SUBJECT PROMOTION

IN THE

PROVINCE OF QUEBEC

A Thesis

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PREFACE

It will be observed by any reader of this thesis that variations exist in spelling -- e.g., program(me) -- punctuation, and capitalization. Educationists seem to vary in this matter; therefore, the writer has respected each author's style even if not consistent with his own.

The writer is indebted to many people for material and other assistance in preparing this study. Among those whose help he wishes to acknowledge are: Messrs. Stockwell, Patch, Donaldson, Wood, and Makin. In addition, he owes a great debt of gratitude to Mr. C. Wynne Dickson for his kindness in lending him his personal collection of original documents as well as for the helpful conversations which cleared up many doubtful points. The writer would also like to make special mention of the constructive advice and sage counsel given by Professor Reginald Edwards; the value of his assistance can never be overestimated. In the preparation of this manuscript, grateful thanks is extended to Mr. John Howes for his excellent assistance and painstaking proof-reading. Liberal praise is also proferred to Miss Joan Pendrill who typed this manuscript; the quality of her work speaks for itself.

Finally, the writer acknowledges his indebtedness to his wife for her patience and understanding during the preparation of this thesis.

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CHAPTER ONE

INTRODUCTION.

Although Subject Promotion is presently being introduced into the Quebec Protestant School system on an experimental basis, very little literature is available for research purposes. The Provincial Association of Protestant Teachers in Quebec has, however, done considerable research on the subject through the agency of its Curriculum Committee. Much material is available in mimeographed form, and for the researcher who is willing to wade patiently through a plethora of memoranda, minutes of meetings, personal notes and the like, there is a wealth of information available. Various individuals have written short accounts concerning some specific areas, and a few general articles have appeared in the official organ of the P.A.P.T., The Teachers' Magazine. But apart from a few outbursts from educationists, the subject has been treated more in the nature of a novelty.

The writer became interested in Subject Promotion during his teacher-training year. He carried out his practice teaching in the two schools -- John Rennie High School and Beaconsfield High School -- which were experimenting with the plan. Subsequently, he joined the staff of John Rennie High School in order to study the system at first hand. With the co-operation of the Principal, Mr. Lloyd Patch, his

progress was facilitated by various assignments such as guidance counselling, time-tabling and supervision of discipline. In addition, he was assigned to classes in three different streams in order to become acquainted with the system of homogeneous grouping. Having taught at the first- and second-year levels, he has experienced a form of follow-up which has been invaluable.

One of the benefits occasioned by working in the system has been the ready access to an enormous amount of original documents. The Director-General of the West Island School Commission, Mr. Ivan Stockwell, has made available all the records and resources of the Commission in an effort to further the project.

Countless documents were examined during the research phase, and many of these were from the personal files of Mr. C. Wynne Dickson, the prime mover of the introduction of Subject Promotion into John Rennie High School. Since no useful purpose would be served by introducing all these letters as appendices, a limited number only will be so handled. Literal references will be made to other documents which have been issued in mimeographed form and which have served as background for various committees for study purposes.

For some unknown reason, there appears to be a dearth of literature in published form on Subject Promotion per se. An examination of masters' theses and doctoral dissertations revealed little material of a specific nature. This shortage is due, perhaps, to

the broad nature of Subject Promotion. For example, much literature is available on homogeneous grouping or "streaming"; this, however, is not peculiar to Subject Promotion. A great deal has been written about the gifted child and the slow-learner; neither of these categories is restricted to any set educational programme or plan. There is an abundance of research material on various plans, such as the Dalton Plan, which have paved the way for Subject Promotion. Nevertheless, little literature has appeared which is all-encompassing in its nature and which ties up the loose ends of an educational system which is designed to make better provision for individual differences.

This thesis will attempt to give some background of Subject Promotion as it applies to the Canadian scene in general and to Quebec in particular. The limitation of published material has necessitated much personal investigation. Correspondence was established with the Departments of Education of Alberta and British Columbia, with the University of Alberta and with the University of British Columbia. Both Alberta and British Columbia figure largely in Subject Promotion in Canada; indeed, the system largely used in Quebec to-day owes much of its pattern to the system established by British Columbia.

During the research phase many telephone conversations were made. Telephone conversations are difficult to record on paper; accordingly, it will be necessary to cite conversations with a view to relating the thought of the conversation. In some cases personal opinions were given, and the informants asked that anonymity be

observed in such cases. Since no useful purpose would be served by quoting names, literary honesty will be observed to the fullest.

A. Difficulties of Organization.

Perhaps one of the greatest factors that creates problems in the field of education to-day is the social and political decision made by society to educate all for the same length of time. As a result, the school enrolments have increased. Formerly, rigid requirements in the grade structures had eliminated the less academically able, and in the high schools the pupil population was relatively homogeneous in ability since only the most able pupils reached high school. Thus, on the surface, there seemed little reason to operate the high school taking into account that differences existed in pupils.

The basic problem to-day is that homogeneity has been replaced with heterogeneity, and increased enrolment due to compulsory attendance brings to the school, pupils of differing ability, interest and capacity. In attempting to meet the needs of all pupils, although varying widely in ability, the trend has been to find a common denominator of achievement; the assumption has been made that all pupils in school, whatever their capabilities, are educable in some manner and will, therefore, respond to identical treatment.

But mass education does not alter the fact that all pupils are unique and that provision must be made, in the educational system, for individual differences. And although there are no clear-cut lines of demarcation, three classes or groups have emerged; bright, average,

and slow. The brighter pupils must be challenged; the average pupils must receive appropriate courses; the slow learners must have basic courses at a level which will not be frustrating. It is a recognition of such individual differences which is responsible for the difficulties of organization which exist to-day, and which has necessitated a change in our organization of teaching.

The tendency in education has been to look at the grade level and not at the subject level. Traditionally, Grade Promotion has been clearly understood and, in addition, has been an easily administered programme. It is still in effect in many schools to-day. Basically, it assumes that if a child does not satisfactorily complete the work of the entire grade, he is not promoted. Accordingly, all pupils are judged by the same standards, taught by the same methods, and cast in the same mould. A "lock-step" has existed in educational institutions, and although we have sub-divided our curriculum, we are still holding children in the same grades.

Excepting illness and other like causes, there has been an unfortunate tendency to rationalize why we have failures; this results in the stock answers that children who fail are either "dull" or that the children have not worked hard enough. In actual practice, however, it seems quite evident that if a curriculum is rigidly enforced, then the only reason that can be adduced for failure is that the child has failed to adjust to the curriculum or to the method of teaching. This logic seems to be confirmed by R. Sumption in an educational monograph

which reads in part:

> The present trend is away from the practice of failing pupils in order to adjust them to the curriculum. Rather the curriculum is being adjusted to the pupil. This procedure involves a thorough individual analysis of the pupil in order to determine his needs. Thus the recognition of individual differences is basic in any plan to reduce failure.[1]

But the present day educational practices on the North American Continent stem largely from European centres. What has been the trend in these countries? The current educational system of the Union of the Soviet Socialist Republics has been widely bruited and, therefore, seems ideal for comparison. Similarly, much has been written of the British two-track system; a brief account of modern developments in that country seems indicated.

Before discussing the educational system in the U.S.S.R., it seems wise to indicate in advance the comparison in aims which exists between the United States and the U.S.S.R. These aims are delineated as follows:

> Soviet education aims at education for excellence with freedom of choice resting with the State to the end that the State may be developed to the optimum. By contrast, education in the U.S. aims to give every individual the right of free choice to the end that each may have opportunity to develop his individual capacities to the optimum consonant with his abilities and his desires.[2]

1. "School Progress", Encyclopedia of Educational Research (Revised Edition, 1941), p. 1057.

2. Education in the U.S.S.R.; Bulletin 1957, No. 14, by Division of International Education, U.S. Department of Health, Education and Welfare, p. 15.

Thus, the reason for Soviet action will seem quite logical in the light of their educational aims.

Education in the U.S.S.R. has made great strides. Prior to 1917, the Marxist attitude towards education had been one of denunciation. Engels has been quoted as saying: "In capitalistic society, the bourgeoisie gives the workers only as much education as is in its own interests. And that indeed is not much."[3]

Accordingly, one of the promises of the Communists was that when they came into power they would make education -- including university training -- open to all. Also, technical instruction, both theoretical and practical, would take its place in the working-class schools. The Soviets came to power; Article 121 of the U.S.S.R. Constitution concerning education proclaims the "right" of all Soviet citizens to education; indeed, it is the boast of the U.S.S.R. that there is an educational programme available for all ages from the cradle to the grave.[4] Thus, like the U.S.A., the principle of free and universal education has been adopted as a national policy and is in the process of implementation in the U.S.S.R. to-day.

The Soviet schools are organized at three levels: 4-year primary; 7-year incomplete secondary; 10-year complete secondary. Table I indicates the enrolment by grades, and these figures will be referred to later.

3. Ibid., p. 12.

4. Ibid.,

TABLE I

Urban and rural enrolment in regular Soviet primary-secondary schools by grades in specified years.

Grades	1940-41	1950-51	1954-55	1955-56
I - IV	21.37	19.67	12.7	13.6
V - VII	10.77	12.03	11.6	9.3
VIII - X	2.37	1.50	5.14	5.25

(All figures are in millions) [5]

Certain aspects of Soviet education bear inspection. Between 1924 and 1931 there was a period of experimentation; the ideas of John Dewey found favour, and there was a great demand for large numbers of graduates from all types of training programmes. It is also interesting to note that the Dalton Plan and the Project Method were widely introduced, an indication that the U.S.S.R. was attempting to depart from the traditional lock-step of education. But by 1931 the U.S.S.R. recognized that serious defects existed in the Soviet system; regular time-tables were re-introduced, and the subjects which were to be taught were specified. "Progressivism" disappeared, the teacher's authority was re-established, and the return to traditional teaching was effected. By the mid-30's. the general outline of the Soviet primary-secondary school system as it is to-day had taken shape.

Five-year plans were instituted in the U.S.S.R.; during the

5. Ibid., Table 4., p. 62.

fourth five-year plan it was decided to make seven years of education compulsory. The fifth 5-year plan was announced in 1951 and contained the goal of compulsory 10-year education for urban children by 1955 and for rural children by 1960.

But the Soviets found that too many people were unable to cope satisfactorily with the curriculum in Grades 8 and 9, and that 30 to 50 per cent of the children were failing.[6] To meet the need, academic standards were lowered, and other attempts were made to attain quantitative secondary education. As a result, in four years there was a four-fold increase announced in the number of pupils graduating from the 10-year school.[7] A glance at the enrolment table will indicate that no such claim could be made for the 4-year primary and for the incomplete secondary school. The figures indicate a high drop-out rate, and it would appear that even with the lowered academic standard the retaining power of the Soviet schools has been reduced appreciably. Curriculum problems or grade problems are the reasons usually given for this decrease.

For the Soviet student there is no choice of subjects; further, standardized textbooks and examinations are utilized to ensure that each Soviet child will cover the same subject matter at a given level.

Grading, too, is quite specific. Marks range from "5", excellent, to "1", failure, and in order to pass, a student must average

6. Ibid., p. 56.

7. Ibid., p. 57.

"3" in each subject. If a student receives a "2" in one or two subjects, he may attend Summer School and take repeat examinations in the Fall. But ---- "those who receive more than two unsatisfactory marks or who fail a subject are required to repeat the grade."[8] It would appear that the lock-step has returned to Soviet education.

Despite extra help and coaching by teachers, there is a ten per cent national "repeater" average; about fifty per cent of the total repeaters are in the primary grades, with about twenty-five per cent of all repeaters in Grade 4.[9]

The effects of lowering the academic standard resulted in an increase of 10-year graduates. It was then found that only thirty per cent of the graduates could be accommodated at institutes of higher learning. Accordingly, it was found necessary to raise admission requirements and to intensify selection, and the goal of universal education could no longer be realized. The surplus graduates of the 10-year school were siphoned off by introducing the programme of polytechnical training.

The selection of students for higher education is now streamed. Honour graduates get first priority in attending higher educational institutions -- gold medallists usually are admitted automatically to the university of their choice -- and are given a stipend. The emphasis is on work! The stipend is increased by a

8. Education in the U.S.S.R., p. 84.

9. Ibid.,

bonus of twenty-five per cent to those who make all "5's."; if a student's average is less than "3" in any subject, the stipend for the following semester is cancelled. Further, required quotas for certain courses have resulted in increased stipends in order to induce students to take courses for which the State has a priority.

In effect then, higher education is again reserved for an intellectual elite. It is no longer available for all students desiring the opportunity, but is circumscribed by a satisfactory political record, academic competence and other desirable Soviet values.

By inference, then, since there are no "dull" children but only children who will not work, and since the IQ is not considered by the Soviets because it places a ceiling on ability and achievement, the lock-step in the U.S.S.R. has been justified by Soviet authorities.

Change has not been restricted to the U.S.S.R. alone. Education in the United Kingdom has undergone a metamorphosis since World War II. Prior to the Education Act of 1944, the formal educational system of Great Britain had consisted of two tracks only. There was a system for the elite which provided a limited number of leaders and professionals; the schools in this system were generally "public schools" which were privately controlled and financed, and were attended mainly by children from families of wealth and position. Students from these schools progressed to secondary institutions and universities. The educational opportunity for the lower class consisted of elementary schools; in some areas only fifteen per cent

gained entrance into grammar schools. There was a diversity of educational institutions because this situation was, in part, due to British devotion to local autonomy and private initiative in education as well as the reluctance of national bodies to impose their wills. In addition, secondary schools were considered by tradition to be selective in character, and not a stage of education within reach of all. Lester Smith probably sums up the pre-1944 systems of education when he states: "We have developed educationally as 'two nations', and it is necessary to bear this in mind when discussing problems of the curriculum."[10]

The passage of the Education Act of 1944 removed in principle the inequities of the dual system, and legislated the principle of equality of opportunity for all. Children between the ages of eleven and fifteen are thus entitled to secondary education. However, with the enactment of the Act a tripartite system emerged: Grammar, Technical and Secondary Modern Schools.[11] In addition, an examination -- the "eleven plus" -- determines which secondary school a pupil will attend. But the Norwood Report takes great pains to explain the difficulty of defining exactly what is considered as a secondary school in England.[12]

10. Lester Smith, Education in Great Britain, (London, 1956), p. 75.

11. A.H. Moehlman and J.S. Roucek, Comparative Education, (New York, 1951), p. 110.

12. Curriculum and Examinations in Secondary Schools, (The Norwood Report), (London, 1943), p.1.

After the passage of the Education Act of 1944, however, the British left in unmodified form their three basic principles of British education:

(1) decentralization of administration;

(2) prominent part played by private agencies;

(3) teachers not subject to official directions regarding curricula, syllabi and methods of instruction.

Thus, the Local Educational Authorities (LEA's) still exert a powerful influence on what goes on in their districts, private schools still exist even though some receive State aid, and teachers and headmasters are still permitted a high degree of freedom in planning curricula and syllabi. An unpublished bulletin circulated by the P.A.P.T. Curriculum Committee[13] refers to so-called bilateral, multilateral, and comprehensive schools; the latter is the nearest approach to the Canadian high school. Transfers between the various types of schools may be effected under certain conditions. In the matter of curricula there seems to be more diversification in the secondary modern schools, because vocational as well as academic studies are available.

External examinations are administered by a national authority at various levels; of main concern is the external examination leading to the General Certificate of Education, which is roughly analogous to High School Leaving Certificates in Quebec high schools. One point stands out: the G.C.E. is granted in individual subjects and

13. Unpublished mimeographed Bulletin, P.A.P.T. Curriculum Committee. (Undated).

not on an aggregate of marks. This does not necessarily indicate that the lock-step has been abandoned; the "eleven plus" examination leaves much to be desired in that it assumes that every child will be ready for such an examination at that particular time. Seemingly, it makes no provision for individuals in this respect; indeed, from various accounts it creates great mental hazards not only for the children but for the parents as well. A certain stigma seems attached to the failure to pass the examination, and many parents have been put to great expense to educate their children so that they may attend the "right" schools.

On the whole, then, the British system seems fairly fluid; analogously, it has a definite volume but no definite shape. Apparently, many people feel that years will be required for satisfactory application of the 1944 Act. In the meantime, the traditional British principle of laissez-faire exists, and the main public control is concerned with physical considerations such as buildings and equipment and not with considerations of curriculum and quality of instruction. Whether or not all secondary schools have equality as envisaged by the Act will not be determined for some time. In addition to the 3 R's., the emphasis is now on the 3 A's. -- aptitude, age and ability. If this is correct, then great efforts have been made to provide for individual differences.

It has been shown that the U.S.S.R. has seemingly abandoned the attempt to break the lock-step, whereas the United Kingdom has indicated a willingness to seek the necessary measures to

provide for diversification of curriculum. As the educational trend of the United States will be discussed in the next section, it now seems necessary to indicate how Canada has fared with the ideas of modern education.

It must be remembered that the influence of other countries on Canadian education has been very marked. By the census figures of 1951, forty-eight per cent of the Canadian population consider themselves of British stock; forty-nine per cent of the remainder are of European extraction, and of this percentage, 30.8 per cent are French, 4.4 per cent are German, and the remaining group is made up of small percentages of other European backgrounds.[14] It is not unusual, then, to find that many Canadian schools follow a pattern peculiar to some European country. Nor is it surprising to find that in many cases the schools in question are of religious origin, administered, in the main, by clerical authorities.

