AN EXAMINATION OF ONE FACTOR OF SOCIO-ECONOMIC STATUS, FATHER'S OCCUPATION, AND ITS RELATIONSHIP TO DROP-OUT FROM SECONDARY SCHOOLS AND TO FAILURE TO ENTER UNIVERSITY

by

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ABSTRACT

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AN EXAMINATION OF ONE FACTOR OF SOCIO-ECONOMIC STATUS, FATHER'S OCCUPATION, AND ITS RELATIONSHIP TO DROP-OUT FROM SECONDARY SCHOOLS AND TO FAILURE TO ENTER UNIVERSITY

Contributing to the problem of drop-out from Canadian high schools and failure to enter university are many interrelated factors, one of which is socio-economic status or social class. This thesis is the result of a study of the relationship of socio-economic status as measured by father's occupation, and drop-out from the educational system of Saskatoon, Saskatchewan in the school years ending 1951, 1952 and 1953. The population comprises all students who completed Grade VIII in these years and who later continued their education in Saskatoon. The data used include test results, academic records and office files giving the students' social background. The analysis of the data bears out the major hypothesis that there is a significant relationship between the occupation of the student's father and the student's point of drop-out, and the corollary hypothesis that the father's occupation affects student drop-out differentially according to sex.

Short Title:

SOCIO-ECONOMIC STATUS AND SCHOOL DROP-OUT IN SASKATOON

Adamson

PREFACE

A serious problem in Canadian society is the large number of students who drop out of school before high school graduation and before entrance to university. For various reasons these students have been unable to take advantage of the educational opportunities provided by the state, with losses resulting both to the individual student and to society. Contributing to this situation are many interrelated factors one of which is socio-economic status or social class. This thesis is the result of a study of the relationship of socio-economic status or social class, as measured by father's occupation, and drop-out from the educational system of Saskatoon, Saskatchewan. It is hoped that a more detailed knowledge of this relationship will be useful to those educators who concern themselves with the sociology of education and, specifically, the problem of retention.

I am indebted to many people in connection with this work; to Mr. F. Gathercole, Superintendent of Public Schools, Saskatoon, to the principals and staff of schools contributing data to the study, to the University of Saskatchewan, to Mrs. L. McKiel for proof-reading, to Marguerite Adamson for her generous help in collecting the data and preparing the tables. I am particularly indebted to my supervisor, Dr. E. Pedersen; my gratitude is as immeasurable as the help and encouragement he gave me.

April 1967 Leslie F. Adamson

".... So to criticize inequality and to desire equality is not, as is sometimes suggested, to cherish the romantic illusion that men are equal in character and intelligence. It is to hold that, while their natural endowments differ profoundly, it is the mark of a civilized society to aim at eliminating such inequalities as have their source, not in individual differences, but in its own organization and that individual differences which are a source of social energy are more likely to ripen and find expression if social inequalities are, as far as practicable, diminished."

Tawney

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CHAPTER ONE

THE PROBLEM

Introduction

> Part of the ideology of /North/ America is that important positions are not simply inherited by virtue of the wealth of one's parents, but can be achieved. Such achievement...requires...considerable formal education.
>
> Herbert Hyman /in Bendix and Lipset (1953)/

Both the pre-war depression and post-war affluence produced North Americans who wondered if this ideology was not, in fact, mythology. Observation and investigation led many of those interested to the conclusion that in North American education the race was still too much with the noble and too little with the swift. They questioned the extent of equality of opportunity in education. A large number of educators agreed that there were significant inequalities.

The larger problem of inequality in education was reflected in the problem of drop-outs from secondary education. What was a "drop-out"? The term was commonly applied to those students who terminated their free or nominally free education before graduation from high school or before university entrance. In a society which theoretically gave free education to the end of secondary school, a large number of students were not taking advantage of this

opportunity. The drop-out problem became one of the salient education problems of the post-war period.

It became important to know what to do to reduce the problem of drop-out. In trying to arrive at solutions, it is necessary to know what the characteristics are of those who continue their education and of those who stop, and to know what factors affect the continuation or non-continuation of studies.

One factor considered significant by many investigators of the drop-out problem is environment, more particularly, socio-economic status. One of the determinants of socio-economic status is occupation. In determining the socio-economic status of a student, the occupation of the father is of crucial significance.

If father's occupation affects socio-economic status and socio-economic status affects drop-out, then to come to an understanding and, perhaps, some solutions of the drop-out problem, one might usefully study the relationship between father's occupation and student's point of drop out.

Statement of the Problem

It is, therefore, the purpose of this study to investigate the relationship between father's occupation and point of drop-out of the student. The major hypothesis is that there is a significant relationship between the occupation of the student's father and the student's point of drop-out in the city of Saskatoon in the years 1951, 1952, and 1953. A corollary hypothesis is that the father's occupation affects

student drop-out differentially according to sex.

Delineation and Delimitation of the Problem

The aim of this study is to discover what the relationship is between father's occupation and the point of drop out for male students and female students in one city during a limited period of time.

The city is Saskatoon in the province of Saskatchewan.

The period of time covered by the study spans the school years 1950-1951, 1951-1952, 1952-1953.

The data used includes test results, academic records and office records giving the student's academic and social backgrounds.

The population comprises all students who left Grade VIII in each of the years under study and who entered the first year of high school in the city. It is, therefore, a non-random sample but not a complete universe (see p.47). The students' school careers were followed until they dropped out, sat out or matriculated the final year of high school or entered the first year of university.

Since the group of students in the study was a non-random sample, it cannot be considered to be representative of any known population beyond itself. The findings reported here, strictly speaking, do not permit generalization beyond the group.

The city of Saskatoon lent itself to such a study for a number of reasons. It is small enough for the investigator to

be able to encompass the work involved. It was possible, for example, to interview all the principals, guidance officers and all administrators connected with the students involved. The school system, both public (elementary) and high school, had instituted a method of record-keeping which, while not ideal, allowed this kind of investigation. In addition, the public school pupils had all taken a standard I.Q. test (the Laycock Mental Ability Test) before leaving public school.

It was decided to include more than one year in the study so that a broader and perhaps more accurate picture could be obtained. The study limited itself to these three years.

It is not the purpose of this study to investigate the effect of the syndrome of socio-economic factors which influence school life, its quality and its length. It has been argued, often and cogently, that socio-economic factors influence, amongst other things, a student's I.Q., the kind of teaching he gets, his reaction to that teaching, his aspirations and preparations for life, and his ability to respond to motivation. These matters are not under investigation.

Definition of Terms

It is necessary to define some of the terms that are used in this thesis.

Social Class:

There are a number of ways in which the term can be understood. One school of thought defines class in terms of

objective criteria, for example, membership in a kinship unit, personal attributes, achievements, possessions, authority and power, to which differential moral valuations are attached by members of a society. Thus, a social class is a large aggregate of persons who occupy a similar position in a hierarchy by reason of their having similarly valued objective criteria. Lipset and Bendix (1959) say this:

> Social classes are usually defined as strata of society composed of individuals who accept each other as status equals, and are hence qualified for intimate association. Men may change their occupational status by changing their job, but they can improve their social-class positions only by being admitted to relationships of intimacy with those who already possess a higher rank....As one moves down the social-class ladder, and the size of the relevant classes becomes larger, men employ more general attributes as criteria for placing an individual in the structure. In America, these include, in particular, occupation, income, education, consumption style, ethnic origin, and religion.

Allison Davis (1948) has this to say:

> The social conditions [in the United States] under which persons have access to fundamental biological and social goals are differentiated in many respects by a system of privilege....It is found to be a system of socially ranked groups, with varying degrees of social movement existing among them. Each group consists of people who participate, or may participate, in intimate social relationships with each other, but who do not and may not associate freely with the groups which are socially defined as "above" or "below" them.

Although both these quotations refer to the United States, they might equally well describe the situation of social class in Canada.

A more succinct definition of class is given by Young and Mack (1959). "A category resulting from stratification in which the status, while often determined at birth or during

early life, is not so thoroughly or irrevocably fixed as in caste."

Status:

A postion in an occupational or social structure.

Father's Occupation:

A person's occupation, in the sense in which it is used in this thesis, is that labour for which he is paid and by which he gains the major portion of his livelihood.

Drop-out:

a) A pupil who left public school at the end of Grade VIII but who did not enter a collegiate in Saskatoon.

b) A pupil who left a collegiate school before completing the course undertaken.

c) A pupil who completed Grade XII but who did not enter university.

Note: In Saskatoon, matriculation is made from Grade XII, therefore, a drop-out in Saskatoon is a student leaving school before completing Grade XII. During the period under study, however, a drop-out in the Province of Quebec is a student leaving school before the end of Grade XI, which was the final grade before university entrance; in the Province of Ontario, a drop-out, during the same period, is a student leaving school before the end of Grade XIII.

It is possible, of course, that some of the students would leave Saskatoon to go to university or further education elsewhere. There was no way of tracing this in this study. One can presume that if the students had enough money to go away, they were not in the lower social groups.

This thesis deals with drop-outs or the attrition rate between Grade VIII and university entrance. A large number of studies have been made of drop-out in high schools and other studies have been made of drop-out in university. Both these kinds of studies miss the important point of drop-out which, as this study shows, is between high school and university. It is because of the size of the drop-out between high school and university that it was decided to extend this study to include entrance to first year university.

To Graduate:

To successfully pass all the requisite examinations or tests or evaluations necessary for moving from one grade to the next. In the final year of high school, it means to pass all the requisite examinations for a high school matriculation certificate.

A distinction must be drawn between the term "to graduate" and "to complete" Grade XII in Saskatoon. This is because of the manner in which the records in the high schools were kept. It was simple enough to discover whether or not a student had entered Grade XII in September and had sat through the year. This, of course, did not mean that the student had graduated, that is, successfully passed all the requisite

examinations. A student could remain in the class all the year, take the examinations and fail them all or fail them in part. Not all the records in all the high schools indicated the academic situation at the end of Grade XII, that is, which courses were passed and which failed, and whether or not the student had actually graduated. After consultation with the high school principals, it was decided to include in the study all those students who remained in Grade XII until the end of June. In all but a few cases, staying on until the end of June would indicate that the student had sat the examinations. Therefore the term used in this study "completing Grade XII" refers to those students who may or may not have graduated from Grade XII but who remained in Grade XII for the complete year.

Justification and Significance

There is an apparent contradiction between the mounting concern with drop-out from the public school system and the fact that drop-out has been steadily falling over the years. The extent to which it has been falling can be seen in the following table.

TABLE I

PERCENTAGE OF AGE GROUP ATTENDING SCHOOL, CANADA, 1901-1961

Year	5-14 years of age	15-19 years of age	20-24 years of age
1901	51.1	not given	not given
1911	52.9	not given	not given
1921	61.4	24.8	2.3
1931	65.7	33.7	2.8
1941	65.3	35.5	3.7
1951	66.6	40.5	4.9
1961	78.4	58.8	8.1

(Source: 1961 Census. Bulletin 7.1/10: General Review of Educational Levels and School Attendance.)

Note 1. Years 1901-1951 do not include figures from Newfoundland.

Note 2. In 1951 kindergarten was not counted as school attendance.

This very contradiction between the mounting concern with drop-out as the rate has been falling points to the real nature of the issue. It is not the absolute volume of drop-out which is crucial so much as its impact relative to the changing objective needs and subjective aspirations of society. It is thus no accident that a rising interest in the phenomenon has been most marked since the end of World War II when the technological base of society has been undergoing revolutionary changes demanding a corresponding alteration and sophistication of the labour force. The change in the composition of the labour force may be seen in the following table:

TABLE II

PERCENTAGE DISTRIBUTION OF THE LABOUR FORCE
BY OCCUPATION DIVISION AND SEX

	1931		1941		1951		1961	
	M	F	M	F	M	F	M	F
Proprietary & Managerial	6.44	1.61	6.24	1.96	8.7	3.01	9.57	2.93
Professional	3.71	17.1	4.54	15.65	5.3	14.43	7.68	15.52
Clerical	4.41	17.73	4.52	18.31	5.93	27.46	6.72	28.55
Agricultural	33.73	3.61	31.50	2.26	19.31	2.77	12.21	4.30
Fishing etc.	1.45	.07	1.52	.04	1.28	.02	.78	.02
Logging	1.30	.0	2.35	-	2.46	-	1.69	.01
Mining	1.77	.0	2.10	-	1.59	-	1.38	-
Manufacturing	11.32	12.74	16.24	15.41	17.91	14.63	18.37	9.89
Construction	5.65	.01	5.84	.04	7.06	.08	17.14	.05
Transportation	7.06	2.41	7.52	1.69	9.2	2.9	9.75	2.23
Commercial	4.81	8.27	4.53	8.66	4.72	10.4	5.59	10.04
Financial	.85	.08	.67	.09	.75	.13	1.05	.20
Service	4.23	33.93	4.58	34.28	6.55	21.24	8.54	22.6
Personal	3.03	33.82	3.16	34.17	3.32	21.04	4.22	22.14
Labourers	13.23	1.75	7.57	1.40	8.01	1.79	6.88	1.19
Not Stated	.04	.04	.29	.21	1.25	1.13	2.66	2.46
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: 1961 Census.

Those occupation divisions which tend to employ largely unskilled or semi-skilled workers now have a lower percentage of the total working force. Agriculture has dropped from 33.7 per cent (males) to 12.21 per cent, labourers from 13.28 per cent to 6.88 per cent. Conversely, those occupations which demand greater training have a higher percentage. Service has risen from 4.23 per cent to 8.45 per cent, professional from 3.71 per cent to 7.68 per cent, and manufacturing, which in itself includes more highly skilled trades, from 11.32 per cent to 18.37 per cent.

The school system has not been able to adapt itself adequately to these changing needs. Specifically, society has been asking for a larger percentage of young people with high school and university training than it has been getting. Many studies, Anderson (1941), Bledsoe (1959), Conant (1959), Douglass (1952), Arnholter (1956), Carnelli (1964), Cassell (1962), Dillon (1949), among others, show, moreover, that a large number of students feel that the school curriculum does not prepare them for the work that is available.

The result has been a double wastage of human resources: too few young people with specialized skills and training in high demand and too many with inadequate training in long supply.

In 1955, a year of high employment levels, the Unemployment Insurance Commissions published a pamphlet Are You Thinking of Leaving School? (1960) in which the following figures were given:

TABLE III

PERCENTAGE OF EMPLOYED AND UNEMPLOYED IN CANADA RELATED TO EDUCATION

	Persons seeking work in the National Employment Service Offices	Persons in total work force
Who had Grade VIII or less	63.5%	50.4%
Who had Grade IX or better	36.5%	49.6%

The Education, Training and Employment Reference Manual (1961) compiled by the Information Branch of the Federal Department of Labour for the Commonwealth Technical Week in Canada, 1961, shows that seventy per cent of those who enter Grade II leave before Junior Matriculation. This means that of the 369,000 pupils who entered Grade II in the 1957-1958 scholastic year, 270,000 will drop out before Junior Matriculation and will seek work in the unskilled and semi-skilled classes where jobs are diminishing. Reference is made to a DBS[1] special survey of the educational attainments of unemployed persons which reported that:

1. In the week ending February 20, 1960, the percentage of unemployed who had not completed primary school was 19 per cent, who had not completed secondary school was 8 per cent, and who had completed secondary school was 3 per cent.
2. The unemployed rates of those who did not complete primary school is twice the rate of drop-outs from secondary school and six times the rate of those who completed secondary school.

[1] Dominion Bureau of Statistics

Perhaps those who drop out do so because they are not capable of further education. Perhaps the fittest sruvive. A review of research concerning the relation between intelligence and retention or drop-out does not bear this out. Wolfle (1954) gives the following tables for the United States. About these tables, Jackson and Fleming (1957) say, "In interpreting them in terms of the Canadian scene, however, it must be remembered that, in proportion, about 3 Americans to 1 Canadian do enter college. But no matter how we view these figures, we get a very grim view of the manner in which we on this continent waste our human, as well as our physical, resources."

TABLE IV

PERCENTAGE OF YOUTH OF HIGH INTELLIGENCE GRADUATING FROM COLLEGE (U.S.A.)

Ability Level	Percentage Graduating from College
Top 0.1%	69
Top 1.0%	59
Top 5.0%	49
Top 10.0%	42
Top 20.0%	34

TABLE V

PERCENTAGE OF YOUTH ENTERING COLLEGE AT DIFFERENT LEVELS OF THE HIGH SCHOOL GRADUATING CLASS (U.S.A.)

Fifth of High School Graduating Class	Percentage of High School Graduates Who Enter College
Highest level	53
Second level	44
Third level	35
Fourth level	26
Lowest level	17

Student Progress Through the Schools by Grade (1960) notes that, "Many drop-outs are average and some above average in learning capacity" and "in all samples, dropping out of pupils of superior learning capacity ... is usually delayed until the upper grades, while dropping out of pupils of inferior learning capacity ... occurs chiefly in the lower grades." Pipher (1962) says, "The good high school records of some individuals not entering university remind us again of the loss of potential university graduates." McColl (1950) says that, "About twenty-five per cent of the above average in learning capacity group drop out. Of those who are average in learning capacity - about 64 per cent of the school population - 60 per cent of the boys and 50 per cent of the girls are drop-outs." McColl (1951) gives the following table:

TABLE VI

PER CENT DISTRIBUTION OF SCHOOLING WITH INTELLIGENCE LEVEL

General Ability	Schooling							
	Boys				Girls			
	Early DOS	Late DOS	Grads to Jobs	Grads to F.E.	Early DOS	Late DOS	Grads to Jobs	Grads to F.E.
Above	6	19	30	45	5	17	26	52
Average	24	36	27	13	17	33	24	26
Below	60	28	9	3	50	34	11	5

DOS - Drop-outs
Grads - Graduates from High School
F.E. - Further Education

Segel and Schwarm (1957), speaking of the situation in the United States, state that, "Since it is known from a number of studies that a substantial portion of early school leavers are of better than average intelligence, it means that the intellectual potentiality and therefore also the manpower potentiality of the schools of the country is not being used."

Numerous studies, for example Eckert (1949) and Warner (1944), in which I.Q. is held constant, show that the extent of education is markedly affected by class position. In addition, the nature of cultural influences upon class differences in measured intelligence has been investigated by Davis (1948), Hollingshead (1939), Himmelweit (in Glass), Klineberg (1935), and Sewell and Ellenbogen (1950) amongst many others. There is general agreement that measured intelligence is affected by cultural influences, and specifically that lower income groups are most adversely affected.

It is not the case, then, that all those who drop out of education do so simply because they are not capable of further education. It appears that it is NOT the fittest who always survive in education. It must be demonstrated that factors other than potential ability are at work.

Many studies have been made to determine factors which influence drop out. A judicious attitude regarding such studies is, according to Berdie (1954), that "The inferring of causes is an extremely difficult and precarious matter, especially in social fields where relationships are so complex that it is nearly impossible to determine definite causes."

An examination of such studies shows that multiple factors are involved and that the factors are complex and inter-related; it is, says Douglass (1952), very difficult to interpret the results of these studies because of this interrelation of the more important factors, "one reinforcing the other, as to defy accurate allocation of the relative degree of effect upon retention or elimination. For example, a low I.Q. may be in part a result of low economic status and home conditions, low economic status may be in part the result of lower I.Q. of the parents. Low grades and retardation may be the result or cause or both of low intelligence scores. Failure and retardation may be likewise both result and cause." Although research results are generally diverse, some factors recognized as conditioning drop out are common to many studies. To illustrate the wide diversity of reasons the following list is given, using terminology not of the same category (some terms subsume others) but terminology given in the literature.

School:

Restricted curriculums and educational facilities

Non-identification of problems in elementary school

Size of class

Distance from school

Effect of the marking system, report cards, nature of teaching method

Failure of teachers to differentiate

Dislike of required courses

Individual needs not met

Vocation courses lacking

Interest not stimulated

Could learn more out of school

Low intelligence

Inability to adjust to school conditions

Rejection of schools as an adjustment to a mechanism

Level of reading comprehension

Poor articulation between grades

Expiration of compulsory education laws

Unsatisfactory student-teacher relationship

Dislike of School

Rejection of middle-class culture

School failure

Over-age for grade

Poor attendance

Non-participation in school activities

Feeling of not belonging

Cost of high school extras; rings, parties, clothes and dates etc.

Social:

Food and physical comfort

Social stratification or class structure

Parent's occupation

Level of parental education

Lack of finances

Entering employment due to financial need

Lure of a job

Parents of low socio-economic status

Parents' expectations and attitudes

Cultural interests of parents

Child-rearing methods of parents

Cultural interests of parents

Lack of motivation

Lower-class behaviour patterns, values, attitudes and goals

Family income

Lack of preparation for school

Self-concept

Social maladjustments

Broken homes

Differences of racial or ethnic groups

Personal:

Sex

Ill health

This list has been drawn up on the basis of an examination of the Canadian and American literature on the subject. While one must allow for differences between Canadian and American experiences, important similarities exist. So much more research has been done on American education and American society that it is impossible not to draw upon the American findings in attempting to obtain an insight into the Canadian situation.

It is clear that although dropping out from school is caused by a multiplicity of factors, ability and motivation, which are determined in great part by the student's social

class, are among the most important. This, it may be argued, is determined by the occupation of the student's father. Thus we arrive at the assumption that there is a relationship between dropping out and father's occupation. It is this relationship which is to be investigated in a Canadian situation.

The writer feels that regardless of the number of students who are continuing their education, the drop-out problem remains a significant one in the Canadian educational scene and that an exact knowledge of the connection between father's occupation and point of student's drop-out on the part of teachers, administrators, the government and society at large may help to reduce the drop-out rate.

Cooperstock (1958), discussing the occupational inheritance of educational opportunities, concludes that it is certainly true that the stratification structure of Canadian society is heavily marked by a strong component of status inheritance.

At the time this study was undertaken, the same disparity in education and occupational inheritance of educational opportunities referred to by Cooperstock was assumed to exist in Saskatoon, but there were no facts to bear out this assumption. The provincial government of the time, specifically the departments of education and municipal government, were interested in collecting data on the subject. There was some discussion of the possibility of offering scholarships to students on a much broader basis at the high school level. In the light of these discussions and assumptions, it was felt

that a study of the relationship between father's occupation and point of drop-out of students who had been through the public school system in the city of Saskatoon, a study of the type made here, was justified.

Summary

There has been a drop-out of students from Canadian education throughout this century, but the rate of drop-out has become critical since World War II because of the changing needs of society. Both the decline in the availability of blue collar jobs and a conviction that many talented youths are not fulfilling their academic potential have led to increased concern with school attrition. It therefore seems important to learn as much as possible about the drop-out problem in Canada.

Reasons for drop-outs are many. A factor of great consequence is social class with all its many ramifications. One aspect of social class which, it is believed, affects drop out is father's occupation. This relationship will be examined through a study of students during a limited number of years in Saskatoon.

CHAPTER TWO

RELATED STUDIES

Introduction

A great deal of research has been carried out in an attempt to discover the reasons for drop-out from schools. While a number of studies on the over-all question exists, there have been few investigations which deal exclusively with the relations between drop-out and father's occupation.

This review will limit itself to a chronological study of the Canadian literature.

Review of Related Canadian Studies

One of the earliest Canadian investigations which related drop-out to father's occupation was made by Webster (1939), a consulting psychologist at the Psychological Institute of Montreal, who examined the relevance of cultural background to the progress of students in Quebec secondary schools.

> There is no relationship between school success as measured by Grade VII marks and social class as indicated by the occupations of the fathers. This social factor appears to be of minor importance in determining school attainments. Pupils with fathers in low-paid jobs are just as likely to stand near the top of their classes as those whose fathers are higher in the occupational strata. Yet many of the former may be forced out of school owing to the inability to pay school fees, car-fare, books, etc. We have seen that pupils who graduate from high school ... have parents in positions which are

> financially favorable. In the secondary school grades, economic factors segregating students are more apparently at work. These force many good students out of school and place barriers in the way of others which may cause failure before the completion of high school.

Webster examined the selective criteria in the secondary schools, the intelligence and achievement tests used as guidance aids, and evaluated the results of prognostic aids and the predictive value of Grade VII school marks. Webster was writing in 1939 when only three per cent of high school students were continuing to university. He hoped that within ten years ten per cent of the high school population would be going to university. Twenty years later, in 1956, Dr. Claude T. Bissell (1957) was still anticipating the time when this percentage would be at university compared with the seven to eight per cent who actually were. Both Webster and Bissell were concerned with the problem of which pupils would continue to university.

After Webster's investigation there was a hiatus of over ten years in which little or no investigation was made of the subject. Only in the post-war period do articles on drop-out begin to appear.

A major study of problems in Canadian education was completed by A. G. McColl (1950 and 1951) for the Canadian Research Committee on Practical Education. The report was published in four parts as follows:

"Study in Practical Education in Canadian Schools"

(a) Practical Education in Canadian Schools (1949)

(b) Your Child Leaves School (1950)

(c) Two Years After School (1951)

(d) Better Schooling for Canadian Youth (1951)

This was a study of 12,000 graduates and 14,000 drop-outs from Canadian schools during 1948. The main purpose of the first part was to try to discover what could be done to increase the retention of students. On the basis of questionnaires, numerous factors such as grade failure, non-participation in recreation, size of community, were taken to be involved but, though all were interrelated, some seemed more important than others. The most frequently given reason for leaving school was lack of interest. Economic reasons were second in importance. Pupils from families below average in economic status were found to be likely to drop out and more likely to drop out early.

> The economic status of the pupil's family, and the occupation of the father are factors strongly related to rates of dropping out. Pupils from families below average in economic status are more likely to be early drop-outs. Economic status and occupation of the father are, of course, closely related. But differences in retention of pupils from various occupational groups are to some degree independent of economic status.

In a subsequent report of this study (1950), McColl dealt in detail with the relationship between drop out and father's occupation.

> Data...show that the clerical workers and skilled workers are very similar in economic status. In chart(s) 9...rates of dropping out are thirteen per cent higher among both sons and daughters of skilled workers. Differences in learning capacity are not sufficient to account for this difference in retention. Therefore, we conclude that occupation of the father is indicative of factors to some degree independent of economic status and learning capacity. The most important findings are:

1) Occupation of the father is strongly associated with rates of dropping out.
2) Differences in retention of pupils from various occupational groups are to some degree independent of economic status and learning capacity.

In a third report on the study (1951), McColl's purpose was to trace the students' progress, "to determine how well they are getting along and to assess, two years later, how adequately they were prepared to earn a living and to enjoy living". The students were asked to give their main reasons for leaving high school. The answers were classified under headings "Relating to School", "Economic", and "Personal Reasons". Under "Economic" there were three sub-headings: "Desire to Learn", "Family Income", and "Need of Help at Home". While these were valid topics of study, none of them dealt specifically with "Father's Occupation". He concluded that there is a definite need for teachers and counsellors to understand the reasons for students' leaving school, and in particular to discover the economic and personal backgrounds of students as well as to know the students' high school records.

