDENT'S t " DISTRIBUTION

	Students I		Students II	
	Male	Female	Male	Female
Verbal vs English	3.760	4.268	.187	1.146
Numerical vs Maths	2.577	.846	2.645	.793
Verbal vs History	1.050	.840	1.448	.006
Numerical vs Sci.	1.878	.950	2.677	1.010

The data in Table XIV show that significant correlation exists in the verbal and English grade coefficients obtained by male and female students I as $t = 3.760$ (male), $t = 4.268$ (female) at the 5 percent level of significance which exceeds the table value $t = 1.684$ (male), $t = 1.711$ (female). No significance is shown in the coefficients obtained by students III in their verbal and English grade results.

The Numerical Ability Test clearly shows the greatest predictive power for Mathematics grades (Manual p. 5-2). Significant correlation is shown in the Numerical Ability and Mathematics grade coefficients obtained by male students I where $t = 2.577$ and male students III where $t = 2.645$ at the 5 percent level of significance which exceeds the table value $t = 1.644$ and $t = 1.697$ respectively. No correlation is shown between Numerical Ability and Mathematics scores obtained by female students I and III.

The best of these tests for predicting History results is the Verbal Reasoning, Numerical Ability, VR + NA and Grammar Tests. Correlates were obtained between the Verbal and History scores. No significant correlation was shown for either sex in both samplings.

VR + NA, Verbal Reasoning, Numerical Ability and Grammar are the best predictors for both sexes for Science grades. Correlates were determined between Numerical Ability and Science. The Science results were comprised of one of Chemistry, Physics or Biology in that preference depending on which subjects were taken by the student. Significant correlation is shown in the Numerical Ability and Science grade coefficients by male students I where $t = 1.878$ and male students III where $t = 2.677$ at the 5 percent level of significance which exceeds the table value $t = 1.684$ and $t = 1.697$ respectively. No significant correlation was obtained by female students I and III.

The results in Table XIII imply that DAT scores are poor predictors of course grades for the female students at the W.A.E.C. Numerical Ability scores can be used to predict success of male students in Mathematics and Science courses.

II A STUDY OF THE ACADEMIC AND SOCIAL CHARACTERISTICS OF STUDENTS IV

Past and Present Employment

Prior to entering the W.A.E.C., 7 percent of male students IV and 14 percent of female students IV held no jobs. Almost 40 percent of the students had been employed at least once while the remaining number held 2 to 5 positions. About 3 percent of students IV were employed 10 to 20 years. Half of the students were employed for one year or less. Thus most of the adult students have not had much experience in the working world.

In September, almost half of the students attending the W.A.E.C. held jobs with over one-third of the male students working a 30 to 40 hour week. The female working students mainly had part time employment (80 percent). The jobs held were of a similar nature as the positions held prior to attendance at the W.A.E.C. such as clerical, domestic, labor, railway, sales, technical, the trades, nurse's aid and office work. In December, 71 percent of the female working students held the same job with the same number of hours as reported in September. The rest of the female students stated that they worked less hours than previously reported. The male working students held their same jobs with a few students working more hours than previously mentioned. Ten percent of the male students were working in December that had not been previously employed. This indicates that many adults must continue to support themselves while attending the W.A.E.C. and many were forced to obtain employment after attending a few months.

Since more than half of the students work, the implication may be that absenteeism would result due to conflict of working hours with school hours, change of shifts, and fatigue. Also students would have difficulty in completing assignments and writing the numerous tests that are a part of the school's continuing testing program.

Change of Address

Students IV had changed their addresses several times although one-fifth of the sample population had remained at the same place of residence for the last 10 years. It may be implied that the single students may be living with their parents and the married students are living with their spouse and family. The remainder of the students had moved at least 5 times with 14 percent having moved over 5 times.

Place of Past Formal Education

TABLE XV

PERCENTAGE DISTRIBUTIONS OF PLACE OF PAST FORMAL EDUCATION
OF STUDENTS IV

	Winnipeg	Other Parts Manitoba	Other Provinces	Other Country
Male	67.1	17.1	5.3	10.5
Female	55.7	11.5	16.4	16.4

As shown in Table XV at least two-thirds of the male students had been educated in Winnipeg or suburbs. The percentage is

less for the female students. Those educated in other provinces were products of all provinces except the Maritimes. The 14 percent foreign students came from countries such as Africa, Barbados, Britain, Italy, Ireland, Germany, Japan, Sweden, and Trinidad. This may explain the language difficulty that existed.

How Students Were Made Aware of the W.A.E.C.

TABLE XVI

PERCENTAGE DISTRIBUTIONS OF THE WAYS
STUDENTS WERE MADE AWARE
OF THE W.A.E.C.

Paper	Radio	Teacher	Employer	Principal	Friend	Other
14.7	6.4	7.8	1.5	6.9	43.6	20.1

As indicated in Table XVI over 60 percent of students IV learned of the W.A.E.C. through a friend or such sources as the university registrar, Red River Community College, Canada Manpower, School Board, Welfare Department, family or the sign displayed on the school fence. The other students were made aware of the school by radio, paper, teacher, employer or principal.

Why Adults Returned to School

As shown in Table XVII the reasons given by students IV for returning to school were varied. The male student typically required grade XII to be admitted to university. Otherwise the adult required

grade XII as an entry requirement for the Red River Community College, or for employment promotion, for self-improvement or as mentioned by a few students, for the purpose of relieving boredom and improving their English. (M.I.T. renamed Red River Community College on Dec. 15, 1969.)

TABLE XVII

PERCENTAGE DISTRIBUTIONS OF REASONS FOR ATTENDING
THE W.A.E.C. BY STUDENTS IV

Reasons	Male	Female
University Entrance Requirement	57.2	37.2
R.R.C.C. Requirements	11.2	11.6
Job Promotion	18.0	29.1
Relieve Boredom	1.2	17.4
Self-Improvement	11.8	4.7
Other	.6	0.

The number of students attending the W.A.E.C. with the intention of proceeding to university was considerably less in the school's fourth year of operation. The trend may be explained by the availability of the University Mature Student Plan whereby any adult (21 years of age) may seek admission to a degree program by two methods. The two methods are the two course trial route (successful completion of two 120 level courses with minimum standing of C in each course) and the test route. The students electing the test route submit to the Registrar a birth certificate, 3 letters of reference, an outline of

educational objectives and aims and statements and transcripts of previous academic work. This material is directed to the U. of M. Counselling Service where the candidate is given a battery of psychological tests and is interviewed by a counsellor who then sends a recommendation to the faculty of the applicant's choice. The mature student must achieve at the minimum level acceptable for regular first year students (Counselling Service Report, Full-Course Mature Students, mimeographed).

In the light of the success of the Mature Student Plan, the type of W.A.E.C. student seems to have changed since the opening of the school. Presently there are more students under 21 (as compared with students of other years) who wish an education for other reasons than to enter the University. In the case of the female students, over 60 percent are attending for reasons other than obtaining university entrance requirements. In comparing students IV and students I, students IV attended the W.A.E. C. for different reasons than the original students of the school. This is demonstrated by the Chi-squares at the 95 percent level which equal 7.87 for females and 28.12 for males and these results lie outside the accepted value Chi-square = .352 in both cases. The implication is that the present 300 curriculum at the W.A.E.C. is suitable for less than 50 percent of the W.A.E.C. student population.

Fifty-four percent of the students at the W.A.E.C. stated that they were self-motivated in their pursuits of continuing their education. One-fifth of the students returned to school due to the need

of economic improvement or for social reasons. Thirty percent of the students were not living with their families and thus were removed from any positive or negative influence of their families on their studies. Ninety-one percent of the other students indicated that they received complete or partial encouragement from their families. It can perhaps be implied that almost one-third of the school's population are single students that have made their own decisions to improve their education and these students are probably self-financed.

Aspirations After Leaving the W.A.E.C.

Those hoping to enter university (N=92) had plans to enter vocations in Teaching (N=19), Engineering (N=14), Social Work (N=13), Biology (N=9), Commerce (N=7), Architecture (N=3), Medicine (N=3), Chemistry (N=2), Fine Arts (N=2), Law (N=2), Mathematics (N=2), Archeology (N=1), Dentistry (N=1), Pharmacy (N=1). Twenty percent of the male students and 15 percent of the female students were undecided in their future pursuits. The rest of the students desired a future in the R.C.M.P., management, business administration, technology, nursing, laboratory work, library, and journalism.

It is interesting to note that in the matched data December sampling, 20 percent of the students had changed their minds as to the vocation that they would enter. In most cases it was a matter of change of university faculty. For example a student who wanted to enter the field of Business Administration changed to Social Work, and another changed his plans of veterinarian work to agriculture. A few students changed their university plans and decided to go to the Red

River Community College. The students that previously were undecided about their future vocation had made plans during the 3 months. However a few individuals who had a vocation chosen in September reported that they were undecided in December. It can be said that 80 percent of the students entering the W.A.E.C. for the purpose of gaining university admission, have a goal in mind and seem to adhere to it while attending the W.A.E.C.

Course Selection

About 70 percent of students IV were enrolled in 300 level courses, 20 percent higher than the percentage of students who wished to enter university. As shown in Table XVIII, the male students elected Mathematics and English as the most useful courses for their future plans, then Physics, Chemistry, Biology, Geography, History, Economics and French. Listed as being of no use were History, Geography (equal), Physics, English, Chemistry, Economics, Mathematics and French in the given order. Eleven percent stated that all the courses they were taking were of no use. There were no replies from 19 percent of the students.