Canada's system of education is unique. In effect, she has eleven educational systems -- Quebec has really two systems -- and each is independent of federal authority. Although there is a fair degree of uniformity among the school systems of the provinces, they are, nevertheless, autonomous, and this is quite apparent at times. Each province has an educational ladder of several sections leading from kindergarten to provincial or private universities open to all who can qualify. At one time in Canadian history, schools were

14. Dominion Bureau of Statistics, The Organization and Administration of Public Schools in Canada, 1960, Second Edition (Ottawa, 1960), p. 10.

established, and the attendance of pupils was on a voluntary basis. Now, compulsory school attendance laws are on the statute books of all the provinces of Canada.[15] There are recognized exemptions from these laws, and they include such points as distance, mental or physical unfitness, and other special categories.[16] The point is quite clear, however, that education in Canada is not only a "right", but is also compulsory. Thus, there is universal education in Canada. As in the United States, the compulsory attendance laws have produced conditions in which large bodies of pupils attend schools which, in some cases, are not prepared to provide for individual differences. Of the ten provinces, eight are using grade promotion, whereas two - Alberta and British Columbia - are using promotion by subject with added features. Of the eight provinces using Grade Promotion one province - Quebec - may well be preparing to abandon the system and is presently experimenting with Subject Promotion. Since the purpose of this thesis is to deal with the Protestant system in the Province of Quebec, some background of her educational history must be given.

Like her sister provinces, Quebec has been influenced by educational practice in the United States. This is not surprising; Canada and the United States are both young countries, are racially similar in many respects, and face many of the same educational problems occasioned by geographical considerations and population

15. Peter Bargen, The Legal Status of the Canadian Public School, (Toronto, 1961), p. 37.

16. Ibid., pp. 38-41.

densities of a marked nature.

Quebec has two educational systems; one is mainly English and Protestant, the other is predominantly French and Roman Catholic. Both systems co-exist in an amazing manner, and the system of control of schools ensures that both races and both religions are assured of government co-operation. Minorities of either system are legally capable of establishing their own schools, and very few problems of jurisdiction arise which are not handled amicably. However, the Protestant minority -- one-sixth of the population is Protestant; included for administrative purposes are non-Catholic minorities, e.g., Jews -- has only a few large centres, such as Montreal, while the remainder is spread out thinly over large areas. The population of high schools will thus vary from one of over one thousand pupils to a high school with a population of about forty pupils.

The Protestant school system is influenced by many factors. Located in a predominantly French area, it is exposed to what is now being heralded as "biculturism", an attempt by the French-Canadian population to have their way of life recognized, or at least understood. As the metropolis of Canada, Montreal exerts a cosmopolitan influence on the system, and, since seventy-five per cent of Protestants are located within a twenty-five mile radius on the Island of Montreal, its effect should not be underestimated. There is also an English and Scottish tradition. The first schoolmaster in Quebec after the British

took over the administration of Canada was a British sergeant;[17] further British efforts have been helped, in part, by the work of Church societies, tutorial systems and other measures.[18] The Scottish tradition had, likewise, played an important part in the development of the Protestant system. Its main contribution has been in the realm of higher education. It is a legacy from the Scots that we have a McGill University, a Macdonald College, and other institutions. In addition, the disciples of such educators as Pestalozzi, Rousseau, Herbart, Bernard, Dewey and Montessori, as well as their books, have permanently left their mark on school organization and procedure.[19] To this imposing list must now be added an acknowledgement to the provinces of Alberta and British Columbia, who successfully pioneered Subject Promotion.

Quebec now becomes the third Canadian province to attempt to break the lock-step by adopting a system of promotion which provides for individual differences. This seems to have been an inevitable outgrowth of the large drop-out rate in Quebec as a result of the tendency to mass education. Although Pope stresses the great improvement in pupil retention since 1920, he still comments as follows:

17. Dominion Bureau of Statistics, The Organization and Administration of Public Schools in Canada, 1960, Second Edition, (Ottawa, 1960), p. 131.

18. Ibid., p. 11.

19. Ibid.,

> Nevertheless, in common with other Canadian provinces and with the United States, the number who enter Protestant high schools in Quebec and leave before completing the course, continues to be a matter of concern. Only about fifty per cent of those entering the Quebec Protestant high schools reach the final year. Of those entering grade one, only thirty-six per cent complete grade eleven.[20]

A detailed analysis of why these pupils failed to complete their education might result in a group of statistical figures which would give reasons such as financial difficulty, and other plausible excuses. But a comment made by a member of the Department of Education at Quebec, Mr. Percy Hartwick, merits some attention:

> The greatest difficulty seemed to be one of making provisions for individual differences ... While investigating the plans used by other provinces and countries to provide for individual differences, it was discovered that in a great many cases those provinces in which student retention seemed highest had a system of promotion by subjects as compared with the one of which we are familiar, called grade promotion.[21]

B. The Lock-Step.

It has already been shown in the preceding section that one of the greatest factors contributing to our difficulties of organization to-day arises from the fact that we are now forced to recognize individual differences. This section will deal with the background which led to the realization of the problem. It is significant that we

20. D.E. Pope, "The Quebec Protestant School System" in Composite High Schools in Canada, edited by John M. Andrews and Alan F. Brown (Edmonton, 1958), p. 29.

21. P.N. Hartwick, "Subject Promotion as it might be adapted to the Protestant Educational System in Quebec". QAPSA Annual Review 1959, [Quebec Association of Protestant School Administrators], p. 12.

associate the name of E. L. Thorndike with the breaking of the lock-step.

In 1892 the National Herbart Society was formed -- to-day it is called the National Society for the Study of Education -- and the Society is given credit for establishing a professional approach to teaching procedures. Two effects of the movement upon education were:

(1) to direct attention to the appropriate content of study;

(2) to standardize methods of instruction.

Of the movement, Thayer has this to say:

> Had the pedagogues of the period applied the doctrines of Herbart to children in the concrete rather than to children in general, they would doubtless have been impressed with the significance of individual differences in backgrounds and interests and the consequent necessity of organized instruction in harmony with these facts. ... the "importance of the recitation" [was] used to mold the performances of children in groups, in accordance with the laws of thought.[22]

The inductive method evolved, and the Herbartian influence tended to dominate both theory and practice. A period of formalism followed which is succinctly described by Thayer:

> Despite the fact that it led in many ways to an enrichment of the curriculum ... and brought into prominence the concepts of interests as central in education, its basic assumption of education as an activity to be controlled and directed outside the learner resulted inevitably in what came to be called

22. N. T. Thayer, The Role of the School in American Society, (New York, 1960), p. 221.

"lock-step methods" of teaching.[23]

The level was the grade and not the subject. Goodenough points this out when she states:

> In the first decade of the twentieth century, there was little concept of adjusting the curriculum to the needs and abilities of the individual child. Grade requirements were rigid and formalized. Promotion depended upon a child's mastery of the subject matter prescribed for his grade.[24]

Such a policy had interesting effects. In 1908, a report by E. L. Thorndike presented some statistical evidence of the inadequacy of the lock-step method by comparing age-grade proportions at the various levels. Thorndike's widely-quoted conclusion is cited:

> I estimate that the general tendency of American cities of 25,000 and over is, or was at about 1900, to keep in school out of 100 entering pupils 90 till Grade 4, 81 till Grade 5, 68 till Grade 6, 54 till Grade 7 and 40 till the last grammar grade.

According to Thorndike's estimate, then, in 1900 fewer than 10 per cent of the children entering first grade ever completed high school.[25]

Concurrently, L.P. Ayres and G.D. Strayer were also carrying out studies on the elimination of pupils by grades and had reached much the same conclusions. Inglis reproduces some of the comparative tables and draws a conclusion from the statistics:

> It is to be noted that the largest proportionate elimination is found between the first and second

23. Ibid., p. 222.

24. Florence Goodenough, Mental Testing (New York, 1960), pp. 15-16.

25. Ibid., p. 14.

> grades of the high school ... it is not improbable that the large amount of elimination found at that point is largely due to the difficulty of transition from the elementary school to the secondary school, the inability of the pupil to readjust himself to the markedly different conditions in the high school leading to failure in work and ultimate withdrawal.[26]

A comparison with the estimated retention rates from Grade 2 to High School Leaving level, in Quebec schools for the years 1946 to 1958 will reveal that Thorndike's conclusions are not too far removed fifty years later.

TABLE II.

Estimated retention rates from Grade 2 to Junior Matriculation level, Quebec, 1946-1958.

Grade.	Retention Rate. Protestant	Catholic.
2	100	100
3	99	99
4	98	97
5	96	93
6	96	88
7	95	73
8	90	48
9	70	38
10	51	27
11	34	18

[27]

26. Alexander Inglis, Principles of Secondary Education (Boston, 1918), p. 131.

27. Dominion Bureau of Statistics, Student Progress Through Grade Schools by Grades, (Ottawa, 1960) Table 3.

Thorndike's statistics did not mean that children were leaving school at an early age, but that they remained in school and failed to progress through the grades. They remained in school because compulsory attendance laws were in effect, and because in many states the upper limit of attendance was extended. Thus, a student of sixteen could conceivably be in Grade 5 or 6 and would ultimately leave school from that grade. The intention of the law was good, but the weakness, as Goodenough sees it, is the assumption that merely attending school for a greater number of years means better education.[28] It is interesting to reflect that the educational authorities of Quebec were not unaware of the waste which this system entailed. An anonymous writer records his thoughts on Grade Promotion in 1903:

> It is time that all educators realized that it is too expensive a luxury to keep children in any grade for which they are wholly unfit, and that it is even more expensive and cruel to make them repeat the year's work in the grade. We invest too much in our schools to allow so great a waste as often results from lack of good sense in dealing with these unclassified children.[29]

Thorndike's report led to a re-appraisal of American education. The extents of retardation were studied, and reports were duly presented. Goodenough draws a conclusion that the enforcement of the compulsory education laws could not solve the problem of school retardation:

28. Goodenough, p. 15.

29. Anonymous, "Check this Waste". The Educational Record of the Province of Quebec, XXIII (April, 1903), No. 4., p. 132.

> In spite of long and regular attendance, some children could not and did not learn by the ordinary methods of classroom instruction. Not only was the time spent in school unprofitable to themselves but in many cases such children had a disrupting effect upon schoolroom discipline.[30]

The ordinary method of instruction that had characterized the traditional school was the daily assignment-recitation procedure. Alberty cites eight reasons to show why this procedure was inadequate to provide for the optimal development of students; one of these reasons is that the procedure does not provide adequately for individual differences.[31] He then goes on to say: "Some of the earliest attempts to break the lock step in education centered around plans for individualizing instruction."[32]

Plans for individualizing instruction are now quite numerous. Some reference, however, should be made to their development. In 1888, Preston Search, in Pueblo, Colorado, abolished the recitation system and permitted students to advance at their individual rates of speed. As the plans for accomplishing this revolutionary change were not systematically worked out, the ideas did not spread, and the system was abandoned.[33] Frederick Burk, in 1913, established a plan for individualized instruction; group assignments and recitations were

30. Goodenough, p. 19.

31. Harold Alberty, Reorganizing the High School Curriculum (New York, 1950), p. 222.

32. Ibid.,

33. Ibid., p. 223.

entirely abolished, and each student advanced through the written assignments at his own rate of speed.[34] The plan met with considerable success. Two teachers came under Burk's influence and they refined and made popular the basic ideas of the individualized technique. These educators were Helen Pankhurst, who developed and installed the Dalton Plan in Dalton, Massachusetts, and Carleton Washburne, who applied the principles to the elementary school of Winnetka, Illinois, where it still functions.[35]

These two pioneer developments have had great influence in breaking the lock-step in education, and nearly all present-day proposals for individualizing instruction have something in common with them. The Dalton Plan will be discussed later, but it may be stated here that the Plan was a courageous attempt to deal with what was then known about individual differences.

C. Individual Differences.

Perhaps the greatest advantage which can be attributed to Subject Promotion is that it makes better provisions for individual differences. Much has been written about individual differences, and they have been classified, analysed quantitatively and qualitatively, and presented graphically. Tests for intelligence have been designed, and theories of the nature of intelligence have been arrived at from a statistical analysis of the test scores of intellectual abilities. Chief

34. Ibid.,

35. Ibid.,

among these are the theories of Spearman, Thorndyke, and Thurstone.[36] Investigations have been carried out to determine to what extent race, sex, and socio-economic differences have affected individuals. Differences exist in every conceivable human trait; indeed, Laycock points out that the differences are manifold. There are differences in physique, in physiological maturity, in school achievement, in probable learning rate, mental ability, and weight: "Even a casual observation yields the fact that individuals differ in every aspect of their being -- physical, intellectual, emotional, social, moral, aesthetic, and even spiritual."[37]

Laycock points out that the differences are mainly quantitative, i.e. individuals differ in the degree to which they possess any given trait.[38] This suggests that of all the human traits, those of individual differences have been subjected to much measurement. Dr. Alfred Feintuch, Psychologist of the Montreal Children's Hospital, in a recent lecture to a group of guidance counsellors, remarked that to-day we are "test-crazy", and that certain companies will produce any test to measure any desired trait. Notwithstanding this, there are many tests which are widely used in guidance counselling to-day in an effort to determine the extent and the amount of the individual differences. Thus we have the Kuder Preference Record to measure

36. S.R. Laycock, Teaching and Learning (Toronto, 1954), p. 48.

37. Ibid., p. 41.

38. Ibid., p. 43.

interests, the Wechsler Intelligence Scale for Children, the Special Aptitude Tests, and many others which deal with intelligence, social and emotional levels of development, and aptitudes. As Jordan phrases it: "Each child is a unique personality."[39] Laycock uses the more familiar cliché: "every child is different".[40]

In view of these remarks concerning the uniqueness of each child, it is quite apparent that there are general and educational implications in providing for individual differences. By tradition, instruction is generally beamed to the average student; thus, students are placed in various categories which consist of slow-learners, average students, and bright pupils. The slow-learner may have difficulty in keeping up with the class; the brighter student may find little to challenge him. Hence, Jordan points out that materials and methods suitable to some members of a class will not apply to others. He further adds:

> When due consideration has been made to differences among members of a class it is clear that the use of the same textbook, the same assignment, the same expectation of success for all is definitely bad pedagogy.[41]

Conant agrees with this philosophy; he states: "Anyone familiar with the facts about the high school population will recognize that it is

39. A.M. Jordan, Educational Psychology (New York, 1956), p. 346.

40. Laycock, p. 56.

41. Jordan, p. 353.

impossible to have one standard academic curriculum for all pupils."[42] In his report: The American High School To-day, Conant gives many recommendations. It is interesting to note that his first recommendation deals with the counselling system and its relationship to individual differences. Referring to the counsellors, the recommendation reads: "... they should be familiar with the use of tests and measurements of the aptitudes and achievement of pupils ... the student's interest and ability ... they should also understand the program for the slow readers and be ready to co-operate with the teachers of this group of students."[43] Conant's fourth recommendation deals with ability grouping to deal with the three classes -- the "more able", the average, and the slow-readers -- in each specific subject.[44] Recommendations 8 and 9 deal respectively with "very slow readers" and the "academically talented", while recommendation 10 is concerned with "highly gifted pupils".[45] This is just further current proof that individual differences in pupils do exist and that due provision must be made for them. A glance at recommendation 16 draws attention to the developmental reading programme. Although it specifically states that this is not a remedial reading programme designed for slow readers, it does indicate that

42. James B. Conant, The Child, the Parent and the State (Cambridge, Massachusetts, 1959), p. 73.

43. James B. Conant, The American High School To-day (New York, 1960), pp. 44-45.

44. Ibid., p. 49.

45. Ibid., pp. 55-63.

differences in reading skills exist. Finally, in recommendation 17, the use of Summer School as a means of repeating subjects or for broadening the scope of electives by bright and ambitious students is a desirable innovation.

D. The Dalton Plan.

No discussion of Subject Promotion would be complete without reference to the Dalton Plan. By this plan, separate rooms or laboratories are set aside for each subject, and the role of the teacher is not to instruct the children but to help them. Each month, each child has a 20-day assignment of work, called a "contract", which is broken into four weekly units. The student exercises judgment and initiative in determining how he completes each subject contract in the allotted time. Further, a student has the same teacher for each subject regardless of his grade, and thereby reaps the possible advantages of continuity. Each child is studied as an individual; the school believes that children want to learn actively, that they move at different rates, and that there is no constant rate of assimilation of knowledge.

The school is organized into "houses", and meetings are held at which many things are discussed and activity programmes are carried out. In the laboratories the classes are divided into groups and sub-groups; in these formations the students collect information, work on their problems, and make use of their teachers as "resource" persons.

Thomas Risk summarizes the philosophy of the Plan concisely:

> ... the school should supply a school community environment to furnish experiences to free the native impulses and interests of the individuals in the group ... the schools must furnish the opportunities for needed experiences ... the pupil must learn through his own planning ... he needs freedom to develop abilities and personality.[46]

In actual practice there are as many laboratories as there are subjects, and each day's work in the different subjects is carefully correlated. In effect, the Plan was responsible for the evolution of the "unit teaching" procedure. It seemed to spread. An N.S.S.E. survey in 1932 claimed that 162 high schools out of 8,594 were using the Plan, and an additional 486 reported that they used a modified Dalton Plan. Risk, however, points out that careful investigation disproved these figures, and that only part of the Plan was used, namely, the movement to provide for the pupil's definite assignments of integrated work adapted to his individual needs, interests and, abilities.[47]

In 1949, Moorhead carried out a study of the Dalton Plan. He found that in the United States probably less than fifty schools used the Plan to a degree even approaching completeness; in England, fewer than two hundred schools used the Plan in complete or nearly complete

46. Thomas M. Risk, Principles and Practices of Teaching in Secondary Schools (New York, 1947), p. 421.

47. Ibid., p. 243.

form.[48] Moorhead cites the reasons why the Plan failed to win wide acceptance:

> (1) not only was it an administrative novelty, but also it apparently called for unfeasible teacher-pupil ratios;
>
> (2) approval of the Plan by prestige-bearing individuals and organizations was often restrained in nature;
>
> (3) the plan was not demonstrably a "royal road" to learning;
>
> (4) it became associated in thought and in much practice with fixed-in-advance curriculum experience.[49]

To these criticisms, Alberty adds some more weaknesses of the Plan. He points out that there was a strong inclination for all students to pursue the same curriculum, that the "unit" was not a comprehensive learning unit but was merely a block of time, and that the written assignment failed to provide adequately for student-teacher planning.[50] Alberty and Moorhead, however, agree in their conclusions; Moorhead's conclusions are quoted because they are more all-inclusive:

> In certain other respects, such as longer working periods, workshops or laboratory-type scheduling, the Dalton Plan utilized features which are still in advance of most American and English classroom procedure to-day.[51]

The Dalton Plan attained most prominence during the years

48. Sylvester Moorhead, The Dalton Plan in the United States and England. Stanford University Bulletin, Abstracts of Dissertations, Stanford University (Unpublished Doctoral Dissertation) Stanford University, 1949-50, p. 26.