Drop-outs in the Secondary Schools of Toronto (1953) reported a study of drop-outs from Toronto Secondary Schools made by Vice-Principals under the direction of J. R. H. Morgan, Superintendent of Secondary Schools. The study covered the period October 1, 1952, to September 30, 1953. Records of all 2492 pupils who dropped out of these schools during the year stated were included for intensive study. The study was based on data from questionnaires answered by the pupils at the time

they dropped out of school. Although one of the items on the questionnaire was "Occupation of a) Father b) Mother", information on "Family Background" was not presented in the report in tabular form. It was of value, it was stated, in "identifying unsettled home conditions, appraising financial need and estimating the degree of parental control and encouragement". The main cause of drop-out reported in this study was "lack of application", which was taken to mean that the student would not apply himself to his school-work with enough diligence to make satisfactory progress either in relation to his ability or in relation to minimum acceptable grade standards. In the analysis of the data it was recognized that "Lack of Application" is "closely identified with attitude of parents, home conditions, pupil's ability and interests, enrolment in a suitable course of study, personal ambition, success in school, and the attitude and habits of the pupil's associates".

Hohol's work (1955) is one of the few well-organized Canadian analyses of factors associated with drop-outs. It is a review of what was then known about the drop-out question. He starts from a consideration of the differential incidence of drop-outs. Retention in Alberta, for instance, (using fifth grade enrolments as the base) was 42:100, while in Canada it was only 29:100. Among the main associated factors he lists "Economic Status" or "Occupation of Parent". "The evidence strongly indicates a relationship between economic status and dropping out of school." Hohol reviews the work of several American researchers in the area of predictive

factors and drop-outs. Dillon (1949) says that economic need, while recognised as one of the causes related to drop-outs, does not have prime importance. Gragg (1949) lists occupation of parents as one of the most significant predictive factors. Hohol gives some suggestions for what can be done on the basis of knowledge gained regarding predictive factors. Reduced to their simplest form, his suggestions simply mean better education: guidance, a change in curriculum and methods which might include a part-time high school programme integrated with part-time employment, an improvement in facilities, transport and services, the raising of the age for compulsory education and the raising of the minimum age for employment, together with provision for the enforcement of the law, economic aid for the student and, ideally, raising the prestige of high school education -- Roberts and Ackroyd (1955) conducted a study of the post-school occupations of Alberta High School graduates of 1949 who had university entrance standards. All 1949 Alberta graduates with a high school diploma with "B" in seven Grade XII subjects, that is, those who were eligible for university, were questioned. The total population was 821 students. These were divided into two groups: 422 students who went on to the University of Alberta and 399 students who did not. Questionnaires were sent to the latter group. There was a 50 per cent return; usable replies were received from 201 students. In 46.3 per cent of the cases it was indicated that financial difficulties prevented individuals from attending university. Unfortunately,

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there was no investigation of financial status in relation to occupational status.

LaZerte (1955) in a discussion on the retention of pupils, points out how difficult it is to find out accurately what percentage of children leave school for economic reasons.

One of the most important studies made of this aspect of the drop-out problem in Canada has been the Atkinson Study of Utilization of Student Resources. In 1955, the Atkinson Charitable Foundation made a grant of $35,000 towards a pilot study to locate and trace "potential leaders of tomorrow". Supervision of the study was undertaken by the Department of Educational Research of the Ontario College of Education. Direction was in the hands of a committee composed of representatives of universities, provincial departments of education, public and private secondary schools, and teachers' organizations. The study undertook to test nine to ten thousand Grade XIII students and to follow their careers to 1958. Reporting on the study in an article titled "Tomorrow's Leaders", Fleming and Jackson (1956) said that:

> In order to avoid wasting talent, we should be particularly concerned with identifying those who have the capacity and motivation to profit from higher education but lack the financial resources to proceed. We should lay the foundations for a system of financial assistance that will remove the economic barrier to their success.

The study consisted chiefly of various aptitude and ability tests, a questionnaire for students obtained personal data, and high school scholastic records. In the above-mentioned

progress report of 1958, it was stated that:

> Students whose fathers were in professional and in executive and managerial occupations had a very much better chance of attending university than those whose parents worked at lower levels. Those whose parents were highly educated had much the best educational prospects....Girls had a poorer chance of going to university than boys of equal apparent promise. Many additional items of information contribute to the evidence of inequality of opportunity.

In a report submitted to the National Conference of Canadian Universities in June, 1958, Jackson (1958) gave the following findings on family background and influence:

> The Grade XIII group studied showed a very pronounced tendency to come from families where the father was employed at a relatively high occupational level.
>
> The families where the father was in a professional, managerial or executive occupation contributed a disproportionately large number of boys and girls to the university.
>
> Sons and daughters of fathers employed at relatively low occupational levels had a poor chance of reaching grade XIII, let alone a university or another institution of further education.
>
> Once the son, or daughter, of a father employed at a low occupational level reached grade XIII, his chances of obtaining further education were somewhat, although not markedly, inferior to those of the average grade XIII student.
>
> Sons and daughters of university teachers, lawyers, physicians, dentists and engineers had the best chance of attending university.

Jackson and Fleming (1957) reported on a study of the university population of English Canada. They pointed out that while many factors were involved in determining who went to university, it was significant that two-thirds of the academically gifted were not enrolled. Two forces were

involved: personal and environmental. Among the environmental factors listed were family income and parents' occupation. However, they pointed out that Canadian universities had very little information concerning these influences and that only two Canadian universities had studies of the problems underway. One was the Atkinson study mentioned above and the other was the study of the Joint Committee to Coordinate University and High School Curricula set up by joint action of the University of Alberta and the Minister of Education of Alberta. A working subcommittee of the Joint Committee, called the Matriculation Study Committee, had completed research, reference to which will be made below. Jackson and Fleming analyzed the findings of studies made by Hollinshead (1952), by the Educational Testing Service in the United States, and by investigations made for the Australian Council for Educational Research by Dr. H. H. Hohne entitled The Prediction of Academic Success (1951) and Success and Failure in Scientific Faculties of the University of Melbourne. They quote Hollinshead:

> Those whose parents had high incomes or were in the professional classes were more likely to go /to University/ than those who had low incomes or little social status. Girls went less frequently than boys even though their abilities were as high and their records higher.

Their investigation of the pattern of secondary school attendance and wastage is of general interest but does not deal with the relationship of father's occupation to drop-outs. Nevertheless, some valuable tables relating to various aspects of the drop-out phenomenon are given in their appendices.

TABLE VII

CANADIAN RESEARCH COMMITTEE ON PRACTICAL EDUCATION: PERCENTAGE DISTRIBUTION OF PUPILS LEAVING SCHOOL IN 1948

(based on 26,343 cases; did not include Catholic Quebec and Newfoundland)

	Early drop-outs grades VII VIII, IX	Late drop-outs grade X and up	Graduates to jobs[1]	Graduates to further training
Boys	26	32	27	15
Girls	20	31	23	26

[1]Graduates completed Grade XII in Ontario and British Columbia, Grade XI in other provinces.

TABLE VIII

CANADIAN RESEARCH COMMITTEE ON PRACTICAL EDUCATION: REASONS FOR LEAVING SCHOOL GIVEN BY TEACHERS IN 1948 AND BY FORMER PUPILS IN 1950

Reasons given for leaving school	Boys		Girls	
	Teachers	Former pupils[1]	Teachers	Former pupils
School	51	56	42	43
Economic	31	28	36	36
Personal	18	16	22	21

[1]The "not givens" are omitted to permit comparison on a percentage basis with the original teachers' data.

Cooperstock (1958) undertook a survey of financial and related problems of all students at the University of Saskatchewan in Law, Medicine and Pharmacy. The research, done in 1957-1958, took the form of self-administered questionnaires. On the basis of these, Cooperstock concluded that, "The stratification structure of Canadian society is

heavily marked by a strong component of status inheritance"; and that, "the various social classes in the province are not represented in the four colleges in proportion to their numbers in the population." There were two further conclusions: (1) that able young people from lower socio-economic strata are insufficiently motivated to attend university; and (2) that those already at university require financial assistance on a large scale.

Evenson and Smith (1957 and 1958) reported on the study undertaken by the Matriculation Study Subcommittee set up by the Joint Committee to Coordinate University and High School Curricula of Alberta in December, 1954. The study itself does not deal with the relationship of father's occupation and drop-out, but in that section dealing with related factors, they stated that:

> The high rate of mortality in the high school grades is not determined primarily by examinations, but is nevertheless related to intellectual capacity; only about 280 out of every 1,000 students enrolled in Grade IX obtain a High School Diploma; and only about 54 of these have an I.Q. (Henmon-Nelson) of 105 or less.....Clearly there are able students in our schools who do not have the opportunity to profit as they might from further instruction, whether in University or elsewhere; and at the same time some students are going on to University who are not well able to undertake University work.

The study was, in large part, an investigation of the best means of selection for further education and concluded that the Grade XII examinations of the Province of Alberta represented the best single predictor of success at the University of Alberta.

Whitworth (1959) presented a paper on "Some Preliminary Estimates of Pupil Dropout" to a conference on educational research. He felt the interest in retention rates in the previous few decades had been due to the assumption that every student should complete some course of secondary school study. The result, in his opinion, has been that we have lowered standards and at the same time have failed to realise the ideal of universal secondary education. Whitworth was concerned with the calculation of retention ratios. He pointed out the inadequacy of relying exclusively on grade level as a measure of retention and emphasized the difficulty of getting a standardized [illegible] achievement test that could be applied to an all-Canadian calculation. Nothing in this work deals with the hypotheses under investigation here.

Love (1959) says that an analysis of reasons for drop-out in high school indicates that about 25 per cent of the boys drop out for economic reasons. "Students of good ability, who come from homes where $1,000 is a veritable fortune, whose parents are wage earners with uncertain income, can see no opportunity for further education."

The work of MacEachern (1960) is of more direct interest. This study was a five year follow-up investigation of all pupils enrolled in Grade IX in Ontario in 1959-1960. Two tables are of particular interest and they have been joined together here. The answers to two questions of a questionnaire employed in the study are given below as percentages of the total number of answers.

TABLE IX

RELATION OF FATHER'S OCCUPATION TO STUDENT'S INTENDED OCCUPATION

Occupation of Father	QUESTION 15[1]	QUESTION 20[2]
Office work (Cashier, clerk, secretary, etc.)	7.2	17.4
Professional (doctor, lawyer, minister, etc.)	4.7	35.5
Executive (manages large business, firm, etc.)	7.2	1.5
Worker in skilled trade (plumber, barber, etc.)	18.0	11.1
Factory worker, labourer, janitor, etc.	20.5	0.9
Salesman (insurance, real estate, auto, etc.)	5.8	0.6
Owns, rents or manages a small business	6.5	1.2
Housewife	0.0	1.5
Other occupation	15.0	10.3
Don't know	2.1	16.2
No answer	3.3	1.6
	100.0	100.0

[1]Question 15 asked "To which of these groups does the principal occupation of your father (or guardian) belong? (Select one only)."

[2]Question 20 asked "Which one of the occupational groups do you intend to enter?"

What is of most striking significance here is the marked disparity between the objective occupational background and subjective aspirations of the students questioned.

The Dominion Bureau of Statistics, Education Division Research Section, published a report Student Progress through the Schools by Grade (1960). This was to be the first of a series appearing regularly "which would permit the study of trends in drop-out and retention rates, and which should greatly increase the accuracy of forecasts of school and university enrolments." It showed student progress through

the school system for Canada and the provinces. Although there were published no tabular results showing the relationship between point of drop-out and father's occupation, in the section dealing with causes of school drop-out, it was stated that there was revealed

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

That there is a relationship between schooling and opportunities in the labour market is clear (see page11). If it is true that there is a class bias to retention in schools, then it follows that there tends to be a lack of mobility in occupations.

An important investigation entitled Enquete sur La Perserverance Scolaire - Rapport au Conseil d'Administration, L'Association d'Education du Quebec (1960) was issued by L'Association d'Education du Quebec. This report covers work from May until September, 1960, and is an analysis of the replies received to questionnaires given to pupils in the seventh grade in the school year 1958-1959. Replies were received from 43,500 students, which represented 68 per cent of the population studied. Students were coded on a wide variety of items, including "Occupation of the Father". The codification of occupation was not unlike that used in this

work. In addition to occupation of father, "Aspirations of Family", "Perspectives of realisation of ambitions of family", and "Age at which father or mother left school" were coded. Amongst other things, returns were codified according to those students who wanted to pursue their studies and to those who did not. An examination of the results indicated that more children of professional men (99 per cent) would go on with their studies than children of any other categories. Fewer children of farmers would continue than of any other categories.

Sawh (1961) presented a master's thesis to the University of New Brunswick which dealt with the destination of students leaving the Halifax-Dartmouth area of Nova Scotia in 1959-1960. The purpose of the thesis was to examine the students' reasons for leaving school, the percentage of able leavers, the employment or training taken by the drop-outs, and to consider what should be done in the light of the results of the investigation. The survey dealt with a sample of 1,940 pupils from 26 schools: 1,042 girls and 898 boys. On the basis of an examination of pupils' marks and I.Q.s and interviews with the pupils, parents, principals, and teachers, Sawh concluded that the majority of boys leave school owing to failure and lack of ability to cope with the academic work. There appeared to be no basis for this statement in his study other than opinion expressed by principals and guidance personnel. However, he later stated that "When boys want to drop out from school because of low marks, parents of low socio-economic status don't encourage them to stay in." He

drew up a list of reasons for discontinuing further academic education in order of importance but did not reveal the criteria on which his order of priority was based.

Boucher (1962) concerned herself with an analysis of drop-out in New Brunswick for the school year 1959-1960 in order to ascertain the relation of drop-out to age, grade, sex, and geographic location and type of school. Although she did not examine the students in relation to father's occupation, she did find that as income decreased, economic reasons for dropping out increased.

> Economic status below average seems to be highly indicative of early dropping out of school. In both low income groups more girls than boys dropped out of school by age 16.... In all economic categories taken together the girls tended to leave school at a younger age than boys, although in the total comparison fewer girls than boys dropped out of school.

Hall and Macfarlane (1962) reported on research carried out by the Federal Department of Labour under the general direction of the Interdepartmental Skilled Manpower Training Research Committee. This work concerned itself with questions such as "Who gets where in the school system and how?" "Who proceeds from high school to further education?" "Do boys and girls fare similarly in these matters?" The universe was all who had attended Paulend school and the control schools at Croydon, Ontario. This was reduced by sampling to a population of 816 students. The sources of data were schools' personnel and records, National Employment Service data, and interviews with all individuals in the sample. The study was not able to obtain information on family income. It

did, however, classify families in terms of father's occupation in order to compare students coming from homes of manual workers with those coming from homes of non-manual workers. Approximately 35 per cent of the children from non-manual homes reached senior matriculation, but only 15 per cent of those from the homes of manual workers reached that level. There were, however, significant differences in intelligence test scores between the two occupational classes.

> It seems clear that family background is a determinant of school performance. Children from homes of non-manual workers score higher on I.Q. tests than do those from homes of manual workers. In all likelihood, this is partly because of home influences and, perhaps, in part, because the tests are based largely on the skills used in such homes.
>
> If the school system segregates these categories at an early stage of high school, the achievement of the disadvantaged student may be lowered further....The patterns for the two groups (manual and non-manual) vary markedly. Families of non-manual workers direct their children largely into the academic courses; only 27 per cent choose the vocational courses. Few of these children drop out in the first year. Thirty eight per cent of them go on to senior matriculation. For the other group, the converse is true. One in five drops out in the first year. Almost one half are enrolled in the vocational course, a smaller proportion enter the academic course, and relatively few manage to reach senior matriculation, in this case 14 per cent.
>
> In conclusion, it seems clear that, in general, students from homes of manual workers fare badly in high school work.

Porter (1961) has written one of the latest and most important Canadian works on the subject of social class and education. Porter is concerned mainly with the class composition of university students. He reclassified the D.B.S. survey, which was a national sample survey of university students' incomes and expenditures, by using the Blishen scale (see below). He found that "the unequal

distribution of educational facilities which begins in high school is more marked in institutions of higher learning". His review of other studies bears out his own findings. Porter, more than many other investigators, places emphasis on the importance of financial assistance for students. In addition, he takes a wider view of the problem of social bias in education. He sees it as involving much more than financial ability or inability to continue education, involving, indeed, the whole syndrome of variables referred to in the previous chapter of this thesis.

Blishen (1961), from Canadian census data, has constructed an occupational scale for 343 occupations ranked on the basis of average income and average years of schooling. The advantage of his scale is that it is Canadian and should be invaluable for future Canadian studies of this nature. If there is a weakness, it would seem to me to stem from the fact that he has had to ignore the social implications of occupation.

The University Settlement of Montreal published a pamphlet entitled Tutorials and Recreation for Youth (1965) summarising its proposed project for the prevention of school drop-outs in several high schools in mid-town Montreal. Among the factors listed as contributing to drop-out are a number related to the occupation of the father; negative and indifferent attitudes on the part of parents; economic difficulties in the home; poor housing, overcrowded home conditions, and the presence of boarders; cultural differences with regard to the importance of education and

the age at which a child should join the labour force; intelligence; and reading retardation.

> The potential school drop-out is viewed as the resultant of the interaction between characteristics of (1) the student, (2) his school and (3) his family. The importance of this conceptualization is that the causes of school drop-out are not seen as inhering only in the student, but in his social milieu as well.

Summary

In summary, it can be seen that the relationship between father's occupation and school drop-out has been given some recognition in Canadian educational literature, but that there have been few studies made of this particular aspect of the problem of drop-outs. Nevertheless, the literature reflects a consciousness in Canadian educational circles of the problem of the relationship between environmental forces and drop-out.

CHAPTER THREE

PROCEDURES

This chapter describes Saskatoon, in which the study was made, its educational system and the data sources and treatment of the findings.

Description of Saskatoon and its Educational System

Saskatoon

Saskatoon, the second largest city in Saskatchewan, is a commercial and educational centre. It stands on the border of a treeless open plain, a grassland which was the north central extremity of an immense buffalo range which extended to the Gulf of Mexico. This prairie lowland is the greatest grain producing region of Canada. The city grew with the wheat economy and became one of the two main distributive centres of the province. The development of the potash and chemical industries and the construction of a dam and hydro-power installation on the South Saskatchewan River some sixty miles south of the city have recently contributed to the importance of industry in the region.

The original settlers were, in the main, Anglo-Saxon. These were followed by waves of other immigrants, [illegible], Mennonites in 1891, Ukrainians in 1897, Doukhobors in 1899 and in 1903 the Barr colonists from England. Although most of these people moved on to the land, a number stayed in

Saskatoon and helped to form the polyglot population of the city.

The ethnic origins of the population of Saskatoon are not dissimilar to those of the population of the province, which, in 1951, were as follows (to the nearest thousand):

British Isles	352,000
German	136,000
Ukrainian	78,000
Scandinavian	62,000
French	52,000
Netherlands	31,000
Polish	26,000
Indian and Eskimo	22,000
Russian	19,000
Jewish	3,000
Italian	1,000

In 1954, less than fifty per cent of the population of Saskatoon was of Anglo-Saxon background.

In the 1930s Saskatchewan and Saskatoon were hit both by the depression and a disastrous drought. By 1935, conditions were so appalling that the unemployed and destitute gathered together in Regina, the provincial capital, to march on Ottawa. They were attacked by the police and a riot followed. One of the outcomes of the demonstration was the Prairie Farm Rehabilitation Act of 1935. The prairie provinces already possessed a long tradition of producers and consumers co-operatives. These groups formed the basis of the CCF[1] party which was formed in 1932. The CCF came to power provincially in 1944, with W. S. Lloyd as the Minister of Education. During the period under study the CCF formed the government of the province.

The period following the war saw the disintegration of

[1]Co-operative Commonwealth Federation

the rural community and a trend towards urbanization. The changing mode of life in Saskatchewan and Saskatoon was reflected in the Report of the Royal Commission on Agriculture and Rural Life of 1955. Large farms were becoming larger, the middle farmer was being squeezed out, and the remaining small farmers were living largely on sub-marginal land. The expansion of the urban population produced housing shortages, job dislocations and other difficulties. There was, as well, a drain of population away from the province. The Canada Year Book, 1952-1953, points out that at the elementary school level enrolments had been increasing since the school year 1944-1945, except in Saskatchewan.

In 1949-50, Saskatoon fell below the national average in average weekly earnings.

TABLE X

AVERAGE WEEKLY EARNINGS FOR THE LAST WEEK IN OCTOBER, 1949 AND 1950 (BOTH MALE AND FEMALE)

	Saskatoon (in dollars)	Canada	Year
Wage earners	41.34	42.61	1949
	43.71	45.94	1950
Salaried Employees	45.18	54.85	1949
	49.76	55.74	1950

While employment in Saskatoon was higher than the national figure, income was lower:

TABLE XI

ANNUAL INDEX NUMBERS OF EMPLOYMENT,
PAYROLLS AND AVERAGE EARNINGS IN INDUSTRIAL ESTABLISHMENTS,
WITH AVERAGE WEEKLY WAGES AND SALARIES,
1950 AND 1951

Index numbers: 1939 - 100	Saskatoon		Canada	
	1950	1951	1950	1951
Employment	179.4	188.8	168.0	180.2
Aggregate Weekly Pay Roll	314.5	360.7	321.8	381.3
Average Weekly Earnings	175.2	190.0	191.3	211.6
Average Weekly Wages and Salaries Reported	38.37	42.35	44.84	49.61

(Source for the two above tables: The Canada Year Book, 1952-1953)

Neither the province of Saskatchewan nor the city of Saskatoon has been financially wealthy. They have been, says Wright, (1955) "mainly without millionaires living or dead."

In comparison to cities such as Montreal and Toronto, Saskatoon is a city with a truncated social structure. There are no extremely wealthy people, few wealthy, a large lower-middle class and working class. There is no equivalent to Westmount in Montreal. The top echelon (with few exceptions) is really a middle to lower-middle class group, both on the basis of income and group outlook and identification.

Certain very strong traditions in the city should be kept in mind. The citizens have always been firm believers in the municipal ownership and operation of public utilities. They have opposed the granting of public utility franchises

to private companies. Saskatoon and Regina were intellectual centres of the first area in North America to attempt a form of socialism. These things, together with a pioneer tradition of cooperation reinforced by the experience of the depression have contributed to a perceptible feeling of equality among the people in the city of Saskatoon, which distinguishes it from most other Canadian cities. The city's educational system reflects this background.

Saskatoon's Educational System

The people of Saskatoon have from the beginning supported an educational system which has been public and free. There is no tradition of private schools in Saskatchewan such as exists in some of the eastern provinces, except for schools run by small religious sects. Little class distinction attaches to the school one has attended. The university is neither private nor a branch of the church. It is a provincial university financed by the tax-payers. At its inception it was agreed that the university should be beyond the control of political parties and women should attend on an equal basis with men.

> In ... Saskatchewan ... the first school established in a community is known as the public school, which is open to all children in the community. The school law provides, however, that a religious minority (which in /the/ province is usually Roman Catholic) may establish its own school board and school. Local residents may elect which school they choose to support through taxes, their choice generally being determined by their religion. Both public and separate schools come under the jurisdiction of the Provincial Department of Education and both receive Provincial grants. (Canada Year Book, 1963-1964)

The Provincial Department of Education is concerned with the

general administration of the public school, but direct control and operation is in the hands of the local school board, which employs the teachers and administers the revenues received from provincial grants, local taxation and other minor sources.

In Saskatoon, there is some confusion over the term "public school". Although education is free, except for some so-called "nominal" charges for secondary education, and open to all children, the term "public school" is reserved for the elementary schools of the system. The Public School Board administers these schools, which take the child to Grade VIII. The secondary schools are known as High Schools or Collegiates and are administered by a High School Board. Education is compulsory until the age of sixteen.

> The jurisdiction of the Provincial Department of Education embraces only the elementary and secondary school levels. (Canada Year Book, 1963-64)

In Saskatoon, higher education is offered by the provincial university, the one institution which has degree-granting powers in the province. The University of Saskatchewan has two campuses - the original one in Saskatoon, and a later one at Regina. Tuition at the university is not free, although some scholarships are granted which provide free tuition. Revenues are derived from fees, from the provincial government, and from federal grants for current operating expenditures and capital projects. The Federal Government also provides scholarships and grants-in-aid. The fact that free education stops at the end of high school is probably a key factor in the enormous drop in enrolment between the last year of high school and the first year of university.

During the period covered by this study, there were fifteen elementary or public schools in Saskatoon and four high schools or collegiates. In addition, there were a number of separate schools which were not covered.

In 1949, 5,481 pupils were enrolled in the public school; 1950, 5,701; 1951, 6,144; 1952, 6,805. High school enrolment in the respective years was: 2,274; 2,290; 2,243; and 2,191. While enrolment in elementary schools was going up, enrolment in high schools was going down. The figure for enrolment in the high schools in the year 1940 was 3,018. Enrolment dropped during the war and did not reach the 3,000 level until 1958, after which it has continued to climb.

However, Jackson and Fleming [in Bissell (1957)] in an analysis of the 1951 census, found that Saskatoon was at the top of the list of all cities in Canada on the basis of the percentages of those attending school between the ages of fifteen and twenty-four. We may assume that the educational situation was relatively better in Saskatoon than in any other Canadian metropolitan area, at least as far as student retention is concerned.

Despite this, it will be seen from an examination of the public and high school and university figures in this study that equality does not exist in the area of education, that there is a hidden inequality which is related to the occupation of the student's father.

Sources of Data

Public School Records

As the population of this study is limited to all those pupils who graduated from Grade VIII in all the public schools in the city of Saskatoon in the years 1951, 1952, and 1953, the first step was to obtain the names and records of all such pupils. Mr. F. Gathercole, Superintendent of Public Schools for the City of Saskatoon, provided lists of all the pupils passing out of the public schools during these years. The lists were divided according to year, to school and to standing at leaving. Mr. Gathercole also allowed the record files in his office to be examined. This was a non-random sample but not a complete universe. It was possible to take the names of all the students who left Grade VIII but it was not possible to follow all of them for the following reasons:

1. The names given by the office of the Superintendent of Public Schools did not always tally with the list on file with the individual schools.
2. Sometimes there was not enough information on file about a student to warrant including the student in the study.

For these reasons not all students who were said to have left Grade VIII during these years are included. Therefore, this is a non-random sample but not a complete universe.

The next step was to go through the office records, which are kept alphabetically, locate the file card of each pupil and transfer the pertinent information from the file card to a study file card.