The female students selected English, Biology, Mathematics, Geography, Chemistry History (equal), as the most useful courses in that order and Geography, Mathematics (equal), Chemistry, Biology History (equal), Economics, English as being of no use. Twenty percent of the females stated that all the courses that they were studying were of no value for their future vocations. Forty-one percent of the female students had not replied. Most students indicated English and

TABLE XVIII

STUDENT NUMBER REGISTERED IN SUBJECT COURSES (MALE N=137, FEMALE N=58)

AND COURSE EVALUATION (PERCENTAGES)

Courses	No. of Male	(Percentage)		No. of Female	(Percentage)	
		Useful	Not Useful		Useful	Not Useful
English 300	101	24.5	5.5	41	22.8	1.4
English 301	26			7		
Maths 300	72	22.7	2.5	23	17.0	7.1
Maths 301	42			18		
Chemistry 300	43	11.3	5.0	17	9.9	5.7
Chemistry 301	3			0		
Physics 300	57	13.7	6.5	6	.2	2.9
Physics 301	3			0		
Biology 300	44	8.3	12.9	37	20.5	4.3
Biology 301	25			10		
History 300	57	5.6	18.4	18	9.9	4.3
History 301	19			5		
Geography 300	49	7.6	12.9	24	11.1	7.1
Geography 301	21			8		
French 300	14	2.4	1.0	13	5.8	2.9
French 301	1			0		
Economics 301	22	3.1	4.4	6	2.3	2.9
Science 301	10			1		
Social Studies 301	9			7		
Physical Science 301	7			1		

Mathematics as being the most useful courses.

By December, 30 percent of the students of the matched sampling had changed their courses with half of the adults dropping previously elected subjects and one-half changing one subject for another. Subjects listed as dropped most frequently were Geography, Chemistry, Physics, Mathematics and History in the given order. Reasons stated for the changes were not enough background in the course, too advanced, couldn't grasp it, a dislike for the course, not interested or too dry. A few students elected another course that would be accepted by the University or give them a better standing. Others changed to 301 level courses in order to have less final examinations.

The courses labelled as useful were chosen for the reason that they were prerequisites for future studies, as shown in Table XIX. Female students stated the courses as being an asset for future employment. Almost one-quarter of the students indicated the courses as a requirement for self-improvement.

TABLE XIX

PERCENTAGE DISTRIBUTIONS OF REASONS

FOR COURSE SELECTION

Reasons	Male	Female
For Future Studies	53.8	47.9
Job Requirement	19.0	31.0
For Self-Improvement	27.2	21.1

Seventy-five percent of the students wished that no additional or alternative courses be offered at the W.A.E.C. The remaining number of the students expressed a desire for commercial subjects such as Typing, Shorthand, Business Law, Business Administration, Foreign Languages such as Ukrainian, Spanish, Conversational French, and Russian, Home Economics and Industrial Art, Art, Music, Anthropology, Sociology, Psychology, Creative Writing and Speed Reading.

The students of the matched sample continued to express an interest in a need for new courses to be offered at the W.A.E.C. The need for a course in basic English and Composition was mentioned.

Preparatory Course Background

TABLE XX

PERCENTAGE OF STUDENTS THAT HAD A PREPARATORY
COURSE BACKGROUND

Course Taken	Male	Female	Total
Evening	4.4	1.7	3.0
Summer	19.9	32.8	26.3
Both	3.0	3.5	3.2
None	72.7	62.0	67.3

As indicated in Table XX, two-thirds of the students had no previous up-dating courses. Those who had taken the evening or summer preparatory course or both, indicated in the main that they were helpful. More females had taken the preparatory course.

After studying at the W.A.E.C. for 3 months, half of the female students in the matched sample indicated that the courses were of some use. Over one-tenth of the female students stated that the preparatory courses served no purpose. The male students continued to find the preparatory courses an asset in their school work.

Counselling

Almost three-quarters of the students at the W.A.E.C. received partial or all necessary counselling required as shown in Table XXI. Five percent stated they did not receive adequate counselling. Over one-fifth stated they did not require any counselling.

TABLE XXI

PERCENTAGES OF DEGREE OF COUNSELLING
RECEIVED AT THE W.A.E.C.

Degree	Male	Female	Total
Sufficient	52.2	66.7	59.4
Partial	15.9	11.1	13.5
None	4.3	5.6	4.9
Didn't Require Any	27.5	19.4	22.0

Judged Quality of Teaching

Most of the students at the W.A.E.C. were completely satisfied with the quality of teaching at the beginning of the term. Less than 1 percent of the male students were dissatisfied and no female students reported dissatisfaction. Forty percent of the students rated the

teaching as excellent and 50 percent of the students rated the teaching as good. Less than 3 percent of the students of the matched sampling changed their comments on the quality of teaching in December. The female students placed a higher assessment on the teaching than previously indicated, while the male students lowered their original assessment by one degree. For example the teachers rated as excellent in September were rated good in December. There was no dissatisfaction expressed.

In September most students were satisfied with the instructional speed. Thirteen percent of the students stated that the lessons were too advanced and that the teacher proceeded too quickly. About 6 percent found the teaching too elementary and the speed of the lesson too slow. Only 10 percent of the male matched sample indicated that the lessons were too advanced or proceeded too quickly. The female students remained satisfied.

Teaching Methods and Teaching Aids

As indicated in Table XXII, sixty-five percent of the students preferred lessons presented in a combination of several methods-- small group lessons, lectures, discussions and practice depending on the circumstances. In December, one-third of the students of the matched sampling preferred different methods of teaching than previously expressed. About 45 percent stated a preference for a combination of the four types of lessons and the other students wished for more small group lessons and discussions.

Almost half of the September sample population mentioned that they were getting all methods. Fifteen percent of the sample stated

TABLE XXII
 TEACHING METHODS PREFERRED COMPARED WITH
 TEACHING LESSONS RECEIVED IN SEPTEMBER
 (PERCENTAGES)

Teaching Method	Male		Female	
	Preferred	Getting	Preferred	Getting
Small Group Lessons	8.2	6.7	13.0	7.5
Lecture	8.2	15.2	4.8	14.9
Discussion	10.3	15.2	9.7	13.4
Practice	8.9	14.6	6.5	13.4
Combination of all of the above	64.4	46.5	66.1	50.8
Other		1.8		

that they were getting their lessons in the form of lectures, a method preferred by only 6 percent of the students. More practice and discussion lessons were given than some of the students wished. Thirty-eight percent of the students of the matched sample indicated that the type of teaching that they were getting in December differed from that in September.

The students were asked to rate the teaching aids they preferred. Two-thirds of the sample population chose the blackboard as a first and second choice of lesson presentation. Over one-half of the students preferred demonstrations as their first or second choice and films as their second choice. Overhead projector, field trips, and recordings were selected in that order. A few individual students mentioned that they would like more

discussion, personalized instruction and good explanations. The students of the matched sampling continued to state blackboard as their first choice in teaching aids and demonstrations as their first and second choice. However a greater number of individuals indicated a preference for films as a second and third choice and the overhead projector as a third choice.

Extra Help and Assignments

An attempt was made to determine if the help given to students differed in the case of full or part time teachers. According to the number of students that did not answer the question, it appeared that they did not perceive any difference early in the term. Almost 60 percent noticed no difference or did not answer the question. Over eighty percent of the students wished to have more individualized help with their courses. Forty-five percent of these students stated that they would like extra help under certain conditions such as when they were in difficulty or if they had missed the lesson or were behind or at the beginning of a new concept. Individual students expressed a desire for extra help after school hours. The need for instruction on how to study a difficult area was mentioned. More than one-fifth of the male students stated that they did not require extra help.

In the December matched data sample, 90 percent of the students received the individualized instruction that they wished. These students indicated that they received the extra help from both part time and full time teachers or from full time teachers alone. It should be noted that the remedial classes where individualized help is given, are

offered by full time teachers. Ten percent of the students stated that they were not getting what they believed was necessary individual help.

Most students stated that the number of assignments were satisfactory although a few thought that there were too many assignments and a few male students expressed that there was not enough homework. In December, 15 percent of the students of the matched data sample, were no longer satisfied with their assignments and stated that they were not getting enough or were getting too many.

Facilities

When asked in September whether the W.A.E.C. library was sufficient, 60 percent of the students could not comment as they had not yet used the library. The other students were satisfied while 5 percent stated that the library did not meet their needs. The latter increased to 23 percent in December. Over 10 percent of the students still did not know. Thus it can be said that almost one-quarter of the students did not find the library adequate and 10 percent apparently did not use the library at all.

Thirty-six percent (September) and 24 percent (December) students could not recommend any changes in facilities or improvements in the actual plant at the W.A.E.C. One-quarter of the students expressed a wish for provision of a cafeteria and study rooms with the establishment of a cafeteria as a first choice. In December 46 percent of the matched data sample wished to see study rooms and cafeteria established as their first choice. Improved laboratory facilities were chosen next in importance, then provision of plugs for parking and then the need

for better lighting. In December, a desire for recreational facilities and better library facilities were also indicated as a first choice. A need for a separate laboratory that was not used as a classroom was expressed thus allowing the student to complete experiments during school time. Presently the laboratory at the W.A.E.C. is not opened to students except during scheduled classes. Students indicated a need to cut down the noise in the halls. Compulsory attendance was mentioned as a need for the school. Students suggested the need for washrooms and a coke machine in the Sidney I. Robinson Building. The need of repair of broken seats and the necessity of larger seats was stated.