49. Ibid., p. 27.

50. Alberty, p. 225.

51. Moorhead, p. 28.

1920 to 1930, reaching its peak approximately in 1923. In the United States only one school uses the Plan, the parent school in New York City. Cook visited this school as late as 1950 and was most impressed with what he saw. In his thesis he describes some unusual activities which he felt had far-reaching educational implications as well as some practices which might well be used in Quebec schools. Cook states that three practices: "Guidance, curriculum, and closer school and community co-operation are all part of the same picture" and these tie in with his suggestions for improving education in the high schools of Quebec.[52]

There seems little doubt that the Dalton Plan was a major step in escaping from the assignment-recitation system; the lock-step was being broken and organization of subjects was emerging. There was now a tacit understanding that achievement and ability varied in individuals and that some organization must be used to deal with them. If the Dalton Plan exhibited such faith in children as to permit them to be individuals, it seemingly also failed in that it ultimately expected each child to attain mastery in each subject through the new method.

E. The American System.

The American school system of to-day has evolved since the period of the Dalton Plan. Several other plans contributed to the idea of individualized instruction. The Winnetka Plan, the Morrison Plan, and

52. Harold Cook, Improving Educational Opportunity for Quebec Youth (Unpublished Columbia University Doctoral Dissertation, 1951), p. 156.

many others called attention to the enormous range of differences among students, especially in rates of learning. An outgrowth of this may be seen in the use of homogeneous grouping or "streaming". Alberty gives his opinion of this form of grouping:

> All evidence points to the fact that grouping is relatively ineffective unless the content and methods of instruction are adapted to the various groups ... a plan of homogeneous grouping, with a well worked out system of grouping, and with a curriculum adapted to ability levels is undoubtedly a start in the direction of making adequate provision for individual differences.[53]

Homogeneous grouping seems to be widely used in American high schools. In a study of grouping practices in large American high schools, Tidwell cites the factors most often used in groupings:

(1) mental ability;

(2) previous grades earned in the subject field;

(3) recommendations by previous teachers;

(4) achievement test scores;

(5) choice of high school curriculum or course;

(6) aptitude test scores;

(7) reading test scores;

(8) special abilities that apply to particular subjects;

(9) the sex of students.[54]

53. Alberty, p. 230.

54. Charles Tidwell, A Study of Grouping Practices in Large American High Schools. Dissertation Abstracts, Vol. 20, Part 2, (Unpublished Teachers' College Doctoral Dissertation, University of Nebraska, 1959).

One more aspect of the American system warrants attention: the nature of learning as a "unitary" process. One of the originators of such a system, Morrison, defines the unit as: "some significant and comprehensive aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaptation in personality.".[55] Morrison believed that the unitary system promoted more understanding of subject matter, but his detractors felt that his method made no attempt to unify the various fields and that he was satisfied to retain rather narrow compartmentalized subjects.[56] Nevertheless, Morrison not only devised a new method of selecting and organizing the curriculum but also defined a procedure which promised an escape from the traditional recitation method.

Unit teaching, then, resulted in individualized instruction programmes which were designed to break the lock-step. Alberty asks the question: "Why has a plan that has so much to recommend it from the standpoint of educational theory received so little acceptance in practice?". He then answers his own question:

> The answer is not difficult to discover. The emphasis upon unit teaching as method has not been accompanied by corresponding emphasis upon the unit as a basis for curriculum reorganization. The result is that teachers have attempted, without marked success, to adapt a fixed textbook-ridden curriculum to the unit approach.[57]

55. Alberty, p. 235.

56. Ibid., pp. 238-239.

57. Ibid., p. 246.

It seems quite apparent that unanimity does not exist among American educators. The structure of the American school system is based largely on local authority; consequently, each school may differ to a large degree from others. Conant makes this point quite clear in his Report:

> I am now convinced that it is impossible to obtain information on which one could generalize about the success or failure of the American high school in regard to the education of any group of children. There are too many high schools of too many different types, and I doubt if any procedure can be worked out by which a meaningful sample can be drawn from the 21,000 public high schools.[58]

In March 1955, Owen, Director of Curriculum, Department of Education, prepared a paper for the Curriculum Committee of the P.A.P.T. on "High School Curriculum Revision". In his paper, he compared the American systems to those of the Canadians. In general, the courses seemed directed to the student who is college bound. The "academic" student takes the usual minimum course consisting of English, French, history, algebra, chemistry and geometry; he may neglect such essentials as art, music, and health and physical education. In many cases the English course is lacking in public speaking and dramatics, and history may be studied with little reference to geography. The problem, according to Owen, is to establish which pupils can be accurately and conveniently labelled as "academic", and which "non-academic". Thus, he states: "But we can make no hard and fast distinction between the two classes, and as the population of any high

58. Conant, p. 16.

school will represent a wide range of aptitudes and interests, there can be no tailor-made curriculum for any individual pupil. Our aim will be to make the best possible provision for individual differences."[59] Owen also points out the danger that may ensue if courses are watered down. "The large American high school has sometimes sought to solve it by providing so many options that the weaker pupils can pile up endless credits for courses that seem chiefly designed to keep them busy and keep them happy."[60] Obviously, the problem is not solved by making all the courses so easy that everyone can get through. Owen summarizes the types of curriculum organization that are to be found in American high schools:

1. Single Type Curriculum: the oldest type; a one-track programme still found in some small schools; 16 credits with practically no options.

2. Free Electives: pupils choose courses more or less without restriction out of a large variety and accumulate credits for graduation.

3. Multiple Type Curriculum: pupil may follow, e.g., general, college preparatory, or commercial and many have some freedom of choice within the curriculum.

4. Constants-with-Variables Curriculum: required courses plus a list of electives.

5. Major-and-Minor Type: requires concentration in certain subjects for two or three years, usually in two majors for three years and one minor for two years.

59. Dr. E. Owen, "The Problem". High School Curriculum Revision. Unpublished mimeographed material. Prepared for the Curriculum Committee of the P.A.P.T., March, 1955.

60. Ibid.,

6. Broad-Fields Curriculum: "breaks down the wall between subjects" and provides survey courses in, e.g., general science, general mathematics, social studies, the scope of the broad field being determined either by an analysis of the subject matter of various related subjects or by an analysis of "social demands", i.e. of adult needs in a certain area of life.

7. Core Curriculum: the core is designed to meet needs common to all and is organized around life problems; the total programme includes much more than the core course and offers courses in Algebra, Physics, etc., which are called "special interest subjects". The core itself may take the form of (1) unified studies, combining, e.g., English and Social Studies, (2) the culture-epoch approach, emphasizing the past, (3) the contemporary-problem core, (4) the adolescents-needs core.[61]

Since the American system is not uniform, it seems reasonable to assume that some form of accreditation is necessary in order to evaluate the output of any high school.

The lack of uniformity in the United States school system may also be demonstrated in correspondence between Mr. Dickson of Pointe Claire and Dr. Douglass Roberts, Superintendent of Schools, Glens Falls, New York. On February 3rd., 1958, Mr. Dickson made a specific request for information on schools in the New York area: "In particular I have been asked to observe schools using subject-promotion or credit promotion and individualized timetables."[62] Dr. Roberts replied: "... I do not believe that the schools in New York State will furnish you with examples of the particular practices that you

61. Ibid., p. 3.

62. Letter from C.W. Dickson, Pointe Claire, P.Q., to Dr. Douglass B. Roberts, Superintendent of Schools, Glens Falls, New York, U.S.A. February 3, 1958.

are seeking to observe. We do not use the terms 'subject-promotion' or 'credit promotion' so that I am at a loss to determine just what it is you are seeking. However, from the term 'individualized timetables' I assume that you refer to a practice which is used in some schools in which each pupil has a personal program worked out for him to fit his particular needs, rather than his being assigned to a preconceived and somewhat rigid curriculum."[63]

Again, a New York State school of eight hundred pupils, in which the credit system is used, requires sixteen credits, i.e. successful completion of sixteen courses for graduation, twelve of these in core subjects required of all pupils. Although there are three tracks, there is no differentiation among the three classes in the various core subjects, the grouping depending entirely on the programme the student has selected. All credits are bestowed as a result of Regents' examinations, and the number of credits for each course depends on the length of the course. There are a few practical courses for non-academic pupils in which some credits may be accumulated, but these account for only about one-quarter of the courses. Even though there is a need for differentiating assignments within classes, the cost of staffing prevents further subdivision unless the staff feels competent enough to handle different groups in the one class separately. In short, the usual provision for individual differences seems to consist in some variation in the number of courses taken and in the selection of

63. Letter from Dr. Douglass B. Roberts to Mr. C.W. Dickson, February 7, 1958.

the optional courses. All courses seem designed for a homogeneous high school population, despite the fact that it is a three-track school.[64]

Other examples can be adduced to demonstrate the fact that the American system to-day is still undergoing changes. Like our own Canadian system, federal intervention is unwanted except where financial considerations are concerned. There is a fear -- quite justified by many standards -- that a centralized system would have many disadvantages. However, a system such as the one used in Great Britain, with federal support and local control, may point the way to a happy compromise. Understandably, some unification of the American high school system seems necessary.

F. Terms.

Because one of the purposes of this paper is to establish criteria for Subject Promotion, it seems imperative that the meaning of the phrase be clearly understood with respect to its possible implementation in the Quebec School System.

Essentially, Subject Promotion is a form of high school organization and, because of its various applications, is commonly called by other names:

(1) promotion by subject;

(2) credit system;

(3) individual time-tables.

64. Anonymous, "Providing for Individual Differences in New York State" (Mimeographed, undated material).

While the first two terms can be considered synonymous to a certain extent, the third term implies a different meaning. It is possible, for instance, to have individual time-tables and not have Subject Promotion, i.e., the individual chooses his subjects from a wide range necessitating individual time-tables, but his promotion is still by grade. Such an arrangement exists at Rosemere High School, Quebec. Individual time-tabling is a necessary adjunct of Subject Promotion, but then guidance counselling is equally necessary. Both of these features may, however, be incorporated into the grade system with good results. Such, indeed, is the official view of the Department of Education at Victoria, B.C., which states: "It is probable that the practice in Grades IX, X and XI is actually a combination of subject promotion and grade promotion."[65]

The term Subject Promotion seems to be a catch-word designed to allay the fears of a word-conscious community. Thus, the Department of Education at Victoria writes:

> From the Department's point of view the term subject promotion means what it says, i.e. that a pupil who completes one course in a subject may enrol in the next course. Expressed in negative terms - a pupil who fails any courses in a subject would not necessarily have to repeat that course.[66]

In effect, the Department constantly refers to the need for improvement

65. Letter from the Department of Education, Victoria, B.C., to Mr. S.C. Jones, Pointe Claire, P.Q., February 25, 1963, concerning Subject Promotion in British Columbia.

66. Ibid.,

in programmes to make more provisions for individual differences so that more Subject Promotion is possible. In contrast with B.C.'s combination of Subject Promotion and Grade Promotion, Alberta uses the term Subject Promotion consistently to describe its senior high school programme.

If the system presently referred to as Subject Promotion is adopted in Quebec, some change in name should be warranted. The word "promotion" has emotional overtones of competition. Since Subject Promotion is analogous to university scheduling in many respects, it may be appropriate to adopt many of its features. For example, the trend in schools using Subject Promotion is to consider the year and not the grade; thus, we use the terms first- and second-year, etc., instead of the grade although, unfortunately, the grade system has still been retained for identification of the various subjects. Other systems have removed this objection by numbering the courses along university lines. British Columbia uses such a system, i.e. Grade IX English is referred to as "English 10".[67]

Perhaps, like British Columbia, definitions could be adopted arbitrarily. An analysis of the Administrative Bulletin for Secondary Schools 1962, Section A. 11(1), will indicate that very few changes would be required to adapt it to the system to be employed in Quebec.[68]

67. Administrative Bulletin for Secondary Schools 1962, Department of Education (Victoria, 1962), p. 21.

68. Ibid., pp. 10-21.

Because of the connotation of the word "promotion", it is therefore suggested that it be replaced by the use of the term "Credit System" which could be arbitrarily enforced for the sake of uniformity. The Credit System will indicate by definition that a system of advancement leading to high school graduation has made use of the following features:

(a) Credits. Completion of a course with satisfactory standing entitles the pupil to a certain number of credits. Most courses are organized on the basis of five instructional periods of fifty-minutes each week or the equivalent. The credit table will be organized along the line of the sample in Appendix G.

(b) Course. This term refers to a specific body of organized subject-matter and skills, offered for a given period of instructional time throughout the school-year. Courses may be classified as:

(i) Constants: Courses that are required for graduation, e.g. English 10.

(ii) Electives: Courses that are optional and may be chosen by pupils to complete requirements for graduation. They include certain senior courses numbered 91 or above and referred to as advanced electives because they generally require completion of preparatory courses.

(iii) Terminal course: The final course in a sequence of constant courses or the final course required for admission to the advanced elective courses.

(c) Course of Study: This term refers to the printed or mimeographed bulletin giving the content and teaching material for courses in the curriculum.

(d) Curriculum. This refers to the general overall plan of instruction. It may be applied to the complete organization of all instruction possible, as authorized by the Department of Education, or it may be the total curricular offering of a particular school.

(e) Programme for the Year. This term is used in referring to the group of courses being taken by an individual pupil in one particular year; e.g., My programme for this year is English 20, Mathematics 91, Chemistry 91, Physics 91, Biology 91, and Typewriting 10.

This adaptation has not slavishly followed the system of another province; improvements have been made where they seem warranted. The system of course numbering lends itself well to any advancement programme and is easily identifiable with the year, i.e., English 10 suggests first-year, and English 20 suggests second-year. Again 10 and 20 are basic, 11 and 21 will feature some modifications. Recognition of these differences ensures that due weight is given to such courses when a student's record is being evaluated.

It need not be stressed that the number of credits required for graduation be set at a minimum level, but that provision should also be made to state the maximum number of credits that may be obtained in any one year, thus limiting the load that a student may carry. It is not considered within the scope of this thesis to stipulate the number of credits which will be required.

In brief, the use of the term Credit System eliminates the emotional connotations of Subject Promotion and at the same time its associated numerical system facilitates the recognition of courses in terms of both general level and their nature as basic or modified.

CHAPTER TWO

GENERAL CONSIDERATIONS OF SUBJECT PROMOTION.

A. Why people would want to change systems.

It has already been indicated that promotion practices vary from province to province and from state to state. In those provinces and states in which Grade Promotion is still found, it is quite possible that its continued use is justified. An examination of some of the characteristics of the two systems seems to indicate that both have disadvantages. As this thesis is concerned with the philosophy of Subject Promotion or Credit System (the term can therefore be regarded as interchangeable), it is considered advisable to state those disadvantages of Grade Promotion which are alleviated by Subject Promotion. Since the advent of universal education, emphasis must be placed on making greater provision for individual differences. It is probably in this respect that Subject Promotion is of greatest help to the pupil, in that he is able to take the combination of subjects that appears best suited to his ability and interests.

Some of the outstanding limitations of Grade Promotion are listed here:

(1) Some pupils repeat subjects that they have passed; some pupils take new work in subjects that they have failed.

(2) Pupils are frequently promoted although they have failed in one or two subjects.

(3) Pupils with similar educational goals are placed in the same class. School time-tables are built from class time-tables. For the most part the class remains together, though at certain periods it may split to take the various electives.

(4) Courses are usually offered at a particular grade level and may be taken only when the pupil is in that grade.

(5) More courses are studied each year, but with less content in each. The number of teaching periods assigned vary with the difficulty of the course.

(6) Graduation credits are usually granted on the basis of examinations held in the last year (or last two years) of high school.

(7) It is virtually impossible to group pupils according to ability in particular subjects.

(8) Certain combinations of subjects are often not possible in Grades X and XI; e.g. Latin and Intermediate Algebra, Physics and Biology, Geometry and Typing.

(9) The number of choices open to a pupil as he proceeds through high school are surprisingly limited.

(10) Pupils have virtually no opportunity of changing a subject once they have begun Grade X.

(11) A pupil who does not wish to take one of the "compulsory-by-custom" subjects such as Algebra, Geometry, Chemistry or Physics, has no alternative but a spare period.

(12) Courses in most subjects are begun at one particular grade level. Latin must be started in Grade VIII, Geometry and Typing in Grade IX, Physics and Biology in Grade X.

(13) Courses designed to meet varying interests and abilities are exceedingly difficult to conduct; e.g., three channels in Music.

(14) Except for practical subjects, there are few courses for pupils of below-average ability. Because such pupils are always grouped together, regardless of ability in particular subjects, practical classes are frequently stigmatized.

(15) Only full- and half-size classes are economically feasible because students must be drawn from one grade level.[1]

Each of the points enumerated above can be compared and contrasted with the characteristics peculiar to Subject Promotion. A great deal of material has been published concerning this field. Hartwick has summarized many of the main points; it seems advantageous to use his list:

(1) The great advantage of individual pupil time-table and promotion by subject is the flexibility provided in the school for the pupil's benefit:

> Each pupil, having his own time-table, can be scheduled better for a course which suits his ability and needs. Grade limits or barriers are overcome, e.g. a pupil in third year may be taking a first or second year course in Art.
>
> Also, a much greater variety in courses can be provided in the school.
>
> We should, however, note here that more guidance is necessary to insure wiser choices. Pupils must not be allowed to take only what they like or elect "snap" courses.

(2) Another great advantage is that if a pupil fails a subject or certain subjects, he repeats these only and not the whole year's work taken in all subjects, some of which he has passed.

> This repetition of successful work in our present system is very wasteful. Grade failures in our present system often repeat subjects in which they

1. The limitations listed here have been gleaned from many sources and form a composite list. In many cases the material was repetitive and it would be difficult to give credit to the originators, especially as in many cases the decisions were possibly made by groups of study personnel.

have obtained 70% or more. This is educationally unsound since it results in discouragement, boredom and the possible loss of educational incentive.