High School Records

The preliminary data having been obtained, the students were then followed from Grade VIII to high school. The principals of all the high schools concerned were most helpful in allowing their files to be examined and in asking the Guidance Officers to assist in the study. The high schools primarily concerned were Bedford Road Collegiate, City Park Collegiate, Nutana Collegiate, and the Technical Collegiate. Aden Bowman Collegiate had not been opened at the time of the high school education of these students, but its files were searched at the end of the study in order to find out if any of the students had returned there for education after having dropped out of school for some time.

The purpose of following the students through their high school records was to find at what point they had dropped out of the world of organized education. In order to do this, all the cards made from the public schools' records were arranged alphabetically. These cards were checked against the record cards on file in the high schools. When a student's file was found, the pertinent information was transferred to the study card, and this card was set aside for double checking.

The first piece of information recorded was the point at which the student dropped out of school. When this was found, the date was checked with the Guidance Officer to verify that the student had in fact dropped out. It sometimes happened that the child had dropped out for a short time but returned later. This meant that the files for the years considerably beyond those normally covering the high school education of

this particular group of pupils had to be checked. It was interesting to learn from the Guidance Officers why certain pupils had dropped out, that is, as far as the Guidance Officer knew. The Guidance Officers were also able to give an idea of what had happened to the students after high school had been completed or after they had dropped out of school. Unfortunately, this study is not concerned with the personal histories of the students, but enough was found out to convince the researcher that this study was in the right direction. When a student seemed to have dropped out of one school, he would have to be searched for in each of the other schools, to see if he had transferred. The Guidance Officer very often saved time by giving the name of the school to which a student had gone. This advice, however, was very spotty. It was only in Bedford Park Collegiate that the records were in any way full. This point will be dealt with in the section given to implications.

The second piece of information looked for was father's occupation. By checking the high school records with the public school records, it was possible to be more accurate regarding the father's occupation. When it was not absolutely clear, this was checked with the Guidance Officer. If it was still not clear, it was checked by personal contact with the family. In general, when there was any discrepancy between the public school record and the high school record, the discrepancy was checked in as much detail as possible. The father's occupation at the time of the student leaving Grade VIII was the information sought.

At the end of the check through the high school records, the cards were divided into two groups: (1) that group of students who had been clearly traced either to their point of drop-out from high school or to the conclusion of high school, and (2) that group of pupils who could not be traced beyond Grade VIII. The high school check was followed by a check with the Canadian Vocational Schools and the Armed Forces Records in Ottawa to see if the students had continued their schooling in either of these ways.

University Records

The next step was to check through the University files to see whether or not the students had entered university. Mr. R. Cram, the Registrar of the University of Saskatchewan, very kindly made available the university files for the period under study. The period that had to be searched actually included all the years up to the time the study was made as a number of students had not gone directly from high school to university, but had gone to university only after some period at work.

It was at first planned to take only those cards indicating that the student had successfully completed Grade XII and check them through the university files. It became apparent, however, that some small number of students who had appeared to drop out had, in fact, continued their education in some other centre and returned to Saskatoon to university. It was obvious that in a community such as Saskatoon that this was a probability. It meant that instead of checking only those cards showing a clear matriculation, it would be

necessary to check all the cards in the study. This was done.

Checking

The check through the university files completed the search through the data sources. At this point, it was possible to separate the cards into the following classifications:

1. Those who had entered university and stayed in for more than one term.
2. Those who had completed high school.
3. Those who had dropped out between Grade IX and Grade XII.
4. Those who had dropped out between Grade VIII and Grade IX.

The fourth group of cards was checked through all the high schools etc. once again, from beginning to end, to make certain that none had been missed during the first check.

The third group of cards was given a more thorough check. A random sample double check was made in the high school file cards to determine that the information was correct. An attempt was made to get in touch with each student to determine whether or not he or she had in fact dropped out at the point indicated. This was done by telephone. There were only three differences found in all cases contacted.

Treatment of the Data

Notation

The data obtained in the manner outlined above was recorded on 8 x 5 file cards. The file cards contained more information than was actually used in this study, but it was thought that, while the official record cards were available, it would be advisable to put down whatever information might

be useful, if not in this particular study, then in studies which might arise from it.

1. In the upper right hand corner the sex of the student was marked either by M (male) or F (female). When the student's sex was not evident either by name or direct notarion on the record file card, the student was dropped from the study.
2. On the first line of the card, the student's name was given. This quite often entailed a good deal of searching. On the public school's list it was common to have the initials only of the student, for example, B. J. Elder. On turning to the record files, it was possible to find Betty, Barbara, Jean and Joan Elder. When this occurred, it entailed a good deal of detective work to find which one was B. J. Elder.
3. On the second line a number of pertinent facts were noted:
   a. The year in which the student completed Grade VIII, for example '51.
   b. The school the student attended in Grade VIII, for example A for Albert, B for Brunskill.
   c. The kind of pass the student obtained, for example P.W.W. for Passed without writing, P.O.E. for Passed on examination, and P.C. for Passed conditionally.
   d. The religion of the student.
   e. The nationality of each parent.
   f. The religion of each parent.
   g. The father's name or initials, or the name of the mother, if it was the only one given, or the name of

the guardian. The manner in which this simple fact had been recorded gave rise to a great deal of double checking. There was often a lack of uniformity between the Grade VIII records and the high school records, and when, as fairly often happened, the father's name was the conclusive identification needed, and it was not clear, an enormous amount of time had to be spent in ascertaining it.

4. On the third line, the student's address was marked. It sometimes happened that the student's address had not been changed on the record card from the time the child first entered school although, as it became evident through the search, the family had moved many times before the student left school.

5. On the fourth line the father's occupation was marked. In some cases the notation was very general and had to be followed up in order to determine in which area of a trade the man worked. This will be dealt with in more detail in the part of the thesis dealing with coding.

6. On the fifth line were marked the results of any intelligence tests recorded for the student and the dates of such tests.

7. On the sixth line the final mark in Grade VIII was noted. Where 'Pass' or some equivalent remark was given instead of a final mark, the marks of the past four years were noted. Mr. F. Walker, Principal of Bedford Collegiate, recommended using the Grade VII mark if the Grade VIII mark was missing, but it was finally agreed that it was

more advisable to take an average of the past four year's marks.

8. On the seventh line was marked the point of drop-out from high school, or whether the student completed high school. This line involved many hours of labour. If the student had apparently dropped out of one school at a certain point, this did not mean that he had finished his schooling. A great number of possibilities presented themselves.

   a. His parents might have moved from one area of the city to another which would entail his shifting from one collegiate to another. Each student who apparently dropped out before matriculation had to be traced through each of the other high schools.

   b. He might have dropped out of school for a year or two to work, to make money to complete his schooling. All students were finally searched for through the Technical Collegiate because it was to this school in particular that students turned after a year or two away from regular school. They came to the Technical Collegiate from jobs, from wandering, from attempts at other schools or from prison.

   c. He might have taken further education through the Canadian Vocational School or the Armed Services, who widely advertised their training schemes. Each student who appeared to have dropped out was checked through the Canadian Vocational School with the help of Mr. R. Davies, the Principal; through the Navy with the help of Lieutenant O. L. Karagianis; through

the R.C.A.F. with the help of Flight-Lieutenant D. Cavett; and through the Army with the help of Captain K. Gillies. As a definitive check, a list of students who had possibly taken further grades or further education in the forces was sent to headquarters in Ottawa and checked there.

d. He might have left the city (as pointed out on page seven) and the province in order to complete his education elsewhere.

9. On the eighth line, further education was noted. The study was concerned with finding out if the student had entered university. If the student had stayed at university beyond the first year this was recorded. Other forms of further education were also recorded, but these figures were not used in the tables or the analysis.

Coding

The data which had been collected and notated on cards now had to be processed for interpretation. An arrangement was made with the Medical Services Incorporated of Saskatoon for the use of their IBM[1] punch machine. Mr. Glenn Sunquist of the IBM department agreed to undertake the project. The data had to be coded in preparation for punching on the IBM cards.

The code drawn up was as follows:

Code 1. 0-9 Identification Number

Code 2. 0-9 Identification Number

Code 3. 0-9 Identification Number

Code 4. 0-9 Identification Number

[1] I.B.M. -- International Business Machines

Code 5. Sex:

1. male
2. female

Code 6. Year in which Grade VIII was completed:

1. 1951
2. 1952
3. 1953

Code 7. Public School attended:

1. Albert
2. Brunskill
3. Buena Vista
4. Caswell
5. Hillcrest
6. King Edward
7. King George
8. Mayfair
9. Pleasant Hill

Code 8. Public School attended:

1. Princess Alexandra
2. Sutherland
3. Thornton
4. Victoria
5. Westmount
6. Wilson-North Park

Code 9. Father's Occupation:

1. Professionals
2. Proprietors, Managers and Officials
3. Clerks and Salesmen
4. Skilled Manual Workers
5. Semi-skilled and unskilled Manual Workers
6. Farmers

7 and all others. Miscellaneous

Code 10. Religion:

1. Anglican
2. United Church
3. Presbyterian, Methodist
4. Baptist
5. Lutheran
6. Mennonite
7. Miscellaneous (Doukhobor, Buddhist etc.)
8. Protestant
9. Greek and Ukrainian Orthodox, Ukrainian and Roman Catholic
10. Hebrew

Code 11. I.Q.:

1. 120 and over
2. 110 to 119
3. 90 to 109
4. 89 and under

Code 12. Grade VIII Mark:

1. A
2. B
3. C
4. D
5. Conditional Promotion
6. Recommended to Technical Collegiate
7. Fail or E.

Code 13. Last Grade completed and entered university:

1. VIII
2. IX
3. X
4. XI
5. XII
6. Entered University.

Code 14. Other Further Education and Work:

1. Teachers College
2. Nursing (not a university course)
3. Business College
4. Laboratory technician
5. Nurses' Aid training
6. Beauty Course, hockey, etc.
7. Bible college
8. Married
9. Armed Forces
10. Work

Notes on the Coding

Code 9. Father's Occupation:

It was decided to use as the basis for coding the father's occupation The Dictionary of Titles (1954) compiled by the United States Government Department of Labour.

1. It is the only really comprehensive classification pertinent to the United States and Canada.
2. It is the basis for classification used by the Dominion Bureau of Statistics.
3. It is the basis for classifications used by Professor Henry Cooperstock, then of the Sociology Department, University of Saskatchewan and by Dr. Arthur Davis, then of the Centre of Community Studies, University of Saskatchewan, in studies on Saskatchewan.
4. It is used by Bendix and Lipsett (1953). Their justification for the use of these classifications seemed reasonable and acceptable.
5. These classifications were similar to the classifications used by Floud et al. in Social Class and Educational Opportunity (1956).

The difficulties that arise with this code came partly from inaccurate or mystifying notations on the students' records. In the cases where the occupation was not absolutely clear, a telephone check was made either directly with the person involved or with the personnel office employing him at the time the occupation was put in the school records. Unless there was absolute assurance in the correctness of the occupational notation, the student was dropped from the study. It was decided to include in the study women who

were bringing up their children without the help of a husband.

The Special Position of Farmers (Group VI) in Saskatoon:

Farmers cannot be considered a homogeneous economic group. In Saskatchewan they range from the very wealthy, large-holding farmer, through the middle farmer, who is tending to sell his holdings to the corporate farms and move to the city, to the "dirt" farmer, whose land is so poor he cannot sell it, and who is therefore forced to stay on at a subsistence level. By discussions with the Guidance Officers and by interviews with some of the farmers whose children appear in this study, it was gathered that the "farmers" in this study were of the first two types, that is, either they were wealthy enough to maintain a domicile in Saskatoon away from their land, or they were middle farmers able to somehow keep their children at school "in the big city". The result is that in this study, when the father's occupation is given as "farmer", the individual comes from a relatively high economic level which is comparable to Group I, II or III on the occupational scale rather than Groups IV and V. Furthermore, since farmers do not represent a single socio-economic group as do the other groups, in general, and as their absolute numbers are in almost all cases very small, they will not be considered in the detailed

analysis. It was thought advisable to add this note on farmers since it may appear unusual to find "farmer" listed as an urban occupation, as this particular group of farmers are not representative of the total group of farmers, and as this is an interesting characteristic of Saskatoon.

Code 11. I.Q.:

The years 1951, 1952 and 1953 have been chosen for the study partly because of the I.Q. records on file. During these years almost all students had been given the same I.Q. test, the Laycock Mental Ability Test (LMAT), a test widely used in Saskatoon and Saskatchewan. Not all children had taken this test, however, or, if they had, the result had not been recorded. In some cases the results of other I.Q. tests were recorded. The question arose as to whether or not such tests were comparable to the LMAT to the extent that their results could be used in the study. Both Mr. Gathercole and the Committee of High School Principals agreed that results of the Vernon G. C. Test could be used when LMAT results were missing. No other I.Q. tests were considered comparable and cases which had neither the LMAT or the Vernon G. C. Test were dropped from the study.

It should be stated that in a small number of

cases the I.Q. results undoubtedly were influenced by language difficulty on the part of the student. The tests were administered at a time of large scale immigration into Canada and some of the children had not yet learnt sufficient English to do well on a verbal type I.Q. test. Their later progress would sometimes indicate that they might have had higher results in a non-verbal I.Q. test. It was at first decided to code such cases separately. The numbers were so negligible that, when making up the tables, it was decided that such cases should not be separated but should be included with their I.Q. group.

Code 12. Grade VIII Mark:

While three code numbers were given to the three lowest marks: Conditional Promotion, Recommended to the Technical Collegiate and Fail or E, it was decided to group these together in the tables.

Final Processing

The coding was done in the following manner. Code sheets of double columns were drawn up. Using the codes explained above, the information from each of the cards was transferred onto the first column of the code sheets. Each item was coded separately, that is all the I.Q.s were coded at one time, all the occupations at one time, and so on. This meant numerous runs through the cards and sheets.

(d.) Procedure after Coding.

After the coding, the material was processed by IBM machine. The tabulated figures which came from the IBM machine were the basis of the tables of this study. Percentage and calculating work was done in the Computer Room of the Institute of Education, University of London, by kind arrangement of Mrs. Jean Floud.

CHAPTER FOUR

FINDINGS: ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter presents an analysis and interpretation of the data of the study. The data are organized into tables (see Appendix). For each aspect of the subject considered, there are two tables, one giving the data for males, the other giving the data for females; for example, Table 1 deals with Intelligence by Occupation for males, while Table 2 deals with Intelligence by Occupation for females. The tables are the data for the analysis made in this chapter.

For the purposes of this detailed analysis, consideration is not given to the classifications of father's occupation below Group VI as the numbers in the other groups are not large enough to be significant.

The total population of the study is 1,500: 706 males and 794 females.

GENERAL FINDINGS

Sex and Drop-Out

The following is a descriptive table compiled from Tables 81 and 82 in the Appendix.

Table XII leads us to conclude that with increasing grade level, the number of boys and girls attending school decreases. Although the rate of drop-outs appears to be

TABLE XII

NUMBER AND PER CENT OF STUDENTS COMPLETING GRADE VIII TO GRADE XII AND ENTERING UNIVERSITY: BY SEX

Sex	Grade VIII	Grade IX		Grade X		Grade XI		Grade XII		Entering University		Non-ascertainable	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Males	706	552	78.1	466	66.0	370	52.4	294	41.6	202	28.6	3	0.4
Females	794	639	80.7	534	67.2	416	52.3	310	39.0	109	13.8	2	0.2
Total	1500	1191	79.4	1000	66.6	786	52.2	604	40.2	311	20.7	5	0.3

similar for males and females to the end of Grade XII, the proportion of males entering university (28.6% of the original Grade VIII enrollment) is more than double that of the females (13.8%). The specific data bearing on this relationship are presented in Table XIII. Because of the small number in each of the groups below Group VI (as pointed out in Chapter 4, p. 63), cases below Group VI have been dropped for this and all following analysis resulting in a small change in the numbers involved.

TABLE XIII

RELATIONSHIP BETWEEN SEX AND DROP-OUT: ALL STUDENTS

Sex	Non-Entrance to University		Entrance to University		Total
	N	%	N	%	
Males	473	70.2	201	29.8	674
Females	658	85.8	109	14.2	767
Total	1131	78.5	310	21.5	1441

$x^2 = 34.6$, df = 1, $p < .001$[1]

Relationships at or beyond the .05 level of confidence are considered statistically significant in this study. Since, as Table XII shows, the difference between

[1] Calculations are based on raw numbers not per cents. Procedure used is outlined in G. A. Ferguson, Statistics for Education and Psychology, Chapter 11.

boys and girls entering university is at the .001 level of confidence, we conclude that males are less likely to drop out before entering university than females.

As pointed out in Chapter 1 (p. 2), one of the major hypotheses is that there is a relationship between father's occupational level and the incidence of drop-out. Specifically, the hypothesis is as follows:

HYPOTHESIS I: THE LOWER THE FATHER'S OCCUPATIONAL LEVEL, THE HIGHER THE RATE OF DROP-OUT.

In order to examine this relationship, the father's occupational groups were collapsed into two major groups. Groups I and II are composed of professionals and proprietors, managers and officials; these groups are joined together into one category referred to as "High." Groups III, IV, V, and VI are composed of clerks and salesmen, skilled manual workers, semi-skilled and unskilled manual workers and farmers; these groups are joined together into the other category which we refer to as "Low." Drop-out was operationally defined as non-entrance to university by all students enrolled in Grade VIII. As we have already pointed out, those groups below Group VI are not considered in the analysis.

Following these classification procedures, the analysis relevant to the above hypothesis was made as presented in Table XIV.

TABLE XIV

RELATIONSHIP BETWEEN FATHER'S OCCUPATIONAL LEVEL AND DROP-OUT: ALL STUDENTS

Father's Occupational Level	Non-Entrance to University		Entrance to University		Total
	N	%	N	%	
High	176	50.3	174	49.7	350
Low	955	87.5	136	12.5	1091
Total	1131	78.5	310	21.5	1441

$x^2 = 209.8$, df = 1, $p < .001$ [1]

Inspection of Table XIV reveals that the father's occupational level is indeed related to the drop-out rate of the students. For those students whose fathers have a high occupational level, about fifty per cent drop out, whereas for those whose fathers have a low occupational level, drop-out is almost ninety per cent. This is typical of findings of other researchers dealing with relationship between these variables.

It has already been noted (Table XII) that a higher proportion of boys go to university than girls. This raises the question as to whether the relationship between the occupational level of the father and the drop-out of the students holds for <u>both</u> boys and girls. Table XV shows the relationship for boys and girls separately.

[1] x^2 = chi-square, df = degrees of freedom, $p <$ probability.

TABLE XV

RELATIONSHIP BETWEEN FATHER'S OCCUPATIONAL LEVEL AND DROP-OUT: BY SEX

Sex	Father's Occupational Level	Non-Entrance to University		Entrance to University		Total
		N	%	N	%	
	High	68	38.4	109	61.6	177
Male	Low	405	81.5	92	18.5	497
	Total	473	70.2	201	29.8	674
$x^2 = 115.6$, df = 1, $p < .001$						
	High	108	62.4	65	37.6	173
Female	Low	550	92.6	44	7.4	594
	Total	658	85.8	109	14.2	767
$x^2 = 79.8$, df = 1, $p < .001$						

Inspection of Table XV shows that the relationship between father's occupational level and drop-out holds for both boys and girls. It has already been shown in Table XIII that the drop-out rate is greater for girls than for boys. But inspection of Table XV seems to suggest that the relationship between father's occupation and drop-out is greater for boys than for girls. The question can now be asked: Is the relationship between father's occupational level and drop-out more intense for one sex than for the other?

In Chapter 1 it was hypothesized that the effect of father's occupational level on student drop-out differs according to sex. To be specific, it is predicted that, since university attendance is more likely to be crucial to the career of a boy than to that of a girl, it is more likely to be a matter for serious consideration and deliberate decision on his part. A girl's ideal career is likely to be marriage, and this, whether she plans to attend university or not. However, a boy's career will depend largely upon his education, and the decision to attend university is a major one. Variables which might have a bearing on any decision, for example father's occupational level, seem more likely to be related to a decision which is made on the basis of careful deliberation. Where a course of action results merely from tradition, factors such as income probably mean less than they do where decisions result from careful deliberation.

HYPOTHESIS II: THE RELATIONSHIP BETWEEN THE FATHER'S OCCUPATIONAL LEVEL AND DROP-OUT IS MORE INTENSE FOR BOYS THAN FOR GIRLS.

Since our hypothesis requires the analysis of relative intensity of relationships, an ideal approach to use would be Pearsonian correlations. However, this requires the assumption of an interval level of measurement of the data, an assumption which we are not willing to make. We therefore employ a method of intensity analysis which

assumes only an ordinal level of measurement. An example of this method follows in detail. This example uses data bearing on the present hypothesis. Where intensity analysis is employed in the examination of subsequent hypotheses, it will not be given in such detail, since the pattern will be identical in each case. This pattern of intensity analysis is used to examine hypotheses about the relative strength of the impact of the independent variable (in this case, father's occupation) upon the dependent variable (in this case, drop-out rate) under different circumstances (in this case, under the conditional variable of sex).

We note that, compared with students in general, a larger proportion of students from the higher occupational group enter university. Since we have already shown that this difference in proportion is statistically significant, it is now appropriate to determine by what per cent the proportion of students from the high occupational group who enter university exceeds that of students in general, that is, without regard to occupational group. This results in an empirical measure of what we interpret to be the impact of belonging to the high occupational group on increasing the proportion who enter university. For purposes of this discussion, we call this measure the increment per cent. In order to examine the relative intensity of this impact on boys as compared with girls, we use the null hypothesis model which assumes no difference

in impact; this assumption allows us to calculate "expected" numbers in each sex entering university. We then compare these "expected" numbers to the "observed" numbers of boys and girls from the high occupational group, and apply a chi-square goodness of fit test of the "observed" category to the "expected" category. If a good fit is obtained, the null hypothesis is supported; but if the fit is a poor one, and the sizes of the differences are greater than one would expect to occur by chance at the .05 level, we reject the null hypothesis and interpret the findings as evidence that the impact of membership in the high occupation group on the retention in education is greater for one sex than the other.

Herewith, our sample analysis. Calculations are made on the basis of the data presented in Table XVI which is derived from Table XV.

First, the proportion of students from the High Occupation group, both girls and boys, who enter university is observed and compared with the proportion of students in general, both male and female, who enter university as follows:

	Proportion in General	Proportion from High Group
Males	201/674	109/177
Females	109/767	65/173

In order to make a direct comparison between the numerators of the two proportions for each sex, they must

TABLE XVI

SUMMARY OF TABLE XV WITH PER CENTS OMITTED

Sex	Father's Occupational Level	Non-Entrance to University		Entrance to University		TotaL
		N	%	N	%	
Male	High	68		109		177
	Low	405		92		497
	Total (in general)	473		201		674
Female	High	108		65		173
	Low	550		44		594
	Total (in general)	658		109		767

have common denominators. The proportion from the High occupation group is arbitrarily selected as the source of the common denominator and the new numerators for students in general are calculated as follows:

	Proportion in General	Proportion from High Group
Males 201 x 177/674	52.4	109
Females 109 x 173/767	24.6	65
	77.4	174

It is observed that a higher number of students from the High occupation group (174) go to university than students in general (77.4). In order to obtain what we

have defined as the increment per cent, we compare the two totals, as follows: 174/77.4 = 224.8%. We interpret this as an objective measure of the impact of membership in the High occupation group on university entrance.

Now, on the basis of the null hypothesis assumption of no difference in impact of occupational level group on entering university for the two sexes, the same increment per cent is applied to the above figures for both sexes as follows:

TABLE XVII

RELATIVE INTENSITY OF RELATIONSHIP BETWEEN FATHER'S OCCUPATIONAL LEVEL AND DROP-OUT: BY SEX

		Expected	Observed	Difference
Males:	224.8 x 52.8	119	109	8.4% fewer than expected
Females:	224.8 x 24.6	55	65	18.2% more than expected
Total		174	174	
$x^2 = 2.6$,	df = 1,	$p < .20$		

Using the standard goodness of fit chi-square test, we note that the resulting chi-square statistic is 2.6: at one degree of freedom, the probability of this distribution occurring by chance is about one in five, and therefore we cannot reject the null hypothesis. In fact, the trend is opposite to that predicted. More females

rather than males of the High occupation group were observed than expected. This suggests that perhaps at low occupational levels, where families are more likely to be short of money, what has been earmarked for educational expenses may go to sons in preference to daughters. We have already demonstrated that boys are significantly more likely to enter university than girls. It can also be shown (see Table XVIII) that this relationship between sex and entrance to university is significant regardless of father's occupational level.

TABLE XVIII

RELATIONSHIP BETWEEN SEX AND DROP-OUT: BY FATHER'S OCCUPATIONAL LEVEL

Father's Occupational Level	Sex	Non-Entrance to University		Entrance to University		Total
		N	%	N	%	
High	Males	68	38.4	109	61.6	177
	Females	108	62.4	65	37.6	173
	Total	176	50.3	174	48.7	350
$x^2 = 20.1$, df = 1, p .001						
Low	Males	405	81.5	92	18.5	497
	Females	550	92.6	44	7.4	594
	Total	955	87.5	136	12.5	1091
$x^2 = 25.7$, df = 1, p $\angle$ .001						

Table XVIII shows that being a boy increases entrance to university regardless of father's occupational level. Now the question that arises is as follows: Is being a boy a more important factor in university attendance at low occupational levels than at high occupational levels? We predict that it is, and our hypothesis follows:

HYPOTHESIS III: THE RELATIONSHIP BETWEEN BEING MALE AND ENTERING UNIVERSITY IS MORE INTENSE AT LOW FATHER'S OCCUPATIONAL LEVEL THAN AT HIGH FATHER'S OCCUPATIONAL LEVEL.

The analysis bearing on this hypothesis is presented in Table XIX.

TABLE XIX

RELATIVE INTENSITY OF RELATIONSHIP BETWEEN BEING MALE AND ENTERING UNIVERSITY AT DIFFERENT OCCUPATIONAL LEVELS

Occupational Level	Expected	Observed	Difference
High	134	109	18.7% fewer than expected
Low	67	92	37.3% more than expected
Total	200	200	

$x^2 = 14.2$, df = 1, $p < .001$

Had being a boy had equal impact on entering university of the high occupational group as of the low occupational group, we would have expected 134 boys at

this level to enter university; however, only 109 had entered; since the difference is significant at beyond the .05 level, we conclude that being a boy is not as important at high levels as at low levels. Our hypothesis is supported by the data.

Marks and Drop-Out

Another factor in drop-out is the academic performance of the student as measured by his marks. Indeed, if the marks of the student drop below a certain level, he will not be admitted into a university. In order to examine the effect of marks, we collapsed them into two major groups. No mark below a C was considered, since students below this level would not be accepted as suitable candidates for university entrance in any case. Students in the two top groups, A and B, were joined together to form one group with high grades and students with the mark C are considered to be in the low group.