Financial Status and Family Responsibility

TABLE XXIII

PERCENTAGES OF STUDENTS EXPERIENCING
FINANCIAL DIFFICULTIES

Degree	Male	Female	Total
Yes	59.3	41.4	55.3
Partly	1.4	12.1	6.7
No	35.6	43.1	39.3
No Comment	3.7	3.4	3.5

As indicated in Table XXIII, half of the students in the sample population expressed that they had financial difficulties while attending the W.A.E.C. with more male students having the difficulty. Twelve per-

cent of the female students found that they had some financial hardship. Over one-third of the students of the matched data sample indicated a change in their financial affairs. Half of these students stated that their financial burden had been partially or completely alleviated while the rest reported increased financial difficulties.

Less than 10 percent of the male students had a family of one or two children with most of the children being under 12 years of age. Over 31 percent of the female students had a two child family usually under 18 years of age. This suggests that many married women returned to school when their children were older.

Travel to School

More men than women took their car to school (41 percent and 16 percent). More women depended upon public transport than men, (60 percent and 33 percent) and one-fifth of the sample population walked to school. The other students formed a car pool.

Two-thirds of the students arrived in school from their homes in less than 30 minutes. Only two female students reported a travel time of 1 to 1½ hours. The rest of the students travelled for ½ to 1 hour.

Outside School Study

The W.A.E.C. students spend from 1 hour to more than 4 hours on outside school studies with the modal time being two hours for the male students and 3 hours for the female students. Home is the

place where most of the students study (72 percent) although 15 percent (and more male students in December) stated they could not study at home. Students also study at the W.A.E.C. library, at the local libraries, at work, in the W.A.E.C. lunch room and at the University library.

School Hours and Lunch Hour Activities

The students favoured the hours the school is open but 11 percent stated a preference for scheduling classes before 9 a.m. Almost half of the students ate their lunch in the W.A.E.C. lounge. Over 17 percent went to a restaurant or the YWCA, and over one-third of the students ate at home.

AVL Value Test

The Allport, Vernon and Lindsey Study of Values Test was administered to a random sampling of 60 W.A.E.C. students in the school's fourth year of operation (female N=26, male N=34). The classification --theoretical, economic, aesthetic, social, political and religious is based on Sprangler's Types of Men. The results on the tests reveal only relative importance of each of the 6 values in a given personality not the total amount of 'value energy' or motivation possessed by an individual.

Forty is an average for any single value. A score on one of the values may be considered definitely high or low if it falls outside the limits as given in Table XXIV. Such scores exceed the range of 50 percent of all scores on that value.

TABLE XXIV

RANGES OF SCORES FOR AVL VALUES TESTS AS GIVEN IN

AVL TEST BOOKLET

Value	Male	Female
Theoretical	39 - 49	31 - 41
Economic	37 - 48	33 - 43
Aesthetic	29 - 41	37 - 48
Social	32 - 42	37 - 47
Political	38 - 47	34 - 42
Religious	32 - 44	37 - 50

Table XXV shows the mean results obtained by W.A.E.C. students. The male group at the W.A.E.C. scored the lowest in the religious classification as compared with the results in the other categories. In the other classifications, their set of values were not outstanding. When compared with the norm obtained from a sample from American colleges, the W.A.E.C. male students scored 4 points higher in the aesthetic and social values and 8 points lower in the religious value.

The W.A.E.C. female scores were not extremely low or high. They scored 3 points higher on the social and political values when compared with the American college norms and 6 points lower in the religious classification. However this comparison is not truly valid due to the differences in academic, social and environmental backgrounds of the two classes of students. It could be said that the

TABLE XXV

MEAN AND STANDARD DEVIATION ON

AVL STUDY OF VALUES

		Theoretical	Economic	Aesthetic	Social	Political	Religious
Male	\bar{X}	43.21	43.00	39.27	42.09	42.29	30.35
	S. D.	7.33	3.36	9.99	8.81	5.87	9.33
Female	\bar{X}	36.96	36.73	43.58	45.00	40.15	37.50
	S. D.	2.65	2.14	1.02	2.25	2.31	2.68

W.A.E.C. students are not religious but are sociable with a love of people. According to the AVL Manual of Directions the male student can be interpreted as aesthetically inclined who sees the highest value in form and harmony while the female is politically inclined.

Effects of School on Personal Life of Student

According to Table XXVI, the students found that they were not able to go out as much. Ten percent of the students noticed no difference.

The students mentioned that they spent more time at home, were always busy, had no leisure time and had no money. They slept less, did less home chores, were tired but a few felt better personally. Fifty percent of the students of the matched data sample reported differently from what they did in September. All categorized areas had been mentioned.

TABLE XXVI

PERCENTAGE DISTRIBUTIONS OF EFFECTS OF SCHOOL
ON PERSONAL LIFE

The Change	Male	Female
None	0.	11.2
See less of family	8.8	16.9
Don't go out as much	44.1	31.5
Read less	4.4	15.7
Less T.V.	26.0	16.9
Other	7.9	8.8

In the December questionnaire, students were asked to state their views about the W.A.E.C. in a number of areas. The impressions and criticisms were based on 3 months of attendance.

Out of the 142 views expressed, 33 percent of the views indicated that students were satisfied with the W.A.E.C. and that they believed it provided an adequate service to the community. These students agreed that the centre made it possible for students to take the first step toward a realization of a future goal. The students indicated that they developed a 'better outlook' on the world and that similar day centres should be established in many centres across Canada. It was expressed that the W.A.E.C. presents an opportunity for high school drop outs to resume their education.

Twenty-five percent of the views were directed toward the need for improvement in facilities. Students identified the need for a larger building with a cafeteria, areas for private study and a larger library.

The 'smoky atmosphere' of the lounge was offensive to some students. The adults stated the need of a washroom in the Sidney I. Robinson Building. A need of extra curricular activities such as recreational activities, sports, dances, clubs such as 'World Affairs', bowling etc. was expressed.

A concern for the method of teaching made up 18 percent of the comments given by the students. Most students were satisfied with the teacher-student relationship and stated that the teachers were understanding and helpful. A belief was expressed that some teachers did not prepare adequately, were too dry or boring, covered too much in one lesson period, were too 'soft' in their teaching methods and didn't treat all students as adults. Individual attention was given to some students at the expense of others.

Seven percent of the views of the students indicated that they required financial aid and that some form of bursary should be provided.

Seven percent of the views were directed toward innovations in the curriculum. Students suggested the need for refresher courses in basic English for those who had been away from school for a long time. Students expected to be provided with the necessary academic background before proceeding with grade XII work. They expressed the need for a greater variety of subjects to be offered at the W.A.E.C. with more relevance to their future plans. It was suggested that recordings in English and History be available for home study purposes.

Five percent of the comments outlined were suggestions for

changes in administration. These students were equally opposed and in favour of compulsory attendance. It was suggested that remedial classes be held at night to avoid conflict with scheduled day classes. Students stated that there were too many tests given and several term examinations should be given rather than weekly tests.

Four percent of the views were directed toward the issuing of assignments. It was stated that there was too much or an inadequate amount of homework. The homework should be geared to students with or without family responsibility.

The remaining comments (two percent) were criticisms of fellow students. The students were disturbed at the immature attitudes of their fellow students. They felt that this attitude resulted in the teacher treating all the students as immature. It was suggested that an age requirement of 21 years should be enforced thus possibly preventing conflict with the older adult. The older adults reported having difficulties in keeping up with the young adults in their studies and they stated that they believed students should not be accepted at the W.A.E.C. unless they were out of school for at least 5 years. It was suggested that the older student should be separated from his younger counterpart.

III THE CHARACTERISTICS OF THE W.A.E.C. DROP OUTS

The subjects of this sample consisted of 47 students (36 male, 11 female) with 5 students selected at random from the first year of the school's operation, 13 from the second year, 19 from the third year and 10 from the fourth year of the centre's operation.

Age of Drop Outs

A large number of the students that dropped out were in the 21 to 25 year age group as shown in Table XXVII. The second largest group consisted of students 31 to 40 years of age. The modal age of the drop outs and the modal age of the students of the fourth year were the same. However there were more male drop outs in the 19 to 20 age group as compared with the percentage of students of that age in the regular sessions.

TABLE XXVII

PERCENTAGE DISTRIBUTION OF DROP OUTS

BY AGE

Age in Years	Male	Female	Total
19 - 20	22.2	9.1	15.2
21 - 25	52.8	27.3	40.3
26 - 30	19.4	9.1	14.3
31 - 40	2.8	54.5	28.7
41 or over	2.8	0.	1.5

Marital Status of Drop Outs

As indicated in Table XXVIII, there were 56 percent single men as compared with 36 percent single women that had withdrawn from the school. Over half of the women that had dropped out were married. Thirty percent of the married student (mainly male) drop outs had at least 2 children in their family who were under 12 years of age.

TABLE XXVIII

PERCENTAGE DISTRIBUTIONS OF MARITAL STATUS
OF DROP OUTS

Marital Status	Male	Female	Total
Single	55.6	36.4	46.0
Married	38.9	54.5	46.7
Widow, Separated, Divorced	5.5	9.1	7.3

Reasons for Enrolling at the W.A.E.C.

TABLE XXIX

PERCENTAGE DISTRIBUTIONS OF REASONS FOR
ENROLLING AT THE W.A.E.C.