(3) Fewer subjects with a greater amount of time spent on each results in less diffusion of energy and more concentration of attention and effort by the student.

(4) If homogeneous grouping is considered desirable to meet the varying needs and abilities of pupils, this system allows the pupil to work at his optimum level in each subject area. The stigma of being placed in a low-ability group is modified since each is working at several levels depending on his ability in each subject.

(5) Teaching conditions are better in that classes do not contain pupils doing new work in a subject failed the previous year or pupils repeating work in which they were previously successful.

(6) Teachers usually get to know the pupils better since, in general, each teacher has a smaller number of pupils to meet.

(7) Classes can be established at different sizes in different subjects since they are entirely independent of each other.

(8) Graduation is not based on a single set of examinations.

(9) Extremely small classes sometimes found in certain subjects can more readily be avoided because two years is more frequently completed in a single year, enabling us to draw pupils from more than a single grade level.

(10) In regions using Subject Promotion, it has been found that there are fewer failures and dropouts.[2]

The preceding compilations cite the advantages of Subject Promotion while pointing up the limitations of Grade Promotion. If a school board were impressed with the foregoing arguments, it might

2. P.N. Hartwick, p. 13.

conceivably wish to change to a system which seemed to offer so many advantages for the benefit of the pupils. Such seems to have been the case with the Greater Montreal Protestant School Board. On February 1st, 1960, the Board published a memorandum in which they stated that they proposed to use Subject Promotion in two schools under their jurisdiction; Mount Royal High School and Rosemount High School. As the details of the programme are identical with those presently in use at John Rennie High School, they will not be repeated here. The main advantages expected from the experiment as listed by the Montreal Protestant School Board are as follows:

(1) Pupils will not be required to repeat subjects they passed nor do new work in subjects they may have failed. This may result in a decrease in grade repetition and subject failures.

(2) Each pupil will be able to take the combination of subjects that appears best suited to his ability and interests.

(3) Many believe that concentration of effort on fewer subjects will result in more effective learning.

(4) The opportunity of grouping pupils by ability in subjects enables better pupils to be provided with more challenging work, while pupils of less ability in the subject are given work suited to their capacities.

(5) It is expected that subject promotion will lead to fewer pupils dropping out of school.

(6) The school day will be increased.[3]

3. Memorandum Concerning Proposed Experiment with Subject Promotion, issued by the Greater Montreal Protestant School Board, February 1, 1960. (Mimeographed form).

An examination of the statistics cited in support of the change will indicate that there are great disadvantages to the present Grade Promotion plan. The current rates of non-promotion are listed in Table III.

TABLE III

Greater Montreal Protestant School Board.

Percentages of non-promotions in various grades.

	VIII	IX	X	XI	Totals
June enrolment.	4840	3987	3276	2088	14,191
Promoted.	3849	3287	2674	1764	11,574
Not promoted.	991	700	600	324	2,617
Per cent not promoted.	20.5%	17.6%	18.4%	15.4%	18.5%

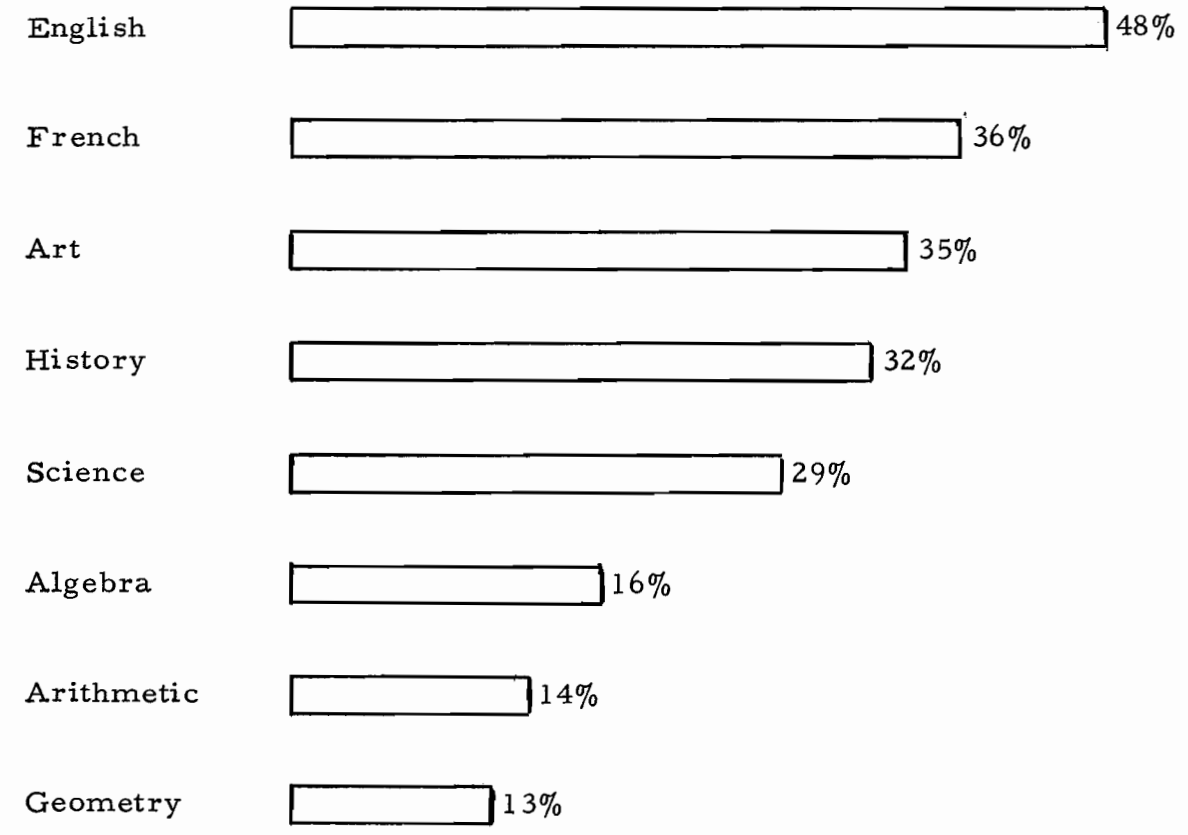
Source: "The High School Program"; mimeographed bulletin issued by the Greater Montreal Protestant School Board, Table IIIA.

Non-promotion does not mean that the pupils have failed to pass all subjects. This fact is substantiated by a reference to Table IV.

TABLE IV

Greater Montreal Protestant School Board.

Percentages of pupils required to repeat various subjects that they have passed.



Source: "The High School Program"; mimeographed bulletin issued by the Greater Montreal Protestant School Board, Table IVA.

Table V is also self-explanatory. It shows the decrease in enrolment by grade and the percentage fulfilling minimum university entrance requirements.

TABLE V

Greater Montreal Protestant School Board

Decrease in enrolment by grades
and
Per cent qualifying to enter University.

	VIII	IX	X	XI	
1955-56	4547 100%				
1956-57		3744 83%			CLASS OF 1959.
1957-58			3132 69%		
1958-59				2270 50%	
June 1959				1764 39%	Number obtaining High School Leaving.
June 1959	1080 24% (Arts McGill)				Number obtaining 65% in 10 Papers.
	760 (Science MgGill)				Number obtaining 70% in 10 Papers.

Source: "The High School Program"; mimeographed bulletin issued by the Greater Montreal Protestant School Board, Table IIIB.

Appendix A gives examples (Grade X only) of the limitations imposed on pupil choice by present school arrangements. since more than two-thirds of the Quebec Protestant high schools are under the jurisdiction of the Greater Montreal Protestant School Board,[4] and since these schools have a greater variety of courses to offer, by virtue of size, these limitations may well be considered average for the Province; indeed, high schools located in smaller population centres will not give such a great choice.

Statistics alone will not prove the case; therefore, the Montreal experiment will determine whether or not the decision is justified. The Board proposes to try the system for five years -- up to June, 1965. As at John Rennie High School, the scheme was first implemented in what was regarded as the sequence best for the school, i.e., introduced into Grades VIII and X in September, 1960, and into Grades IX and XI in September, 1961.

In a general manner it has been outlined why people might want to change from Grade Promotion to Subject Promotion. In the main, however, it can be seen that the emphasis still is on providing for individual differences, and as an outgrowth of those provisions, decrease the drop-out rate for the schools involved, these two being the arguments generally cited as the case for Subject Promotion.

4. Pope, p. 28.

B. What has been said about Subject Promotion.

An examination in detail about what has been said about Subject Promotion would extend unduly the present thesis. Such an examination would undoubtedly crystallize much thinking on the subject; however, an attempt will be made to give some of the various opinions concerning the implementation of Subject Promotion.

Since this thesis is concerned mostly with Quebec, it seems relevant to discuss the attitude of educational authorities in Quebec towards the system. On May 1st, 1944, the P.A.P.T. Committee on Textbooks and the Course of Study submitted a report to the executive of that organization for approval and appropriate recommendation. The Committee was composed of twelve members, representative of the Quebec Protestant school system.[5] The whole of the paper is not applicable to this discussion; however, certain features are relevant which are reproduced here. Certain premises were made:

> 1. That a complete High School Course is desirable and should be possible for the great majority of pupils and not only for the select few who at present complete it under the exacting and rigid standards required of them.
>
> ...
>
> 4. That the High School curriculum should: provide for the needs of adolescence, be related to practical and living interests of the pupils, be thought of in terms of activity and experience as well as of knowledge to be

5. "Guiding Principles and Recommendations for Curriculum Revision." Report submitted by the Committee on Textbooks and the Course of Study to the Executive of the Provincial Association of Protestant Teachers of Quebec for approval and appropriate action. (May 1, 1944).

> acquired and facts to be stored, make ample provision for individual differences. That in particular it should not be regarded as a preparation for college.[6]

Further, the report also states under II. Recommendations: "That organized Guidance be a feature of the High School.",[7] and then details how this guidance should be carried out. Recommendations 9 and 10 merit careful consideration.

> 9. That the "credit" system should not be adopted in the Quebec High Schools.
>
> 10. That serious study be given the "core curriculum" idea now receiving so much attention in progressive educational thought and practice in the United States and stressed in the Spens Report.[8]

On page 22 of the report, the reasons for the recommendation of number 9 are given. It is of sufficient importance to reproduce in its entirety:

> We have examined the "credit" system as it operates elsewhere with consideration to whether it should be adopted in Quebec and have concluded that, while the system contains definite merit in providing for individualized instruction, its defects outweigh its advantages.
>
> The credit system, briefly, organizes the course of study and the school timetable in subject blocks which permit a pupil to advance through the school by subjects rather than by grades. Credits are awarded for the successful study of each subject for a stipulated amount of time each week throughout the school year. Failure in any subject involves the repeated study by the pupil of that subject without the necessity of his repeating all

6. Ibid., p. 1.

7. Ibid., p. 2.

8. Ibid., p. 3.

the work of the grade. As the pupil advances through school he accumulates credits, a stipulated number of which are required for graduation.

Generally speaking, a pupil may accumulate these credits slowly or quickly, so that the high school course varies in length according to the student's ability; one pupil might complete it in six years while another would do so in seven, and so forth.

One of the chief defects of the credit system is that its application emphasizes the separateness of subjects so that the condition we have mentioned before of the high school curriculum being chopped into so many unrelated pieces is exaggerated. The credit system is out of harmony with the modern, and we think sensible, attitude of integrating the various subjects as much as possible into a closely knit whole to encourage the pupil to perceive his curriculum as a unit rather than as a series of unrelated parts. We think the pupils should be taught to think of their progress through school as a process of growth and gradual development rather than as a series of discrete steps involving the mastery of many separate subject units.

From what we could learn of the practical application of the credit system we were unfavourably impressed too with its intricacy, both with regard to the record keeping involved and the complications of the daily timetable. With reference to the latter, the practical difficulties of arranging personal timetables for pupils at widely different stages of advancement seemed inevitably to impose a formality and rigidity which is, we think, altogether out of keeping with the requirements of modern education. We refer specifically to the "block" system whereby the school week is distributed among periods of absolutely unvarying length into which the study of various subjects are fitted like pieces in a jig-saw puzzle. Generally speaking, each subject must be studied for five periods a week. In addition to this particular restriction, the timetable is quite inelastic since changing the length of a period of the subject being taught in any period throws the whole timetable out of operation. Teaching is thus bound rigidly within stipulated blocks of time with little or no possibility of modifications which might be desirable from time to time.

> We think that the various recommendations we have made elsewhere in this report to provide for individual differences to a very considerable extent allow for the pupil's progress according to ability and provision already exists through supplemental examinations for pupils to avoid repeating all the work of the final year of high school. Where failure in the other grades occurs and a pupil must repeat his year the school could and should do everything possible within the facilities of its organization to permit him to repeat only the work in which he is particularly weak. A re-study of subjects in which he has passed should be avoided by allowing him other options or providing him with different study material. Since it seems altogether likely that the modern curriculum and promotion practices will greatly reduce failure, "repeaters" will be exceptional cases, each calling for individual attention with relation to his programme. The school should offer remedial treatment in such cases which, it is expected, will not be so great in number as to overtax its facilities.[9]

With a view to determining whether or not the recommendations of 1944 were still applicable, one member of the Committee, Professor Wayne Hall, Institute of Education, McGill University, was approached and asked for an opinion. Hall stated that at the time the recommedations were made, the "credit" system referred to was that of the United States. An examination of the objections, however, will disclose that they relate very closely to the system of promotion which is in effect to-day, i.e., the same objections would be equally valid to-day. But would the same objections be registered today?

On April 25th, 1958, approximately fourteen years after the 1944 Committee's Report, the Curriculum Committee of the P.A.P.T. issued a Statement of Policy on Subject Promotion which was almost

9. Ibid., pp. 22-23.

a complete reversal of the earlier Committee's findings. It reads as follows:

> After two years of intensive study of ways and means of providing more effectively for individual differences in high school, the Curriculum Committee unanimously adopted the following statement of policy at its meeting on April 25th, 1958.
>
> It is agreed:
>
> (1) That the system of high school organization known as Subject Promotion (or the Credit System) has advantages over the grade promotion system.
>
> (2) That the type of subject promotion system considered appropriate for Quebec should have the following main characteristics:
>
> (a) Pupils promoted in subjects passed
>
> (b) School timetables built from individual rather than class timetables
>
> (c) Certain subjects required, others elective; the proportion of the latter increasing with the grade
>
> (d) Facilities for ensuring that pupils take appropriate courses
>
> (e) External examinations retained, though with modifications
>
> (f) Fewer subjects studied each year with more time given to each
>
> (3) That steps should be taken to increase the understanding of Subject Promotion by teachers.

(4) That plans should be prepared showing adaptations needed to introduce varying degrees of subject promotion.[10]

As the Committee of 1944 cited its reasons for not wanting Subject Promotion in Quebec high schools, it seems reasonable to quote the present Committee's reasons for now recommending the system. The main advantages cited are as follows:-

(1) It results in better conditions for teaching and learning.

Under the present system, in addition to pupils who have passed the previous year's work in a subject, a class may contain some who have not and others who are repeating the course after passing it. A Grade X Algebra class, for example, may include some repeaters who passed Grade X Algebra the previous year and some who were promoted to Grade X without passing Algebra in Grade IX. Under Subject Promotion no pupils would be repeating the Algebra they had done successfully before, and all would have passed the previous year's examination in the subject. By removing one of the main sources of boredom and frustration such a system would improve both the morale of the class and the conditions for teaching.

(2) It provides for individual differences.

By offering a programme that is both flexible and subject to control it allows for individual differences and ensures that pupils take the courses best fitted to their needs. Each pupil is enabled to do the best work of which he is capable in each subject without being obliged to study an unalterable combination of subjects in common with the entire class. A pupil of average ability, for example, can include in his programme a difficult subject in which he happens to excel. He will not be prevented from doing this simply because he belongs to a class which does not take that particular subject. Compulsory subjects

10. Statement of Policy on Subject Promotion. Mimeographed statement issued by the Curriculum Committee of the P.A.P.T. as a result of a meeting held in Montreal on April 25th, 1958.

and graduation requirements will continue to provide a framework for a balanced education.

(3) It avoids labelling pupils.

In efforts to provide for pupils of unusually high or low ability, the present system largely fails to take into account the fact that many have more ability in some subjects than others. Under subject promotion it is not necessary to assign pupils of high ability to a class taking a fixed group of difficult subjects, nor pupils of low ability to a class taking a complete programme of easy subjects. The stigma that is sometimes attached to groups of low ability may thus, to some extent at least, be avoided.

(4) It results in more pupils completing high school.

The Committee considers the completion of high school a reasonable goal for most pupils. For those who enter business and industry technical advances have made a good education more necessary than ever before. Social, economic and political progress largely depends on the general level of education attained by the rank and file of the population. At present only one-half of the pupils who enter Quebec high schools reach Grade XI. That a much higher proportion continue their education where subject promotion has been adopted must be attributed in part to the greater capacity of this system for meeting individual needs.[11]

Since a Committee representing an official Quebec teachers' organization is willing to take such a position, it seems to speak well for the promotional system. However, there are dissenting voices.