Table XX shows that, for our population, the relationship between marks and drop-out is significant.

This table simply confirms a fact long known: marks are the basis of the promotion policy in most school systems.

Table XXI shows that the relationship applies to both sexes.

TABLE XX

RELATIONSHIP BETWEEN MARKS AND DROP-OUT: ALL STUDENTS, GROUPS I-VI

Marks	Non-Entrance To University		Entrance To University		Total
	N	%	N	%	
A and B	467	64.2	260	35.8	727
C	422	90.6	44	9.4	466
Total	899	74.6	304	25.4	1193

$x^2 = 99.4$, df = 1, $p < .001$

TABLE XXI

RELATIONSHIP BETWEEN MARKS AND DROP-OUT: BY SEX

Sex	Marks	Non-Entrance to University		Entrance to University		Total
		N	%	N	%	
	A & B	136	46.1	159	53.9	295
Male	C	198	83.6	39	16.4	237
	Total	334	62.8	198	37.2	532
$x^2 = 78.6$, df = 1, p .001						
	A & B	331	76.6	101	23.4	432
Female	C	224	97.8	5	2.2	229
	Total	555	84.0	106	16.0	661
$x^2 = 49.8$, df = 1, $p < .001$						

The conclusion we draw from this table is that there is a relationship between marks and drop-out, regardless of sex.

Using the same logic as in the earlier prediction concerning the differential relationship of father's occupation to drop-out level for boys and girls, that is, that there is a more deliberate decision process for boys, we would predict that the relationship between marks and drop-out is greater for boys than for girls. The hypothesis is as follows:

HYPOTHESIS IV: THE RELATIONSHIP BETWEEN HAVING HIGH MARKS AND ENTERING UNIVERSITY IS MORE INTENSE FOR BOYS THAN FOR GIRLS.

The data and analysis relevant to this hypothesis are presented in Table XXII.

TABLE XXII

RELATIVE INTENSITY OF RELATIONSHIP BETWEEN HIGH MARKS AND ENTERING UNIVERSITY: BY SEX

Sex	Expected	Observed	Difference
Males	159	159	0
Females	101	101	0
Total	260	260	

$x^2 = 0$, df = 1, $p < .99$

We conclude that the intensity of the relationship of marks to drop-out is no greater for boys than for girls. Our hypothesis is rejected.

We have seen that the relationship between marks and drop-out holds regardless of sex. Therefore, in our next analysis, the data can legitimately be combined for boys and girls, and this procedure will be followed, since the larger number will allow for a more sensitive analysis. We shall now examine whether the relationship between marks and drop-out holds regardless of father's occupational level. The data bearing on this analysis are presented in Table XXIII.

TABLE XXIII

RELATIONSHIP BETWEEN MARKS AND DROP-OUT FOR ALL STUDENTS: BY FATHER'S OCCUPATIONAL LEVEL

Father's Occupational Level	Marks	Non-Entrance to University		Entrance to University		Total
		N	%	N	%	
	A & B	95	38.8	150	61.2	245
High	C	62	74.6	21	25.4	83
	Total	157	47.9	171	52.1	328
$x^2 = 32.1$, df = 1, p .001						
	A & B	388	77.9	110	22.1	498
Low	C	360	94.0	23	6.1	383
	Total	748	84.9	133	15.1	881
$x^2 = 46.4$, df = 1, p < .001						

From Table XXIII we conclude that, regardless of father's occupational level, the relationship between marks and drop-out persists. Do marks make the same difference for students from the High occupational level group as for students from the Low group?

Examination of the figures of Table XXIII shows that a higher proportion of students from the High group with low marks (25.4%) enters university than of students belonging to the Low group with high marks (22.1%). This might lead us to assume that marks would be a more important predictor of university entrance for Low group students than for High group students, since many from this latter group enter university regardless of marks.

HYPOTHESIS V: THE RELATIONSHIP BETWEEN MARKS AND DROP-OUT IS MORE INTENSE AT LOW FATHER'S OCCUPATIONAL LEVEL THAN AT HIGH FATHER'S OCCUPATIONAL LEVEL.

An intensity analysis which compares the impact of marks on drop-out at the two levels is presented in Table XXIV.

The analysis presented in Table XXIV supports the hypothesis. Where the increment per cent associated with high marks is applied to students whose father's occupations are high, the observed is 8.3 per cent less than expected, whereas it is 14.6 per cent more than expected for students whose fathers are in low level occupations. Since the group for which high marks would be more intensely related to university entrance was predicted

TABLE XXIV

RELATIVE INTENSITY OF RELATIONSHIP BETWEEN HIGH MARKS AND UNIVERSITY ENTRANCE FOR STUDENTS FROM HIGH AND LOW OCCUPATIONAL LEVELS

Father's Occupational Level	Expected	Observed	Difference
High	164	150	8.5% fewer than expected
Low	96	110	14.6 more than expected
Total	260	260	

$x^2 = 3.2$, df = 1, $p < .05$

(i.e., the Low occupational group), the one-tailed test is appropriate; applying this, we find that the impact of high marks is significantly greater for students at low levels than for those at high levels.

I.Q. and Drop-Out

A further factor in drop-out is the ability of the student as measured by his intelligence quotient. The I.Q. has been shown to be a good predictor of academic performance. In the original source of data, I.Q.'s were available in the categories 90-109, 110-119, 120 plus. In order to examine the effect of I.Q. on university entrance in this study, we defined all those with I.Q. above 110 as High and

those with I.Q. between 90 and 109 as Low. I.Q. rating below 90 was not considered as it was observed that very few students below 90 entered university.

Table XXV shows that for our population, the relationship between I.Q. and drop-out is significant.

TABLE XXV

RELATIONSHIP BETWEEN INTELLIGENCE AND DROP-OUT: ALL STUDENTS, GROUPS I-VI

I.Q.	Non-Entrance to University		Entrance to University		Total
	N	%	N	%	
110-120 +	463	65.1	248	34.9	711
90-109	489	92.8	38	7.2	527
Total	952	76.9	286	23.1	1238

$x^2 = 131.3$, df = 1, $p < .001$

Table XXV confirms the well-known fact that there is a relationship between I.Q. and university entrance. As in previous analyses, we raise the question as to whether the relationship holds for both sexes, and the analysis is presented in Table XXVI.

The relationship between I.Q. and university entrance persists despite partialing on sex. We now examine the question as to whether the relationship is more intense for boys than for girls.

TABLE XXVI

RELATIONSHIP BETWEEN I.Q. AND DROP-OUT: BY SEX

Sex	I.Q.	Non-Entrance to University		Entrance To University		Total
		N	%	N	%	
Male	110-120 +	166	51.4	157	48.6	323
	90-109	229	89.5	27	10.5	256
	Total	395	68.2	184	31.8	579
$x^2 = 95.5$, df = 1, p .001						
Female	110-120 +	297	76.5	91	23.5	388
	90-109	260	95.9	11	4.1	271
	Total	557	84.5	102	15.5	659
$x^2 = 45.8$, df = 1, p $\angle$ .001						

HYPOTHESIS VI: THE RELATIONSHIP BETWEEN I.Q. AND DROP-OUT IS MORE INTENSE FOR BOYS THAN FOR GIRLS.

TABLE XXVII

RELATIVE INTENSITY OF RELATIONSHIP BETWEEN I.Q. AND DROP-OUT: BY SEX

Sex	Expected	Observed	Difference
Males	157	157	0
Females	91	91	0
Total	248	248	
$x^2 = .0$, df = 1, p $\angle$ .99			

The data do not support the hypothesis. Apparently, I.Q. is related to university entrance with equal intensity for girls as for boys.

We have already shown that I.Q. is related to drop-out. We shall now examine whether the relationship holds regardless of father's occupational level. Again, we combine data for boys and girls.

TABLE XXVIII

RELATIONSHIP BETWEEN I.Q. AND DROP-OUT FOR ALL STUDENTS: BY FATHER'S OCCUPATIONAL LEVEL

Father's Occupational Level	I.Q.	Non-Entrance to University		Entrance to University		Total
		N	%	N	%	
High	110-120+	99	40.4	146	59.6	245
	90-109	59	78.7	16	21.3	75
	Total	158	49.4	162	50.6	320
$x^2 = 35.3$, df = 1, p .001						
Low	110-120+	369	78.3	102	21.7	471
	90-109	444	95.3	22	4.7	466
	Total	813	86.8	124	13.2	937
$x^2 = 58.6$, df = 1, p $<$ .001						

From Table XXVIII we conclude that, regardless of father's occupational level, the relationship between I.Q.

and drop-out persists. Does I.Q. make the same difference for students from the High occupation group as for students from the Low occupation group?

We note that by looking at the figures of Table XXVIII that approximately the same proportion of High occupation group students with low I.Q. (21.3%) go to university as of Low occupation group students with high I.Q.s (21.7%). This might lead us to assume the I.Q. would be a more important predictor of university attendance for Low occupation group students than for High occupation group students. The examination of this requires an intensity analysis which is presented in the following table.

HYPOTHESIS VII: THE RELATIONSHIP BETWEEN I.Q. AND DROP-OUT IS MORE INTENSE AT LOW FATHER'S OCCUPATIONAL LEVEL THAN AT HIGH FATHER'S OCCUPATIONAL LEVEL.

TABLE XXIX

RELATIVE INTENSITY OF RELATIONSHIP BETWEEN I.Q. AND DROP-OUT FOR STUDENTS FROM HIGH AND LOW OCCUPATIONAL LEVEL

Father's Occupational Level	Expected	Observed	Difference
High	165	146	11.5% fewer than expected
Low	83	102	23.9% more than expected
Total	248	248	

$x^2 = 3.2$, df = 1, $p < .05$

The hypothesis is supported. As expected, we find I.Q. has greater impact on entrance to university of low occupational level students than on high occupational level students.

Summary

The following hypotheses were supported by the data:

I. The lower the father's occupational level, the higher the drop-out rate.

III. The relationship between being male and entering university is more intense at low father's occupational level than at high father's occupational level.

V. The relationship between marks and drop-out is more intense at low father's occupational level than at high father's occupational level.

VII. The relationship between I.Q. and drop-out is more intense at low father's occupational level than at high father's occupational level.

The following hypotheses were rejected by the data:

IV. The relationship between marks and drop-out is more intense for boys than for girls.

VI. The relationship between I.Q. and drop-out is more intense for boys than for girls.

The trend in the findings bearing on the following hypothesis was opposite to that predicted:

II. The relationship between the father's occupational level and drop-out is more intense for boys than for girls.

In summary, the major variable related to drop-out or entrance to university seems to be the occupational level of the father. Not only is the variable related by itself, but it determines the extent to which sex, marks and I.Q. are related to drop-out. The lower the father's occupational level, the greater the impact of sex, marks and I.Q. on drop-out.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

General Summary

This study was designed to discover if a relationship exists between father's occupational level and student drop-out and if father's occupational level effects student drop-out differentially according to sex. It was based on information concerning students in Saskatoon who left Grade VIII in the years 1951, 1952 and 1953, went on to high school and, in some cases, to university, or dropped out. It was felt that such a study might help educators to increase the retention rates in Saskatoon schools and that what was gained in knowledge about Saskatoon might be applicable elsewhere.

It was noted that other studies of drop-outs have been made but extremely few Canadian studies had dealt in detail with the relationship between father's occupational level and drop-out. Many studies based their conclusions on the personal opinions and subjective surmises of students, teachers, principals, guidance officers and so on, rather than on objective data of the kind used in this study. The data used here were obtained from school files; personal opinion was sought only in an effort to clarify school records. The data were coded and then processed by IBM machine. Analysis of the results showed

a significant relationship between father's occupational level and drop-out in Saskatoon at the time the study was made. It also showed that there existed a marked difference in the retention of female and male students.

Summary of Findings

The analysis showed that, with increasing grade level, the number of boys and girls attending school decreases. It was found that males are less likely to drop out before entering university than females, and that the father's occupational level is related to the drop-out rate of students, both for boys and girls. Contrary to our expectations, we did not find that the relationship between father's occupational level and drop-out is more intense for boys than for girls. However, being a boy increases the possibility of entrance to university regardless of father's occupational level, and the relationship between being male and entering university is more intense at low father's occupational level than at high father's occupational level. In considering the effect of marks on drop-out, it was concluded that the relationship between marks and drop-out is significant and that this relationship persists, regardless of sex. Again, contrary to expectations, we found that the intensity of the relationship of marks to drop-out is no greater for boys than for girls. However, an important finding was that

the relationship between marks and drop-out is more intense at low father's occupational level than at high father's occupational level; that is, the impact of high marks is significantly greater for students at low occupational levels than for those at high occupational levels. In analyzing the relationship between I.Q. and drop-out, it was found that there is a significant relationship between I.Q. and drop-out regardless of sex or father's occupational level. Again, we found that I.Q. is related to university entrance with equal intensity for girls as for boys. Another important finding was that I.Q. has a greater impact on entrance to university of low occupational students than on high occupational students.

Conclusions

Father's occupational level is related to entrance to university. It also influences the degree to which sex, marks and I.Q (and perhaps other variables not examined in this thesis) are related to university entrance. The variables examined seem to have greater impact on the decision to attend university for boys and girls from the low occupational levels than for students whose fathers have high ranking occupations.

Implications

(a) Implications arising from Reading associated with this Study

Certain implications arose from the reading connected with this study and from the general evidence of the material.

From investigation of the literature related to the problem of drop-out, we know that the father's occupational level is part of an inter-dependent system of factors which form the student's environment. The socio-economic conditions of existence become part of the person: "They get into his nervous system," as Havighurst says. It would seem that the length of an individual's school life is determined by factors beyond his ability and aptitude. An important determinant of the duration of an individual's education appeared to be the father's occupational level. The differential impact of this factor produced an enormous wastage of potentially well-trained and well-educated youth. Much of the literature is concerned with the economic aspects of educational wastage and speaks of it in terms of loss of well-trained manpower, as if the greatest loser were the inanimate productive force of society. While it is undeniably true that society can ill afford the loss, the greatest loser, I suggest, is the individual student who is not able, as far as one knows, to realize his capabilities, whatever the terms of

measurement--that of society, or his own.

One underlying purpose of a study such as this is to discover ways and means of increasing retention or reducing drop-out among high school students. These ways and means must be found in relation to the two main areas affecting the students: their society and their schools. It is impossible here to enter into a discussion of how the ethos of society could be changed so that the socio-economic conditions of life would not operate in such a severe way on a vast number of students. Teachers must be aware of the impact of society on their students and learn to account for or to compensate for this impact. But it is within the school system itself that changes must occur which will benefit the students. The implication here is that the school system must be prepared to minimize socio-economic effects on the student. In what ways can this be done? There appear to be several areas where changes could work in favour of a larger number of students from all the occupational groups benefitting from a longer period of education. These areas include curriculum, teaching and guidance, and finances.

The curriculum is one of the most important aspects of the student's schooling. Since the father's occupation puts the student into a particular socio-economic situation, the curriculum must be such as to allow the student to see a vital link between his schooling and what appears to him

to be his possibilities in adult life. High schools are so far from satisfactory for so many students that one is forced to the conclusion that the high schools must be radically changed if they are to be of honest benefit to the students who go through them. One of the main areas of change, perhaps, should be the curriculum. In general, the pattern of Saskatoon high schools' curricula is academic. The academic emphasis leads to a vicious circle since, to all intents and purposes, only the professionals can use it in work. Arnholter (1956), Carnelli (1964), Cassell (1962), Conant (1959), Dillon (1949), and Douglass (1952) are amongst the numerous writers who have taken this problem into consideration. While we have, in parts of Canada, instituted individual time-tabling, or subject promotion, which is a step towards satisfying the individual needs of students, it is a long way from changing our attitudes to the format of the basic curriculum itself. Kudos still adheres to the academic side of the course structure. This is reflected in teacher training institutions; for example, the Department of Education of the Province of Quebec trains Protestant teachers through the aegis of the Faculty of Education of McGill University but the teachers trained there know little of the technical schools of the province. Their knowledge of such schools might mean that entrance to university would go down, but it might also mean that retention in school would go up.

Another area in which changes could affect the length of the student's school life is the area of the teacher's function, both as a creative worker and as an administrator. Douglas (1951) and Korolev (1962) raise the issue of the importance of improved teaching as a factor in lowering drop-out rates. There is no doubt that we have, in the classrooms, many teachers who are not adequately prepared to deal with the complicated life of the classroom, and who are not trained to give "preventive help," as doctors are trained to give "preventive medicine," help which will act in a manner to lengthen and improve the student's school life. The very quality of day-to-day teaching is undoubtedly a factor influencing student drop-out, and in order for the teaching to be effective there must be a realistic understanding of the student's home life and his probable cultural background. Cumulative records are essential in giving the teacher some of this information, but it was found that teachers did not perform even this mechanical function well. The indifferent manner of record-keeping displayed an indifference to the life of the child.

Guidance counselling is another area in which change may be effected. Counselling, sometimes used as a placebo and sometimes acquiring the unproved reputation of a panacea, has a genuine possibility, when used with care, to aid students in adapting to their environment. The

difficulty, as Friedenberg (1963) points out, is that we shall become experts at helping students to adapt to an unlikely situation.

Another area where changes are needed in order to reduce drop-out is the area of finance. The problem of finance is inherent in all discussions of class size, teacher training and other factors connected with the school system. It is also inherent in all discussions of socio-economic background with resulting attitudes and aspirations on the part of the students. Certain aspects of finance are more directly concerned with the individual in relation to the father's low occupational level: the inability to meet the financial costs of participation in school activity, the inability of the father to support the student, the necessity for the student to help support the family, or sometimes merely the need of the student to earn money to be independent. Should some kind of stipend be made available to high school students just as for university students? This is a problem which would bear further investigation, and it seems likely that such stipends would be of great importance to students of low occupational levels.

The changes suggested must also take into account the apparent bias against the female if the sexes are to be able to take advantage of equal educational opportunities. Society's expectations of women are changing, and

with it will change the pattern of female education. The implication for educators is the need to facilitate the change with as little loss of female ability as possible.

Different socio-economic groups have different ethics. What is expected by one group is not dreamt of by another. Many studies have been made of these differences, one of the most interesting of which is William Whyte's Street Corner Society (1955). Community values exert great influence on the students. It is not unusual, in fact, for a child to be more influenced by his peer group or community than by his parents. Nevertheless, in general, the home and community values set the aspirations of the students. It has been found that the aspirations of working class youth can be raised by a change in the school curricula and school approach. The reports of the Manhattan and George Washington High School programs in New York show the remarkable effect of a realistic program on the abilities and aspirations of a student body that, under other circumstances, could have been a depressing picture of drop-outs. Schreiber (1962) discusses similar effects. The ethos of a group can change, and with it, its aspirations. It IS possible for an educational system to effect this.

We know that drop-out rates in Canada are being reduced. This is a salutary situation. However, we must be sure that the prolonged educational life of young

people, which may be the result of a greater ability of their parents to support children who are not contributing to the economic life of the family, is of real benefit to them as human beings.

(b) Implications arising directly from the Analysis

We have concluded that father's occupational level has an impact on the extent to which sex, marks and I.Q. affect drop-out or entrance to university. We have seen that the lower the father's occupational level, the higher the drop-out rate, and the lower the father's occupational level, the greater the impact of the variables on entrance to university. These conclusions have certain social and educational implications.

With regard to marks, teachers may tend to underestimate the marks of the students from the low occupation group, and conversely, overestimate the marks of the students from the high occupational group. Hollingshead (1949), in this connection, writes:

> A by no means negligible element is a teacher's expectation that the class I and II child [students from the high occupational level in this thesis] will "make good"; and she helps him realize this goal. . . . These factors react in subtle ways to produce high grades . . . in classes I and II.

Reduction of the drop-out rate requires recruitment mainly from the low occupational level group. We may assume that, in general, the drop-out from the high

occupational level group is minimal. But the impact of father's occupational level in the extent to which sex, marks and I.Q. are related to college entrance mitigate against the increase of retention in the low occupational group.

The importance of high marks and high I.Q. to students from the low occupational level group has been shown to be of major proportions. Yet we know that there is a bias against such students both in relation to marks and I.Q. The majority of I.Q. tests now employed are biased in favour of the more verbally articulate students from the high occupational level group. We have noted that with regard to marks, teachers, conditioned by their environment, tend to give better marks to students from the high father's occupational level than to students from the low father's occupational level.

The question arises as to how teachers can become aware of the bias both in I.Q. tests and in their own behaviour patterns in the classroom. It is not unrealistic to hope that a culture-free or culture-fair I.Q. test will be developed. If one assumes the validity of the use of I.Q. tests in schools as a guidance tool, then it may be wise to consider the use of a socio-economic test which would produce a socio-economic quotient, a SEQ, which could be equally useful to teachers in their assessment of students. It seems inept to look at only one aspect of a

student's potential when we now know, without much doubt, that it is the socio-economic influence which will determine a child's ability to use that potential.

Recommendations for Further Study

This study, naturally, has been limited to an investigation of data collected to test the hypotheses. In the course of the study a number of related problems arose. It is on the basis of these that the following questions are suggested for further investigation.

1. Why do some students whose fathers are low on the occupational scale persist in their education? What forces drive them to continue while the majority of students in a similar situation drop out?
2. Do the schools exert a regressive effect on students' ability and, if so, is there a distinguishable difference in terms of social class or occupational group?
3. Does the conditioning of students with a particular socio-economic background by the behaviour of the teacher in the classroom lead these students to early drop-out?
4. In what manner can financial considerations be removed as determinants of a student's progress through high school?
5. What steps can be taken to ensure that a larger

percentage of able females pursue their studies than do at present?

6. To what extent do variables other than those examined in this thesis relate to drop-out, and what is the relative impact of intensity of such variables on drop-out?

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Explanatory Note

Where pagination is by journal volume, no month is given. Where pagination is by month or quarter, the month or quarter is given.

APPENDIX A

TABLES OF RAW DATA

TABLE 1

INTELLIGENCE VS. OCCUPATIONS: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE TOTAL NUMBER COMPLETING GRADE VIII LESS THE NON-ASCERTAINABLE GROUP

Group	I.Q. 120 & over Grade VIII		I.Q. 110-119 Grade VIII		I.Q. 90-109 Grade VIII		I.Q. 89 & under Grade VIII		Non-ascertainables Grade VIII		Totals Grade VIII	Totals less non-ascertainables Grade VIII
	N	%	N	%	N	%	N	%	N	%	N	N
I Professionals	25	38.6	28	43.0	11	16.9	1	1.5	5	7.1	70	65
II P M O	37	36.7	35	34.6	24	23.8	5	4.9	6	5.6	107	101
III Clerks	27	25.1	33	30.9	39	36.5	8	7.5	5	4.4	112	107
IV Skilled	38	18.5	48	23.4	108	52.6	12	5.5	8	3.7	214	206
V Semi-skilled	14	10.3	33	24.5	74	54.9	14	10.3	3	2.2	138	135
VI Farmers	5	16.7	5	16.7	14	46.6	6	20.0	3	10.0	33	30
VII Miscellaneous	-	-	-	-	6	100.0	-	-	-	-	6	6
VIII Non-ascertainable	2	8.2	5	20.9	12	50.0	5	20.9	2	8.2	26	24
TOTALS	148	21.9	187	27.7	288	42.8	51	7.6	32	4.5	706	674

TABLE 2

INTELLIGENCE VS. OCCUPATIONS: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE TOTAL NUMBER COMPLETING GRADE VIII LESS THE NON-ASCERTAINABLE GROUP

Group	I.Q. 120 & over Grade VIII		I.Q. 110-119 Grade VIII		I.Q. 90-109 Grade VIII		I.Q. 89 & under Grade VIII		Non-ascertainables Grade VIII		Totals Grade VIII	Totals less non-ascertainables Grade VIII
	N	%	N	%	N	%	N	%	N	%	N	N
I Professionals	35	46.0	24	31.6	17	22.4	-	-	6	7.3	82	76
II P M O	31	34.8	30	33.7	23	25.8	5	5.7	2	2.2	91	89
III Clerks	30	30.3	25	25.2	38	38.4	6	6.1	9	8.3	108	99
IV Skilled	41	19.0	69	32.0	83	38.4	23	10.6	7	0.3	223	216
V Semi-skilled	30	16.5	45	24.7	85	46.7	22	12.1	11	5.7	193	182
VI Farmers	13	20.8	15	23.7	25	39.7	10	15.8	7	10.0	70	63
VII Miscellaneous	-	-	4	66.7	2	33.3	-	-	1	14.3	7	6
VIII Non-ascertainable	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	1	100.0	1	-
X	3	16.6	5	27.8	5	27.8	5	27.8	1	5.3	19	18
TOTALS	183	24.4	217	29.0	278	37.1	71	9.5	45	5.7	794	749

TABLE 3

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE IX WITHIN EACH I.Q. GROUP AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	25	25	100.0	28	27	96.6	11	10	91.0	1	-	0.0	5	4	80.0	70	66	94.5	65	62	95.5
II	37	36	97.5	35	35	100.0	24	20	83.5	5	4	75.0	6	4	66.6	107	99	92.5	101	95	94.0
III	27	26	96.5	33	27	82.0	39	28	72.0	8	7	87.5	5	3	60.0	112	91	76.0	107	88	82.1
IV	38	34	89.5	48	40	83.4	108	78	72.2	12	5	41.6	8	6	75.0	214	163	76.3	206	200	10.3
V	14	13	93.0	33	23	69.8	74	48	65.0	14	8	57.1	3	1	33.3	138	93	66.4	135	92	68.2
VI	5	5	100.0	5	4	80.0	14	12	85.7	6	5	83.3	3	3	100.0	33	29	88.0	30	27	90.0
VII	-	-	-	-	-	-	6	1	16.6	-	-	-	-	-	-	6	1	16.6	-	-	-
X	2	1	50.0	5	5	100.0	12	2	16.6	5	1	20.0	2	1	50.0	26	10	38.4	24	9	37.5
TOTALS	148	140	94.6	187	161	86.1	288	199	69.9	51	30	58.8	32	22	68.7	706	552	77.2	674	530	78.6