Reasons	Male	Female	Total
University Entrance Requirement	34.9	25.0	35.0
Self-Improvement	41.9	31.3	36.0
Refresher	0.	6.3	3.1
Better Use of Time	0.	6.3	3.1
Failed at One Time	2.3	6.3	4.3
Required for Job	11.6	0.	5.8
Other	9.3	25.0	17.0
No Reason	0.	0.	0.

According to Table XXIX, three-quarters of the student drop outs enrolled for the purpose of gaining university requirements or

improving themselves. Seventeen percent of the students listed other reasons such as obtaining senior matriculation, just getting through grade XII, obtaining requirements for R.R.C.C. and nursing, for interest and 'just liking school'.

It could be said that the drop outs had less definite goals in mind as compared with the regular students.

Duration of Attendance

As shown in Table XXX, the female students had withdrawn from the centre earlier than the male students, the average attendance being less than one month. By the end of 6 months, all the female students and 78 percent of the male students had withdrawn. The remainder of the male students continued at the school up to 10 months.

TABLE XXX

PERCENTAGE DISTRIBUTIONS OF TIME SPENT IN SCHOOL

Period of Time	Male	Female
Less than a month	30.6	63.6
1 to 6 months	47.2	36.4
7 to 10 months	22.2	0.

Reasons for Withdrawals

As indicated in Table XXXI, one-third of the male students stated that they had withdrawn from the W.A.E.C. for financial reasons. The second most common reason for school withdrawal was not enough self-

TABLE XXXI

PERCENTAGE DISTRIBUTIONS OF DROP OUTS' REASONS FOR WITHDRAWAL
(BASED ON 3 CHOICES)

Reasons	Male	Female
Financial	61.1	27.2
Too busy	14.0	45.4
Marriage	8.3	18.1
Raising and educating a family	0.	18.1
Involvement in social life	5.6	0.
Fear of inability to learn	8.3	18.1
Work demand increased	14.0	9.0
Assignments too long and difficult	0.	9.0
Not enough self-discipline	30.5	27.2
Too difficult	8.3	0.
Illness	8.3	27.2
No reason	5.6	0.
Other	25.0	27.2

discipline. The female students selected all suggestions as reasons for their withdrawal. 'Other' reasons given by female and male students were unfair fees for non residents, lack of interest in courses given at the W.A.E.C., personal problems, poor teachers, found a job, restless and accepted as a mature student at the university. The greater variation in reasons for leaving school shown by the female drop outs can probably be attributed to a less definite purpose in

attending the centre.

Drop Outs Who Resumed Their Studies

Over 50 percent of the male drop outs had resumed their studies. Almost half of these adults had enrolled at the Universities of Winnipeg and Manitoba as mature students. The other students continued their studies at the W.A.E.C., night school, R.R.C.C., home, took a course in accounting, in barbering, or received out of school training with the Canadian Armed Forces. One student was studying mechanical engineering in Long Beach, California. Over one-third of the female drop outs resumed their studies at night school, University of Winnipeg or trained in the hospital.

Plans for Returning to School

TABLE XXXII

PERCENTAGE DISTRIBUTIONS OF DROP OUTS PLANNING TO
RETURN TO SCHOOL

Return to School	Male	Female
Yes	71.9	90.9
No	28.1	9.1

Table XXXII shows that almost all the female drop outs expressed a desire to return to some type of future studies. Seventy-two percent of the male drop outs hoped to return to school.

Drop Outs' Post W.A.E.C. Jobs

TABLE XXXIII

PERCENTAGE DISTRIBUTIONS OF JOBS HELD BY DROP OUTS

AFTER LEAVING W.A.E.C.

Jobs	Male	Female
Unemployed	5.6	36.4
Labor	27.8	30.0
Office	0.	30.0
Clerical	27.8	40.0
Sales	5.6	0.
Trades	5.6	0.
Student Seasonal Job	11.1	0.
Other	16.5	0.

As shown in Table XXXIII, eighty percent of the male drop outs had been employed at one job since leaving the W.A.E.C. with about half of these adults being employed in labor or clerical positions. Twenty percent of the male drop outs held 2 to 3 jobs since leaving the W.A.E.C. 'Other' jobs stated were musician, police, accounting, commercial artist and engineering designer. Over one-third of the female drop outs were not working and the others had office, clerical and labor positions.

Conditions Under Which Drop Outs Would Have Stayed at the W.A.E.C.

Thirty-three percent of the drop outs would have continued at

the W.A.E.C. if they were able to receive financial help. The rest of the male students stated the following conditions under which they would have stayed --not working while attending the W.A.E.C., better personal health, better family conditions, better personal attitude, and being younger. One student found that on the job training was more important than grade XII. Other male students would have stayed if school conditions were different such as having subjects of greater interest offered. Two students mentioned that they would have stayed if they had not been accepted as mature students at the university.

The female drop outs would have continued for personal reasons such as being able to hire a babysitter-housekeeper at home, if they hadn't been pregnant, or ill. Other drop outs mentioned unfavourable school conditions such as receiving no help in upgrading their English, the courses having no contact with everyday life and lack of personal contact with teachers or counsellor for encouragement and correction of bad study habits.

IV A FOLLOW UP OF STUDENT I GRADUATES OF THE W.A.E.C.

The number of subjects in this random sample consisted of 32 males and 18 females, a total of 50 students. These students were members of the student body during the centre's first year of operation at the Argyle School location in 1966 and 1967. The following summaries of data are based on the student comments 3 years later. It should be kept in mind that these students have had various personal, academic and employment experiences since that time and thus were in a

better position to evaluate the W.A.E.C. However it must be remembered that the centre had altered in many ways--larger plant, greater number of teachers, greater course selection, remedial and extra help classes etc.

Family Responsibility

Twenty-five percent of the male students and 67 percent of the female students had a 2 child family, ages ranging from infants to over 19 years. One-quarter of the students had children older than 19 years of age. Thus students I had greater family responsibility although in one-quarter of the cases the children were less of a burden as they were more independent.

How Students I Were Made Aware of the W.A.E.C.

The majority of students I (67 percent) learned of the W.A.E.C. through newspaper advertisements as it was the School Board's original method of advertising during the summer months prior to the September 1966 opening. The rest of the students obtained the information on the radio and a few adults were advised by teachers, principals, and other sources such as the Department of Education, School Board, friends and relatives. It is interesting to note that the later students of the school were made aware of the W.A.E.C. by the original students and their friends.

Judged Quality of Teaching

As shown in Table XXXIV, almost 75 percent of students I remembered the teaching quality as good or excellent and 19 percent stated

that it was fair. Fourteen percent of the male students were dissatisfied with the quality of teaching and rated the teachers as unsatisfactory. It is interesting to note that there were a greater percentage of students I that were dissatisfied as compared with students IV (1 percent). Perhaps the explanation could be that students I had difficulty in their university courses or the university professors presented better lessons.

TABLE XXXIV

PERCENTAGE DISTRIBUTIONS OF JUDGED
QUALITY OF TEACHING

Quality of Teaching	Male	Female
Excellent	25.7	26.3
Good	42.9	52.6
Fair	17.1	21.1
Unsatisfactory	14.3	0.

Facilities

The facilities at the Argyle School were of a cruder nature than they are at the old Isbister School. Ten percent of student I graduates expressed no need for improved facilities. The need of study rooms was stated as a first and second choice by the male students. The female students indicated the need of a cafeteria as their first choice. Both sexes indicated the need of a library as being second in importance and better laboratory facilities as their

third selection. It can be implied that student I graduates had more of a studious intent than students IV who favoured cafeteria, and recreational facilities as necessities of the school.

Aspirations and Fulfillment

TABLE XXXV

PERCENTAGE DISTRIBUTION OF ASPIRATIONS
OF STUDENTS I

Aspiration	Male	Female	Total
University	65.0	48.3	56.5
Teachers' College	10.0	44.8	27.4
R.R.C.C.	11.7	3.4	7.5
Job	8.3	0.	4.1
Other	3.3	0.	1.6
Undecided	1.7	3.5	2.6

Table XXXV shows that in 1966, 92 percent of students I were studying at the W.A.E.C. for the purposes of attending university, Teachers' College or R.R.C.C. As a percentage analysis of student I graduates, 65 percent went on to further their education with 10 percent of them exceeding their 1966 stated ambitions. Thirty-five percent of students I graduate sample did not fulfill their 1966 aspirations.

Post W.A.E.C. Activities

Almost 80 percent of student I graduates continued their

education with a majority of them (males 81 percent, females, 56 percent) attending the universities. Sixteen percent of the female students and 10 percent of the male students returned to permanent jobs. Ten percent of the female students reported being inactive probably continuing as housewives. The universities attended by student I graduates were Manitoba, Winnipeg, Virginia and York.

Fifty percent of the student I graduate sample had completed two years of post W.A.E.C. studies. Thirty-two percent of the male students and 17 percent of the female students had one year of study. Ten percent of the female students spent less than one year in post W.A.E.C. studies. Two-thirds of the students that continued their studies were taking Arts, 18 percent of the male students were in Engineering, and the rest of the male students were in Medicine, Environmental Study, Architecture, Teacher Training and one student enrolled at the R.R.C.C. The remainder of the female students were in teacher training and one student was in Science.