Jackson (now General Secretary of the P.A.P.T.), a former teacher at Baron Byng High School in Montreal, had taught in British Columbia before World War II and had gained experience with Subject Promotion. Having worked with both systems, his comments seem

11. Statement of Policy on Subject Promotion, Curriculum Committee of the P.A.P.T., April 25, 1958 (Unpublished mimeographed material).

warranted: "Teachers have very little either to fear or to welcome if a change of the kind proposed is made in the schools of Quebec, for there is very little practical difference in class-room teaching between one system and the other ... there is so little practical difference that one wonders whether it is worth the bother to change from one system to the other."[12] The proponents of Subject Promotion claim that there is an appreciable reduction in the number of drop-outs. What does Jackson think? His answer is quite frank: "My experience in British Columbia indicated that subject promotion had practically no effect on dropping out, for the decision whether or not to remain in high school depends on social pressures, family influence, and economic opportunities. I taught in a district where drop-outs were high ... [and] they dropped out, despite subject promotion".[13] Jackson also feels that flexibility is not entirely the prerogative of the subject promotion system, that it is not educationally unsound to repeat subjects in which one has passed, and that the system may encourage part-time truancy by students skipping lessons and study periods due to insufficient supervision. His considered opinion is quite blunt: "The change, if made, will make very little difference to our high schools. It certainly will not usher in the millenium."[14]

12. T.H.G. Jackson, "Promotion by Subject," The Teachers' Magazine, XXXIX (February, 1959), 12-14.

13. Ibid.,

14. Ibid., p. 14.

Zielinski also deprecates the system. He prefaces his article with a statement which warrants attention: "Grade promotion on a high school level is a system established centuries ago. So is subject promotion on the university level. This distinction is very important."[15] He feels that instead of trying to find out what is wrong with the handling of the grade promotion system, there is a tendency to jump to the unwarranted conclusion that the whole system is wrong because it produces a high percentage of failures; he gives an interesting example to strengthen his argument when he quotes:

> Attempts were made from time to time to introduce subject promotion into high schools. The most drastic experiment of this kind was made on a staggering scale in Russia between 1918 and 1930. It failed. Nowadays Russian Schools are run on the same principles as 50 years ago [the lock-step] and with very good results. As far as we know the percentage of failure is 7%, which is normal and which compares with other European countries (5% to 10%).[16]

[Regarding Zielinski - it should be pointed out that so many experiments were being made in Russia at that time, including the so-called "brigade system", the performance of socially useful work in lieu of school attendance, for example, all at a time of great teacher shortage and great social upheaval, that nothing was enforced, and that everything failed. The changes introduced from 1930 onwards were rigidly enforced -- they had to be as successful as the rest of the Soviet

15. S.A. Zielinski, "Subject Promotion in High Schools," The Teachers' Magazine, XL (April, 1960), 16-22.

16. Ibid.,

economy, for the very existence of the Soviet Union was at stake.]

Zielinski further points out that it is unfair to ask a child to make major decisions, such as selection of subjects which he is going to study, or the order in which he is going to do it. He cites some figures to show that if the child's likes and dislikes were accepted as a criterion in his selection of subjects, this is what would happen in one school:

> In grade 8, 60% would not learn English; 33% English literature, 40% French, 47% history; 53% geography. In grade 9: 61% dislike English literature; 50% French; 67% history; 28% geoegraphy.[17]

Zielinski's most important objection to Subject Promotion is that all subjects must be taught independently; he stresses this point when he states: "It was one of the most important discoveries of the 20th century, that high school education must be highly integrated. The correlation of subjects is more important than the subjects ... no correlation is possible with subject promotion."[18]

Pointing out that we had to wait decades before we realized that the only spectacular result of the 'permissive attitude' were millions of neurotics and juvenile delinquents, Zielinski goes on to say: "The same [result] applies to subject promotion. The final proof will not come until some 20 years from now. But we can speculate and learn from the already obvious results of so-called

17. Zielinski, p. 18.

18. Ibid., pp. 18-20.

Progressive Education."[19]

On the other hand, Sanderson leaps to the defence of Subject Promotion. Stating that the school was made, or should have been made for the child, and not the child for the school, he says:

> Promotion by subject, where practised, has changed to an appreciable degree the attitude of students to the secondary school. In the twenty-four years the writer has been associated with the British Columbia secondary schools he has seen the traditional dislike of school, manifest on the part of so many, changed to a positive liking, mainly through two factors, the recognition of individual differences, and promotion by subject with its accompanying credit system ... previous dislike of school, one might say, was due in large measure to revolt, conscious or otherwise, against the injustice of trying to force all pupils alike into an academic mould for which many were not born, and, even where the mould was not unsuitable, of insisting on a student's taking all the hurdles in one run or paying the penalty of doing it all over again.[20]

Of the aims of Subject Promotion, Sanderson says that the need of each student is the primary aim. Guidance teachers organize each student's programme on the basis of that need, and the school administration is then supposed to do the rest.[21] Concerning the question of the behaviour of children who are required to repeat some subjects, Sanderson is quite emphatic in his reply: "The problems in discipline associated with repeaters have disappeared. This general

19. Ibid.,

20. J.D. Sanderson, "Promotion by Subject." The School, Secondary Edition, XXVI (March, 1938), 577-581.

21. Ibid., p. 579.

improvement has been accentuated by the credit system.[22] It is noted that Sanderson uses the terms subject promotion and credit system as entities.

Sanderson reflects the views of the teacher in a system; the views of members of the administration staff in that same province will be examined in a later section. But it does seem that some opinion should be forthcoming from the end product of the system, namely the student. In an article: "A Senior Looks at Subject Promotion", Gwen Paice, a Grade XI student at John Rennie High School when the system was implemented, expresses her views of the Plan. The article is too lengthy to be reproduced fully; however, some parts are worthy of quotation:

> It is readily seen, therefore, that every student should gain from this system. The gifted child will be able to push ahead with a group of his peers; those who excel in some subjects but are just average in others will be able to compete on their own level ... The bright will not be bored, the average student will not be distrcted by the nonchalance of his brilliant classmate, and the scholar poor in one or two subjects will not be embarrassed ... Those of us who are privileged to be the 'guinea pigs' feel fortunate to participate in this experiment as we believe our school life will be richer and fuller, thus better preparing us for our future vocations.[23]

22. Ibid., p. 581.

23. Gwen Paice, High News (Publication date unknown). Transcribed from newspaper rough copy worksheet.

CHAPTER THREE

SUBJECT PROMOTION IN OTHER CANADIAN PROVINCES

General.

Two Canadian provinces have established Subject Promotion on a province-wide basis -- Alberta and British Columbia. Basically, both provinces are directing their efforts to the establishment of composite high schools. As Evans, Registrar and Director of Examinations, British Columbia Department of Education, phrases it: "The Secondary school of today is no longer a selective institution for the intellectual, cultural, or economic elite. It is a school for every man's child, and must attempt to meet the need for that child's guidance and development which will result in happy and effective citizenship."[1]

In discussing Alberta's composite schools, Byrne, Chief Superintendent of Schools, Alberta Department of Education, has this to say: "... they offer a complete range of high school courses, inclusive of the matriculation (university entrance), commercial, technical, vocational and general patterns ... and organization for the

1. H.M. Evans, "British Columbia", in Composite High Schools in Canada, edited by John M. Andrews and Alan F. Brown (Edmonton, Alberta, 1958), p. 79.

full achievement of the provincial high school curriculum."[2] Both provinces, however, are concerned with the psychological problems of allowing for individual differences, of improving pupils' choices of courses, and of increasing pupil retention.

A. Alberta.

The varied organization of the Alberta high school system results from many factors among which are the geographical areas involved and varying population densities. Two influences altering the pattern of secondary education in Alberta are: (1) the centralization of school services in the rural areas, and (2) the trend towards urbanization expressed through the phenomenal growth of the Province's major cities.[3] Changes in the organization have thus required modification to the curriculum. These have been accomplished by the use of a major Curriculum Revision Committee.

The first of these committees functioned from 1910 to 1912; the second Committee -- 1922-25 -- was appointed to plan revisions for the high school program; the third Committee was active from 1935 until 1939.[4] The first Committee ignored any attempt to introduce a comprehensive high school program; the second Committee recommended the establishment in provincial high schools

2. Dr. T.C. Byrne, "Alberta," in Composite High Schools in Canada, edited by John M. Andrews and Alan F. Brown (Edmonton, Alberta, 1958), p. 66.

3. Ibid., p. 35.

4. Ibid., pp. 68-69.

of six distinct curricula, but this "six-track" design failed to meet the needs of a predominantly rural province. The third major Curriculum Revision Committee reorganized the provincial system into the 6-3-3 pattern, thus limiting the high school program to grades ten, eleven, and twelve; in addition, the six curricula were abandoned and were replaced by one course which was called the "undivided program" comprising a few required subjects and many electives.

The policy of Subject Promotion arose out of the recommendation of the Curriculum Revision Committee that operated from 1922 to 1925.[5] Subject Promotion began in Grade IX in 1924, was extended to Grade X in 1925, and to Grades XI and XII in 1926;[6] it is no longer in effect in the junior high schools,[7] and is therefore restricted to the Senior High School Program, which consists of Grades X, XI, and XII.

An examination of the Senior High School Handbook 1962-63, issued by the Department of Education, Alberta, will indicate how the Senior High School Program operates. The high school courses are classified as either Constants or Electives. Constants are compulsory courses which are required of all high school students; Electives are classified as all courses other than Constants and are chosen by the

5. Letter from Department of Education, Alberta, to Mr. S.C. Jones, January 23, 1963.

6. Ibid.,

7. Ibid.,

student at appropriate grade levels.[8] All courses are numbered in decades. Numbers 10-19 are for Grade X courses, numbers 20-29 for Grade XI courses, and numbers 30-39 for Grade XII courses. A student may complete the program in three years and will normally graduate with one hundred credits. The length of each program is governed by the student; he may take thirty-five to forty credits each year, but his university matriculation requires six Grade XII subjects for most faculties.[9]

One of the desirable features of Subject Promotion is flexibility. This is achieved in Alberta schools in several ways; by a variable credit value in some courses; by stating the amount of instruction time required for each course in terms of minutes per week rather than in number of periods per week; and by teaching low-credit courses for part of the school year and then scheduling another low-credit course for the second part of the year.

Credits for courses may have a low or a high value; for example, Physical Education can be offered for three, four, or five credits. Each credit represents a minimum of forty minutes of instruction and is not necessarily required to be given in "blocks". Thus, a five-credit course may be scheduled for two 60-minute periods and two 40-minute periods per week.

8. Department of Education, Alberta, Senior High School Handbook 1962-63 (Edmonton, Alberta, 1962), p. 9.

9. Ibid.,

Further flexibility can thus be attained by these unequal periods of time; a principal can plan to use a six-period day or an eight-period day provided that his total instruction time per school day is not less than 300 minutes.

Three features of the system merit special attention. The first feature concerns "repeated" courses; a student may repeat a course because he has previously failed in the course, or he may repeat it to improve his standing in a course for which he has already gained credit. The second feature is concerned with the grading system which consists of a letter scale -- H, A, B, C, and D -- which ranges from 100 to 0. This scale is used not only for establishing the credit of a course, but it is also used in educational guidance to indicate the possibilities of each student in each course. The final feature deals with high school graduation. There is no special diploma for University Matriculation, Commercial, or Technical Program patterns; the High School Diploma is the same for all students.

Wide variations in choice of electives are permitted up to a point, but there are some restrictions. In Grade X, electives must be chosen from Grade X offerings; in Grade XI, electives may be chosen from Grades X and XI; in Grade XII, electives may be chosen from Grades X, XI, and XII. The continuance of an elective, however, is governed by the grade. To earn credit in an elective or a constant, a grade of C (40-49) must be obtained; if the student wishes to continue with a constant, a grade of C must be earned, but to continue with an

elective, a grade of B (50-59) must be secured.

Guidance services form an important part of the system. Without exception, guidance counsellors do some teaching, devoting up to half their time to interviewing students; the ratio of one counsellor to four or five hundred students is typical.[10] In its Senior High School Handbook 1962-63 the Department of Education has included a nine-page section which aims "to guide high school students in the selection of a well-balanced program compatible with their individual needs and abilities and in line with their post-school vocational aspirations."[11]

B. British Columbia.

In providing for individual differences in secondary education, British Columbia offers two high school programmes -- the High School Graduation (General Programme) diploma; the High School Graduation (University Programme) diploma. They are differentiated by their respective pattern of required subjects or "constants". There is a basic core of fundamentals for all students, and the student has a wide range of options and the opportunity to proceed to advanced study in those options. The use of "majors" (advanced study in chosen fields) is a requirement of both programmes.

Alternative courses, individual time-tables, and guidance counsellors make further provision for individual differences. In addition, the school organization may permit limited acceleration for

10. Byrne, p. 67.

11. Senior High School Handbook 1962-63 (Alberta), p. 26.

mature and mentally able pupils, a system of double programming, and provision for homogeneous grouping.[12]

Alternative courses are provided in certain constant subjects and are required of all pupils regardless of ability. Evans states why alternative courses are used:

> The general purpose of alternatives is to offer an enriched and challenging course for the above-average students, and to provide in the same subject at the same grade level a course of minimum essentials that will challenge the below-average pupil but that will not be beyond his ability, provided that he has the right work habits and the desire to achieve.[13]

Thus, the slow pupils may take English 21, for example, as the Grade X requirement, while bright pupils will take English 20, a very much enriched course in the same grade.

Courses are numbered in decades, first courses being numbered in the 10's and progressing upwards, i.e., English 10 is taught in Grade IX, English 20 in Grade X, and so on. Advanced electives are numbered 91 and above in the required subjects.

High school graduation requires 120 credits, or thirty credits per year from Grades nine to twelve. A comparison of the two programmes will indicate how these credits are distributed.

In the general programme, fifty-five credits must be taken in constant subjects, sixty-five in optional subjects. The general

12. Department of Education, British Columbia, Administrative Bulletin for Secondary Schools 1962 (Victoria, 1962), p. 15.

13. Evans, p. 81.

programme constants are: English (four years), social studies (three years), health and personal development (three years), and mathematics (one year). The options must include at least one major field of study.[14]

In the university programme, eighty-five credits must be taken in constants, thirty-five in options. The constants are: English (four years), social studies (three years), health and personal development (three years), mathematics (three years), science (two years), and a foreign language (two years). Choice of options is limited to study in certain fields, but must include at least three major fields of study.[15]

Most courses are organized on the basis of five instructional periods of forty minutes each per week, or the equivalent, and are allotted five credits for completion with satisfactory standing.[16] A major subject is defined as: "A subject of the pupil's choice in which he has chosen to study the prescribed advanced elective course or courses, numbered 91 or above, with their prerequisites."[17]

The role of the individual time-table is discussed by Evans in the following:

> The class timetable has generally been discarded in favour of the individual pupil timetable. The individual timetable facilitates subject promotion which

14. Evans, p. 80.

15. Ibid.,

16. Administrative Bulletin for Secondary Schools 1962 (B.C.), p. 20.

17. Ibid.,

> eliminates on the whole, complete grade failures. It also allows more economic organization in the options where a class may be made up of students from two or more grades.[18]

Time-tables will vary in their time allotments, but principals must provide for a minimum of 300 minutes of instruction per day exclusive of times between periods and of opening or closing exercises. In addition, the time-table may vary from a seven-day cycle for most large schools to a six- or five-day week. Nearly all senior high schools use a seven-period day, while six-period days are used by several junior and junior-senior high schools.[19]

Concerning pupil programming, the B.C. Administrative Bulletin italicizes a vital point: "If the potential values of the curriculum are to be realized to the full, the guidance of pupils in the planning of their programmes is of the utmost importance."[20] Evans stresses this point when he states that when possible, schools use the services of a well-planned counselling organization staffed by experienced and capable counsellors to realize to the full, advantages provided for individual differences.[21] It is interesting to note that the B.C. curriculum provides courses at all grade levels which are designated as Guidance; these are constants and are examined, graded,

18. Evans, p. 79.

19. Ibid., p. 78.

20. Administrative Bulletin for Secondary Schools 1962 (B.C.), p. 25.

21. Evans, p. 82.

and recorded on the same basis as other courses.

Published material indicates that Subject Promotion has been established in British Columbia for a long period of time. One article actually sets the date by saying: "Subject promotion is practised in British Columbia (since 1930) . . ."[22] The actual date seemed to be important; accordingly, correspondence was entered into with the Department of Education at Victoria. Their reply is quite informative and seems to place more emphasis on the reorganization that took place in 1949. Pertinent excerpts from that letter are as follows:

> (1) The reorganization took place in 1949-50 and the kind of secondary school programme developed gave more opportunity for subject promotion than the previous programme.
>
> (2) I do not really know how you are defining subject promotion. In some definitions undoubtedly one could say it was practised in British Columbia years ago, 1930 or earlier.[23]

Part of paragraph three of that letter further clarifies the situation: "It is probable that the practice in Grades IX, X, and XI is actually a combination of subject promotion and grade promotion. Actually there has been no survey that I know of which would include exactly what promotional practices are followed."[24] Reference is also

22. "Promotion by Subject -- Some Questions and Answers", The Teachers' Magazine, XXXVIII, 192 (June, 1958), p. 32.

23. Letter from Department of Education, Victoria, B.C. to Mr. S.C. Jones, February 25, 1963.

24. Ibid.,

made to Sharp's thesis in which he states:

> While the junior high schools in Vancouver are not organized on a "promotion by subject" basis, each of these schools has devised a system of promotion which reduces the necessity for pupils who have failed in one or two subjects repeating the year's work if their achievement in some subjects is of a sufficiently high standard to compensate for their weakness in other subjects. Annual promotions are the custom.[25]

He further writes: "Homogeneous or ability grouping is the most important factor in the organization of the grade VII classes in the junior high schools as the curriculum in this grade is only slightly differentiated."[26]

From these points there seems sufficient evidence to indicate that the term "subject promotion", as such, is indicative of but one facet of British Columbia's educational system. The main emphasis appears to be in providing for the individual differences of pupils in any form which will comply with the philosophy of the secondary school curriculum. An example of such philosophy may be cited: "In the case of slower pupils, the practice of limiting courses to essential skills and knowledge also has much to commend it. Indeed, the practice of treating all classes alike is to be deplored."[27]

While pointing out that retention of pupils is greater in the

25. Dr. R.F. Sharp, An Objective Study of the Junior High School in Vancouver (Published abstract, University of Toronto Doctoral Dissertation, 1940), pp. 5-6.