TABLE 4

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE IX WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	35	34	97.1	24	22	91.6	17	15	88.2	-	-	-	6	6	100.0	82	77	93.9	76	71	93.4
II	31	29	93.5	30	29	96.6	23	19	82.6	5	3	60.0	2	2	100.0	91	82	90.1	89	80	89.8
III	30	29	96.6	25	22	88.0	38	34	89.4	6	4	66.6	9	5	55.5	108	94	87.3	99	89	89.8
IV	41	38	92.6	69	57	82.6	83	64	77.1	23	14	60.8	7	4	57.1	223	178	79.8	216	174	80.5
V	30	25	80.3	45	37	82.2	85.	55	64.7	22	12	54.5	11	7	63.6	193	136	70.4	182	129	70.8
VI	13	12	92.3	15	13	86.6	25	19	76.0	10	5	50.0	7	5	71.4	70	54	77.1	63	49	77.7
VII	-	-	-	4	3	75.0	2	2	100.0	-	-	-	1	-	0.0	7	5	71.4	6	5	83.3
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	1	1	100.0	1	1	100.0	-	-	-
X	3	2	66.6	5	4	80.0	5	3	60.0	5	3	60.0	1	-	0.0	19	12	63.1	18	12	66.6
TOTAL	183	169	92.3	217	187	86.1	278	211	75.8	71	41	57.7	45	30	66.6	794	639	80.4	749	609	81.3

TABLE 5

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE X WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over Grade			I.Q. 110-119 Grade			I.Q. 90-109 Grade			I.Q. 89 & under Grade			Non-ascertainables Grade			Totals Grade			Totals less non-ascertainables Grade		
	VIII	X		VIII	X		VIII	X		VIII	X		VIII	X		VIII	X		VIII	X	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	25	23	92.1	28	27	96.5	11	9	81.8	1	-	0.0	5	4	80.0	70	63	90.0	65	59	90.8
II	37	35	94.6	35	31	88.6	24	19	79.3	5	4	80.0	6	3	50.0	107	92	86.0	101	89	88.1
III	27	22	81.5	33	20	60.6	39	21	53.8	8	5	62.5	5	2	40.0	112	70	58.4	107	68	63.5
IV	38	34	89.5	48	37	72.1	108	57	52.7	12	4	33.3	8	4	50.0	214	136	63.6	206	132	64.1
V	14	12	86.0	33	21	63.6	74	38	51.4	14	6	42.7	3	1	33.3	138	78	56.5	135	77	57.0
VI	5	5	100.0	5	4	80.0	14	8	57.2	6	2	33.3	3	3	100.0	33	22	66.7	30	19	63.5
VII	-	-	-	-	-	-	6	-	0.0	-	-	-	-	-	-	6	5	83.4	6	5	83.4
VIII	2	1	50.0	5	3	60.0	12	1	8.3	5	-	0.0	2	-	0.0	26	-	0.0	24	-	0.0
TOTALS	148	132	89.2	187	143	76.5	288	153	53.1	51	21	4.1	32	17	53.1	706	466	66.0	674	449	66.6

TABLE 6

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE X WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	35	33	94.2	24	21	87.5	17	14	82.3	-	-	-	6	6	100.0	82	74	90.2	76	68	89.4
II	31	26	83.8	30	26	86.6	23	15	65.2	5	3	60.0	2	2	100.0	91	72	79.1	89	70	78.6
III	30	27	90.0	25	19	76.0	38	19	50.0	6	2	33.3	9	4	44.4	108	71	65.7	99	67	67.6
IV	41	38	92.6	69	48	69.5	83	51	61.4	23	9	39.1	7	4	57.1	223	150	67.2	216	146	67.5
V	30	23	76.6	45	32	71.1	85	37	43.5	22	9	40.9	11	6	54.5	193	107	55.4	182	101	55.4
VI	13	11	84.6	15	12	80.0	25	15	60.0	10	4	40.0	7	4	57.1	70	46	65.7	63	42	66.6
VII	-	-	-	4	3	75.0	2	1	50.0	-	-	-	1	-	0.0	7	4	57.1	6	4	66.6
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	1	1	100.0	1	1	100.0	-	-	-
X	3	-	-	5	4	80.0	5	2	40.0	5	3	60.0	1	-	0.0	19	9	47.3	18	9	50.0
TOTALS	183	158	86.3	217	165	76.3	278	154	55.3	71	30	42.2	45	27	60.0	794	534	67.2	749	507	67.6

TABLE 7

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE XI WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	25	23	92.0	28	25	89.4	11	6	54.5	1	-	0.0	5	4	80.0	70	58	82.9	65	54	83.1
II	37	33	89.3	35	31	88.7	24	14	58.4	4	1	25.0	6	3	50.0	107	82	76.6	101	79	78.1
III	27	19	70.4	33	20	60.6	39	16	41.0	8	4	50.0	3	2	40.0	112	61	50.9	107	59	55.1
IV	38	33	86.9	48	30	62.5	108	32	29.6	12	1	83.3	8	4	50.0	214	100	46.7	206	96	46.6
V	14	10	71.4	33	13	39.2	74	22	29.7	14	4	28.5	3	-	0.0	138	49	35.5	135	49	36.3
VI	5	4	80.0	5	2	40.0	14	5	35.0	6	1	35.7	3	3	100.0	33	15	45.5	30	12	40.0
VII	-	-	-	-	-	-	6	-	0.0	-	-	-	-	-	-	6	-	0.0	-	-	-
X	2	1	50.0	5	3	60.0	12	1	83.3	5	-	0.0	2	-	0.0	26	5	19.5	24	5	20.8
TOTALS	148	123	83.1	187	124	66.3	288	96	33.3	50	11	22.0	32	16	50.0	706	370	52.4	674	354	52.5

TABLE 8

INTELLIGENCE VS. OCCUPATION. NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE XI WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over Grade VIII			I.Q. 110-119 Grade VIII			I.Q. 90-109 Grade VIII			I.Q. 89 & under Grade VIII			Non-ascertainables Grade VIII			Totals Grade VIII			Totals less non-ascertainables Grade VIII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	35	33	94.2	24	20	83.3	17	13	76.4	-	-	-	6	6	100.0	82	72	87.8	76	66	86.8
II	31	26	83.8	30	23	76.6	23	9	39.1	5	2	40.0	2	2	100.0	91	62	67.3	89	60	67.4
III	30	24	80.0	25	17	68.0	38	14	36.8	6	-	0.0	9	-	0.0	108	55	50.9	99	55	55.5
IV	41	30	73.1	69	36	52.1	83	35	42.1	23	6	26.8	7	3	42.8	223	110	49.3	216	107	49.5
V	30	18	60.0	45	24	53.3	85	18	21.1	22	4	18.1	11	3	27.2	193	67	34.7	182	64	35.1
VI	13	11	84.6	15	12	80.0	25	14	56.0	10	3	30.0	7	3	42.8	70	43	61.4	63	40	63.4
VII	-	-	-	4	2	50.0	2	-	0.0	-	-	-	1	-	0.0	7	2	28.5	6	2	33.3
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	1	-	0.0	-	-	-
X	3	-	0.0	5	2	40.0	5	1	20.0	5	2	40.0	1	-	0.0	19	5	26.3	18	5	27.7
TOTALS	183	142	77.5	217	136	62.5	278	104	37.4	71	17	23.9	45	17	37.7	794	416	52.3	749	399	53.2

TABLE 9

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE XII WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	25	21	84.0	28	25	89.4	11	6	54.5	1	-	0.0	5	4	80.0	70	56	80.0	65	52	80.0
II	37	32	84.1	35	28	80.0	24	11	45.8	5	-	0.0	6	3	50.0	107	74	69.2	101	71	70.3
III	27	14	52.0	33	16	48.5	39	11	48.6	8	1	12.5	5	2	40.0	112	44	36.6	107	42	39.2
IV	38	30	79.0	48	23	48.0	108	19	47.9	12	1	8.3	8	3	37.5	214	76	35.5	206	73	35.4
V	14	8	57.1	33	9	27.3	74	10	13.5	14	2	14.3	3	-	0.0	138	29	21.0	135	29	21.5
VI	5	4	80.0	5	2	40.0	14	3	21.4	6	-	0.0	3	3	100.0	33	12	36.4	30	9	30.0
VII	-	-	-	-	-	-	6	-	0.0	-	-	-	-	-	-	6	-	0.0	-	-	-
X	2	1	50.0	5	2	40.0	12	-	0.0	5	-	0.0	2	-	0.0	26	3	11.5	24	3	12.5
TOTALS	148	110	74.3	187	105	56.1	288	60	20.8	51	4	7.8	32	15	47.0	706	294	41.6	674	279	41.4

TABLE 10

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE XII WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	35	31	88.8	24	18	75.0	17	10	58.8	-	-	-	6	6	100.0	82	65	79.2	76	59	77.6
II	31	24	77.4	30	19	63.3	23	8	34.7	5	2	40.0	2	1	50.0	91	54	59.3	89	53	59.5
III	30	22	73.3	25	13	52.0	38	3	7.8	6	-	0.0	9	-	0.0	108	38	35.1	99	38	38.3
IV	41	23	56.9	69	26	37.6	83	27	32.5	23	3	13.4	7	2	28.5	223	81	36.3	216	79	36.5
V	30	14	46.6	45	8	17.7	85	10	11.7	22	2	9.9	11	2	18.1	193	36	18.6	182	34	18.6
VI	13	9	69.2	15	10	66.6	25	11	44.0	10	1	10.0	7	2	28.5	70	33	47.1	63	31	49.2
VII	-	-	-	4	1	25.0	2	-	0.0	-	-	-	1	-	0.0	7	1	14.2	6	1	16.6
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	1	-	0.0	-	-	-
X	3	-	0.0	5	1	20.0	5	-	0.0	5	1	20.0	1	-	0.0	19	2	10.5	18	2	11.1
TOTALS	183	123	67.2	217	96	44.2	278	69	24.8	71	8	11.2	45	13	28.8	794	310	39.4	749	297	39.6

TABLE 11

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS ENTERING UNIVERSITY WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	25	21	84.1	28	20	71.4	11	3	27.3	1	-	0.0	5	4	80.0	70	48	68.5	65	44	67.6
II	37	29	78.4	35	21	60.0	24	8	33.3	5	-	0.0	6	3	50.0	107	61	57.0	101	58	57.4
III	27	12	44.4	33	10	33.2	39	3	7.7	8	1	12.3	5	2	40.0	112	28	25.0	107	26	24.3
IV	38	19	50.0	48	13	27.1	108	7	6.4	12	1	8.4	8	2	25.0	214	42	19.6	206	40	19.5
V	14	5	35.7	33	3	9.1	74	4	5.4	14	2	10.0	3	-	0.0	138	14	11.2	135	14	10.8
VI	5	4	80.0	5	-	0.0	14	2	10.0	6	-	0.0	3	2	66.6	33	8	24.2	30	6	35.4
VII	-	-	-	-	-	-	6	-	0.0	-	-	-	-	-	-	6	-	0.0	-	-	-
X	2	-	0.0	5	1	20.0	12	-	0.0	5	-	0.0	2	-	0.0	26	1	3.9	24	1	4.1
TOTALS	148	90	60.8	187	68	36.4	288	27	9.7	51	4	7.9	32	13	40.6	706	202	28.2	674	89	13.4

TABLE 12

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS ENTERING UNIVERSITY WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	35	24	68.5	24	7	29.1	17	3	17.6	-	-	-	6	4	66.6	82	38	46.3	76	34	44.7
II	31	16	51.6	30	8	26.6	23	2	8.6	5	1	20.0	2	-	0.0	91	27	29.6	89	27	30.3
III	30	5	16.6	25	5	20.0	38	-	0.0	6	-	0.0	9	-	0.0	108	10	9.2	99	10	10.1
IV	41	5	12.1	69	6	8.6	83	2	2.4	23	-	0.0	7	1	14.2	223	14	6.2	216	13	6.1
V	30	4	13.3	45	-	0.0	85	-	0.0	22	-	0.0	11	-	0.0	193	4	7.2	182	4	2.1
VI	13	6	46.1	15	5	33.3	25	4	16.0	10	1	10.0	7	-	0.0	70	16	22.8	63	16	25.3
VII	-	-	-	4	-	0.0	2	-	0.0	-	-	-	1	-	0.0	7	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	1	-	0.0	-	-	-
X	3	-	0.0	5	-	0.0	5	-	0.0	5	-	0.0	1	-	0.0	19	-	0.0	18	-	0.0
TOTALS	183	60	32.7	217	31	14.2	278	11	3.9	71	2	2.8	45	5	11.1	794	109	13.7	749	104	13.8

TABLE 13

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS NON ASCERTAINABLE WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	25	-	0.0	28	-	0.0	11	-	0.0	1	-	0.0	5	-	0.0	70	-	0.0	65	-	0.0
II	37	-	0.0	35	-	0.0	24	1	4.1	5	-	0.0	6	-	0.0	107	1	0.9	101	-	0.0
III	27	-	0.0	33	-	0.0	39	-	0.0	8	1	12.5	5	-	0.0	112	1	0.8	107	-	0.0
IV	38	-	0.0	48	-	0.0	108	-	0.0	12	1	8.3	8	-	0.0	214	1	0.4	206	-	0.0
V	14	-	0.0	33	-	0.0	74	-	0.0	14	-	0.0	3	-	0.0	138	-	0.0	135	-	0.0
VI	5	-	0.0	5	-	0.0	14	-	0.0	6	-	0.0	3	-	0.0	33	-	0.0	30	-	0.0
VII	-	-	-	-	-	-	6	-	0.0	-	-	-	-	-	-	6	-	0.0	-	-	-
VIII	2	-	0.0	5	-	0.0	12	-	0.0	5	-	0.0	2	-	0.0	26	-	0.0	24	-	0.0
TOTALS	148	-	0.0	187	-	0.0	288	1	0.3	51	2	3.9	32	-	0.0	706	3	0.4	674	-	0.0

TABLE 14

INTELLIGENCE VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS NON ASCERTAINABLE WITHIN EACH I.Q. GROUP, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	I.Q. 120 & over			I.Q. 110-119			I.Q. 90-109			I.Q. 89 & under			Non-ascertainables			Totals			Totals less non-ascertainables		
	Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	35	-	0.0	24	-	0.0	17	-	0.0	-	-	-	6	-	0.0	82	-	0.0	76	-	0.0
II	31	-	0.0	30	1	3.3	23	-	0.0	5	-	0.0	2	-	0.0	91	1	1.0	89	1	1.1
III	30	-	0.0	25	-	0.0	38	-	0.0	6	-	0.0	9	-	0.0	108	-	-	99	-	0.0
IV	41	-	0.0	69	-	0.0	83	-	0.0	23	-	0.0	7	1	14.2	223	1	0.4	216	-	0.0
V	30	-	0.0	45	-	0.0	85	-	0.0	22	-	0.0	11	-	0.0	193	-	0.0	182	-	0.0
VI	13	-	0.0	15	-	0.0	25	-	0.0	10	-	0.0	7	-	0.0	70	-	0.0	63	-	0.0
VII	-	-	-	4	-	0.0	2	-	0.0	-	-	-	1	-	0.0	7	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	1	-	0.0	-	-	-
X	3	-	0.0	5	-	0.0	5	-	0.0	5	-	0.0	1	-	0.0	19	-	0.0	18	-	0.0
TOTALS	183	-	0.0	217	1	0.4	278	-	0.0	71	-	0.0	45	1	2.2	794	2	0.2	749	1	0.1

TABLE 15

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE TOTAL NUMBER COMPLETING GRADE VIII LESS THE NON-ASCERTAINABLE GROUP

Group	Mark A		Mark B		Mark C		Mark D		Mark CP		Non-ascertainables as percentage of total Grade VIII		Totals	Totals less non-ascertainables
	Grade VIII		Grade VIII		Grade VIII		Grade VIII		Grade VIII				Grade VIII	Grade VIII
	N	%	N	%	N	%	N	%	N	%	N	%	N	N
I	10	14.6	40	57.2	13	18.4	5	7.1	2	2.7	-	-	70	70
II	10	9.4	59	55.6	30	28.4	5	4.7	2	1.9	1	-	107	106
III	4	3.6	45	40.1	41	36.6	21	18.8	1	0.9	-	-	112	112
IV	4	1.9	70	32.6	83	38.8	50	23.4	7	3.3	-	-	214	214
V	1	0.7	40	29.5	60	44.0	29	21.4	6	4.4	2	1.4	138	136
VI	3	9.4	9	28.2	10	31.2	10	31.2	-	-	1	3.1	33	32
VII	-	-	1	16.7	1	16.7	3	50.0	1	16.6	-	-	6	6
X	-	-	3	11.5	12	46.2	8	30.8	3	11.5	-	-	26	26
TOTAL	32	4.5	267	38.1	250	35.7	131	18.6	22	3.1	4	0.5	706	702

TABLE 16

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE TOTAL NUMBER COMPLETING GRADE VIII LESS THE NON-ASCERTAINABLE GROUP

	Mark A		Mark B		Mark C		Mark D		Mark CP		Non-ascertainables as percentage of total		Totals	Totals less non-ascertainables
Group	Grade VIII		Grade VIII		Grade VIII		Grade VIII		Grade VIII		Grade VIII		Grade VIII	Grade VIII
	N	%	N	%	N	%	N	%	N	%	N	%	N	N
I	29	35.2	36	44.0	13	15.9	4	4.9	-	-	-	-	82	-
II	18	19.8	43	47.5	27	29.6	2	2.1	1	1.0	-	-	91	-
III	15	13.9	45	41.5	32	29.7	13	12.0	3	2.8	-	-	108	-
IV	22	9.9	99	44.6	72	32.4	25	11.3	4	1.8	1	0.4	223	222
V	13	6.7	73	37.8	69	35.8	35	18.1	3	1.6	-	-	193	-
VI	9	12.9	30	42.9	16	22.9	13	18.5	2	2.8	-	-	70	-
VII	-	-	2	28.6	2	28.6	2	28.6	1	14.2	-	-	7	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	1	100.0	-	-	-	-	-	-	-	-	1	-
X	1	5.4	7	36.8	7	36.8	2	10.5	2	10.5	-	-	19	-
TOTAL	107	13.5	336	42.4	238	30.0	96	12.1	16	2.0	1	0.1	794	793

TABLE 17

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE IX WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade			Grade			Grade			Grade			Grade		
	VIII	IX		VIII	IX		VIII	IX		VIII	IX		VIII	IX	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	10	10	100.0	40	39	97.5	13	11	84.6	5	4	80.0	2	2	100.0
II	10	9	90.0	59	57	96.6	30	27	90.1	5	4	80.0	2	2	100.0
III	4	4	100.0	45	44	97.8	41	30	73.2	21	12	57.2	1	1	100.0
IV	4	3	75.0	70	65	93.0	83	62	74.7	50	31	62.0	7	2	28.5
V	1	1	100.0	40	32	80.0	60	42	70.0	29	14	47.3	6	4	66.7
VI	3	3	100.0	9	8	88.8	10	10	100.0	10	8	80.0	-	-	-
VII	-	-	-	1	-	0.0	1	-	0.0	3	-	0.0	1	1	100.0
X	-	-	-	3	1	33.3	12	7	58.4	8	-	0.0	3	2	66.7
TOTAL	32	30	93.7	267	246	92.3	250	189	75.7	131	73	55.7	22	11	50.0

TABLE 17 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%
I	-	-	-	70	66	94.3	70	66	94.3
II	1	-	0.0	107	99	92.5	106	98	92.3
III	-	-	-	112	91	75.7	112	91	75.7
IV	-	-	-	214	163	76.1	214	163	76.1
V	2	-	0.0	138	93	67.4	136	91	68.4
VI	1	-	0.0	33	29	88.0	32	28	87.5
VII	-	-	-	6	1	16.7	6	1	16.7
X	-	-	-	26	10	38.4	26	10	38.4
TOTAL	4	-	0.0	706	552	78.2	702	548	78.0

TABLE 18

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE IX WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%
I	29	28	96.5	36	35	97.4	13	12	92.3	4	2	50.0	-	-	100.0
II	18	16	89.0	43	43	100.0	27	21	77.7	2	2	100.0	1	-	0.0
III	15	15	100.0	45	43	95.6	32	25	78.1	13	5	38.4	3	3	100.0
IV	22	20	91.0	99	87	88.0	72	57	79.1	25	12	48.0	5	2	40.0
V	13	13	100.0	73	62	85.0	69	42	60.8	35	19	54.2	3	-	0.0
VI	9	9	100.0	30	25	83.5	16	11	68.7	13	9	69.2	2	-	0.0
VII	-	-	-	2	2	100.0	2	1	50.0	2	1	50.0	1	1	1.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	1	100.0	-	-	-	-	-	-	-	-	-
X	1	-	0.0	7	-	85.6	7	4	57.1	2	1	50.0	2	1	50.0
TOTAL	107	101	94.5	336	304	90.4	238	173	72.6	96	54	56.2	17	7	41.1

TABLE 18 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII	Grade IX		Grade VIII	Grade IX		Grade VIII	Grade IX	
	N	N	%	N	N	%	N	N	%
I	-	-	-	82	77	93.9	-	-	-
II	-	-	-	91	82	90.1	-	-	-
III	-	-	-	108	94	87.3	-	-	-
IV	-	-	-	223	178	79.8	-	-	-
V	-	-	-	193	136	70.4	-	-	-
VI	-	-	-	70	54	77.1	-	-	-
VII	-	-	-	7	5	71.4	-	-	-
VIII	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	1	1.1	-	-	-
X	-	-	-	19	12	63.1	-	-	-
TOTAL	-	-	-	794	639	80.4	-	-	-

TABLE 19

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE X WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII N	Grade X N	%	Grade VIII N	Grade X N	%	Grade VIII N	Grade X N	%	Grade VIII N	Grade X N	%	Grade VIII N	Grade X N	%
I	10	10	100.0	40	38	95.3	13	10	77.0	5	3	60.0	2	2	100.0
II	10	9	90.0	59	55	93.3	30	23	76.7	5	4	80.0	2	1	50.0
III	4	4	100.0	45	42	93.4	41	19	46.8	21	5	28.8	1	-	0.0
IV	4	3	75.0	70	61	87.1	83	52	62.6	50	19	38.0	7	1	14.3
V	1	1	100.0	40	30	75.0	60	37	61.6	29	7	24.1	6	3	50.0
VI	3	3	100.0	9	7	77.8	10	10	100.0	10	2	20.0	-	-	-
VII	-	-	-	1	-	0.0	1	-	0.0	3	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	3	1	33.3	12	4	33.3	8	-	0.0	3	-	0.0
TOTAL	32	30	93.7	267	234	58.2	250	155	62.0	131	40	30.5	22	7	31.8

TABLE 19 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII	X		Grade VIII	X		Grade VIII	X	
	N	N	%	N	N	%	N	N	%
I	-	-	-	70	63	90.0	70	63	90.0
II	1	-	0.0	107	92	86.0	106	92	86.7
III	-	-	-	112	70	58.3	112	70	58.3
IV	-	-	-	214	136	66.7	214	136	66.7
V	2	-	0.0	138	78	56.5	136	78	57.3
VI	1	-	0.0	33	22	66.7	32	22	68.7
VII	-	-	-	6	5	83.4	6	5	83.4
VIII	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-
X	-	-	-	26	-	0.0	26	-	0.0
TOTALS	4	-	0.0	706	466	66.0	702	466	66.3

TABLE 20

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE X WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	29	28	96.5	36	33	91.6	13	12	92.3	4	1	25.0	-	-	-
II	18	14	77.9	43	39	90.6	27	18	66.6	2	1	50.0	1	-	0.0
III	15	15	100.0	45	36	80.0	32	14	43.7	13	4	30.7	3	2	66.6
IV	22	20	91.0	99	78	79.0	72	43	59.7	25	7	28.0	5	2	40.0
V	13	13	100.0	73	55	75.4	69	31	44.9	35	8	22.6	3	-	0.0
VI	9	9	100.0	30	25	83.5	16	6	37.5	13	6	46.1	2	-	0.0
VII	-	-	-	2	2	100.0	2	1	50.0	2	1	50.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	1	100.0	-	-	-	-	-	-	-	-	-
X	1	-	0.0	7	4	57.2	7	4	57.2	2	1	50.0	2	-	0.0
TOTAL	107	99	92.5	336	273	81.2	238	129	54.2	96	29	30.2	17	4	23.5

TABLE 20 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables	
	Grade VIII	X		Grade VIII	X		Grade VIII	X
	N	N	%	N	N	%	N	N
I	-	-	-	82	74	90.2	-	-
II	-	-	-	91	72	79.1	-	-
III	-	-	-	108	71	65.7	-	-
IV	-	-	-	223	150	67.2	-	-
V	-	-	-	193	107	55.4	-	-
VI	-	-	-	70	46	65.7	-	-
VII	-	-	-	7	4	57.2	-	-
VIII	-	-	-	-	-	-	-	-
IX	-	-	-	1	1	100.0	-	-
X	-	-	-	19	9	47.3	-	-
TOTALS	-	-	-	794	534	67.2	-	-

TABLE 21

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE XI WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	10	10	100.0	40	37	92.5	13	7	53.8	5	3	60.0	2	1	50.0
II	10	9	90.0	59	51	86.4	30	20	66.7	5	1	20.0	2	1	50.0
III	4	3	75.0	45	40	90.0	41	15	36.5	21	3	14.3	1	-	0.0
IV	4	3	75.0	70	55	78.5	83	33	39.7	50	9	18.0	7	-	0.0
V	1	1	100.0	40	22	55.0	60	23	38.3	29	2	6.9	6	1	16.7
VI	3	2	66.7	9	6	66.7	10	5	50.0	10	2	20.0	-	-	0.0
VII	-	-	-	1	-	0.0	1	-	0.0	3	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	3	1	33.3	12	4	33.3	8	-	0.0	3	-	0.0
TOTAL	32	28	87.6	267	212	79.5	250	107	42.8	131	20	15.5	22	3	13.6

TABLE 21 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII	XI		Grade VIII	XI		Grade VIII	XI	
	N	N	%	N	N	%	N	N	%
I	-	-	0.0	70	58	82.8	70	58	82.8
II	1	-	-	107	82	76.6	106	82	77.3
III	-	-	-	112	61	50.7	112	61	50.7
IV	-	-	-	214	100	46.2	214	100	46.2
V	2	-	0.0	138	49	35.5	136	49	36.0
VI	1	-	0.0	33	15	35.5	32	15	46.8
VII	-	-	-	6	5	83.4	6	5	83.4
VIII	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-
X	-	-	-	26	-	0.0	26	-	0.0
TOTAL	4	-	0.0	706	370	52.4	702	370	52.7

TABLE 22

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE XI WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	29	28	96.5	36	32	89.0	13	11	84.2	4	1	25.0	-	-	-
II	18	13	72.2	43	37	86.0	27	11	40.7	2	1	50.0	1	-	0.0
III	15	13	86.6	45	28	62.2	32	12	37.5	13	1	7.6	3	1	33.3
IV	22	19	86.5	99	64	64.6	72	24	33.3	25	2	8.0	5	1	20.0
V	13	12	92.3	73	39	53.5	69	14	20.2	35	2	5.7	3	-	0.0
VI	9	9	100.0	30	25	83.5	16	6	37.5	13	3	23.7	2	-	0.0
VII	-	-	-	2	1	50.0	2	1	50.0	2	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-	-	-	-	-	-	-	-
X	1	-	0.0	7	2	28.6	7	3	42.8	2	-	0.0	2	-	0.0
TOTAL	107	94	88.0	336	228	67.8	238	82	34.3	96	10	10.4	17	2	11.7