Thirty percent of the female university students were taking Psychology, 17.5 percent were studying Sociology and 12.5 percent were taking English. The other subjects studied were a variety such as the Sciences, History, Foreign Language, Philosophy, Statistics and Economics. Sixteen percent of the male students were taking History, Psychology (14 percent) and Economics (11.8 percent). The other subjects studied showed no importance in choice -- English, Biology, Sociology, Sciences, Philosophy, Foreign Language, Religion, Political Science and Mathematics. Thus the most popular subjects taken by

W.A.E.C. graduates were Psychology, History, Economics and English.

Only two students had obtained their Bachelor of Arts degrees and 4 students obtained their teaching certificates.

Twenty-two students were hoping to obtain their Bachelor of Arts, two, their Bachelor of Science and five their Bachelor of Science (Engineering) in 1970 or 1971. The remaining 11 students were working towards a Master of Arts, Bachelor of Science in Medicine, Bachelor of Environmental Study, Bachelor of Architecture, Bachelor of Arts Honours and a diploma in Secretarial Science. Places of obtaining these degrees stated were University of California, Osgoode Hall, Universities of Manitoba, Winnipeg and St. Johns.

Future Ambitions of Student I Graduates

The jobs the male students hoped to obtain were engineering, journeyman electrician, laboratory technician, officer in Canadian Armed Forces, Public Relations, medical profession, law, promotion in the C.P.R., teaching and self-employed. The female student I graduates mentioned such fields as microbiology research, teaching adults, and social work in schools. One female did not plan to work after her university education. It should be noted that the above mentioned jobs were mainly professional positions as compared with the labor and clerical type of employment these students had prior to their W.A.E.C. enrolment.

Present Occupations

Thirty percent of the male students were unemployed or held

student jobs in the summer. Thirteen percent were employed as clerks, and a similar percentage of male students were with the railway or in the trades respectively. The rest of the male students were teachers, technicians, laborers, auditors, army personnel and supervisors. Six percent of the female student I graduates were unemployed or did student seasonal work. Almost 50 percent of the female students I had no jobs and 24 percent were teaching and the same percentage were working in the office. This indicates that many full time male students were employed at the same time.

Comparison of Students I W.A.E.C. Final Results With Grades Obtained in the Last Completed Year at University

This information was available on 30 students of the students I graduate sample. The students reported their grade point average for the last completed year at university. Since the W.A.E.C. June Departmental results were in the form of percentages, they were reclassified as grade point averages -- 80 was equivalent to an A, 67 to 79 a B, 50 to 66 a C and any mark below 50 was considered a failure where A = 4.0 grade points, B = 3.0 grade points, C = 2.0 grade points and a failure = 0.0 grade points.

The coefficient of correlation for the male students was $r=.197$ and for the female students $r=-1.84$. Thus final grades obtained at the W.A.E.C. were poor predictors of the scores produced by students in their university studies.

The Usefulness of the W.A.E.C.

TABLE XXXVI

PERCENTAGE DISTRIBUTIONS OF THE JUDGED
USEFULNESS OF THE W.A.E.C.

Usefulness	Male	Female
Yes	78.6	83.3
No	21.4	5.6
Some	0.	11.1

Table XXXVI shows that over 80 percent of student I graduates considered the W.A.E.C. useful to their future activities. Almost all the female students gained value from the centre.

TABLE XXXVII

PERCENTAGE DISTRIBUTIONS OF THE MOST VALUABLE
ASPECTS OF THE W.A.E.C.

Valuable Aspects	Male	Female
Courses	34.3	37.5
Experience in Learning	40.0	41.7
Social Contact	20.0	8.8
Other	5.7	12.0

Student I graduates were asked to state what were the most significant and valuable aspects of the centre to their experiences.

It is interesting to note that the students rated experience in learning as the most valuable contribution of the W.A.E.C. as shown in Table XXXVII. The actual presentation of courses was most valuable to over one-third of the student I sample. Social contact was more significant to the male students than the female students. Some of the other aspects of attending the W.A.E.C. that were valuable to the students were the satisfaction of being able to accomplish, being able to return to classes after 25 years, learning in an adult setting, and just being able to stay in school. One student stated that the most valuable feature was that she met her future husband.

Table XXXVIII shows that the male students selected Mathematics as the most useful course, then English, Physics and Biology (equal). The female students chose Biology, Mathematics and History as the most valuable courses in that order. It should be noted that English was not included, while earlier in this chapter it was indicated that students IV selected English as being most useful. The male students probably found Mathematics and the Sciences useful in their work in Engineering. However it is difficult to understand the reason why the percentage of female students selected Mathematics as valuable when so many of them entered the Faculty of Arts and did not continue their mathematical studies.

TABLE XXXVIII

PERCENTAGE DISTRIBUTIONS OF THE
MOST USEFUL COURSES

Course	Male	Female
English	17.9	4.3
Mathematics	21.4	21.7
Chemistry	8.9	4.3
Physics	12.5	4.3
Biology	12.5	39.1
History	10.7	17.4
French	1.8	0.
All Subjects Taken	3.6	4.3
None	10.7	4.3

Courses Desired

After being away from the centre for 3 years, 43 percent of students I indicated the following courses that they would have liked offered during their attendance at the W.A.E.C.-- foreign languages such as conversational French, Spanish, Ukrainian, Russian and Latin, Rhetoric English, Modern English, Physical Education, Music, Geography, choice of commercial subjects, a class for mature students on topics chosen by students, challenge or encounter class, and a "How to Study" course. One student suggested the need of courses on library usage, term paper and book report preparation and a course built on a seminar structure with emphasis on discussion and expression.

A need for some type of aptitude tests that would aid the student in selecting his future vocation was suggested. It was indicated that there should be practical information on the current population markets (not brochures) that would help the student select a future field where he would be in demand.

Plans to Return to School

Eighty-five percent of student I graduates stated that they definitely hoped to return to future studies. Only one male student had no plans of this nature.

Student Views on the W.A.E.C.

The former students were asked to comment on the W.A.E.C. Of the 60 comments given, 38 indicated that the students were satisfied. The female students in particular showed the greatest appreciation in their comments. The centre was labelled as academically sound, and it met the needs of the students that had to work and the centre was definitely a requirement in the community. The day classes were superior to night classes. The W.A.E.C. provided an opportunity and an experience for the older student. The adult atmosphere was relaxed and the students met friends who were in a similar situation. The courses were a background for future university work or were refreshers. The new knowledge provided a broader view of life and students learned to communicate. The teachers were most helpful. One student described the teachers as "stubborn, curious and passionate". It was stated that there should be no limit as to the number of students

that could enrol at the W.A.E.C. One student wished that the centre had been established 'many, many' years ago. These students obviously enjoyed being back at school.

Thirteen of the 60 comments were of a bitter nature. The centre was crowded, the facilities were poor and the W.A.E.C. was described as a poor venture. One student stated that he wasted an entire year of his life due to misguidance. This student thought that the future mature student plan at the university should have been disclosed. However it should be pointed out that this information had not been available to educational leaders at that time. It was expressed that the same courses could have been obtained at night school without the high expense. The teachers were 'poor', treated adults like children, and presented inadequate instruction. Students were not allowed to express their opinions.

It was recommended that there should be less emphasis on grade XII and that the curriculum should be broader with the basic matriculation courses being the background that extended into specific fields. There should be more of the community college approach with a provision for upgrading courses of a more useful nature for students already in their life vocations. The English course should have an adult slant. The teachers should be selected on the basis of their qualifications and personality and not experience. School attendance should not be free and it should be made known to some adults that the centre was provided as a privilege.

CHAPTER V

SUMMARY OF DATA

Based on the findings of Chapter IV, it was possible to depict a more definite characterization of the student attending the Winnipeg Adult Education Centre and to assess the school itself.

Students' Personal Background

The ages of the students at the W.A.E.C. range from 18 to over 50 years. One-quarter of the current student population are under 21 years of age which is a 10 percent increase as compared with students of that age in previous years. There are 15 percent more female students than male students over 41 years of age. There is a greater proportion of single students (three-fifths of the sampling). Those who are married modally have a 2 child family. Nine-tenths of the students live in Winnipeg (excluding suburbs) while attending the W.A.E.C. Four-fifths of the students have changed addresses several times in the last 10 years showing a high degree of mobility. Prior to registration at the adult day centre, over half of the students had been employed in laborer or office positions. Half of the students of the most recent year had worked for one year or less previous to enrolment at the centre.

Three-fifths of the students were directed to the W.A.E.C. through recommendation from such sources as the universities, Canada Manpower, School Board and the Department of Health and Welfare. A majority of the original students of the school attended for the

purpose of attaining University Entrance requirements. Over half of the students in the most recent year attend for other reasons such as obtaining Red River Community College requirements, for job promotion, for self-improvement and for 'relieving boredom'. The students are directed into their decision of attending the school due to external motives such as economic and social reasons or are self-motivated due to personal desire. Ninety percent of the students receive encouragement in their academic endeavours from their families. While attending the W.A.E.C. about half of the student population are employed at clerical or labor positions with some students working a 30 to 40 hour week. The female students mainly work on a part time basis. However, half of the student population continue to have financial difficulties. The students travel to the centre by car or by public transport in the modal time of half an hour.

Students' Academic Background

The number of years since the students last attended school ranges from 0 to 21 years but half of the students have been away from formal schooling for at least 2 years. The female students have been away modally for 8 years. Two-thirds of the students have been educated in Winnipeg and the suburbs, while over a tenth of the others are students from countries such as Africa, Barbados, Britain, Germany, Italy, Ireland, Japan, Sweden and Trinidad. Half of the current students of the school have less than a full grade XI while only one-third of the school's first students had a similar background. About one-third of the students attended the W.A.E.C. evening and/or summer

preparatory courses prior to W.A.E.C. day attendance. Three-quarters of the students attend the W.A.E.C. as full time students with 10 per cent more part time female students than part time male students.