26. Ibid.,

27. Administrative Bulletin for Secondary Schools 1962 (B.C.), p. 11.

university programme, Evans cites statistics to show that eighty-two per cent of the children who entered grade one stayed to enter grade eleven.[28] While admitting that this is "clearly not a true picture", Evans concludes: "Pupil retention in British Columbia appears to be high as compared with that in the other provinces of Canada. There is some evidence to indicate that the broad curriculum offering is responsible."[29]

Brown, Division of Educational Administration, University of Alberta, disagrees with Evans' figures. He cites statistical interpretation for the high figure, and claims that the correct figure should be sixty-six per cent; however, he does point out that despite the crudity of our statistical methods, there is in Canada to-day a greater proportion of youth in middle and later adolescence attending school than ever before, and this proportion seems generally higher where multi-purpose schools are in operation.[30]

C. Ontario.

While Alberta and British Columbia may be considered to have adopted in principle a form of promotion by subject, it seems appropriate to examine one of the other provinces for signs of a

28. Evans, p. 85.

29. Ibid., p. 86.

30. A.F. Brown, "Problems and Conclusions", in Composite High Schools in Canada, edited by John M. Andrews and Alan F. Brown (Edmonton, Alberta, 1958), p. 91.

similar movement. Accordingly, visits were made to Ottawa, and letters exchanged with Mr. H.L. Willis, Principal, Glebe Collegiate Institute, Ottawa, regarding the extent to which Subject Promotion had been implemented in Ontario.

Glebe Collegiate Institute was built in 1924 and was later enlarged to include a High School of Commerce. Although both schools are in the same building, there is no attempt being made to form a composite high school, and each school is administered by a different Principal.

During the year 1938-39, Subject Promotion was partially introduced into Glebe Collegiate so that students with one or two failures might advance to the next grade level in subjects that they had successfully passed. The main body of the students continued with Grade Promotion until the following year. The claim is made that this form of promotion is not an experiment but has been adopted by staff, pupils, and community as routine; in fact, the Ontario Department of Education recommends this form of advancement even though there seems to be no intention of introducing it on a provincial plane.[31] Streaming is not necessarily a part of the subject promotion plan.

Willis states: "The basic philosophy underlying this system was (a) to provide for individual needs and (b) as a convenience in

31. Letter from H.L. Willis, Glebe Collegiate Institute, Ottawa, to Mr. S.C. Jones, February 11, 1963.

handling excessive numbers especially in the peak years 1936 to 1940 when we had as many as 1700 pupils in a 1200-pupil school."[32] When asked if the system reduced the drop-out rate or answered the problem of mass education, Willis replied: "We believe this system reduces the drop-out rate, but we have no proof ... This system partially answers the problem of mass education but is not the last word."[33]

In summary, Alberta and British Columbia have implemented Subject Promotion on a province-wide basis at certain grade levels, and are seeking means to improve it further; Ontario has not instituted Subject Promotion throughout the Province, but does not seem averse to individual schools using it wherever required.

32. Ibid.,

33. Ibid.,

CHAPTER FOUR

QUEBEC EXPERIMENTS IN SUBJECT PROMOTION.

Subject Promotion is not new in Quebec. In the system of school organization the grade is the unit of promotion and progress through the school, although there is a strong possibility that Subject Promotion in some form may be implemented other than on an experimental basis. In the QAPSA ANNUAL REVIEW 1959 Hartwick, Department of Education at Quebec, contributed an interesting article[1] in which he presented the cases for and against this form of promotion. Thus, in this quasi-official article, while admitting that everything was in the "study" stage, there was also a strong implication that some form of change was impending. The fact that the Department of Education has permitted an experiment in Subject Promotion to be carried out at John Rennie High School augurs well for such a change. But John Rennie High School has not been the first school to experiment with this system. Two other schools in Quebec[2] have already experimented with Subject Promotion; La Tuque High

1. P.N. Hartwick, "Subject Promotion as it May Be Adapted to the Protestant Educational System, "QAPSA Annual Review 1959 [Quebec Association of Protestant School Administrators], pp. 11-32.

2. Sir George Williams High School is not considered in this instance due to the special organization of the partial evening studies.

School and Westmount Senior High School. It is of historical interest that these experiments should be recorded.

A. The La Tuque Experiment.

La Tuque reorganized its system to An Improved Time-Table For High Schools in 1936. At first glance the reasons seem quite obvious; a small enrolment of high school pupils and an abnormally small staff. Typical figures for the high school grades were as follows: Grade VIII, 10 pupils; Grade IX, 10 pupils; Grade X, 6 pupils; and Grade XI, 4 pupils.[3] The staff was equally small: the Assistant Principal taught English, composition, grammar, spelling, geography, history, and Latin to Grades VIII, IX, X, and XI; the Principal taught arithmetic in Grade VIII, and arithmetic, algebra, geometry, general science, physics, and chemistry in the four high school grades. The French specialist, among other subjects, taught all the French in Grades III to XI inclusive.[4]

All these grades were handled separately! Further, the longest teaching period, Grade IX arithmetic and geometry, was only thirty minutes; the other periods lasted 15, 20, or 25 minutes each. Located in each room were two grades, and each of these grades had

3. James Hodgkinson, An Improved Time-Table for Small High Schools (Unpublished material; issued personally in photostat form: 1946), p. 5.

4. Ibid., p. 6.

seven study periods per day. In addition, there was little chance of specialized courses because, for example, there were eleven different subjects per week for Grade VII and twelve different subjects for Grade IX; this resulted in a great variety of subject matter being covered every day.

Reorganization was required to solve the problems. The ideal situation as envisaged would have been impractical because it involved an increase in classrooms, an increase in teaching staff, and an effective decrease in class population. The alternative was to reorganize the four high school grades. Accordingly, Grades VIII and IX were combined and were known as "Junior High"; Grades X and XI were combined into a single class called "Senior High". Next, all the subjects authorized in the course of study for the two combined grades were put together (omitting nothing) and were then re-divided into two approximately equal halves -- of about equal difficulty. The combined classes then studied one of these halves one year -- the Junior-A year -- and the remaining half during the following year -- the Junior-B year. In effect, the doubling up of the course of study was achieved in two ways: by combinations and by alternations. For example, Grade VIII English Literature was taught during an A year, while the Grade IX literature was taught in the B year. Conversely, algebra and geometry were taken in alternate years, with both Grades VIII and IX doing algebra during an A-year and geometry during a B year. In the senior grades the same arrangements were evident:

the combined classes, for example, took physics one year and chemistry the next.

While the reorganization was ostensibly for the benefit of the pupils, it nevertheless did much to alleviate the work load of the staff. One teacher, Mr. A. Turner, was high in his praise of the "New System" because it not only assisted the students of the high school to study more effectively, but it resulted in more efficient pedagogy. As expected, considerable criticism was levelled at the new organization. On February 11th, 1946, at a La Tuque Home and School Association meeting, the Principal, Mr. James Hodgkinson, presented a justification of the use of the new time-table.

It is not the intention of this thesis to deal with the various criticisms of the system; however, the apparent defects in the "Old System" appeared to have resulted in a high drop-out rate. In the last six years in which La Tuque operated on the "Old System", the percentage of the pupils passing the eleventh grade averaged only fifty-five per cent; under the "New System" this average, as at 1946, had been raised to over eighty per cent.[5] As the enrolment figures had increased to about double from 1936 to 1946, and as there is insufficient data available to establish the ability of the various students during these periods of time, no valid comment can be made regarding this increase in percentage. An examination of the two systems does, however, indicate that some attempt was made to lower the drop-out

5. Hodgkinson, p. 10.

rate as well as to benefit the students of the school. Although the plan appeared to have merit, it was dropped in 1946.

Investigation of the collapse of the experiment reveals that friction developed between the school board and the school staff. The comments of the then-Principal are quite frank; he writes: "The experiment was finally abandoned due to the prejudices of one member of the local School Board."[6]

Attempts were made to get in touch with the disaffected member of the school board. A letter was forwarded to this member in which the same questions were addressed to him as were addressed to the former Principal.[7] As no reply was received, a registered letter was forwarded, but again no answer was received.[8] It is assumed that nothing will be gained by raising the issue again. It is regretted that both sides of the argument will not be heard, because it seems important that this experiment should be included in the educational history of Quebec.

B. The Westmount Experiment.

An experiment in Subject Promotion was carried out at Westmount Senior High School from 1945 to 1948. The details of this

6. Letter from James Hodgkinson, La Tuque, P.Q. to Mr. S.C. Jones, Pointe Claire, P.Q., December 6, 1962.

7. Letter from Mr. S.C. Jones, Pointe Claire, P.Q., to Reverend Canon Bown, Windsor Mills, P.Q. November 27, 1962.

8. Follow-up letter from Mr. S.C. Jones, to Reverend Canon Bown February 24, 1963.

experiment have been presented in a five-page report by Mr. Gordon Makin; this report presented the over-all plan of the experiment, and discussed its advantages and disadvantages.[9]

The experiment was confined to the "General" classes, both male and female, and a limited number of Latin students; only the third- and fourth-year students of the high school were involved. One of the main features, of course, was that credit was given for each subject completed rather than for an entire year's work.

A special weekly time-table was set up, which was divided into thirty-five 40-minute periods, as follows:

English	6 periods
French	6 periods
P.T.	2 periods
Option 1	7 periods
Option 2	7 periods
Option 3	7 periods

The optional subjects were arranged in three groups:

Option 1 - History, Geometry, Geography, (Arithmetic), (Bookkeeping) ⁂

Option 2 - Chemistry, Physics, Biology, Algebra, (Stenography)

Option 3 - Latin, Algebra, Mechanical Drawing, Art, (Extra English), (Household Science), (Cadets)

⁂ Subjects enclosed in brackets could not be used for University entrance.

9. H. Gordon Makin, An experiment in "Unit Promotion" Westmount Senior High School 1945-48. (Unpublished mimeographed material, 1950), pp. 1 - 5.

Each year, a pupil studied English, French, and one of each of the three options. English, French, Latin, and stenography required only the normal amount of work each year; the options, other than stenography and Latin, concentrated the work of the third and fourth years into one year and doubled the time required for them. Each High School Leaving examination was written off in the June following the year in which it was taken; thus, the student could write three High School Leaving examinations during his third year and the remainder in his fourth year.

The choice of curriculum was made by the student, his parents, and his teachers. By choosing the proper subjects, a student could obtain a High School Leaving Certificate which entitled him to entrance into an arts or science faculty. Those students not intending to proceed to higher education could still obtain a High School Leaving Certificate. A fairly wide choice of curricula was possible as is shown in the following suggested plans:[10]

Required courses for entrance to an arts faculty.

Third Year	Fourth Year
English	* English
French	* French
Latin	* Latin
* Algebra	* Chemistry
* History	* Geometry

* Indicates the year in which the School Leaving examination was to be written

10. Machin, pp. 2-3.

Required courses for entrance into a science faculty.

Third Year	Fourth Year
English	* English
French	* French
* History	* Geometry
* Chemistry	* Physics
* Algebra	* Mechanical Drawing

Required courses leading to a High School Leaving Certificate.

Third Year	Fourth Year
English	* English
French	* French
* History	* Geography
* Biology	* Chemistry
* Household Science	* Art

* Indicates the year in which the School Leaving examination was to be written.

A total of 1000 marks was allocated to each plan.

The report cites eleven advantages gained by the plan, and these include some of the normal advantages accruing to Subject Promotion, such as flexibility, improved discipline, and the repetition of only those subjects in which students had failed. In addition, it was felt that the artificial and arbitrary break between grades was eliminated because one teacher taught each subject for both grades, and therefore a greater opportunity for concentration and drill was possible. Because a minimum of 800 marks was required for High School Leaving Certificate, the number of subjects studied by the student could be increased or decreased depending on his ability and energy; indeed, it appeared that the student seemed to have a more definite sense of achievement as he completed each subject and wrote off the

examinations. Accordingly, a student might attempt one course of a superior program if he so desired, and success might encourage him to set his sights higher.

There was no control group, and streaming was not explored to any extent; nevertheless, the claim is advanced that the interest tended to keep the average student in school longer. Although a desirable aim in Subject Promotion, no comment can be made on such a claim because of insufficient statistical evidence.

Four disadvantages are also cited in the report; these disadvantages are the stock criticisms of Subject Promotion, and deal with loss of subject continuity, need of increased guidance counselling, increased time spent on administration, and the questionable assimilation of doubled courses.

The experiment was implemented because it was recognized: "that a student's educational needs vary widely according to his capacities, interests, background and financial and other opportunities ... [it was felt that the plan would enable the student] to tailor his curriculum closer to his requirements than had heretofore been possible".[11] Despite such worthy motives and aims, the experiment was concluded at the end of three consecutive years.

Personal opinions are not necessarily a mark of valid evidence. In an attempt to investigate the cause of the abandonment of the experiment, many interesting conversations were held. The

11. Machin, p.1.

report had indicated that the reversion to the original programme was not to be construed as a failure of the plan; further, several administrators considered it a definite success.[12] It was, therefore, disappointing to discuss the situation with some of the teachers concerned with the actual experiment and find out, at the end of a telephone conversation, that they preferred to be neither mentioned nor quoted. Several teachers who were contacted indicated that the reason for abandonment was occasioned by parents' complaints regarding the system, and these produced friction between the school board and the school. These complaints were concerned with the difficulty encountered by some students who had trouble with mathematics when in university. Since this is one of the criticisms levelled at Subject Promotion -- the claim is made that doubling up of courses in certain subjects, like algebra, places the pupil at a disadvantage when he goes to take these subjects after a year's lay-off -- it is difficult to state whether or not this criticism is valid. Whatever the real complaint, valid or otherwise, there seems to have been pressure applied by the Westmount Protestant School Commissioners to discontinue the system. Two teachers whose opinions were asked for seemed to feel that the criticism was unwarranted insofar as the students concerned were originally not university material -- the groups picked for the experiment were taking special courses of a commercial nature -- and if, as a result of the subject promotion plan, they were now in

12. Ibid.,

University, then such progress on the part of these non-academic students was a mark in favour of the new system.

At any rate, the experiment was dropped, and some bitterness was left as a legacy. One teacher who was contacted referred to himself as the "hatchet man"; when pressed for details he suggested that the former Principal should be contacted as "he knew all the answers".

Item 6 of the Minutes of Curriculum Committee (P.A.P.T.) May Meeting, 1957, reads as follows:

> 6. Subject Promotion.
>
> Mr. R.O. Bartlett, Principal of Westmount Senior High School, presented a comprehensive report on a subject promotion experiment he conducted some years in Westmount. Mr. Bartlett's presentation incited considerable interest among Committee members.[13]

Accordingly, a letter was forwarded to Mr. Bartlett, and certain pertinent questions were asked of him.[14] Mr. Bartlett was out of the Province at that time and indicated that while he was prepared to be interviewed, there were too many nuances of the scheme to be answered by letter.[15] Information from another source on the same matter has been accepted.

13. Minutes of Curriculum Committee (P.A.P.T.), May Meeting, 1957, (Unpublished mimeographed material).

14. Letter from Mr. S.C. Jones, to Mr. R.O. Bartlett, North Hatley, P.Q., December 16, 1962.

15. Letter from Mr. R.O. Bartlett, Orlando, Florida, to Mr. S.C. Jones, March 5, 1963.

C. The John Rennie Experiment.

In 1955 Mr. C. Wynne Dickson was appointed Principal of John Rennie High School. He envisaged that with multiple class grades there would be little difficulty in establishing for some classes, at least, the right combination of required and elective subjects to meet all but the abnormal pupil's requirements. He soon discovered that such was not the case. Many frustrations were encountered, and they are summarized here in Mr. Dickson's own words:

1. Despite multiple classes at each grade level the choice of subjects a pupil could take was relatively limited;

2. As one increased the number of "package plans" available it became more difficult to maintain a standard size of class since some packages were more popular than others. To prevent uneconomical sized classes we were forced to resort to ruthless re-allocation, often to the detriment of the pupil;

3. Classes were extremely heterogeneous in character. Selection of options determined the placement of a pupil but this inevitably resulted in pupils of vastly different abilities being assigned to a specific teacher for Algebra or Chemistry or Biology;

4. Since promotion was by grade using Provincial standards, pupils were taking subjects for which their performance the previous year proved they were unprepared. It was possible for a pupil to be taking Grade 11 Algebra without having passed Grade 10 Algebra or, in an extreme case, Grade 9.

5. Despite great care we were forced to make the package plan suit the majority with little regard for the needs and wishes of a substantial minority. One pupil might want Latin and Art, another Latin and Biology;

yet the majority electing Latin would want Chemistry. The wishes or requirements of the first two would have to be overlooked;

6. In our efforts to increase flexibility and meet the needs of the pupils we were forced to organize uneconomical sizes of groups for instruction in certain subjects. Perhaps in Grade 11 only 14 girls might want Home Economics and could be taught in one class group. Inevitably the balance of their programs would prohibit this and we would find it necessary to teach the subject twice. Even then one or more might have to be excluded due to unresolved conflicts in timetables. Altogether it was far from economical of teacher time and classroom space. It could result in a group of 16 girls at another grade level being denied the opportunity to study Home Economics.[16]

At the time that Mr. Dickson was undergoing these "frustrations", he was also a member of the Curriculum Committee of the P.A.P.T. which was involved in an examination of ways to provide better for individual differences at the secondary school level. After two years of weighing, examining, investigating and theorizing, the Curriculum Committee came to the conclusion that there was a fund of evidence to support the conviction that Subject Promotion was better able to provide for individual differences than was Grade Promotion. As Mr. Dickson phrases it: "It was natural that the Committee was anxious to see it put into practice in some Quebec school. By conviction and conditioning I seemed to be the logical one

16. C. Wynne Dickson, "Subject Promotion" QAPSA Workshop, August, 1959, Second Session, Bishop's University, Lennoxville, P.Q., (Unpublished mimeographed material, 1959), 11. 1-2

to make the attempt."[17]

In using the word "conviction" Mr. Dickson was referring to a personal philosophy which is summarized here because of its relevancy to the experiment:

> (1) I cannot subscribe to the proposition that the primary function of a high school is to prepare pupils for University;
>
> (2) There is no aura of sanctity surrounding any subject, teaching method or administrative practice which relieves them from careful scrutiny and objective appraisal;
>
> (3) The content of any course can be modified without sacrificing the inherent value;
>
> (4) Teachers are products of the academic tradition and unintentionally depreciate the qualities in people which differ from their own. A distinct responsibility rests with Principals and Administrators to prevent a neglect of those who have difficulty with academic work.
>
> (6) It is more important to provide breadth in a child's high school curriculum than to concentrate on depth. Pupils need experience in doing some things in which they have no great degree of mastery or experience as well as in those things in which they have interest and facility;
>
> (7) Grades are artificial classifications. I cannot endorse requiring pupils to do over things which we have agreed were done satisfactorily because some other thing has not been well done. At the same time it is ridiculous to require a pupil to do more advanced work in a subject in which he is not prepared. The grade system results in both of these happening too frequently.[18]

18. Dickson, p. 3a.

Having committed himself to the task, Mr. Dickson now examined the systems of other schools where individual time-tabling was a recognized practice. Contact was made with authorities in British Columbia, Ottawa, and certain schools in the United States. Typical of this procedure were identical letters which were sent to three British Columbia educational administrators: Mr. R.B. Thornsteinsson, Inspector of Schools;[19] Dr. R.F. Sharp, Superintendent of Schools for District No. 39 (Vancouver),[20] and Dr. C.B. Conway, Director, Division of Tests, Standards and Research, Department of Education, British Columbia.[21] The questions asked of these officials were as follows:

(1) How successful [do] you feel the re-organization of the Curriculum has been in British Columbia? Has the revision made any appreciable difference in reducing the number of 'drop-outs' in secondary school?