TABLE 22 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables	
	Grade VIII	XI		Grade VIII	XI		Grade VIII	XI
	N	N	%	N	N	%	N	N
I	-	-	-	82	72	87.8	-	-
II	-	-	-	91	62	68.1	-	-
III	-	-	-	108	55	50.9	-	-
IV	-	-	-	223	110	49.3	-	-
V	-	-	-	193	67	34.7	-	-
VI	-	-	-	70	43	61.4	-	-
VII	-	-	-	7	2	28.5	-	-
VIII	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	-	-	-
X	-	-	-	19	5	26.3	-	-
TOTAL	-	-	-	794	416	52.3	-	-

TABLE 23

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE XII WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	10	10	100.0	40	35	87.6	13	7	53.8	5	3	60.0	2	1	50.0
II	10	9	90.0	59	47	79.7	30	17	56.6	5	-	0.0	2	1	50.0
III	4	3	75.0	45	30	66.7	41	9	21.9	21	2	9.5	1	-	0.0
IV	4	3	75.0	70	45	64.3	83	22	26.5	50	6	12.0	7	-	0.0
V	1	1	100.0	40	13	32.5	60	14	23.3	29	-	0.0	6	1	16.7
VI	3	2	66.7	9	6	66.7	10	4	40.0	10	-	0.0	-	-	0.0
VII	-	-	-	1	-	0.0	1	-	0.0	3	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	3	1	33.3	12	2	16.7	8	-	0.0	3	-	0.0
TOTAL	32	28	87.6	267	177	66.4	250	75	30.0	131	11	8.4	22	3	13.6

TABLE 23 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII	XII		Grade VIII	XII		Grade VIII	XII	
	N	N	%	N	N	%	N	N	%
I	-	-	-	70	56	80.0	70	56	80.0
II	1	-	0.0	107	74	69.0	106	74	69.8
III	-	-	-	112	44	36.7	112	44	36.7
IV	-	-	-	214	76	35.5	214	76	35.5
V	2	-	0.0	138	29	21.0	136	29	21.3
VI	1	-	0.0	33	12	36.3	32	12	37.5
VII	-	-	-	6	3	50.0	6	3	50.0
VIII	-	-	-	-	-	-	-	-	
IX	-	-	-	-	-	-	-	-	
X	-	-	-	26	-	0.0	26	-	
TOTAL	4	-	0.0	706	294	41.6	702	294	41.8

TABLE 24

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE XII WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	29	26	89.5	36	31	86.2	13	7	53.8	4	1	25.0	-	-	-
II	18	13	72.2	43	32	74.5	27	8	29.6	2	1	50.0	1	-	0.0
III	15	12	80.0	45	21	46.6	32	5	15.6	13	-	0.0	3	-	0.0
IV	22	19	86.5	99	45	45.5	72	16	22.2	25	-	0.0	5	1	20.0
V	13	9	69.1	73	22	30.0	69	3	4.3	35	2	5.7	3	-	0.0
VI	9	7	77.9	30	19	63.4	16	5	31.2	13	2	15.3	2	-	0.0
VII	-	-	-	2	1	50.0	2	-	0.0	2	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-	-	-	-	-	-	-	-
X	1	-	0.0	7	1	14.3	7	1	14.3	2	-	0.0	2	-	-
TOTAL	107	86	80.4	336	172	51.1	238	45	18.9	96	6	6.2	17	1	5.8

TABLE 24 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables	
	Grade VIII	XII		Grade VIII	XII		Grade VIII	XII
	N	N	%	N	N	%	N	N
I	-	-	-	82	65	79.2	-	-
II	-	-	-	91	54	59.3	-	-
III	-	-	-	108	38	35.1	-	-
IV	-	-	-	223	81	36.3	-	-
V	-	-	-	193	36	18.6	-	-
VI	-	-	-	70	33	47.1	-	-
VII	-	-	-	7	1	14.2	-	-
VIII	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-
X	-	-	-	19	2	10.5	-	-
TOTAL	-	-	-	794	310	39.4	-	-

TABLE 25

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS ENTERING UNIVERSITY WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	10	10	100.0	40	32	80.0	13	5	38.4	5	1	20.0	2	1	0.0
II	10	8	80.0	59	40	67.8	30	12	40.0	5	-	0.0	2	1	50.0
III	4	1	25.0	45	23	51.1	41	4	9.7	21	-	0.0	1	-	0.0
IV	4	3	75.0	70	28	40.0	83	11	13.2	50	-	0.0	7	-	0.0
V	1	1	100.0	40	7	17.5	60	5	83.4	29	-	0.0	6	-	0.0
VI	3	1	33.3	9	5	55.5	10	2	20.0	10	-	0.0	-	-	-
VII	-	-	-	1	-	0.0	1	-	0.0	3	-	0.0	1	1	100.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	3	-	0.0	12	1	83.0	8	-	0.0	3	-	0.0
TOTALS	32	24	75.0	267	135	50.6	250	40	16.0	131	1	76.4	22	2	9.1

TABLE 25 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%
I	-	-	-	70	48	68.5	70	48	68.5
II	1	-	0.0	107	61	57.0	106	61	57.5
III	-	-	-	112	28	23.3	112	28	23.3
IV	-	-	-	214	42	19.6	214	42	19.6
V	2	-	0.0	138	14	10.1	136	14	10.3
VI	1	-		33	8	24.2	32	8	25.0
VII	-	-	-	6	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-
X	-	-	-	26	1	3.8	26	1	3.8
TOTALS	4	-	0.0	706	202	28.6	702	202	28.7

TABLE 26

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS ENTERING UNIVERSITY WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	29	22	76.0	36	15	41.6	13	1	7.6	4	-	0.0	-	-	-
II	18	11	61.0	43	12	27.9	27	3	11.1	2	1	50.1	1	-	0.0
III	15	6	40.0	45	4	8.9	32	-	0.0	13	-	0.0	3	-	0.0
IV	22	4	18.2	99	8	8.1	72	1	1.3	25	-	0.0	5	1	20.0
V	13	2	15.4	73	2	2.7	69	-	0.0	35	-	0.0	3	-	0.0
VI	9	6	66.5	30	9	30.0	16	-	0.0	13	-	0.0	2	-	0.0
VII	-	-	-	2	-	0.0	2	-	0.0	2	1	50.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-	-	-	-	-	-	-	-
X	1	-	0.0	7	-	0.0	7	-	0.0	2	-	0.0	2	-	0.0
TOTALS	107	51	47.6	336	50	14.8	238	5	2.1	96	2	2.8	17	1	5.8

TABLE 26 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables	
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU
	N	N	%	N	N	%	N	N
I	-	-	-	82	38	46.3	-	-
II	-	-	-	91	27	29.6	-	-
III	-	-	-	108	10	9.2	-	-
IV	-	-	-	223	14	6.2	-	-
V	-	-	-	193	4	2.7	-	-
VI	-	-	-	70	16	22.8	-	-
VII	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-
X	-	-	-	19	-	0.0	-	-
TOTALS	-	-	-	794	109	13.7	-	-

TABLE 27

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS NON-ASCERTAINABLE WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	10	-	0.0	40	-	0.0	13	-	0.0	5	-	0.0	2	-	0.0
II	10	-	0.0	59	-	0.0	30	-	0.0	5	-	0.0	2	1	50.0
III	4	-	0.0	45	1	2.2	41	-	0.0	21	-	0.0	1	-	0.0
IV	4	-	0.0	70	-	0.0	83	1	1.2	50	-	0.0	7	-	0.0
V	1	-	0.0	40	-	0.0	60	-	0.0	29	-	0.0	6	-	0.0
VI	3	-	0.0	9	-	0.0	10	-	0.0	10	-	0.0	-	-	-
VII	-	-	-	1	-	0.0	1	-	0.0	3	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	3	-	0.0	12	-	0.0	8	-	0.0	3	-	0.0
TOTALS	32	-	0.0	267	1	0.3	250	1	0.4	131	-	0.0	22	1	0.0

TABLE 27 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables		
	Grade VIII	NA		Grade VIII	NA		Grade VIII	NA	
	N	N	%	N	N	%	N	N	%
I	-	-	-	70	-	0.0	70	-	0.0
II	1	-	0.0	107	1	0.9	106	1	0.9
III	-	-	-	112	1	0.8	112	1	0.8
IV	-	-	-	214	1	0.4	214	1	0.4
V	2	-	0.0	138	-	0.0	136	-	0.0
VI	1	-	0.0	33	-	0.0	32	-	0.0
VII	-	-	-	6	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-
X	-	-	-	26	-	0.0	26	-	0.0
TOTALS	4	-	0.0	706	3	0.4	702	3	0.4

TABLE 28

GRADE VIII MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS NON-ASCERTAINABLE WITHIN EACH MARK CATEGORY, AND THE PERCENTAGE OF THESE OUT OF THE NUMBER PREVIOUSLY COMPLETING GRADE VIII.

Group	Mark A			Mark B			Mark C			Mark D			Mark C.P		
	Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA		Grade VIII	NA	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	29	-	0.0	36	-	0.0	13	-	0.0	4	-	0.0	-	-	-
II	18	-	0.0	43	-	0.0	27	1	36.2	2	-	0.0	1	-	0.0
III	15	-	0.0	45	-	0.0	32	-	0.0	13	-	0.0	3	-	0.0
IV	22	-	0.0	99	-	0.0	72	-	0.0	25	-	0.0	5	1	20.0
V	13	-	0.0	73	-	0.0	69	-	0.0	35	-	0.0	3	-	0.0
VI	9	-	0.0	30	-	0.0	16	-	0.0	13	-	0.0	2	-	0.0
VII	-	-	-	2	-	0.0	2	-	0.0	2	-	0.0	1	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-	-	-	-	-	-	-	-
X	1	-	0.0	7	-	0.0	7	-	0.0	2	-	0.0	2	-	0.0
TOTALS	107	-	0.0	336	-	0.0	238	1	0.4	96	-	0.0	17	1	5.8

TABLE 28 (CONTINUED)

Group	Non-ascertainable			Totals			Totals less non-ascertainables	
	Grade VIII	NA		Grade VIII	NA		Grade VIII	NA
	N	N	%	N	N	%	N	N
I	-	-	-	82	-	0.0	-	-
II	-	-	-	91	1	1.09	-	-
III	-	-	-	108	-	0.0	-	-
IV	-	-	-	223	1	0.4	-	-
V	-	-	-	193	-	0.0	-	-
VI	-	-	-	70	-	0.0	-	-
VII	-	-	-	7	-	0.0	-	-
VIII	-	-	-	-	-	-	-	-
IX	-	-	-	1	-	0.0	-	-
X	-	-	-	19	-	0.0	-	-
TOTALS	-	-	-	794	2	0.02	-	-

TABLE 29

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII AND THE PERCENTAGE THESE ARE OF THE TOTALS (LESS THE NON-ASCERTAINABLE GROUP) WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B Grade VIII		I.Q. 120 & over C & D etc. Grade VIII		I.Q. 110-119 A & B Grade VIII		I.Q. 110-119 C & D etc. Grade VIII		I.Q. 90-109 A & B Grade VIII		I.Q. 90-109 C & D etc. Grade VIII	
	N	%	N	%	N	%	N	%	N	%	N	%
I	24	36.9	1	1.5	19	29.3	9	13.9	3	4.6	8	12.3
II	33	32.7	4	3.9	22	21.8	13	12.9	10	9.9	14	13.9
III	22	20.6	5	4.7	13	12.1	20	18.7	9	8.4	30	28.0
IV	27	13.1	11	5.4	22	10.7	26	12.6	19	9.2	89	43.2
V	12	8.9	2	1.5	14	10.4	19	14.1	11	8.1	63	46.6
VI	4	13.3	1	3.3	2	6.6	3	10.0	2	6.6	12	40.0
VII	-	-	-	-	-	-	-	-	1	16.7	5	83.3
VIII	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-
X	1	4.2	1	4.2	1	4.2	4	16.7	1	3.2	11	46.0
TOTAL	123	18.2	25	3.7	93	13.8	94	14.0	56	8.3	232	34.5

TABLE 29 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII		I.Q. 89 & under C & D etc. Grade VIII		N.A. as percentage of totals A & B Grade VIII		N.A. as percentage of totals C & D Grade VIII		Totals Grade VIII		Totals less N. Grade VIII
	N	%	N	%	N	%	N	%	N	%	N
I	-	-	1	1.5	4	5.7	1	1.4	70	-	65
II	-	-	5	4.9	4	3.7	2	1.8	107	-	101
III	3	2.8	5	4.7	2	1.7	3	2.6	112	-	107
IV	-	-	12	5.8	6	2.8	2	0.9	214	-	206
V	1	0.7	13	9.6	3	2.1	-	-	138	-	135
VI	1	3.3	5	16.9	3	9.1	-	-	33	-	30
VII	-	-	-	-	-	-	-	-	6	-	6
VIII	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-
X	-	-	5	20.5	-	-	2	7.7	26	-	24
TOTAL	5	0.7	46	6.82	22	3.1	10	1.4	706	-	674

TABLE 30

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII AND THE PERCENTAGE THESE ARE OF THE TOTALS (LESS THE NON-ASCERTAINABLE GROUP) WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B Grade VIII		I.Q. 120 & over C & D etc. Grade VIII		I.Q. 110-119 A & B Grade VIII		I.Q. 110-119 C & D etc. Grade VIII		I.Q. 90-109 A & B Grade VIII		I.Q. 90-109 C & D etc. Grade VIII	
	N	%	N	%	N	%	N	%	N	%	N	%
I	34	44.9	1	1.3	17	22.2	7	9.2	8	10.6	9	11.8
II	29	32.6	2	2.2	21	23.8	9	10.1	9	10.1	14	15.7
III	26	26.1	4	4.1	15	15.2	10	10.1	12	12.2	26	26.1
IV	35	16.2	7	3.2	47	21.8	22	10.2	33	15.3	50	23.1
V	26	14.2	4	2.2	24	13.1	23	12.6	26	14.2	58	31.7
VI	12	19.1	1	1.6	10	15.9	5	7.9	10	15.9	15	23.8
VII	-	-	-	-	2	33.3	2	33.3	-	-	2	33.4
VIII	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-
X	3	16.7	-	-	3	16.7	2	11.2	1	5.5	4	22.2
TOTAL	165	22.0	19	2.5	139	18.5	80	10.7	99	13.2	178	23.8

TABLE 30 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII		I.Q. 89 & under C & D etc. Grade VIII		N.A. as percentage of totals A & B Grade VIII		N.A. as percentage of totals C & D Grade VIII		Totals Grade VIII		Totals less N.A. Grade VIII	
	N	%	N	%	N	%	N	%	N	%	N	%
I	-	-	-	-	6	-	-	-	82	-	76	
II	2	2.2	3	3.3	-	-	2	2.2	91	-	89	
III	2	2.1	4	4.1	5	4.5	4	3.6	108	-	99	
IV	2	0.9	20	9.3	4	1.8	3	1.3	223	-	216	
V	5	2.7	17	9.3	5	2.6	5	2.6	193	-	183	
VI	3	4.7	7	11.1	4	5.7	3	4.3	70	-	63	
VII	-	-	-	-	-	-	1	14.3	7	-	6	
VIII	-	-	-	-	-	-	-	-	-	-	-	
IX	-	-	-	-	1	-	-	-	1	-	0	
X	1	5.5.	4	22.2	-	-	1	5.2	19	-	18	
TOTAL	15	2.0	55	7.3	25	3.1	19	2.4	794	-	750	

TABLE 31

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE IX, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%	Grade VIII N	Grade IX N	%
I	24	24	100.0	1	1	100.0	19	18	94.8	9	9	100.0	3	3	100.0	8	7	87.
II	33	32	97.0	4	4	100.0	22	21	95.5	13	13	100.0	10	10	100.0	14	11	78.
III	22	21	95.5	5	5	100.0	13	13	100.0	20	14	70.0	9	9	100.0	30	19	63.
IV	27	27	100.0	11	7	63.6	22	19	86.4	26	21	80.9	19	17	89.5	89	61	68.
V	12	11	91.7	2	2	100.0	14	12	85.7	19	11	58.0	11	8	72.6	63	40	63.
VI	4	4	100.0	1	1	100.0	2	1	50.0	3	3	100.0	2	2	100.0	12	10	83.
VII	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	5	1	20.
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	0.0	1	1	100.0	1	1	100.0	4	4	100.0	1	-	0.0	11	2	18.
TOTAL	123	119	96.8	25	21	84.0	93	85	91.5	94	75	79.7	56	49	87.5	232	151	65.

TABLE 31 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII	I.Q. 89 & under A & B Grade IX		I.Q. 89 & under C & D Grade VIII	I.Q. 89 & under C & D Grade IX		NA as percentage of totals A & B Grade VIII	NA as percentage of totals A & B Grade IX		NA as percentage of totals C & D Grade VIII	NA as percentage of totals C & D Grade IX		Totals Grade VIII	Totals Grade IX		Totals less NA Grade VIII	Totals less NA Grade IX	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	1	-	0.0	4	4	100.0	1	-	0.0	70	66	94.2	65	62	95.0
II	-	-	-	5	4	80.0	4	3	75.0	2	1	50.0	107	99	92.5	101	95	94.0
III	3	3	100.0	5	4	80.0	2	2	100.0	3	1	33.3	112	91	81.2	107	88	82.0
IV	-	-	-	12	5	41.6	6	5	83.3	2	1	50.0	214	163	76.0	206	157	76.0
V	1	1	100.0	13	7	53.9	3	1	33.3	-	-	-	138	93	67.4	135	92	68.0
VI	1	1	100.0	5	4	80.0	3	3	100.0	-	-	-	33	29	80.0	30	26	86.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	6	1	16.7	6	1	16.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	5	1	20.0	-	-	-	2	1	50.0	26	10	38.4	24	9	37.0
TOTAL	5	5	100.0	46	25	54.4	22	18	81.8	10	4	40.0	706	552	78.0	674	530	78.0

TABLE 32

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE IX, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B Grade VIII			I.Q. 120 & over C & D Grade VIII			I.Q. 110-119 A & B Grade VIII			I.Q. 110-119 C & D Grade VIII			I.Q. 90-109 A & B Grade VIII			I.Q. 90-109 C & D Grade VIII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	34	33	97.5	1	1	100.0	17	16	9.4	7	6	85.7	8	8	100.0	9	7	77.7
II	29	27	93.3	2	2	100.0	21	21	100.0	9	8	88.8	9	9	100.0	14	10	71.7
III	26	26	100.0	4	3	75.0	15	15	100.0	10	7	70.0	12	12	100.0	26	22	84.6
IV	35	31	88.5	7	7	100.0	47	40	85.1	22	17	77.2	33	30	90.9	50	34	68.0
V	26	21	80.7	4	4	100.0	24	23	95.8	23	14	68.8	26	23	88.4	58	32	55.1
VI	12	11	91.6	1	1	100.0	10	9	90.0	5	4	80.0	10	9	90.0	15	10	66.6
VII	-	-	-	-	-	-	2	2	100.0	2	1	50.0	-	-	-	2	2	100.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	2	66.6	-	-	-	3	3	100.0	2	1	50.0	1	-	0.0	4	3	75.0
TOTAL	165	151	91.5	19	18	94.7	139	129	92.8	80	58	72.5	99	91	91.9	178	120	67.4

TABLE 32 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII			I.Q. 89 & under C & D Grade VIII			NA as percentage of totals A & B Grade VIII			NA as percentage of totals C & D Grade VIII			Totals Grade VIII			Totals less NA Grade VIII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	-	-	-	6	6	100.0	-	-	-	82	77	93.9	76	71	93.4
II	2	2	100.0	3	1	33.3	-	-	-	2	2	100.0	91	82	90.1	89	80	89.8
III	2	2	100.0	4	2	50.0	5	3	60.0	4	2	50.0	108	94	87.3	99	89	89.8
IV	2	2	100.0	20	12	60.0	4	3	75.0	3	1	33.3	223	178	79.8	216	174	80.5
V	5	4	80.0	17	8	47.5	5	4	80.0	5	3	60.0	193	136	70.4	183	129	70.4
VI	3	2	66.6	7	3	42.8	4	3	75.0	3	2	66.6	70	54	77.1	63	49	77.7
VII	-	-	-	-	-	-	-	-	-	-	-	-	7	5	71.4	6	5	83.3
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	1	1	100.0	-	-	-	1	1	100.0	-	-	-
X	1	1	100.0	4	2	50.0	-	-	-	1	-	0.0	19	12	63.1	18	12	66.6
TOTAL	15	14	93.3	55	28	50.9	25	20	80.0	19	10	52.6	794	639	80.4	750	609	81.2

TABLE 33

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE X; AND THE PERCENTAGE OF THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B Grade VIII			I.Q. 120 & over C & D Grade VIII			I.Q. 110-119 A & B Grade VIII			I.Q. 110-119 C & D Grade VIII			I.Q. 90-109 A & B Grade VIII			I.Q. 90-109 C & D Grade VIII		
	N	X N	%	N	X N	%	N	X N	%	N	X N	%	N	X N	%	N	X N	%
I	24	23	95.8	1	-	0.0	19	18	94.8	9	9	100.0	3	3	100.0	8	6	75.0
II	33	31	94.0	4	4	100.0	22	20	91.0	13	11	84.6	10	10	100.0	14	9	64.2
III	22	20	91.0	5	2	40.0	13	13	100.0	20	7	35.0	9	8	89.0	30	13	43.3
IV	27	27	100.0	11	7	63.6	22	18	82.0	26	19	73.1	19	16	84.1	89	41	45.9
V	12	10	83.4	2	2	100.0	14	11	78.6	19	10	52.6	11	8	72.6	63	30	47.6
VI	4	4	100.0	1	1	100.0	2	1	50.0	3	3	100.0	2	2	100.0	12	6	50.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	5	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	0.0	1	1	100.0	1	1	100.0	4	2	50.0	1	-	0.0	11	1	9.1
TOTAL	123	115	93.6	25	17	68.0	93	82	88.3	94	61	64.9	56	47	83.8	232	106	45.8

TABLE 33 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII			I.Q. 89 & under C & D Grade VIII			NA as percentage of totals A & B Grade VIII			NA as percentage of totals C & D Grade VIII			Totals Grade VIII			Totals less NA Grade VIII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	1	-	-	4	4	100.0	1	-	0.0	70	63	90.1	65	59	92.0
II	-	-	-	5	4	80.0	4	3	75.0	2	-	0.0	107	92	86.0	101	89	88.0
III	3	3	100.0	5	2	40.0	2	2	100.0	3	-	0.0	112	70	62.5	107	68	63.0
IV	-	-	-	12	4	33.3	6	3	50.0	2	1	50.0	214	136	63.5	206	132	64.0
V	1	1	100.0	13	5	38.4	3	1	33.3	-	-	-	138	78	56.5	135	77	57.0
VI	1	-	0.0	5	2	40.0	3	3	100.0	-	-	-	33	22	66.6	30	19	63.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	6	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	5	-	0.0	-	-	-	2	-	0.0	26	5	19.2	24	5	20.0
TOTAL	5	4	80.0	46	17	37.0	22	16	72.6	10	1	10.0	706	466	66.0	674	449	66.6

TABLE 34

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE X, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X		Grade VIII	Grade X	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	34	32	94.1	1	1	100.0	17	15	88.2	7	6	85.7	8	8	100.0	9	6	66.6
II	29	24	82.7	2	2	100.0	21	19	90.4	9	7	77.7	9	8	88.8	14	7	50.0
III	26	25	96.1	4	2	50.0	15	13	86.6	10	6	60.0	12	9	75.0	26	10	38.4
IV	35	31	88.5	7	7	100.0	47	35	74.4	22	13	59.9	33	26	78.7	50	25	50.0
V	26	20	76.9	4	3	75.0	24	22	91.6	23	10	43.4	26	19	73.7	58	18	31.3
VI	12	11	91.6	1	-	0.0	10	9	90.0	5	3	60.0	10	9	90.0	15	6	40.0
VII	-	-	-	-	-	-	2	2	100.0	2	1	50.0	-	-	-	2	1	50.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	-	0.0	-	-	-	3	3	100.0	2	1	50.0	1	-	0.0	4	2	50.0
TOTAL	165	143	86.6	19	15	78.9	139	118	84.8	80	47	58.7	99	79	79.7	178	75	42.1

TABLE 34 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII			I.Q. 89 & under C & D Grade VIII			NA as percentage of totals A & B Grade VIII			NA as percentage of totals C & D Grade VIII			Totals Grade VIII			Totals less NA Grade VIII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	-	-	-	6	6	100.0	-	-	-	82	74	90.2	76	68	89.4
II	2	2	100.0	3	1	33.3	-	-	-	2	2	100.0	91	72	79.1	89	70	78.6
III	2	2	100.0	4	-	-	5	2	40.0	4	2	50.0	108	71	65.7	99	67	67.6
IV	2	2	100.0	20	6	30.0	4	3	75.0	3	1	33.3	223	150	67.2	216	146	67.5
V	5	3	60.0	17	6	35.2	5	4	80.0	5	2	40.0	193	107	55.4	183	101	55.1
VI	3	2	66.6	7	2	28.5	4	3	75.0	3	1	33.3	70	46	65.7	63	42	66.6
VII	-	-	-	-	-	-	-	-	-	1	-	0.0	7	4	57.1	6	4	66.6
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	1	1	100.0	-	-	-	1	1	100.0	-	-	-
X	1	1	100.0	4	2	50.0	-	-	-	1	-	0.0	19	9	47.3	18	9	50.0
TOTAL	15	13	86.6	55	17	30.9	25	19	76.0	19	8	42.1	794	534	67.2	750	507	67.6

TABLE 35

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE XI, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	24	23	95.8	1	-	0.0	19	18	94.8	9	7	100.0	3	2	66.7	8	4	50.0
II	33	29	88.0	4	4	100.0	22	19	86.4	13	11	84.6	10	9	90.0	14	6	43.8
III	22	17	77.4	5	2	40.0	13	13	100.0	20	7	35.0	9	8	89.0	30	8	26.6
IV	27	26	96.4	11	7	63.6	22	16	72.7	26	14	53.9	19	13	68.5	89	19	21.2
V	12	8	66.7	2	2	100.0	14	8	57.1	19	5	26.3	11	6	54.5	63	16	25.2
VI	4	3	75.0	1	1	100.0	2	1	50.0	3	1	33.3	2	1	50.0	12	4	33.3
VII	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	5	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	0.0	1	1	100.0	1	1	100.0	4	2	50.0	1	-	0.0	11	1	9.1
TOTAL	123	106	86.3	25	17	68.0	93	76	81.6	94	47	50.0	56	39	69.7	232	58	25.0