Almost three-quarters of the students at the W.A.E.C. enrol in the 300 level subject courses. The male students find that English, Mathematics and Science are the most useful courses for their future pursuits. English and Biology are selected as most useful by the female students as prerequisites for their job requirements, for academic prerequisites to universities, or for self-improvement. The students of the first year do not report English as being useful in their university studies.

Test Results

On the AVL Values Test, the students are significantly low in the religious value and are slightly socially and aesthetically inclined. The female students are low on the religious value but are slightly aesthetically and politically inclined. The academic ability demonstrated by the more recent students of the school is less than the first students. The only predictive value of the DAT is that between numerical ability and Mathematics or Science results obtained by the male students of the school. Examination results show that students at the W.A.E.C. have weaknesses in Mathematics, English and French. Examination results based on school marks rather than departmental results show higher scores and thus it follows that the most recent students of the school do better in the final results than did the first students of the school. The most recent students have a better

chance of passing all their selected courses. In the past years about one-fifth of the students failed all their elected subjects. Final examination results obtained by W.A.E.C. students are poor predictors of grades obtained in their university courses. Students hoping to obtain a university education favor future studies in teaching, social work and engineering. Four-fifths of the students have a vocational objective in mind when enrolling at the W.A.E.C. and do not change their minds in mid-term.

Students' Opinions

Three-quarters of the students are satisfied with the courses offered at the W.A.E.C. The minority list a variety of desired courses such as foreign languages, commercial subjects and term paper preparation. The most recent students receive adequate counselling on course selection and future plans. The quality of teaching is judged as excellent or good by the students of the current year. Almost one-fifth of the students of the first year rate the teaching they had in the 1966 to 1967 term as unsatisfactory. The current students are satisfied with the lesson speed and prefer a combination of teaching methods--small group lessons, demonstrations, discussions and lecture type lessons. The students prefer class lessons illustrated on the blackboard, in demonstrations or in films. Nine-tenths of the students receive adequate individual instruction from both full or part time teachers. The number of assignments given to students are satisfactory. In the main, students are satisfied with the hours the school is open although one-tenth of the students wish an earlier opening. Students state a need for study rooms, cafeteria, improved laboratory facilities, parking with plugs and better lighting. Students modally study

2½ hours per day at home. Later in the term the number of hours of study outside of school time is increased.

The return of the adult to school curtails his social life and he does not go out as much. He has no leisure time, is always busy and watches less television. The experience in learning is the most significant aspect of the W.A.E.C. to the adult students. Course study and social contact are also rated high in the adult student's estimation of the W.A.E.C. The most recent students are critical of the plant and the immaturity of fellow students.

Students' Subsequent Activities

Three-quarters of the original students, especially the female students, find the W.A.E.C. useful for their future pursuits and about half of the students achieve their originally stated objectives. Over three-fifths of the original students of the school continue their education at university in a variety of faculties with the goal of a future professional position. The others return to work and some of the female students remain housewives. Regardless of their present activities, the students all hope to return to post W.A.E.C. studies or continue their present studies at an advanced level.

W.A.E.C. Drop Outs

The drop outs' original reasons for enrolling are to obtain university entrance requirements and to improve themselves. The female students have a less definite goal. The adult student drop outs are of all ages but there are 10 times more female drop outs than male drop outs that are over 31 years of age. On average,

female drop outs make their decisions to leave sooner than the male drop outs. The male students withdraw due to financial difficulties and lack of self-discipline. The female students leave for a variety of reasons. The conditions under which the drop outs state they would have stayed at the W.A.E.C. are provision of financial aid, improved home life situations and greater self-discipline. However, about half of the drop outs return to school or to some type of out-of-school training. Less female than male drop outs return to school studies or training but indicate that they plan to do so in the future. The jobs held by drop outs when they return to work are labor, clerical or semi-skilled positions.

It can be said that the W.A.E.C. meets the needs of the majority of the students and about half of the students are able to achieve their original goals. The drop outs occur mainly due to their own personal circumstances and for these the school cannot be responsible.

CHAPTER VI

CONCLUSIONS

As a result of this study several suggestions may be made to help in improving further the educational opportunities available at the adult level at the W.A.E.C.

I Age of Entry

On the basis of data gathered in this study, the conclusion may be drawn that some difficulties exist in relations between students in the 18 to 20 age range and those in the 21 years and above age range. The problem is important as the data of this study have shown that according to the opinions of some adult students, many of the 18 to 20 year old students were described as being immature. The students 21 years of age or over, object, as they find the teaching methods are adapted to the immature students at the expense of the older students. Therefore, the questions raised by this problem of age differences warrant further study. Two of these questions will be considered here.

1. Should the minimum age for entry into the Winnipeg Adult Education Centre be set at 21?

Such a policy would reinforce the original purpose of the W.A.E.C. which was to provide a high school education to adults in an adult day school setting. It would alleviate the problem of the school providing for the immature students. The disadvantage would be the lack of accommodation for the young students including high school drop outs who are not accepted or do not fit into the ordinary

high school program. Thus the education of the high school drop out would continue to be a problem in today's society. He may be rejected from the high school, be unemployed, and as well, refused admittance to the W.A.E.C. This could result in the drop out waiting up to 3 years to gain entrance to the W.A.E.C. During these crucial years, the high school drop out may assume responsibilities such as marriage and family which may make further education unlikely. However, it may be argued that by continuing to admit the under 21 year old, the original purpose of the W.A.E.C. may be defeated. Unfortunately this could result in the needs of both the adult student and the under 21 year student not being accommodated. Also, it should be noted that there are fewer university-orientated adults entering the W.A.E.C. as a result of the Mature Student Plan at the universities.

In view of these circumstances, it is recommended that the Policy Committee of the Winnipeg School Board consider the matter carefully and decide upon an admittance policy that would give definite direction to the W.A.E.C.

2. If the 18 to 20 year old is accommodated at the W.A.E.C., should any prerequisite be required?

In order to provide a conclusive answer to this question, it would be necessary to obtain the following additional information.

- a) The past high school records of the current 18 to 20 year old students should be compared with their final W.A.E.C. subject results. If positive achievement is shown, the problem exists in the placement of the young and older adults in the

same class and perhaps separate groups could be arranged. However, if the students demonstrate continued failure in their W.A.E.C. results, a special curriculum program for the 18 to 20 year old students would be justifiable.

- b) It is suggested that the young students may be positively stimulated by a two-month probationary period. This plan could be tried and evaluated to determine its effect on the students' attitudes and achievements.

II Academic Prerequisites for Students Entering the W.A.E.C.

The data in this study reveal that a majority of students have less than a full grade XI as an academic background prior to entering the W.A.E.C. A minority enrol in the W.A.E.C. evening and summer preparatory courses which are rated as satisfactory and useful by the students who have taken them. Therefore, it would seem justifiable that students with less than a full grade IX standing be required to take the evening and/or summer preparatory course and attain satisfactory results on the testing program. It follows that the first month of the regular academic term should be devoted to background preparation for the regular course. The 10-month curriculum will then be condensed into a 9-month program. The subjects in which these preparatory courses could be offered would be based on the department teachers' discretion. However, English, Mathematics and French would be the most likely subjects as this

study indicated that W.A.E.C. students are weakest in these areas.

III Curriculum

Results of the study indicate that an improvement in competence in the use of English and in study habits would probably lead to improved results in several subjects. Accordingly, the following innovations in the curriculum should be considered.

1. Students demonstrating a weakness in English usage shown on a screening test should attend a weekly class in "Fundamentals of English" for at least six weeks commencing in September. The course should be followed by a six week session on "Study and Assignment Preparation". Such a course would benefit the students during their year at the W.A.E.C. and also in their future studies. Topics to be covered would be "How to Study", "Note Making", "Technique of Library Usage" (including practical applications), "Methodology of Book Reporting", "Methodology of Essay Writing and Term Paper Reporting" (including proper use of footnotes, bibliography, etc.).
2. The available 8-week reading improvement course should be compulsory for all students. Research has proven (Chapter II) that some older adults have sight defects unknown to them. Therefore, it is suggested that at the beginning of the 8-week reading course, a non-compulsory eye screening test be available particularly

for the older students in order to disclose any visual short-comings.

3. Other courses in addition to the 300 and 301 subject courses should be available to students who are not planning to enter university. This plan would provide for the increasing number of students in this category and for the female students who are attending the W.A.E.C. for job promotion or self-improvement. The courses should be selected on the basis of practicality for self-improvement and everyday living and might be such subjects as Political Science, Psychology, Sociology, Business Mathematics, Business Law and Typing. These courses should give the students a grade XII standing. (The Department of Education regulations would have to be revised to accommodate this suggestion.)

IV Facilities

The data of this study have shown that students would like improvements in the facilities at the W.A.E.C. It is suggested that the following improvements be considered.

1. A study area free from noises of the lounge and typing sounds in the library be provided.
Individual carrels with good lighting should be available.
2. It is suggested that the library or study rooms be

opened during the evenings providing a place for students to study. It perhaps would be useful to have a different subject teacher in charge of supervision each night thus providing an opportunity for remedial help for those students whose day classes conflict with the scheduling of remedial classes.