(2) Has there been any tendency for a larger percentage of pupils to qualify for graduation by electing the "easier" courses when they might have been successful in the university entrance division?

(3) Is the small high school with limited pupils, staff and equipment more handicapped than under the previous system where there were fewer electives and divisions in courses?

19. Letter from Mr. C.W. Dickson to Mr. R.B. Thornsteinsson, Victoria, B.C., November 29, 1956.

20. Letter from Mr. C.W. Dickson to Dr. R.F. Sharp, Vancouver, B.C., November 29, 1956.

21. Letter from Mr. C.W. Dickson to Dr. C.B. Conway, Victoria, B.C., November 29, 1956.

(4) Has the mechanical work involved in computing and recording credits for graduation proven difficult for the smaller school districts since personnel tend to move frequently?

(5) To what extent are you using homogeneous groupings?

(6) What criteria are used in your schools, besides interest and parental pressure, to establish what courses pupils are to be permitted to pursue?

Replies were received from the three British Columbia officials and may be seen as Appendices B, C, and D. As their letters are self-explanatory, no detailed analysis of their contents will be made.

Mr. Dickson despatched Mr. L. Patch, Vice-Principal of John Rennie High School, to visit Glebe Collegiate Institute, Ottawa, to study the system. No report of his visit is available, as it was presented verbally.

Correspondence with several schools in the United States resulted in arrangements being made to visit several of them. Dickson had already visited some of these schools, but during the spring of 1951 he had been instrumental in arranging for an exchange student visit between Concord, Massachusetts, and while in the immediate area had visited high schools at Concord, Newton, and Acton. He found much to commend the American schools in that area. Accordingly, in 1958, he contacted several schools in the New York area, but because of a time factor was forced to utilize the dates of February 17th and 18th to visit Schenectady and Niskayuna Senior High

Schools.[22] An analysis of the report prepared on his return indicates that many conclusions were formed during the visit. These were personal conclusions and were relative to the merits and disadvantages of Subject Promotion and the application of Subject Promotion to Quebec. A direct reference to the section on "Application to Quebec"[23] will reveal that Subject Promotion could be implemented in Quebec without too drastic an overhaul of the existing system. Another conclusion was that the "blocked mosaic" time-table would facilitate transition better than the usual horizontal type.

The problem of time-tabling now occupied Mr. Dickson's attention. In a letter to Thornsteinsson, Dickson asks:

> Could I impose on you further? Do any schools with which you have contact make more than one or two copies of their timetable? I would like to examine one for a school of approximately 1,000 high school pupils and one for perhaps about 200 high school pupils. If added to those I could get copies of typical pupil weekly programmes, I could envisage a little better how individualized timetables are made to work.[24]

Concurrently, Mr. Norman Wood, Principal, Westmount Senior High School, Montreal, was also on the Curriculum Committee; in touch with Gladstone Junior-Senior High School, Vancouver, B.C., and

22. C.W. Dickson and H.W. Clowater. Report of Visit to Schenectady and Niskayuna Senior High Schools February 17 & 18, 1958 (Unpublished mimeographed material, 1958).

23. Ibid., pp. 6-7

24. Letter from C.W. Dickson, to Mr. B. Thornsteinsson, Vancouver, February 6, 1957.

John Oliver Junior-Senior High School, Vancouver, B.C., he received two letters[25, 26] in which were outlined the method of constructing time-tables under the subject promotion programme, together with a sample from Gladstone Junior-Senior High School. All this material was used in the process of time-tabling at John Rennie High School.

A "dummy" time-table was now constructed to see if John Rennie High School could have operated in 1957-58 with the same staff, facilities and subject selection of the pupils. It appeared possible, so the project was discussed with the then-Superintendent and Assistant Superintendent of the Pointe Claire and Beaconsfield School Commission, now the West Island School Commission. With their approval a meeting of the John Rennie High School staff was called, where were outlined the benefits which were hoped to be secured and the changes in routine that might be expected. The staff was enthusiastic and quite prepared to co-operate.

Support and approval of the school commissioners were now sought. Since the programme was a radical departure from customary practice, a meeting of the Education and Health Committee of the school board was devoted to an explanation of what was involved; at a

25. Letter from Mr. D.A. Pritchard, Principal, Gladstone Junior-Senior High School, Vancouver, B.C., to Mr. Norman Wood, Montreal, May 23, 1957.

26. Letter from Mr. P.N. Whitley, Principal, John Oliver Junior-Senior High School, Vancouver, B.C., to Mr. Norman Wood, Montreal, June 4, 1957.

subsequent board meeting, permission was granted subject to approval by the Department of Education and adequate publicity to assure understanding and support of the parents.

One of the main stumbling blocks to the implementation of Subject Promotion was a regulation concerning High School Leaving examinations which reads as follows:

> 14 (a) A pupil who fails in Grade XI or XII shall be granted a Certificate upon supplementary examinations in the papers in which he failed, provided that he does so within sixteen months of the first attempt.[27]

It is pointed out that previous to this year [1962-63] students in Grade X who were trying Grade XI examinations were not permitted to write supplementals in August but had to wait until the following June.

Authority was now requested to exempt John Rennie High School from this regulation. Three officials from the Department of Education, Dr. D.S. Giles, Mr. N. Young, and Mr. P.N. Hartwick visited the school to discuss and clarify certain points. As a result, permission was obtained to deviate from the 16-month limitation for a period of five years. The consensus of the Department of Education can be gauged by referring to a letter received by the Principal of John Rennie High School from the Department of Education:

> There is a feeling here that an experiment in a new school which is not fully stabilized due to problems caused by rapid growth, etc. would neither be as valuable nor as informative as

27. Handbook for Teachers in the Protestant Schools of the Province of Quebec, Department of Education (Quebec) 1957), p. 194.

> one conducted in a more static school such as Mount Royal High School, etc. Possibly you have already considered this angle.
>
> It might also be well to ask Roland Bartlett what his reaction was to the experiment out in the Westmount High School some time ago. While the sixteen month limit was not eliminated at that time the Grade X pupils did write some Grade XI subjects.[28]

Parents were made aware of the pending proposal by means of an explanatory letter[29] which invited them to attend a meeting at which they could have additional details and ask pertinent questions. Approximately 150 people attended the meeting, and they seemed able to detect potential benefits to be derived by the pupils.

In the anxiety occasioned at all levels, the students were the only group which failed to receive any formal education on the new system being implemented. Whatever their knowledge -- apparently it was gained through the grape-vine and other lines of communication -- they appeared to experience no difficulty in changing their routine. As previously explained, one student, Gwen Paice, wrote an editorial, for High News, which indicated a lucid understanding of the project.

Reference has been made to the type of time-table which it was decided to adopt. Dickson comments on time-tabling generally

28. Letter from P.N. Hartwick, Chief of Examinations, Department of Education, to Mr. C.W. Dickson, May 22, 1958.

28. A thorough search has been made for a copy of this letter, but none is available. Apparently, the letter was mimeographed on a special machine used by Cedar Park Elementary School, and in subsequent clean-ups the spare copies were thrown out.

when he states: "In a high school the major mechanical problem is timetabling ... can you make a timetable work?[30] Blocked mosaic time-tables seemed to be the trend in British Columbia; they consisted of "blocks" of a fixed number of periods, and the pattern was the same for a Grade IX class or a Grade XI class. This was the system used by John Rennie High School to obtain the necessary flexibility. One-hour periods were used instead of the forty-minute periods, and the former seven-period day was reduced to one of five periods. To conform to the Quebec tradition that some subjects required more teaching time than others, it was necessary to establish a seven-day cycle similar to that used in British Columbia. The advantage to be gained from this system was that a pupil could carry seven subjects, each of which was assigned five periods of one hour in a seven-day cycle. A glance at Appendix E will indicate the time allocation of each subject under the 7-day cycle.

Time-tabling was done by hand during the first two years of the inauguration of the system. It was completed during the months of July and late August on a voluntary basis by teachers, and entailed a great deal of clerical work. When numbers in a class justified teaching a subject more than once, those scheduling were alert for opportunities to "stream" the students' classes. Due to time pressure and inexperience, maximum value from the streaming was not secured; only two streams were established, and these streams were confined to selected subjects and grades.

30. Dickson, p. 5a.

CHAPTER FIVE

SUBJECT PROMOTION IN JOHN RENNIE HIGH SCHOOL.

A. Background.

Before discussing the problems of time-tabling, it seems imperative that a general description of the John Rennie High School programme be given. This description will be facilitated by reference to Appendix F. There are three compulsory "core" subjects: English, French, and history; Grade VIII mathematics and Grade IX algebra and geometry are also compulsory, but mathematics is not required in Grades X and XI unless matriculation is desired. In addition, General Science if not selected as an elective in Grade VIII becomes a compulsory subject in Grade IX.

In addition to the compulsory subjects, a student has a wide choice of electives. His choice of electives will, in many cases, be determined by the High School Leaving credits required; thus, for example, credits in Art II and/or Geography II require pre-requisites in Art I and/or Geography I. With the exception of Stenography I, Typewriting I, Latin II, and Algebra and Geometry X, the electives in the Grade X and XI columns are High School Leaving subjects.

A student may not advance to the next grade in any subject until he has completed satisfactorily the work of the subject at the preceding grade level. If he fails one, two or possibly three

compulsory subjects in June, he must repeat these subjects unless he attends summer school and passes them. If he fails to pass an elective, he may repeat the elective or choose to study another elective the following year. Exceptions to this rule are Music I and Art I; no repetition is permitted in either of these subjects. Further, as a general rule, talent in these specific areas must be exhibited if a student is to continue with them.

Graduation from John Rennie High School may be accomplished by accumulating a total of forty or more credits, or by obtaining a High School Leaving Certificate from the Department of Education. As the credit system is not in use throughout the Province, the John Rennie High School Graduation Diploma only will be discussed.

A definite credit value is given for the satisfactory completion of a year's work in a subject of the course of study (See Appendix G). Twenty-three and a half of these credits are in compulsory subjects as follows:

English	$8\frac{1}{2}$ credits (4 years)
French	6 credits (3 years)
Maths.	4 credits (2 years)
Phys. Ed.	1 credit (2 years)
Music	1 credit (2 years)
History.	3 credits (3 years)

Eight of the sixteen optional credits must be selected from the work of the two senior grades. In addition, to secure credit for any subject in Grades VIII or IX a pupil must attain a mark of 60. In Grades X or XI a mark of 50 is required for credit. The school reserves the right to prevent a pupil from pursuing the study of

sequential or allied subjects if the final mark for the year is less than sixty-five.[1]

B. Time-Tabling.

Under Grade Promotion a high school may offer a wide variety of subjects, but the individual pupil may have few opportunities for choice. For example, at the beginning of Grade VIIIa pupil might have a choice between Latin I and General Science and have no other choice in his remaining three years. Other optional subjects might be determined by the school or class in which he happens to be. If the class takes geography, for example, he takes geography. Many other examples of restrictions could be cited, but in the main it resolves itself into a wide variation in the programmes or combinations of subjects which are available to a pupil who is fettered both by the lock-step method of promotion and by the rigidity of his class curriculum. It must also be recognized that pupils are not necessarily competent in all subjects. Organization by grades makes it difficult to provide groupings that would take care of individual differences in specific subjects. Flexibility of time-tabling and streaming by subject can thus best be accomplished by a system of individual time-tables.

Under Subject Promotion each pupil is given an individual time-table which is tailored to his particular course. Theoretically,

1. West Island School Commission standard Report Card.

no two time-tables will be alike. This system permits students to be grouped for instruction according to the subjects being taken rather than by grade; in practice, this appears to allow a great variety of offerings as well as a wide choice by students. In addition, homogeneous grouping at three levels of difficulty in compulsory subjects is offered in an effort to meet different abilities, interests, and needs.

For ease of organization, administration, and programming, each subject is given the same length of instructional time -- usually one period a day -- and these "blocks" of time are designated by letters or numbers. A block, therefore, may consist of a compulsory subject given five periods per week, or it may consist of a combination of two or more subjects, i.e. three periods of history and two periods of physical education. To permit more flexibility and to increase the variety of courses offered, certain selected subjects are combined to give two years of work in one academic year. Thus, for example, General Science is a two-year course of instruction given in one year; accordingly, as an elective it may be taken in either grade VIII or IX and serves as a pre-requisite for higher science courses. In like manner chemistry, biology, and physics are combined at the X - XI level. In both examples cited it can be seen that a pupil is permitted to write off some subjects one year ahead of time. Numerous other examples could be cited to further illustrate the point; a glance at the John Rennie High School Programme (Appendix F) will show that

flexibility is of paramount importance.

The average student receives six blocks of instruction daily -- blocks "A" to "F" -- and each block of instruction lasts for forty-seven minutes, with three minutes being allowed for class change-over. Because of the block system, the organization may not follow the five-day week, but this can vary from school to school. Beaconsfield High School is presently on a six-day cycle. It is not intended to discuss the advantages and disadvantages of such an arrangement, but an explanation seems indicated. Cycling ignores conventional week days; school days are referred to as Day 1, Day 2 etc. (See Appendix E) and are repeated at the end of the appropriate cycle. Thus, a school on a seven-day cycle might be up to Day 3 prior to, say, Teachers' Convention. After the resumption of school, the schedule would merely continue with the programme for Day 4.

Some idea of the flexibility of the individual time-table programme can be gained by a reference to the procedure employed in setting up the system.

During the month of February, an Option Form (See Appendix H) is given to each student to complete. (In the case of potential Grade VIII students these forms are forwarded to the various principals of the elementary schools under the jurisdiction of the West Island School Commission). With adequate counselling by parents, teachers, and guidance personnel, the selection of subjects is made for the next year. The completed selection forms are passed

to the vice-principal for time-tabling action, and the students' choices of subjects are entered on a special registration card in the form of coded key punches. These cards form the crux of the entire scheduling system.

The card used at John Rennie High School is the Keysort punch card, Form KD 5818 printed by the Royal McBee Company (See Appendix I). It is 8" x 5" and has a row or double row of small holes along each side - a total of 154 in all. Opposite each of these holes is printed pertinent and desirable information. The double holes are used to record the various subjects -- in compulsory subjects the stream will also be indicated -- and the grades affected. The remaining holes are used to record other information relevant to the student such as special courses, "reach-backs", sex, and IQ. In the centre of one side of the card, space is provided for the name, grade, and room of the student together with a record of the marks attained in the subjects of his current year together with his choice of options; the reverse side is used by the time-tabling committee to record the subject, room, and teacher of each of the subjects chosen by the student.

In addition to the card described, there are also used a hand punch, and a sorting needle called a "Keysorter". The hand punch looks much like that used by train conductors; it makes a "U"-shaped punch on the double-holed edge of the card and may be used to cut shallow or deep notches against each code number. The Keysorter is a steel

needle set in a plastic handle; when a stack of cards is properly aligned, the Keysorter may be properly used by inserting through the hole designated for any given subject.

The students' choices of subjects are entered on the individual cards by use of the hand punch. Not only is the subject entered but the compulsory subjects are designated by stream. Streams I and II are indicated by shallow and deep punches respectively; Stream III has a special code hole reserved in the block for each compulsory subject. An example will indicate how each card is punched. (See Appendix I, page 2).

A student promoted to Grade IX is scheduled to take options General Science and Music A in addition to his compulsory subjects of Stream I English and mathematics, and Stream II French and history. Accordingly, his card will be punched as follows:

English	- a shallow punch against code 28-7
French	- a deep punch against code 23-4
History	- a deep punch against code 18-2-SF
Mathematics	- a shallow punch against the low-stream code hole, 9-1
Science	- a shallow punch against code hole 1-1
Music A	- a shallow punch against the Grade VIII-IX code hole, 6-2-SF

The same procedure will be used for each individual card until all the information from the option forms has been recorded. Normally, this job may be done by the office staff, and it is desirable that it be done by one person. Since the cards are generally punched by grades, a certain amount of speed is possible.

With the cards all collected at a central location, a tally is made to determine the number of students who have signed up for each

subject. To sort and tally for any given subject, say Physics X-XI, a stack of cards is placed on a desk and aligned in such a manner that the Keysorter can be inserted in the hole representing Physics X-XI. The needle is then lifted, and the cards which are punched for that subject will fall to the desk; all the other cards will remain on the needle since only the holes for Physics X-XI are punched. In this manner, all cards punched for any subject -- or relevant data, such as IQ, sex, etc. -- are separated in a few minutes, counted, and recorded on a tabulation sheet. This process is repeated for all other subjects and grades until the job is completed.

With the tabulation completed, the next step is to determine the number of class blocks in each subject and then work out the teachers' assignment sheet, the means whereby the schedule builder will know his exact teacher requirement and plan accordingly for their allocation. Since contracts in Quebec are negotiated between March 1st. and March 31st., it is imperative that this particular job be completed by the end of February in case it is necessary to hire additional staff.