TABLE 35 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII			I.Q. 89 & under C & D Grade VIII			NA as percentage of totals A & B Grade VIII			NA as percentage of totals C & D Grade VIII			Totals Grade VIII			Totals less NA Grade VIII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	1	-	0.0	4	4	100.0	1	-	0.0	70	58	82.8	65	54	83.1
II	-	-	-	5	1	20.0	4	3	75.0	2	-	0.0	107	82	76.6	101	79	78.3
III	3	3	100.0	5	1	20.0	2	2	100.0	3	-	0.0	112	61	54.4	107	59	55.1
IV	-	-	-	12	1	8.3	6	3	50.0	2	1	50.0	214	100	46.7	206	96	46.5
V	1	1	100.0	13	3	23.0	3	-	0.0	-	-	-	138	49	35.4	135	49	36.3
VI	1	-	0.0	5	1	20.0	3	3	100.0	-	-	-	33	15	45.5	30	12	40.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	6	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	5	-	0.0	-	-	-	2	-	0.0	26	5	19.2	24	5	20.8
TOTAL	5	4	80.0	46	7	15.2	22	15	68.1	10	1	10.0	706	370	52.4	674	354	52.5

TABLE 36

INTELLIGENCE AND MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE XI, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI		Grade VIII	Grade XI	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	34	32	94.1	1	1	100.0	17	15	88.2	7	5	71.4	8	7	87.5	9	6	66.6
II	29	24	82.7	2	2	100.0	21	17	80.9	9	6	66.6	9	7	77.7	14	2	14.7
III	26	23	88.4	4	1	25.0	15	12	80.0	10	5	50.0	12	6	50.0	26	8	30.7
IV	35	26	74.2	7	4	57.1	47	30	63.8	22	6	27.2	33	23	69.6	50	12	24.0
V	26	17	65.3	4	1	25.0	24	17	70.8	23	7	30.4	26	13	50.0	58	5	8.6
VI	12	11	91.6	1	-	0.0	10	9	90.0	5	3	60.0	10	9	90.0	15	5	33.3
VII	-	-	-	-	-	-	2	1	50.0	2	1	50.0	-	-	-	2	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	-	0.0	-	-	-	3	2	66.6	2	-	0.0	1	-	0.0	4	1	25.0
TOTAL	165	133	80.6	19	9	47.3	139	103	74.1	80	33	41.2	99	65	65.6	178	39	21.9

TABLE 36 (CONTINUED)

Group	I.Q. 89 & under A & B			I.Q. 89 & under C & D			NA as percentage of totals A & B			NA as percentage of totals C & D			Totals			Totals less NA		
	Grade VIII	XI		Grade VIII	XI		Grade VIII	XI		Grade VIII	XI		Grade VIII	XI		Grade VIII	XI	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	-	-	-	6	6	100.0	-	-	-	82	72	87.8	76	66	86.8
II	2	2	100.0	3	-	0.0	-	-	-	2	2	100.0	91	62	68.2	89	60	67.4
III	2	-	0.0	4	-	0.0	5	-	0.0	4	-	0.0	108	55	50.9	99	55	55.5
IV	2	2	100.0	20	4	20.0	4	2	50.0	3	1	33.3	223	110	49.3	216	107	49.5
V	5	2	40.0	17	2	11.7	5	2	40.0	5	1	20.0	193	67	34.7	183	64	34.9
VI	3	2	66.6	7	1	14.2	4	3	75.0	3	0	0.0	70	43	61.4	63	40	63.4
VII	-	-	-	-	-	-	-	-	-	-	-	-	7	2	28.5	6	2	28.5
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	1	-	0.0	-	-	-	1	-	0.0	-	-	-
X	1	-	0.0	4	2	50.0	-	-	-	1	-	0.0	19	5	26.3	18	5	27.7
TOTAL	15	8	53.3	55	9	16.3	25	13	52.0	19	4	21.5	794	416	52.3	750	399	53.2

TABLE 37

INTELLIGENCE & MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE XII, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B Grade			I.Q. 120 & over C & D Grade			I.Q. 110-119 A & B Grade			I.Q. 110-119 C & D Grade			I.Q. 90-109 A & B Grade			I.Q. 90-109 C & D Grade		
	VIII	XII		VIII	XII		VIII	XII		VIII	XII		VIII	XII		VIII	XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	24	21	87.5	1	-	0.0	19	18	94.8	9	7	100.0	3	2	66.7	8	4	50.0
II	33	28	85.0	4	4	100.0	22	18	81.9	13	9	69.0	10	7	70.0	14	5	35.7
III	22	13	59.1	5	1	20.0	13	10	77.0	20	6	30.0	9	7	77.7	30	4	13.3
IV	27	24	89.0	11	6	54.5	22	14	63.7	26	9	34.6	19	8	42.0	89	11	12.3
V	12	6	50.0	2	2	100.0	14	5	35.7	19	4	21.0	11	3	27.2	63	7	11.1
VI	4	3	75.0	1	1	100.0	2	1	50.0	3	1	33.3	2	1	50.0	12	2	16.7
VII	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	5	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	0.0	1	1	100.0	1	1	100.0	4	1	25.0	1	-	0.0	11	-	0.0
TOTAL	123	95	77.2	25	15	60.0	93	67	72.0	94	37	49.4	56	28	50.0	232	33	14.2

TABLE 37 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII			I.Q. 89 & under C & D Grade VIII			NA as percentage of totals A & B Grade VIII			NA as percentage of totals C & D Grade VIII			Totals Grade VIII			Totals less NA Grade VIII		
		XII			XII			XII			XII			XII			XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	1	-	0.0	4	4	100.0	1	-	0.0	70	56	80.0	65	52	80.0
II	-	-	-	5	-	0.0	4	3	75.0	2	-	0.0	107	74	69.0	101	71	70.2
III	3	1	33.3	5	-	0.0	2	2	100.0	3	-	0.0	112	44	39.2	107	42	39.2
IV	-	-	-	12	1	83.0	6	2	33.3	2	1	50.0	214	76	35.3	206	73	35.4
V	1	-	0.0	13	2	15.3	3	3	100.0	-	-	-	138	32	23.2	135	29	21.5
VI	1	-	0.0	5	-	0.0	3	-	0.0	-	-	-	33	9	27.2	30	9	30.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	6	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	5	-	0.0	-	-	-	2	-	-	26	3	11.5	24	3	12.5
TOTAL	5	1	20.0	46	3	6.5	22	14	63.6	10	1	10.0	706	294	41.6	674	279	41.6

TABLE 38

INTELLIGENCE & MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE XII, AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII		Grade VIII	Grade XII	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	34	30	88.8	1	1	100.0	19	15	88.2	7	3	41.8	8	6	85.0	9	4	44.5
II	29	23	79.9	2	1	50.0	21	14	33.3	9	5	55.5	9	6	33.3	14	2	14.3
III	26	21	80.1	4	1	25.0	15	11	73.3	10	2	20.0	12	1	8.3	26	2	7.6
IV	35	20	57.1	7	3	41.8	47	22	46.7	22	4	18.1	33	19	56.0	50	8	16.0
V	26	14	53.2	4	-	0.0	24	6	25.0	23	2	8.6	26	7	20.1	58	3	5.1
VI	12	9	75.0	1	-	0.0	10	7	70.0	5	3	60.0	10	7	70.0	15	4	26.6
VII	-	-	-	-	-	-	2	1	50.0	2	-	0.0	-	-	-	2	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	-	0.0	-	-	-	3	1	33.3	2	-	0.0	1	-	0.0	-	-	0.0
TOTAL	165	117	70.0	19	6	36.3	139	77	55.3	80	19	23.6	99	46	46.1	178	23	12.8

TABLE 38 (CONTINUED)

Group	I.Q. 89 & under A & B Grade VIII			I.Q. 89 & under C & D Grade VIII			NA as percentage of totals A & B Grade VIII			NA as percentage of totals C & D Grade VIII			Totals Grade VIII			Totals less NA Grade VIII		
		XIII			XII			XII			XII			XII			XII		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	-	-	-	6	6	100.0	-	-	-	82	65	79.2	76	59	77.6
II	2	2	100.0	3	-	0.0	-	-	-	2	1	50.0	91	54	59.3	89	53	59.5
III	2	-	0.0	4	-	0.0	5	-	0.0	4	-	0.0	108	38	35.1	99	38	38.3
IV	2	2	100.2	20	1	20.0	4	1	25.0	3	1	33.3	223	81	35.8	216	79	36.5
V	5	2	20.0	17	-	0.0	5	2	20.0	5	-	0.0	193	36	18.7	183	34	18.5
VI	3	1	33.3	7	-	0.0	4	2	50.0	3	-	0.0	70	33	47.0	63	31	47.6
VII	-	-	-	-	-	-	-	-	-	1	-	0.0	7	1	14.2	6	1	16.6
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	1	-	0.0	-	-	-	1	-	0.0	-	-	-
X	1	-	0.0	4	1	25.0	-	-	-	1	-	0.0	19	2	10.5	18	2	11.1
TOTAL	15	7	46.6	55	2	3.8	25	11	4.4	19	2	10.5	794	310	39.0	750	297	32.9

TABLE 39

INTELLIGENCE & MARK VS. OCCUPATION: NUMBER OF THOSE MALE STUDENTS ENTERING UNIVERSITY AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	24	21	87.5	1	-	0.0	19	15	79.0	9	5	55.5	3	2	66.7	8	1	12.5
II	33	26	78.7	4	3	75.0	22	14	63.6	13	7	53.8	10	5	50.0	14	3	21.4
III	22	11	50.0	5	1	20.0	13	7	53.8	20	3	15.0	9	3	33.3	30	-	0.0
IV	27	17	63.0	11	2	18.2	22	8	36.4	26	5	19.2	19	4	21.0	89	3	3.3
V	12	5	41.6	2	-	0.0	14	2	14.2	19	1	5.2	11	1	9.1	63	3	4.7
VI	4	3	75.0	1	1	100.0	2	-	0.0	3	-	0.0	2	1	50.0	12	1	8.3
VII	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0.0	5	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	0.0	1	-	100.0	1	-	0.0	4	1	25.0	1	-	0.0	11	-	0.0
TOTAL	123	83	67.5	25	7	28.0	93	46	49.5	94	22	23.4	56	16	28.6	232	11	4.7

TABLE 39 (CONTINUED)

Group	I.Q. 89 & under A & B			I.Q. 89 & under C & D			NA as percentage of totals A & B			NA as percentage of totals C & D			Totals			Totals less NA		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	1	-	0.0	4	4	100.0	1	-	0.0	70	48	68.5	65	44	67.7
II	-	-	-	5	-	0.0	4	3	75.0	2	-	0.0	107	61	57.0	101	58	58.5
III	3	1	33.3	5	-	0.0	2	2	100.0	3	-	0.0	112	28	25.0	107	26	24.3
IV	-	-	-	12	1	8.3	6	2	33.3	2	-	0.0	214	42	19.6	206	40	19.4
V	1	-	0.0	13	2	15.3	3	-	0.0	-	-	-	138	14	10.1	135	14	10.3
VI	1	-	0.0	5	-	0.0	3	2	66.7	-	-	-	33	8	24.2	30	6	20.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	6	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	5	-	0.0	-	-	-	2	-	0.0	26	1	18.2	24	1	4.2
TOTAL	5	1	20.0	46	3	6.5	22	13	59.1	10	-	0.0	706	202	28.6	674	189	28.4

TABLE 40

INTELLIGENCE & MARK VS. OCCUPATION: NUMBER OF THOSE FEMALE STUDENTS ENTERING UNIVERSITY AND THE PERCENTAGE THESE ARE OF THOSE PREVIOUSLY COMPLETING GRADE VIII WITHIN THE VARIOUS INTELLIGENCE GROUPS AND MARK.

CATEGORIES

Group	I.Q. 120 & over A & B			I.Q. 120 & over C & D			I.Q. 110-119 A & B			I.Q. 110-119 C & D			I.Q. 90-109 A & B			I.Q. 90-109 C & D		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	34	24	70.5	1	-	0.0	17	7	41.1	7	-	0.0	8	2	25.0	9	1	11.1
II	29	16	55.1	2	-	0.0	21	5	23.8	9	3	33.3	9	1	11.1	14	1	71.4
III	26	5	19.2	4	-	0.0	15	5	33.3	10	-	0.0	12	-	0.0	26	-	0.0
IV	35	4	11.4	7	1	14.2	47	6	12.7	22	-	0.0	33	2	60.6	50	-	0.0
V	26	4	15.3	4	-	0.0	24	4	16.6	23	1	43.4	26	-	0.0	58	-	0.0
VI	12	6	50.0	1	-	0.0	10	-	0.0	5	-	0.0	10	4	40.0	15	-	0.0
VII	-	-	-	-	-	-	2	-	0.0	2	-	0.0	-	-	-	2	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	-	0.0	-	-	-	3	-	0.0	2	-	0.0	1	-	0.0	4	-	0.0
TOTAL	165	59	35.7	19	1	52.6	139	27	19.4	80	4	50.0	99	9	9.1	178	2	11.2

TABLE 40 (CONTINUED)

Group	I.Q. 89 & under A & B			I.Q. 89 & under C & D			NA as percentage of totals A & B			NA as percentage of totals C & D			Totals			Totals less NA		
	Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU		Grade VIII	EU	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
I	-	-	-	-	-	-	6	4	66.7	-	-	-	82	38	46.3	76	34	44.7
II	2	1	50.0	3	-	0.0	-	-	-	2	-	0.0	91	27	29.6	89	27	30.3
III	2	-	0.0	4	-	0.0	5	-	0.0	4	-	0.0	108	10	9.2	99	10	10.1
IV	2	-	0.0	20	-	0.0	4	-	0.0	3	-	0.0	223	13	5.8	216	13	4.9
V	5	-	0.0	17	-	0.0	5	-	0.0	5	1	20.0	193	10	5.1	183	9	4.9
VI	3	1	33.3	7	-	0.0	4	-	0.0	3	-	0.0	70	11	15.5	63	11	15.8
VII	-	-	-	-	-	-	-	-	-	1	-	0.0	7	-	0.0	6	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	1	-	0.0	-	-	-	1	-	0.0	-	-	-
X	1	-	0.0	4	-	0.0	-	-	-	1	-	0.0	19	-	0.0	18	-	0.0
TOTAL	15	2	13.3	55	-	0.0	25	4	16.0	19	1	5.2	794	109	13.7	750	104	13.8

TABLE 41

PER CENT OF THOSE MALE STUDENTS WITH I.Q. OF 120 OR OVER COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUPS

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	25	25	100.0	23	92.0	23	92.0	21	84.0	21	84.0	-	-
II	37	36	97.5	35	94.5	33	29.4	32	86.5	29	78.5	1	2.7
III	27	26	96.2	22	81.4	19	70.4	14	51.8	12	44.4	-	-
IV	38	34	89.4	34	89.4	33	86.9	30	78.9	19	50.0	-	-
V	14	13	92.8	12	85.7	10	71.4	8	57.3	5	35.8	-	-
VI	5	5	100.0	5	100.0	4	80.0	4	80.0	4	80.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	2	1	50.0	1	50.0	1	50.0	1	50.0	-	-	-	-
TOTAL	148	140	94.0	132	89.0	123	83.0	110	74.0	90	60	1	0.6

TABLE 42

PER CENT OF THOSE FEMALE STUDENTS WITH I.Q. OF 120 OR OVER COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUPS

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	35	34	97.2	33	94.2	33	94.2	31	88.5	24	68.5	-	-
II	31	29	94.5	26	83.8	26	83.8	24	77.5	16	51.5	-	-
III	30	29	96.7	27	90.0	24	80.0	22	73.4	5	16.7	-	-
IV	41	38	92.7	38	92.7	30	73.1	23	56.0	5	12.2	-	-
V	30	25	83.3	23	76.6	18	60.0	14	46.6	4	13.3	-	-
VI	13	12	92.4	11	84.6	11	84.6	9	69.1	6	46.1	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	2	66.7	-	-	-	-	-	-	-	-	-	-
TOTAL	183	169	92.4	158	86.4	142	77.6	123	67.2	60	32.8	-	-

TABLE 43

PER CENT OF THOSE MALE STUDENTS WITH I.Q.s OF 110-119 COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY BY OCCUPATIONAL GROUPS.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	28	27	96.4	27	96.4	25	89.3	25	89.3	20	71.4	-	-
II	35	35	100.0	31	88.5	31	88.5	28	80.0	21	60.0	-	-
III	33	27	81.8	20	60.6	20	60.6	16	48.4	10	30.3	-	-
IV	48	40	83.3	37	77.0	30	62.5	23	47.9	13	27.0	-	-
V	33	23	69.6	21	63.6	13	39.3	9	27.2	3	9.1	-	-
VI	5	4	80.0	4	80.0	2	40.0	2	40.0	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	5	5	100.0	3	60.0	3	60.0	2	40.0	1	20.0	-	-
TOTAL	187	161	86.1	143	76.1	124	66.2	105	56.2	68	36.4	-	-

TABLE 44

PER CENT OF THOSE FEMALE STUDENTS WITH I.Q.s OF 110-119 COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUPS

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	24	22	91.7	21	87.5	20	83.3	18	75.0	7	29.2	-	-
II	30	29	96.7	26	86.7	23	76.7	19	63.3	8	26.7	1	3.3
III	25	22	88.0	19	76.0	17	68.0	13	52.0	5	20.0	-	-
IV	69	57	82.6	48	69.5	36	52.1	26	37.7	6	8.7	-	-
V	45	37	82.2	32	71.0	24	53.4	8	17.8	-	0.0	-	-
VI	15	13	86.7	12	80.0	12	80.0	10	66.7	5	33.3	-	-
VII	4	3	75.0	3	75.0	2	50.0	1	25.0	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	5	4	80.0	4	80.0	2	40.0	1	20.0	-	-	-	-
TOTAL	217	187	86.3	165	76.0	136	62.6	96	44.3	31	14.6	1	0.4

TABLE 45

PER CENT OF THOSE MALE STUDENTS WITH I.Q.s OF 90-109 COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUPS.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	11	10	90.0	9	81.8	6	54.5	6	54.5	3	27.2	-	-
II	24	20	83.3	19	79.1	14	58.3	11	45.0	8	33.3	1	4.1
III	39	28	71.7	21	53.8	16	41.0	11	28.2	3	7.6	-	-
IV	108	78	72.1	57	52.7	32	29.6	19	17.5	7	6.5	-	-
V	74	48	64.8	38	51.4	22	29.7	10	13.5	4	5.4	-	-
VI	14	12	85.6	8	57.1	5	55.7	3	21.2	2	14.3	-	-
VII	6	1	16.6	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	12	2	16.7	1	8.3	1	8.3	-	-	-	-	-	-
TOTAL	288	199	69.0	153	53.0	96	33.3	60	20.8	27	9.3	1	0.3

TABLE 46

PER CENT OF THOSE FEMALE STUDENTS WITH I.Q.s OR 90-109 COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUPS.

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	17	15	88.3	14	82.4	13	76.5	10	58.8	3	17.6	-	-
II	23	19	82.6	15	65.2	9	39.1	8	34.8	2	8.7	-	-
III	38	34	89.5	19	50.0	14	36.8	3	7.9	-	-	-	-
IV	83	64	77.1	51	61.5	35	42.1	27	32.5	2	2.4	-	-
V	84	55	65.5	37	44.0	18	21.4	10	11.8	-	-	-	-
VI	25	19	76.0	15	60.0	14	56.0	11	44.0	4	16.0	-	-
VII	2	2	100.0	1	50.0	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	5	3	60.0	2	40.0	1	20.0	-	-	-	-	-	-
TOTAL	277	211	76.3	154	55.6	104	37.5	69	24.9	11	3.9	-	-

TABLE 47

PER CENT OF THOSE MALE STUDENTS WITH I.Q.s OF 89 AND UNDER COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	1	-	-	-	-	-	-	-	-	-	-	-	-
II	4	3	75.0	3	75.0	1	25.0	-	-	-	-	-	-
III	8	7	87.4	5	62.5	4	50.0	1	12.5	1	12.5	1	12.5
IV	12	5	41.6	4	33.3	1	8.3	1	8.3	1	8.3	1	8.3
V	14	8	59.1	6	42.7	4	28.6	2	14.3	2	14.3	-	-
VI	6	5	83.4	2	33.3	1	16.6	-	-	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	5	1	20.0	-	-	-	-	-	-	-	-	-	-
TOTAL	50	29	58.0	20	40.0	11	22.0	4	8.0	4	8.0	2	4.0

TABLE 48

PER CENT OF THOSE FEMALE STUDENTS WITH I.Q.s OF 89 AND UNDER COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY.

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	-	-	-	-	-	-	-	-	-	-	-	-	-
II	5	3	60.0	3	60.0	2	40.0	2	40.0	1	20.0	-	-
III	6	4	66.7	2	33.3	-	-	-	-	-	-	-	-
IV	23	15	65.2	9	39.2	6	26.1	3	13.0	-	-	1	4.3
V	24	12	50.0	9	37.5	4	16.6	2	8.3	-	-	-	-
VI	10	5	50.0	4	40.0	3	30.0	1	10.0	1	10.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	5	3	60.0	3	60.0	2	40.0	1	20.0	-	-	-	-
TOTAL	73	42	57.5	30	41.0	17	23.3	9	12.6	2	2.7	1	1.3

TABLE 49

PER CENT OF THOSE MALE STUDENTS WITH NON-ASCERTAINABLE I.Q.s COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	5	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0	-	-
II	6	4	66.7	3	50.0	3	50.0	3	50.0	3	50.0	-	-
III	5	3	60.0	2	40.0	2	40.0	2	40.0	2	40.0	-	-
IV	8	6	75.0	4	50.0	4	50.0	3	37.6	2	28.0	-	-
V	3	1	33.3	1	33.3	-	0.0	-	0.0	-	0.0	-	-
VI	3	3	100.0	3	100.0	3	100.0	3	100.0	2	66.7	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	2	1	50.0	-	-	-	-	-	-	-	-	-	-
TOTAL	32	22	68.7	17	53.1	16	50.0	15	47.0	13	40.5	-	-

TABLE 50

PER CENT OF THOSE FEMALE STUDENTS WITH NON-ASCERTAINABLE I.Q.s COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	6	6	100.0	6	100.0	6	100.0	6	100.0	4	66.7	-	0.0
II	2	2	100.0	2	100.0	2	100.0	1	50.0	-	0.0	-	0.0
III	9	5	55.5	4	44.4	-	-	-	-	-	-	-	-
IV	7	4	57.1	4	57.1	3	32.1	2	28.5	1	13.2	-	0.0
V	10	7	70.0	6	60.0	3	30.0	2	20.0	-	0.0	-	0.0
VI	7	5	71.3	4	57.1	3	32.1	2	28.5	-	0.0	-	0.0
VII	1	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	1	1	100.0	1	100 .0	-	0.0	-	0.0	-	0.0	-	0.0
X	1	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
TOTAL	44	30	68.1	27	61.3	17	38.7	13	29.5	5	1.1	-	-

TABLE 51

PER CENT OF THOSE MALE STUDENTS, COMPLETING GRADE VIII WITH MARK A, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	10	10	100.0	10	100.0	10	100.0	10	100.0	10	100.0	-	-
II	10	9	90.0	9	90.0	9	90.0	9	90.0	8	80.0	-	-
III	4	4	100.0	4	100.0	3	75.0	3	75.0	1	25.0	-	-
IV	4	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0	-	-
V	1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	-	-
VI	3	3	100.0	3	100.0	2	66.7	2	66.7	1	33.3	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	32	30	93.8	30	93.8	28	87.5	28	87.5	24	75.0	-	-

TABLE 52

PER CENT OF THOSE FEMALE STUDENTS, COMPLETING GRADE VIII WITH MARK A, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	29	28	93.1	28	93.1	28	93.1	26	89.6	22	75.8	-	-
II	18	16	88.8	14	78.0	13	72.2	13	72.2	11	61.0	-	-
III	15	15	100.0	15	100.0	13	86.6	12	80.0	6	40.0	-	-
IV	22	20	91.0	20	91.0	19	86.3	19	86.3	4	18.1	-	-
V	13	13	100.0	13	100.0	12	92.3	9	69.2	2	15.3	-	-
VI	9	9	100.0	9	100.0	9	100.0	7	77.7	6	66.6	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	107	101	94.3	99	92.5	94	87.8	86	80.3	51	47.6	-	-

TABLE 53

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH MARK B, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	40	39	97.5	38	95.0	37	92.5	35	87.5	32	80.0	-	-
II	59	57	96.6	55	93.2	51	86.4	47	79.6	40	67.7	-	-
III	45	44	97.7	42	93.3	40	88.8	30	66.6	23	51.1	1	2.2
IV	70	65	92.8	61	87.1	55	78.5	45	64.2	28	40.0	-	-
V	40	32	80.0	30	75.0	22	50.0	13	32.5	7	17.5	-	-
VI	9	8	89.0	7	77.7	6	66.6	6	66.6	5	55.5	-	-
VII	1	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	1	33.3	1	33.3	1	33.3	1	33.3	-	-	-	-
TOTAL	267	246	92.2	234	87.7	212	79.5	177	66.4	135	50.5	1	0.3

TABLE 54

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH MARK B, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	36	35	97.2	33	91.6	32	88.8	31	86.1	15	41.6	-	-
II	43	43	100.0	39	90.6	37	86.0	32	74.4	12	27.9	-	-
III	45	43	95.5	36	80.0	28	62.2	21	46.6	4	8.8	-	-
IV	99	87	87.8	78	78.7	64	64.6	45	45.4	8	8.0	-	-
V	73	62	85.0	55	75.4	39	53.4	22	30.1	2	2.7	-	-
VI	30	25	83.5	25	83.5	25	83.5	19	63.3	9	30.0	-	-
VII	2	2	100.0	2	100.0	1	50.0	1	50.0	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	1	1	100.0	1	100.0	-	-	-	-	-	-	-	-
X	7	6	85.7	4	57.1	2	28.5	1	14.2	-	-	-	-
TOTAL	336	304	90.4	273	81.2	228	67.8	172	51.1	50	14.8	-	-