3. The future new building of the W.A.E.C. should include a properly equipped cafeteria to accommodate the many students who eat lunch at school.
4. A properly equipped laboratory should be provided. The laboratory at the W.A.E.C. has been inadequate from the beginning being of the make-shift variety and lacking storage facilities and modern laboratory equipment. In fact the laboratories would not at all be suitable for the new science courses being offered in most high schools. The newly equipped laboratory should not be used as a classroom but should be available to students who wish to complete unfinished experiments or work ahead in their laboratory exercises.

V Financial Support

This study has indicated that many students have financial difficulties or have to work while attending the day school in order to support themselves. During the course of the writing of this thesis, the staff and students have successfully obtained the agreement of the Manitoba Government to provide financial aid to the adult day students.

It is thus suggested that the financial status of students in future years be studied in order to determine if the difficulty had been alleviated.

VI W.A.E.C. Drop Outs

The study has indicated that students withdraw from the W.A.E.C. during every month of the school term including the tenth month. In order to help prevent the withdrawal of students it is suggested that any student missing 7 consecutive lessons be contacted to determine the reason for the absenteeism. The student should then be encouraged to attend on a daily basis. In this way potential drop outs may be encouraged to continue attendance at the W.A.E.C.

VII Attainment of Goals by Students

The data in this thesis have shown that the characteristics and aspirations of the 1969 students differ from the first students (1966) of the school. Therefore, it is recommended that longitudinal follow-up studies should be undertaken to determine if the current students reached their goals.

It is hoped that the above conclusions may provide some guidelines so that the Winnipeg Adult Education Centre will continue to serve the community's adults in their preparation for a better life in today's society.

APPENDIX

8. If you are employed while attending the A.E.C., state the number of hours that you work per week:

9. Prior to the Adult Education Centre where did you obtain your education? (check those that apply).

- | | |
|--------------------------------------|----------|
| 1. Winnipeg and suburbs | 1. _____ |
| 2. Other parts of Manitoba | 2. _____ |
| 3. Another province (state) | 3. _____ |
| 4. Country other than Canada (state) | 4. _____ |

10. What was the last school grade you completed? _____

11. How did you learn of the Adult Education Centre?

From:

- | | |
|----------------------------------|----------|
| 1. An advertisement in the paper | 1. _____ |
| 2. An advertisement over radio | 2. _____ |
| 3. A teacher | 3. _____ |
| 4. An employer | 4. _____ |
| 5. A principal | 5. _____ |
| 6. A friend | 6. _____ |
| 7. Other (state) | 7. _____ |

12. Why did you return to the Adult Education Centre?

- | | |
|--|----------|
| 1. To obtain University entrance requirements | 1. _____ |
| 2. To obtain grade XII as required for M.I.T. | 2. _____ |
| 3. To obtain grade XII as required for a future occupation | 3. _____ |
| 4. For self improvement | 4. _____ |
| 5. To relieve boredom | 5. _____ |
| 6. Other (state) | 6. _____ |

13. What future vocation do you wish to pursue? _____

14. State the University entrance subjects you are taking now:

15. State the general course subjects you are taking now:

16. Which of the courses that you are taking do you consider being of practical use in your vocation.
- | | |
|------------------|-----------|
| 1. English | 1. _____ |
| 2. Mathematics | 2. _____ |
| 3. Chemistry | 3. _____ |
| 4. Physics | 4. _____ |
| 5. Biology | 5. _____ |
| 6. Geography | 6. _____ |
| 7. History | 7. _____ |
| 8. Economics | 8. _____ |
| 9. Other (state) | 9. _____ |
| 10. None | 10. _____ |
17. Which of the courses that you are taking do you consider being of no use in your vocation.
- | | |
|------------------|-----------|
| 1. English | 1. _____ |
| 2. Mathematics | 2. _____ |
| 3. Chemistry | 3. _____ |
| 4. Physics | 4. _____ |
| 5. Biology | 5. _____ |
| 6. Geography | 6. _____ |
| 7. History | 7. _____ |
| 8. Economics | 8. _____ |
| 9. Other (state) | 9. _____ |
| 10. None | 10. _____ |
18. In what way will the course chosen in question 16, help you.
- | | |
|--|----------|
| 1. Prerequisite for future studies | 1. _____ |
| 2. As a requirement in your job | 2. _____ |
| 3. As a requirement for self improvement | 3. _____ |
19. What course(s) would you have liked to have taken at the A.E.C. that is (are) not offered? _____
- _____
- _____
20. Which of the following, if any, did you attend in the last year?
- | | |
|--------------------------------------|----------|
| 1. A.E.C. evening preparatory course | 1. _____ |
| 2. A.E.C. summer preparatory course | 2. _____ |
| 3. Both | 3. _____ |
| 4. None | 4. _____ |
21. If you attended any of the above in the last year were the courses useful?
- | | |
|--------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |
22. Does your attendance at the A.E.C. cause financial hardship?
- | | |
|--------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |

23. How do you travel to the A.E.C?
- | | |
|---------------------|----------|
| 1. Walk | 1. _____ |
| 2. Own car | 2. _____ |
| 3. Public transport | 3. _____ |
| 4. Car pool | 4. _____ |
| 5. Other? (state) | 5. _____ |
24. Approximately how long does it take you to get to the A.E.C.?
- | | |
|---------------------------|----------|
| 1. Less than half an hour | 1. _____ |
| 2. 30 to 60 minutes | 2. _____ |
| 3. 60 to 90 minutes | 3. _____ |
| 4. more than 90 minutes | 4. _____ |
25. Do you find you can get enough extra help from
- | | |
|------------------------|----------|
| 1. A full time teacher | 1. _____ |
| 2. A part time teacher | 2. _____ |
| 3. No difference | 3. _____ |
26. Do you believe the quality of teaching at the A.E.C. is
- | | |
|-------------------|----------|
| 1. Excellent | 1. _____ |
| 2. Good | 2. _____ |
| 3. Fair | 3. _____ |
| 4. Unsatisfactory | 4. _____ |
27. Do you find that your teachers
- | | |
|------------------------------------|----------|
| 1. Proceed too quickly | 1. _____ |
| 2. Proceed too slowly | 2. _____ |
| 3. Teach at too advanced a level | 3. _____ |
| 4. Teach at too elementary a level | 4. _____ |
| 5. Are generally satisfactory | 5. _____ |
28. What type of teaching method do you prefer?
- | | |
|---|----------|
| 1. Small group lessons | 1. _____ |
| 2. Lectures | 2. _____ |
| 3. Discussions | 3. _____ |
| 4. Practice work | 4. _____ |
| 5. All of the above, depending on the circumstance. | 5. _____ |
29. What type of teaching are you getting?
- | | |
|------------------------|----------|
| 1. Small group lessons | 1. _____ |
| 2. Lectures | 2. _____ |
| 3. Discussions | 3. _____ |
| 4. Practice work | 4. _____ |
| 5. All of the above | 5. _____ |
| 6. Other (state) | 6. _____ |
30. Which of the following teaching aids do you prefer? State in order of preference (i.e. 1,2,3,4, etc.)
- | | |
|-----------------------|----------|
| 1. Blackboard | 1. _____ |
| 2. Overhead projector | 2. _____ |
| 3. Films | 3. _____ |
| 4. Recordings | 4. _____ |
| 5. Field trips | 5. _____ |
| 6. Demonstrations | 6. _____ |
| 7. Other (state) | 7. _____ |
| 8. I don't know | 8. _____ |

31. Would you like more individual help with your courses?
 1. Yes 1. _____
 2. No 2. _____
 3. Sometimes (if so, under what conditions?) 3. _____

32. Do you find the number of assignments given are:
 1. Too many 1. _____
 2. Not enough 2. _____
 3. Satisfactory 3. _____
33. How many hours do you spend outside of school classes on your school studies per day?
 1. One hour 1. _____
 2. Two hours 2. _____
 3. Three hours 3. _____
 4. Four hours 4. _____
 5. More than four hours 5. _____
34. Can you study conveniently at home?
 1. Yes 1. _____
 2. No 2. _____
35. Where do you study?
 1. A.E.C. library 1. _____
 2. Local library 2. _____
 3. Home 3. _____
 4. Other (state) 4. _____
36. Do you find the A.E.C. library has the books you require?
 1. Yes 1. _____
 2. No 2. _____
 3. I don't know 3. _____
37. Which of the following would you like to see established or improved at the A.E.C? Rank in order of preference (i.e. 1,2,3,4, etc. where 1 means most important.
 1. None 1. _____
 2. Cafeteria 2. _____
 3. Parking 3. _____
 4. Study rooms 4. _____
 5. Lighting 5. _____
 6. Laboratory facilities 6. _____
 7. Other(s) (specify) 7. _____

38. Would you like classes scheduled

- | | |
|---------------------|----------|
| 1. Before 9:00 a.m. | 1. _____ |
| 2. After 4:10 p.m. | 2. _____ |
| 3. As is | 3. _____ |

39. Where do you eat lunch?

- | | |
|-------------------------------|----------|
| 1. Not at school during lunch | 1. _____ |
| 2. In the A.E.C. lunchroom | 2. _____ |
| 3. At the Y.W.C.A. | 3. _____ |
| 4. At a restaurant | 4. _____ |
| 5. At home | 5. _____ |

40. How has your home life changed since you enrolled at the A.E.C. (Check those that apply).

- | | |
|---------------------------|----------|
| 1. None | 1. _____ |
| 2. See less of my family | 2. _____ |
| 3. I don't go out as much | 3. _____ |
| 4. Read less | 4. _____ |
| 5. Less television | 5. _____ |
| 6. Other (state) | 6. _____ |

Name: _____
 First Middle Last

1. (check one): Male _____ Female _____
2. State your occupation (s), if any, while you are attending the Adult Education Centre and state the number of hours that you work per week.