TABLE 55

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH MARK C, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	13	11	84.6	10	76.9	7	53.8	7	53.8	5	38.4	-	-
II	30	27	90.0	23	76.6	20	66.6	17	56.6	12	40.0	-	-
III	41	30	73.1	19	46.3	15	36.5	9	21.9	4	9.7	-	-
IV	83	62	74.6	52	62.4	33	39.7	22	26.5	11	13.2	1	-
V	60	42	70.0	37	61.6	23	38.2	14	23.3	5	8.3	-	-
VI	10	10	100.0	10	100.0	5	50.0	4	40.0	2	20.0	-	-
VII	1	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	12	7	58.3	4	33.3	4	33.3	2	16.6	1	8.3	-	-
TOTAL	250	189	75.6	155	62.0	107	42.7	75	30.0	40	16.0	1	0.4

TABLE 56

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH MARK C, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	13	12	92.3	12	92.3	11	84.6	7	53.8	1	7.6	-	-
II	27	21	77.7	18	66.6	11	40.7	8	29.6	3	11.1	-	3.7
III	32	25	78.1	14	43.7	12	37.5	5	15.6	-	-	-	-
IV	72	57	79.1	43	59.7	24	33.3	16	22.2	1	1.3	-	-
V	69	42	60.8	31	40.9	14	21.7	3	4.3	-	-	-	-
VI	16	11	68.7	6	37.5	6	37.5	5	31.2	-	-	-	-
VII	2	1	50.0	1	50.0	1	50.0	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	7	4	57.1	4	57.1	3	42.8	1	14.2	-	-	-	-
TOTAL	238	173	72.6	129	54.2	82	34.4	45	18.9	5	2.2	1	.4

TABLE 57

PER CENT OF THOSE MALE STUDENTS, COMPLETING GRADE VIII WITH MARK D, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	5	4	80.0	3	60.0	3	60.0	3	60.0	1	20.0	-	-
II	5	4	80.0	4	80.0	1	20.0	-	-	-	-	-	-
III	21	12	57.0	5	23.8	3	14.3	2	9.5	-	-	-	-
IV	50	31	62.0	19	38.0	9	18.0	6	12.0	-	-	-	-
V	29	14	48.3	7	24.2	2	6.9	-	-	-	-	-	-
VI	10	8	80.0	2	20.0	2	20.0	-	-	-	-	-	-
VII	3	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	8	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	131	73	55.7	40	30.5	20	15.2	11	8.4	1	0.7	-	-

TABLE 58

PER CENT OF THOSE FEMALE STUDENTS, COMPLETING GRADE VIII WITH MARK D, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	4	2	50.0	1	25.0	1	25.0	1	25.0	-	-	-	-
II	2	2	100.0	1	50.0	1	50.0	1	50.0	1	50.0	-	-
III	13	8	61.5	4	30.7	1	7.6	-	-	-	-	-	-
IV	25	12	48.0	7	28.0	2	8.0	-	-	-	-	-	-
V	35	19	54.2	8	22.8	2	5.7	2	5.7	-	-	-	-
VI	13	9	69.2	6	46.1	3	23.0	2	15.3	1	7.6	-	-
VII	2	1	50.0	1	50.0	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	2	1	50.0	1	50.0	-	-	-	-	-	-	-	-
TOTAL	96	54	56.2	29	30.2	10	10.4	6	6.2	2	2.8	-	-

TABLE 59

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH CP STANDING, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	2	2	100.0	2	100.0	1	50.0	1	50.0	-	-	-	-
II	2	2	100.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0
III	1	1	100.0	-	-	-	-	-	-	-	-	-	-
IV	7	2	28.3	1	14.3	-	-	-	-	-	-	-	-
V	6	4	66.5	3	50.0	1	16.7	1	16.7	1	16.7	-	-
VI	-	-	-	-	-	-	-	-	-	-	-	-	-
VII	1	1	100.0	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	2	66.7	-	-	-	-	-	-	-	-	-	-
TOTAL	22	14	63.6	7	31.8	3	13.6	3	13.6	2	9.1	1	4.5

TABLE 60

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH CP STANDING, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	-	-	-	-	-	-	-	-	-	-	-	-	-
II	1	-	-	-	-	-	-	-	-	-	-	-	-
III	3	3	100.0	2	66.6	1	33.3	-	-	-	-	-	-
IV	5	2	40.0	2	40.0	1	20.0	1	20.0	1	20.0	1	20.0
V	3	-	-	-	-	-	-	-	-	-	-	-	-
VI	2	-	-	-	-	-	-	-	-	-	-	-	-
VII	1	1	100.0	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	2	1	50.0	-	-	-	-	-	-	-	-	-	-
TOTAL	17	7	41.1	4	23.5	2	11.7	1	5.8	1	5.8	1	5.8

TABLE 61

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 120 OR OVER AND MARKS A OR B COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	24	24	100.0	23	96.3	23	96.3	21	87.5	21	87.5	-	-
II	33	32	96.9	31	93.9	29	87.8	28	84.8	26	78.7	-	-
III	22	21	95.4	20	91.0	17	77.2	13	59.1	11	50.0	-	-
IV	27	27	100.0	27	100.0	26	96.1	24	88.8	17	60.9	-	-
V	12	11	91.6	10	83.3	8	66.7	6	50.0	5	41.6	-	-
VI	4	4	100.0	4	100.0	3	75.0	3	75.0	3	75.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	0.0	-	-	-	-	-	-	-	-	-	-
TOTAL	123	119	96.8	115	93.5	106	86.3	95	77.1	83	67.5	-	-

TABLE 62

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 120 OR OVER AND MARKS A OR B COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	34	33	97.5	32	94.4	32	94.4	30	88.8	24	70.5	-	-
II	29	27	93.3	24	82.7	24	82.7	23	79.3	16	55.5	-	-
III	26	26	100.0	25	96.4	23	88.4	21	80.7	5	19.2	-	-
IV	34	31	91.6	31	91.6	26	76.5	20	58.8	4	11.7	-	-
V	26	21	80.7	20	76.9	17	65.3	14	53.8	4	15.3	-	-
VI	12	11	91.6	11	91.6	11	91.6	9	75.0	6	50.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	2	66.6	-	-	-	-	-	-	-	-	-	-
TOTAL	164	151	92.7	143	87.3	133	81.9	117	71.3	59	35.9	-	-

TABLE 63

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 110-119 AND MARKS OF A OR B COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	19	18	94.7	18	94.7	18	94.7	18	94.7	15	78.9	-	-
II	22	21	95.4	20	91.0	19	86.5	18	81.8	14	63.6	-	-
III	13	13	100.0	13	100.0	13	100.0	10	77.0	7	53.9	-	-
IV	22	19	86.5	18	81.8	16	72.6	14	63.6	8	36.4	-	-
V	14	12	85.7	11	78.6	8	57.1	5	35.7	2	14.5	-	-
VI	2	1	50.0	1	50.0	1	50.0	1	50.0	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-
TOTAL	93	85	91.5	82	88.2	76	81.7	67	72.0	46	49.5	-	-

TABLE 64

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 110-119 AND MARKS OF A OR B COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	17	16	94.2	15	88.2	15	88.2	15	88.2	7	41.1	-	-
II	21	21	100.0	19	90.4	17	80.9	14	66.6	5	23.8	-	-
III	15	15	100.0	13	86.6	12	80.0	11	73.3	5	33.3	-	-
IV	47	40	85.1	35	74.4	30	63.8	22	46.8	6	12.7	-	-
V	24	23	95.8	22	91.6	17	70.8	6	25.0	-	-	-	-
VI	10	9	90.0	9	90.0	9	90.0	7	70.0	4	40.0	-	-
VII	2	2	100.0	2	100.0	1	50.0	1	50.0	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	3	3	100.0	3	100.0	2	66.3	1	33.1	-	-	-	-
TOTAL	139	129	92.8	118	84.8	103	74.1	77	55.3	27	19.4	-	-

TABLE 65

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 120 OR OVER AND MARKS OF C OR D, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	1	1	100.0	-	-	-	-	-	-	-	-	-	-
II	4	4	100.0	4	100.0	4	100.0	4	100.0	3	75.0	-	-
III	5	5	100.0	2	40.0	2	40.0	1	20.0	1	20.0	-	-
IV	11	7	63.6	7	63.6	7	63.6	6	54.5	2	18.2	-	-
V	2	2	100.0	2	100.0	2	100.0	2	100.0	-	0.0	-	-
VI	1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	1	100.0	1	100.0	1	100.0	1	100.0	-	0.0	-	-
TOTAL	25	21	84.0	17	68.0	17	68.0	15	60.0	7	28.0	-	-

TABLE 66

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 120 OR OVER AND MARKS OF C OR D, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	1	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-
II	2	2	100.0	2	100.0	2	100.0	1	50.0	-	-	-	-
III	4	3	75.0	2	50.0	1	25.0	1	25.0	-	-	-	-
IV	7	7	100.0	7	100.0	4	57.1	3	42.8	1	14.2	-	-
V	4	4	100.0	3	75.0	1	25.0	-	-	-	-	-	-
VI	1	1	100.0	-	-	-	-	-	-	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	19	18	94.7	15	78.9	9	47.3	6	31.5	1	5.2	-	-

TABLE 67

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 110-119 AND MARKS OF C OR D ETC., COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	9	9	100.0	9	100.0	7	77.7	7	77.7	5	55.5	-	-
II	13	13	100.0	11	84.6	11	84.6	9	69.2	7	53.9	-	-
III	20	14	70.0	7	35.0	7	35.0	6	30.0	3	15.0	-	-
IV	26	21	80.7	19	73.0	14	53.8	9	34.6	5	19.8	-	-
V	20	12	60.0	10	50.0	5	25.0	4	20.0	1	5.0	-	-
VI	3	3	100.0	3	100.0	1	33.3	1	33.3	-	0.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	4	4	100.0	2	50.0	2	50.0	1	25.0	1	25.0	-	-
TOTAL	95	76	80.0	61	64.2	47	49.4	37	38.9	22	23.1	-	-

TABLE 68

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 110-119 AND MARKS OF C OR D ETC., COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	7	6	85.7	6	85.7	5	71.4	3	42.8	-	-	-	-
II	9	8	88.8	7	77.7	6	66.6	5	55.5	3	33.3	1	11.1
III	10	7	70.0	6	60.0	5	50.0	2	20.0	-	-	-	-
IV	22	17	77.2	13	59.9	6	27.2	4	18.1	-	-	-	-
V	23	14	60.8	10	43.4	7	30.4	2	8.6	-	-	-	-
VI	5	4	80.0	3	60.0	3	60.0	3	60.0	1	20.0	-	-
VII	2	1	50.0	1	50.0	1	50.0	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	2	1	50.0	1	50.0	-	-	-	-	-	-	-	-
TOTAL	80	58	72.1	47	58.7	33	41.2	19	23.7	4	5.0	1	1.2

TABLE 69

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 90-109 AND MARKS A OR B, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	3	3	100.0	3	100.0	2	66.6	2	66.6	2	66.6	-	-
II	10	10	100.0	10	100.0	9	90.0	7	70.0	5	50.0	-	-
III	9	9	100.0	8	88.8	8	88.8	7	77.7	3	33.3	-	-
IV	19	17	89.4	16	84.2	13	68.4	8	42.1	4	21.0	-	-
V	11	8	72.7	8	72.7	6	54.5	3	27.2	1	9.0	-	-
VI	2	2	100.0	2	100.0	1	50.0	1	50.0	1	50.0	-	-
VII	1	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	56	49	87.5	47	83.9	39	69.6	28	50.0	16	28.5	-	-

TABLE 70

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 90-109 AND MARKS A OR B, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	8	8	100.0	8	100.0	7	87.2	6	75.0	2	25.0	-	-
II	9	9	100.0	8	88.8	7	77.7	6	66.6	1	11.1	-	-
III	12	12	100.0	9	75.0	6	50.0	1	8.3	-	-	-	-
IV	33	30	90.9	26	78.7	23	69.6	19	57.5	2	6.6	-	-
V	26	23	88.4	19	73.7	13	50.0	7	26.9	-	-	-	-
VI	10	9	90.0	9	90.0	9	90.0	7	70 .0	4	40.0	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	99	91	91.9	79	79.7	65	65.6	46	46.4	9	9.9	-	-

TABLE 71

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 89 AND UNDER AND MARKS OF A OR B, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII N	IX N	IX %	X N	X %	XI N	XI %	XII N	XII %	EU N	EU %	NA N	NA %
I	-	-	-	-	-	-	-	-	-	-	-	-	-
II	-	-	-	-	-	-	-	-	-	-	-	-	-
III	3	3	100.0	3	100.0	3	100.0	1	33.3	1	33.3	1	33.3
IV	-	-	-	-	-	-	-	-	-	-	-	-	-
V	1	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-
VI	1	1	100.0	-	-	-	-	-	-	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	5	5	100.0	4	80.0	4	80.0	1	20.0	1	20.0	1	20.0

TABLE 72

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 89 AND UNDER AND MARKS OF A OR B, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	-	-	-	-	-	-	-	-	-	-	-	-	-
II	2	2	100.0	2	100.0	2	100.0	2	100.0	1	50.0	-	-
III	2	2	100.0	2	100.0	-	-	-	-	-	-	-	-
IV	2	2	100.0	2	100.0	2	100.0	2	100.0	-	-	-	-
V	5	4	80.0	3	60.0	2	40.0	2	40.0	-	-	-	-
VI	3	2	66.6	2	66.6	2	66.6	1	33.3	1	33.3	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	1	1	100.0	1	100.0	-	-	-	-	-	-	-	-
TOTAL	15	13	86.6	12	80.0	8	53.3	7	46.6	2	13.3	-	-

TABLE 73

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 90-109 AND MARKS OF C OR D, COMPLETING LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	8	7	87.5	6	75.0	4	50.0	4	50.0	1	12.5	-	-
II	14	11	78.5	9	64.2	6	42.8	5	35.7	3	21.4	1	7.1
III	30	19	63.1	13	43.3	8	26.6	4	13.3	-	-	-	-
IV	89	61	68.5	41	46.6	19	21.3	11	12.3	3	3.3	-	-
V	63	40	63.4	30	47.6	16	25.3	7	11.1	3	4.7	-	-
VI	12	10	83.3	6	50.0	4	33.3	2	16.6	1	8.3	-	-
VII	5	1	20.0	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	11	2	18.1	1	9.1	1	9.1	-	-	-	-	-	-
TOTAL	232	151	65.8	106	45.6	58	25.0	33	14.2	11	4.7	1	0.04

TABLE 74

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 90-109 AND MARKS OF C OR D, COMPLETING LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	9	7	77.7	6	66.6	6	66.6	4	44.4	1	11.1	-	-
II	14	10	71.4	7	50.0	2	14.2	2	14.2	1	7.1	-	-
III	26	22	84.6	10	38.4	8	30.7	2	7.6	-	-	-	-
IV	50	34	68.0	25	50.0	12	24.0	8	16.0	-	-	-	-
V	58	32	55.1	18	31.3	5	8.6	3	5.1	-	-	-	-
VI	15	10	6.6	6	40.0	5	33.3	4	26.6	-	-	-	-
VII	2	2	100.0	1	50.0	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	4	3	75.0	2	50.0	1	25.0	-	-	-	-	-	-
TOTAL	178	120	67.4	75	42.1	39	21.8	23	12.9	2	1.1	-	-

TABLE 75

PER CENT OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 89 AND UNDER AND MARKS C OR D, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	1	-	-	-	-	-	-	-	-	-	-	-	-
II	4	4	100.0	4	100.0	1	25.0	-	-	-	-	-	-
III	5	4	80.0	2	40.0	1	20.0	-	-	-	-	-	-
IV	12	5	41.6	4	33.3	1	8.3	1	8.3	1	8.3	1	8.3
V	13	7	53.8	5	38.4	3	23.1	2	15.3	2	15.3	-	-
VI	5	4	80.0	2	40.0	1	20.0	-	-	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	5	1	20.0	-	-	-	-	-	-	-	-	-	-
TOTAL	45	55	85.5	17	37.7	7	15.5	3	6.6	3	6.6	1	2.2

TABLE 76

PER CENT OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 89 AND UNDER AND MARKS C OR D, COMPLETING VARIOUS LATER GRADES AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	-	-	-	-	-	-	-	-	-	-	-	-	-
II	3	1	23.3	1	23.3	-	-	-	-	-	-	-	-
III	4	2	50.0	-	-	-	-	-	-	-	-	-	-
IV	20	12	60.0	6	30.0	4	20.0	1	5.0	-	-	1	5.0
V	17	8	47.5	6	35.2	2	11.7	-	-	-	-	-	-
VI	7	3	42.8	2	28.5	1	14.2	-	-	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	4	2	50.0	2	50.0	2	50.0	1	25.0	-	-	-	-
TOTAL	55	28	50.9	17	30.9	9	16.3	2	3.6	-	-	1	1.8

TABLE 77

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH NON-ASCERTAINABLE I.Q.s AND MARKS OF A OR B COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	4	4	100.0	4	100.0	4	100.0	4	100.0	4	100.0	-	-
II	4	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0	-	-
III	2	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	-	-
IV	6	5	83.3	3	50.0	3	50.0	2	33.3	2	33.3	-	-
V	3	1	33.3	1	33.3	-	-	-	-	-	-	-	-
VI	3	3	100.0	3	100.0	3	100.0	3	100.0	2	66.6	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	--
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	22	18	81.8	16	72.7	15	68.1	14	63.6	13	59.0	-	-

TABLE 78

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH NON-ASCERTAINABLE I.Q.s AND MARKS OF A OR B COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	6	6	100.0	6	100.0	6	100.0	6	100.0	4	66.6	-	-
II	-	-	-	-	-	-	-	-	-	-	-	-	-
III	5	3	60.0	2	40.0	-	-	-	-	-	-	-	-
IV	4	3	75.0	3	75.0	2	50.0	1	25.0	-	-	-	-
V	5	4	80.0	4	80.0	2	40.0	2	40.0	-	-	-	-
VI	4	3	75.0	3	75.0	3	75.0	2	50.0	-	-	1	25.0
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	1	1	100.0	1	100.0	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	25	20	80.0	19	76.0	13	52.0	11	44.0	4	16.0	1	4.0

TABLE 79

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH NON-ASCERTAINABLE I.Q.s AND MARKS OF C OR D ETC. COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII N	IX N	%	X N	%	XI N	%	XII N	%	EU N	%	NA N	%
I	1	-	-	-	-	-	-	-	-	-	-	-	-
II	2	1	50.0	-	-	-	-	-	-	-	-	-	-
III	3	1	33.3	-	-	-	-	-	-	-	-	-	-
IV	2	1	50.0	1	50.0	1	50.0	1	50.0	-	-	-	-
V	-	-	-	-	-	-	-	-	-	-	-	-	-
VI	-	-	-	-	-	-	-	-	-	-	-	-	-
VII	-	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	--	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	2	1	50.0	-	-	-	-	-	-	-	-	-	-
TOTAL	10	4	40.0	1	10.0	1	10.0	1	10.0	-	-	-	-

TABLE 80

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH NON-ASCERTAINABLE I.Q.s AND MARKS OF C OR D ETC. COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	-	-	-	-	-	-	-	-	-	-	-	-	-
II	2	2	100.0	2	100.0	2	100.0	1	50.0	-	-	-	-
III	4	2	50.0	2	50.0	1	25.0	-	-	-	-	-	-
IV	3	1	33.3	1	33.3	1	33.3	1	33.3	1	33.3	-	-
V	5	3	60.0	2	40.0	-	-	-	-	-	-	-	-
VI	3	2	66.6	1	33.3	-	-	-	-	-	-	-	-
VII	1	-	-	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	--	-	-	-	-	-	-	-	-	-	-
X	1	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	19	10	52.6	8	42.1	4	21.5	2	10.5	1	5.2	-	-

TABLE 81

PER CENT OF MALE STUDENTS COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	70	66	94.4	63	90.0	58	82.9	56	80.0	48	68.5	-	-
II	107	99	92.5	92	86.0	82	76.6	74	69.1	61	57.0	1	0.9
III	112	91	81.2	70	62.5	61	54.5	44	39.3	28	25.0	1	0.8
IV	214	163	76.1	136	63.6	100	46.7	76	25.5	42	19.6	1	0.4
V	138	93	66.4	78	56.5	49	35.5	29	21.0	14	10.1	-	-
VI	33	29	88.0	22	66.7	15	45.5	12	36.4	8	24.2	-	-
VII	6	1	16.6	-	-	-	-	-	-	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	-	-	-	-	-	-	-	-	-	-	-	-	-
X	26	10	38.4	5	19.2	5	19.2	3	11.5	1	3.8	-	-
TOTAL	706	552	78.1	466	66.0	370	52.4	294	41.6	202	28.6	3	0.4

TABLE 82

PER CENT OF FEMALE STUDENTS COMPLETING GRADE VIII, COMPLETING VARIOUS LATER GRADES, AND ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP

Group	Grade VIII	IX		X		XI		XII		EU		NA	
	N	N	%	N	%	N	%	N	%	N	%	N	%
I	82	77	93.6	74	90.0	72	87.8	65	79.4	38	46.4	-	-
II	91	82	90.0	72	79.0	62	68.1	54	59.3	27	29.6	1	1.1
III	108	94	87.0	71	65.6	55	50.1	38	35.2	10	9.2	-	-
IV	223	178	80.0	150	67.4	110	49.4	81	36.3	14	6.3	1	0.4
V	193	136	70.5	107	55.5	67	34.7	36	18.6	4	2.1	-	-
VI	70	54	77.2	46	65.6	43	61.4	33	47.1	16	22.8	-	-
VII	7	5	71.5	4	57.2	2	28.5	1	14.3	-	-	-	-
VIII	-	-	-	-	-	-	-	-	-	-	-	-	-
IX	1	1	100.0	1	100.0	-	-	-	-	-	-	-	-
X	19	12	63.2	9	47.4	5	26.3	2	10.5	-	-	-	-
TOTAL	794	639	80.7	534	67.2	416	52.3	310	39.0	109	13.8	2	0.2

TABLE 83

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH AN I.Q. OF 120 OR OVER AND GRADE VIII MARK A THE NUMBER AND PERCENT OF THOSE COMPLETING GRADE XII, AND THE NUMBER AND PERCENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	4	4	100.0	4	100.0
II	8	7	87.5	6	75.0
III	3	2	66.6	1	33.3
IV	3	3	100.0	3	100.0
V	1	1	100.0	1	100.0
VI	2	1	50.0	1	50.0
VII					
VIII					
IX					
X					
TOTAL	21	18	85.6	16	76.2

TABLE 84

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH AN I.Q. OF 120 OR OVER AND GRADE VIII MARK A THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII, AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	22	19	86.5	17	77.4
II	12	9	75.0	8	66.7
III	9	9	100.0	4	44.5
IV	12	9	75.0	2	16.7
V	7	5	71.5	2	28.6
VI	5	4	80.0	3	60.0
VII					
VIII					
IX					
X	1	-	-	-	-
TOTAL	68	55	81.0	36	53.0

TABLE 85

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH AN I.Q. OF 120 OR OVER WITH A GRADE VIII MARK OF B, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XIII		Entering University	
	N	N	%	N	%
I	20	17	85.0	17	85.0
II	25	21	84.0	20	80.0
III	19	11	57.8	10	52.6
IV	24	21	87.5	14	58.4
V	11	5	45.5	4	36.4
VI	2	2	100.0	2	100.0
VII					
VIII					
IX					
X	1	-	-	-	-
TOTAL	102	77	75.5	67	65.6

TABLE 86

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH AN I.Q. OF 120 OR OVER WITH A GRADE VIII MARK OF B, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	12	11	91.7	7	58.4
II	17	14	82.5	8	46.0
III	17	12	70.6	1	5.9
IV	22	11	50.0	2	9.1
V	19	9	46.4	2	10.5
VI	7	5	71.5	3	42.8
VII					
VIII					
IX					
X	2	-	-	-	-
TOTAL	96	62	64.5	23	24.0

TABLE 87

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 110-119 AND GRADE VIII MARK OF A, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII, AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	4	4	100.0	4	100.0
II	2	2	100.0	2	100.0
III					
IV					
V					
VI	1	1	100.0	-	0.0
VII					
VIII					
IX					
X					
TOTAL	7	7	100.0	6	85.7

TABLE 88

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII WITH I.Q.s OF 110-119 AND GRADE VIII MARK OF A, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII, AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	5	5	100.0	3	60.0
II	5	3	60.0	2	40.0
III	3	3	100.0	2	66.7
IV	7	7	100.0	1	14.3
V	2	1	50.0	-	-
VI	4	3	75.0	3	75.0
VII					
VIII					
IX					
X					
TOTAL	26	22	84.6	11	42.4

TABLE 89

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII, WITH AND I.Q. OF 110-119 AND WITH A GRADE VIII MARK OF B, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII, AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	15	14	93.4	11	73.4
II	20	16	80.0	12	60.0
III	13	10	77.0	7	53.9
IV	22	14	63.7	8	36.4
V	14	5	35.7	2	14.3
VI	1	0	0.0	-	0.0
VII					
VIII					
IX					
X	1	1	100.0	-	0.0
TOTAL	86	60	69.8	40	46.5

TABLE 90

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII, WITH AND I.Q. OF 110-119 AND WITH A GRADE VIII MARK OF B, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII, AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	12	10	83.3	4	33.3
II	16	11	68.8	3	18.7
III	12	8	66.7	3	25.0
IV	40	15	32.5	5	12.5
V	22	5	22.7	-	-
VI	6	4	66.7	1	16.6
VII	2	1	50.0	-	-
VIII					
IX					
X	3	1	33.3	-	-
TOTAL	113	55	44.2	16	14.6

TABLE 91

NUMBER OF THOSE MALE STUDENTS COMPLETING GRADE VIII, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, THE AGGREGATE TOTALS FROM TABLES 83, 85, 87, AND 89, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	43	39	90.8	36	83.8
II	55	46	83.6	40	72.7
III	35	23	65.7	18	51.5
IV	49	38	77.7	25	51.0
V	26	11	42.4	7	26.9
VI	6	4	66.7	3	50.0
VII					
VIII					
IX					
X	2	1	50.0	-	-
TOTAL	216	162	75.0	128	59.3

TABLE 92

NUMBER OF THOSE FEMALE STUDENTS COMPLETING GRADE VIII, THE NUMBER AND PER CENT OF THOSE COMPLETING GRADE XII AND THE NUMBER AND PER CENT OF THOSE ENTERING UNIVERSITY, THE AGGREGATE TOTALS FROM TABLES 84, 86, 88 AND 90, BY OCCUPATIONAL GROUP.

Group	Completing GRADE VIII	Completing GRADE XII		Entering University	
	N	N	%	N	%
I	51	45	88.4	31	60.8
II	50	37	74.0	21	42.0
III	41	32	78.0	10	24.2
IV	81	42	51.8	10	12.3
V	50	20	40.0	4	8.0
VI	22	16	72.7	10	45.5
VII	2	1	50.0	-	-
VIII					
IX					
X	6	1	16.6	-	-
TOTAL	303	194	64.0	86	28.2