3. Who or what influenced your decision to continue your education?

- | | |
|---------------------|----------|
| 1. parents | 1. _____ |
| 2. spouse | 2. _____ |
| 3. self | 3. _____ |
| 4. friend | 4. _____ |
| 5. employer | 5. _____ |
| 6. economic reasons | 6. _____ |
| 7. social reasons | 7. _____ |
| 8. other (state) | 8. _____ |

4. What future vocation do you wish to pursue?

5. State the course(s) that you have dropped, if any, since your enrollment in September at the W.A.E.C.

6. State any course(s) that you are now taking at the W.A.E.C. that you had not previously elected.

7. Give the reason for the change of courses, if any, indicated in question 5 and 6.

8. Have you received adequate counselling on the selection of courses at the W.A.E.C.?
- | | |
|-------------------------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |
| 3. Some | 3. _____ |
| 4. I didn't require any | 4. _____ |
9. What course (s) would you have liked to have taken at the W. A. E. C. that is (are) not offered and for what reason?
- _____
- _____
- _____
10. If you have taken the W. A. E. C. evening or summer preparatory courses, were the courses useful? (Check one):
- | | |
|-------------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |
| 3. A little | 3. _____ |
11. Does your attendance at the W.A.E.C. cause you financial hardship? (Check one)
- | | |
|---------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |
| 3. Some | 3. _____ |
12. Do you believe the quality of teaching at the W.A.E.C. is
- | | |
|-------------------|----------|
| 1. Excellent | 1. _____ |
| 2. Good | 2. _____ |
| 3. Fair | 3. _____ |
| 4. Unsatisfactory | 4. _____ |
13. Do you find that your teachers
- | | |
|------------------------------------|----------|
| 1. Proceed too quickly | 1. _____ |
| 2. Proceed to slowly | 2. _____ |
| 3. Teach at too advanced a level | 3. _____ |
| 4. Teach at too elementary a level | 4. _____ |
| 5. Are generally satisfactory | 5. _____ |
14. What type of teaching methods do you prefer?
- | | |
|--|----------|
| 1. Small group lessons | 1. _____ |
| 2. Lectures | 2. _____ |
| 3. Discussions | 3. _____ |
| 4. Practice work | 4. _____ |
| 5. All of the above, depending on circumstance | 5. _____ |

15. What type of teaching are you getting?
- | | | |
|------------------------|----|-------|
| 1. Small group lessons | 1. | _____ |
| 2. Lectures | 2. | _____ |
| 3. Discussions | 3. | _____ |
| 4. Practice Work | 4. | _____ |
| 5. All of the above | 5. | _____ |
| 6. Other (state) | 6. | _____ |
-
16. Which of the following teaching aids do you prefer? Rank in order of preference (ie 1, 2, 3, 4, etc. where 1 means most important).
- | | | |
|-----------------------|----|-------|
| 1. Blackboards | 1. | _____ |
| 2. Overhead projector | 2. | _____ |
| 3. Films | 3. | _____ |
| 4. Recordings | 4. | _____ |
| 5. Field trips | 5. | _____ |
| 6. Demonstrations | 6. | _____ |
| 7. Other (state) | 7. | _____ |
| 8. I don't know | 8. | _____ |
17. Are you getting the individual help that you require in your courses?
- | | | |
|---------|----|-------|
| 1. Yes | 1. | _____ |
| 2. No | 2. | _____ |
| 3. Some | 3. | _____ |
18. From whom are you getting the extra help?
- | | | |
|-----------------------|----|-------|
| 1. Full time teachers | 1. | _____ |
| 2. Part time teachers | 2. | _____ |
| 3. Both | 3. | _____ |
| 4. None | 4. | _____ |
| 5. Other (state) | 5. | _____ |
-
19. Do you find the number of assignments given are
- | | | |
|-----------------|----|-------|
| 1. Too many | 1. | _____ |
| 2. Not enough | 2. | _____ |
| 3. Satisfactory | 3. | _____ |
20. How many hours per day do you spend outside of school classes on your school studies?
- | | | |
|-------------------------|----|-------|
| 1. One hour | 1. | _____ |
| 2. Two hours | 2. | _____ |
| 3. Three hours | 3. | _____ |
| 4. Four hours | 4. | _____ |
| 5. More than four hours | 5. | _____ |
21. Does your immediate family encourage you in your studies at the W.A.E.C.? (check one)
- | | | |
|---------------------------|----|-------|
| 1. Yes | 1. | _____ |
| 2. No | 2. | _____ |
| 3. A little | 3. | _____ |
| 4. Not living with family | 4. | _____ |

9. What improvements or changes would you like to see at the W.A.E.C.
 Rank in order of preference (ie. 1,2,3,4,etc. where 1 means most important)

- | | |
|--------------------------|----------|
| 1. None | 1. _____ |
| 2. Cafeteria | 2. _____ |
| 3. Parking | 3. _____ |
| 4. Library | 4. _____ |
| 5. Study room | 5. _____ |
| 6. Lighting | 6. _____ |
| 7. Laboratory facilities | 7. _____ |
| 8. Other (specify) | 8. _____ |

10. Did you believe the teaching at the W.A.E.C. was:

- | | |
|-------------------|----------|
| 1. Excellent | 1. _____ |
| 2. Good | 2. _____ |
| 3. Fair | 3. _____ |
| 4. Unsatisfactory | 4. _____ |

11. After leaving the W.A.E.C. what course did you pursue?

- | | |
|-----------------------------|----------|
| 1. M.I.T. | 1. _____ |
| 2. Teachers' College | 2. _____ |
| 3. University (state which) | 3. _____ |
| 4. A job | 4. _____ |
| 5. Other (state) | 5. _____ |

12. If you have been studying since attending the W.A.E.C., describe the course (s) you have taken, giving the date and the place of study.

13. If you have continued your studies since leaving the adult school list the most recent subjects taken and the marks obtained.

14. How many years have you spent in study since you left the W.A. E.C.

- | | |
|---------------------|----------|
| 1. None | 1. _____ |
| 2. Less than a year | 2. _____ |
| 3. One year | 3. _____ |
| 4. Two years | 4. _____ |
| 5. Three years | 5. _____ |

15. If you have completed a diploma, degree or certificate, state the year you completed it and give the title.

16. If you are still studying, indicate the diploma, certificate or degree you hope to obtain and state the institution where you will receive it.

17. If you are still studying state the job you hope to obtain after completion.

18. Regardless of what you are doing now, do you ever intend to further your studies?

- 1. Yes 1. _____
- 2. No 2. _____
- 3. Maybe 3. _____

19. State the occupation (s), if any, that you have had since you left the W.A.E.C. Include the length of time in each.

20. State your present occupation, if any.

21. What was of most value to you in your year at the W.A.E.C.

- 1. Courses 1. _____
- 2. Experience in learning 2. _____
- 3. Social contact 3. _____
- 4. Other (specify) 4. _____

22. Indicate your views on the W.A.E.C.

Name:
 First Middle Last

1. (Check one): Male _____ Female _____

2. Date of birth: _____
 Day Month Year

3. Marital status (check one)
 1. Single 1. _____
 2. Married 2. _____
 3. Divorced or separated 3. _____
 4. Widow or widower 4. _____

4. If you have any children state their sex and age.

5. When you first decided to return to school how did you learn of the W.A.E.C? From:
 1. An advertisement in the paper 1. _____
 2. An advertisement over radio 2. _____
 3. A teacher 3. _____
 4. An employer 4. _____
 5. A principal 5. _____
 6. A friend 6. _____
 7. Other (state) 7. _____

6. What were your reasons for enrolling at the W.A.E.C?
 1. University credit needed 1. _____
 2. Self improvement 2. _____
 3. Need refresher course 3. _____
 4. No reason 4. _____
 5. To make better use of time 5. _____
 6. Failed the first time 6. _____
 7. Required for your job 7. _____
 8. Other (state) 8. _____

7. How long did you stay at the W.A.E.C? (check)
 1. Less than a month 1. _____
 2. One to six months 2. _____
 3. Seven to ten months 3. _____

8. What were your reasons for withdrawing? Rank in order of preference (i.e. 1, 2, 3, 4 etc. where 1 means most important.)

- 1. Financial 1. _____
- 2. Too busy 2. _____
- 3. Marriage 3. _____
- 4. Raising and educating a family 4. _____
- 5. Involvement in social life 5. _____
- 6. Fear of inability to learn 6. _____
- 7. Work demand increased 7. _____
- 8. Assignments too long and difficult 8. _____
- 9. Not enough self discipline 9. _____
- 10. Too difficult 10. _____
- 11. Illness 11. _____
- 12. No reason 12. _____
- 13. Other (state) 13. _____

9. Have you resumed your studies since leaving the W.A.E.C? (If so where, when and course(s) taken?

10. Do you hope to return to any further study?

- 1. Yes 1. _____
- 2. No 2. _____

11. Since leaving the W.A.E.C. have you had any out of school training? If so, where?

12. State your occupation(s) since you have left the W.A.E.C. (Mention the length of time in each job.)

13. Under what conditions would you have stayed at the W.A.E.C?

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