The next step for the schedule builder is the development of the master schedule of classes from which will later be developed an individual schedule of classes for each student. The compilation of this schedule is effected concurrently with the development of a "Subject conflict" chart to ensure that certain subjects are not offered at the same period to students enrolled in those subjects.

	Music A	Type I	Special French	Latin A	Art I	Effective Reading	-	-	-	etc.
Music A	X	3	0	0	1	2				
Type I		X	0	0	5	3				
Special French			X	2	4	0				
etc.				X						

The segment of a conflict chart shown above indicates that Typing I and Music A could not be offered during the same period, because there are three students registered for both subjects. There is no conflict, however, between Music A and Special French, but there is conflict between Special French and Art I. Whether this chart is large or small will depend upon the number of subjects which must be conflict-free. It generally includes those subjects having one or two blocks, special classes, or subjects in which accelerated classes are maintained.

The development of a conflict chart is easily organized since mechanical sorting may be employed. Thus, in the above sample, the cards for Music A would be extracted, and from these cards would be extracted, in order, the conflict-subjects such as Typing I, Special French, etc. In each conflict-subject, the total number registered is recorded on the chart, and the same procedure is then followed for

all the conflict-subjects on the chart. Having such a conflict chart available simplifies the development of the master schedule of classes.

The master schedule of classes having been developed from the tabulated returns by subjects, individual time-tabling may now commence. Again, the Keysort cards play an important part in this procedure because of the ability to extract the necessary subjects one at a time. An example of a master time-table for Grade IX (See Appendix J) will be used to illustrate the system employed to develop individual time-tables. This particular grade is used because the writer was permitted to supervise the time-tabling procedure involved from start to finish.

An examination of Appendix J will show the organization of the compulsory subjects by streams in the upper section, whereas the electives are shown in the lower section. Normally, the subjects with the least number of blocks are chosen to be scheduled first. Since in many cases those subjects are limited by classroom capacity -- for example, a typing class can only accommodate 25 pupils -- and since they may be as low as one block in number, the reasons for scheduling first become apparent. One-block subjects are thus extracted first, and after having recorded on the individual cards the period, subject, room, and teacher, the cards are returned to the stack. Two-block subjects are then extracted, placed in two even stacks and processed as described above. Three- and four-block subjects are then processed in a similar manner, the procedure being repeated for each grade,

moving always from the subjects having few blocks to the subjects having many blocks.

In the particular examples cited, it will be noted that there is only one block of Music A and one block of Music B. A pupil taking either of these blocks thus loses a certain amount of flexibility in his time-table; if he wishes to take Technical Drawing, for example, his choice is automatically narrowed down to two out of three blocks. Thus, when time-tabling, it is necessary to commence with Music A and Music B, and finish with Geography, which has five blocks of instruction. When the subjects offered in a limited number of blocks have been scheduled, the remainder of the electives are then listed tentatively, the final disposition being governed by the streaming in the compulsory subjects, i.e. it depends on the number of classes available in each streamed subject.

It has already been stated that provision is made for three levels of difficulty for compulsory subjects. In this time-table it will be noted that only two blocks of English A and F, are in Stream I. Stream II English may be taken in Blocks A, B, C, and D; whereas, Stream III English is available in Blocks B, C, and E. It will be appreciated that the number of students in each stream will vary according to the recommendations of the teachers in any school year. In this particular instance, there were originally five Stream II English classes, but class populations dictated that one class with a very small number be dispersed among other blocks.

The same procedure as detailed above is carried out for history, French, and mathematics. By no means does the time-tabling fall into a mechanical sorting out of subjects. Some conflicts of subjects or of numbers do arise and the necessary changes made on the individual's time-table are decided on the basis of previous marks, teachers' recommendations, or on the particular electives desired. For this reason an additional choice of elective is permitted on each Option Form; a measure of flexibility is thus granted to the time-tabling committee, and provision is assured for the varying levels of abilities.

C. Staff and Duties.

One of the disadvantages of Subject Promotion, as claimed by some detractors, is that more guidance personnel are required, and that more clerical work in keeping records is occasioned.[2] The stock answer to this claim is that it is true but that the facts are:

(a) The additional personnel are worthwhile for the benefits gained.

(b) The cost of the additional staff will be offset by savings in incidence of failure and grade repetition.

Before the implementation of Subject Promotion at John Rennie High School, the clerical office staff consisted of a secretary

2. "Promotion by Subject in the High School," The Teachers' Magazine, XXXVII, 191 (April, 1958), p. 20.

and one stenographer. After the new system was commenced, it was found that one-half day's additional work was involved; accordingly, one additional stenographer was employed to work at John Rennie High School office during the mornings. It is quite possible that this one person might have been employed as a result of the overcrowding of the school -- original designed for 800 pupils, it has well over 1000 to-day -- and the added work-load resulting. An analysis of the present staff and their duties merits attention.

There seems to be no requirement to mention the obvious division of work among the staff for their duties which would be equally apparent under the grade promotion scheme. By delegation of authority both the Principal and the Vice-Principal have reduced their work-load by having certain staff members carry out specific part-time duties. These will be enumerated in due course.

Principal.

In addition to his regular duties of administration, the Principal is responsible for Guidance and Discipline, and the supervision of all subjects except English, history, geography, and Latin. As a full-time guidance counsellor is employed, and as a part-time Discipline and Attendance Control Officer administers discipline, there is sufficient overlap of assignments to ensure that the routine staff duties are carried out. This relieves the Principal to some extent and frees him to establish closer contact with the staff and students. Because of the individualized attention given to the students

under Subject Promotion, it is imperative that the Principal carry out many interviews with the pupils, parents, staff, and referral agencies. In effect, the Principal must be aware of each student and of that student's individual problems. This onerous duty is carried out only with an efficient liaison between himself and his staff.

Vice-Principal.

The Vice-Principal has his normal staff duties among which are the supervision of subjects, English, history, geography and Latin. He is the Students' Council advisor, and is responsible for examination schedules and like duties. Under Subject Promotion his additional duties include that of time-tabling, although it is felt that this task might well be done by any member of the staff with the necessary background. In actual practice, then, the Vice-Principal heads the "Time-tabling Committee" for the period during which it is working. His duties under Subject Promotion, as in the case of the Principal, include a great many personal interviews. In addition, because of the large school population, it is necessary that the Vice-Principal undertake to do a larger share of guidance counselling than might normally be the case. On the whole, however, he carries out his normal duties and assists the Principal on an "as-required" basis.

Guidance Counsellor.

One full-time guidance counsellor is employed at John Rennie High School, and this number is insufficient by many standards.

Conant suggests that the number of counsellors should be at least one for every two-hundred-fifty to three hundred students in a high school.[3] The Alberta Department of Education sets the ratio at one counsellor to four or five hundred students.[4] Whatever the number, it must be remembered that although guidance is a necessary adjunct of Subject Promotion it is used by many systems employing Grade Promotion. The guidance counsellor is usually a teacher -- this seems to be an essential feature of a good counsellor -- and is therefore acquainted with the problems which may be encountered. His main duties consist of interviewing special cases, administering tests for large or small groups, and maintaining or causing to be maintained the necessary records. For adequate counselling, a set of permanent records is maintained, and these are used by all staff members. Since one counsellor is insufficient for a school population of the size of John Rennie High School, a number of assistant counsellors is also maintained. Known as "teacher-counsellors", they perform normal teaching duties and devote a limited number of periods per day to counselling duties. These periods vary from one to three periods depending upon the requirement. A pupil may see his guidance counsellor at any time, and the majority of interviews of this type are usually handled by teacher-counsellors. If the interview is beyond the normal limitations of the counsellor, a system of referrals is used;

3. Conant, p. 44.

4. Byrne, p. 67.

under such circumstances, the referral is either to the Principal, the Vice-Principal or to the Guidance Counsellor, for his personal action. In the main, interviews are mainly concerned with career problems. The teacher-counsellor meets frequently with his class(es) to discuss vocational problems, choices of universities, and other relevant matters. A certain amount of mass counselling is thus accomplished with matters such as effective studying, preparing for examinations, and related problems being considered. Since the teacher-counsellors receive no extra salary for counselling, no additional financial burden is placed on the school. In addition, under Subject Promotion, it is expected that each teacher in a home-room will exercise a certain counselling effect in the periods devoted to the home-room. With a fairly static staff, counselling resolves itself into but a small amount of administrative time.

Discipline and Attendance Control Officer.

To supplement Subject Promotion a system of Discipline and Attendance Control is in use and is administered by a teacher who moves into the classroom on a part-time basis. Records of detentions and misdemeanours are maintained on file cards. All teachers assist in the programme; a student who requires discipline is given a detention -- this system is also used under grade promotion -- the details of which are entered on his card. After three detentions, regardless of whether they resulted from behaviour or school-work, the student is interviewed by the Discipline Officer and corrective or

preventive action is taken. Extreme cases are referred to the Principal who may take further action as defined by School Law. A detention hall is maintained after school hours, but only a very small proportion of the school population is detained. Proponents of the Subject Promotion plan claim that the system is basically responsible for the improvement in discipline; such a claim would merit a full-scale enquiry. On the whole, however, there seem to be few discipline problems; therefore, it seems reasonable to assume that the breaking up of cliques occasioned by individual time-tabling may be a great factor in the reduction of a disruptive environment.

Home-Rooms.

All students are assigned to home-rooms. Since the allocation is made both by grade and by last names in alphabetical order there seems little chance of a homogeneous arrangement being made. Fifteen minutes in the morning and in the afternoon are allocated for home-rooms periods. The home-room is the social unit of the school, and an effort is made at this time to imbue the class with school spirit. Representative government on a small scale is carried out; class elections are held, and each class has a representative on the Student Council. Class reports are issued by the home-room teacher in liaison with subject teachers, although parental liaison may be channelled through either teacher. The home-room, if properly administered, is the one tie which gives a student a feeling of "belonging". The lack of "belonging" is one of the arguments used

against Subject Promotion.

Teachers.

The role of teachers under Subject Promotion is little changed from that of other teachers. An extensive background of each individual subject is imperative; further, if one is teaching in streamed subjects, great preparation is required to ensure that the proper depth is maintained for each stream. One further step is required, however. An attempt must be made to integrate each subject with its appropriate counterpart. Thus, history must be complementary to geography and vice versa. No attempt is made to "compartmentalize" subjects; the student, as always, and not the subject is the important thing. Because the subjects now have equal time and there are less subjects per day than under Grade Promotion, the teacher does have a chance to get better acquainted with his class. More concentration on a subject is thus possible, because the teacher is more aware of individual differences. There seems to be little increase of duties entailed. Examination marks are entered on composite sheets together with relevant remarks; these are then transcribed by the home-room teacher on to the report cards.

In some cases, as already mentioned, teachers may be given additional duties, e.g. teacher-counsellor, which may lighten their instructional load but will still permit them to maintain contact with their pupils in a teaching situation. Teachers who have worked in both systems find that there has been an increase in the paper work.

Records must be maintained under both systems, however, and the teachers normally maintain these records.

Teachers selected for time-tabling duties in June are relieved of invigilation of final examinations.

Time-Tabling Committee.

Although the Vice-Principal is responsible for time-tabling duties, it is within his authority to delegate many of the routine tasks which arise out of the system. The time-tabling Committee generally consists of Department Heads, the Guidance Counsellor, and a few volunteer teachers, all of whom operate under the aegis of the Vice-Principal. The functions of time-tabling have already been delineated, and it is not intended to repeat them. It is worthy of mention, however, that the Time-tabling Committee should consist of experienced personnel with a good knowledge of guidance work. The time-tabling normally starts early in June and great care is taken to ensure that each individual time-table in effect becomes just that - an individual time-table. As all time-tables are made on the premise that each student is going to pass, some adjustments are necessary before the start of the school year the following September. Accordingly, one of the members of the committee may be asked to work during two weeks in August. This additional work is paid for separately; it thus constitutes an additional cost in the maintenance of Subject Promotion. In addition, certain unskilled work such as punching record cards, etc., may be performed by a senior high

school student. Normally, John Rennie High School employs a University student for such tasks, and the amount paid is well within the budget of any school.

Department Heads.

Department Heads are appointed by the School Commission -- this may be done under Grade Promotion as well -- and are responsible to the Principal. Their roles are the usual ones of supervision of subject matter and pedagogy in their respective fields and need not be expanded here. Their only duties affected by Subject Promotion are concerned with setting the limits for each term with due attention being paid to the streaming of classes and the depths to which each class is to go. Since streaming is not the sole property of Subject Promotion, there seem to be very little in the way of extra duties that are required.

Staff Meetings.

Under any promotion system it is essential that staff meetings be held, and this is especially true with the system of Subject Promotion. Monthly staff meetings are held to maintain an efficient liaison between administration and staff. Areas of general interest are explored, and items of specific knowledge are disseminated to ensure that the staff is aware of certain problems. Issues may be raised by the staff after the general agenda has been covered, and lively discussions are frequent.

One important staff meeting is stressed, and this obviously concerns promotion. Subject and home-room teachers for each grade assemble with the Principal and Vice-Principal prior to handing out the June reports. Each student is thoroughly discussed from the point of view of advancement. Recommendations are made for summer school, for repetition of subjects as a result of failure, and for scholarship standings. Each teacher may give opinions on any student under his tutelage; nevertheless, the Principal is the final authority for passing or failing a student. As usual, the student's welfare is the important feature of the meeting.

D. Statistics.

Delimitations.

It is not the intention to prove with the use of these statistics that Subject Promotion is superior to Grade Promotion, but rather to give some idea of the flexibility occasioned by Subject Promotion and to show some of the advantages that may be gained by implementing it. Comparisons normally relate to the same kind of things; hence, geographical considerations and population densities create differences which are quantitative but not qualitative.

The bulk of Protestant high school students in Quebec is concentrated on Montreal Island; the remainder is spread over a number of rural areas in which the high school population is well below that of the Montreal high schools or the urban high schools of the larger centres.

Pointe Claire is part of the West Island complex and is a community with a high socio-economic level, a factor which is reflected in the excessively low drop-out rate of John Rennie High School. It serves no useful purpose, then, to compare the Pointe Claire system with that of, say, Point St. Charles, a Montreal district with a low socio-economic level, and a community which seems marked for future slum-clearance. Conversely, it seems equally ridiculous to compare the Pointe Claire school system with that of the City of Westmount, a community with a very high socio-economic level. Accordingly, certain figures will be presented which will be compared with those of the over-all provincial results, and since John Rennie High School is the only high school in the Province of Quebec which has completed a full cycle under Subject Promotion, the results may indicate a trend.

A comparison of provincial results, however, does not constitute a criterion by which to judge a system; there are too many variable factors to consider, and statistics are subject to misinterpretation as well as being used for deliberate propaganda. Brown makes this point clear in his monograph "Problems and Conclusions"; his comment seems quite logical:

> Although the survey personnel saw the composite school as having great holding power, the difficulty of investigating this conclusion statistically was apparent. First, it is never certain whether retention results from composite education, or whether both are the result of some more pervasive influence such as urban values, employment conditions of the area, and the like.

> Furthermore, there appears to be a real need for a "retention formula" that will provide more precise answers.[5]

Brown mentions two systems presently used by some provinces to evaluate their results; his comments indicate that he favours the latter: "A comparison of enrolments of different grades in any one year provides a rough sketch of the drop-out picture ... Following the enrolment of one class through successive grades is a little more refined;".[6] The latter system was employed at John Rennie High School to evaluate the drop-out picture.

The system of following the enrolment of one class through successive grades was used not only for assessing the drop-out rate but also for determining if Subject Promotion had statistical superiority over Grade Promotion. The point is made that the comparison is still open to question because, although the same community is being used for the comparison, there are still many variables which could contaminate the statistics; for example, during the experiment two new high schools opened which revamped the school boundaries thus changing the nature of the school population. In addition, the normal staff changes occurred. Another contributing factor was overcrowding which enlarged classes beyond the standard size during one year.

5. A.F. Brown, "Problems and Conclusions" in Composite High Schools in Canada, edited by John M. Andrews and Alan F. Brown (Edmonton, 1958), p. 91.

6. Ibid.,

Apart from the human factors involved, it must also be remembered that John Rennie High School offers "tutorial" classes during the school year, and, in addition, operates a summer school in which a student may obtain a passing mark in at least two subjects in which he has failed. Thus, it could well be argued that under Grade Promotion, students could also pick up their weak subjects at a summer school and successfully pass their year's work. In each case it would appear that failure of a subject might result in a different conclusion, i.e. the student under Subject Promotion would repeat the subject he had failed, whereas a student under Grade Promotion might have to repeat his entire year's work.

A progress report on Subject Promotion at John Rennie High School was issued by the West Island School Commission;[7] they have granted permission to cite the statistics presented in their report. The statistics have been drawn up with great care and appear to be self-explanatory. Some comments seem indicated, and these will be given where required.

Comparison of Subject-Time Distribution.

As mentioned previously, it is not the intention of this thesis to discuss the advantages of the various systems by which a school week is extended or reduced. Each school will use the system which seems most appropriate and adaptable for its purpose. Although

7. A Progress Report on Subject Promotion at the JOHN RENNIE HIGH SCHOOL, February, 1963 (Unpublished mimeographed material).

John Rennie High School is now using a 5-day cycle, it was necessary during the first two years of Subject Promotion to use a 7-day cycle in order to implement the system and keep it fairly compatible for those grades still operating under Grade Promotion. Subsequently, when the entire school was operating under Subject Promotion, the 5-day cycle was adopted. Three reasons are advanced for its implementation: it gave a more suitable time-distribution per block; it improved the flexibility of scheduling by the elimination of borrowing blocks;[8] and it provided better control of instructional class enrolment.

In the main, the time distribution is improved under Subject Promotion. While it can be pointed out that some subjects, like English, seem to suffer in the comparison, it must be appreciated that other subjects are increasing in their time.[9] The net effect is, of course, that only six subjects are carried per year instead of eight or nine; in addition, most subjects are taught daily with more time being given to each subject.

Combinations of Options.

Observations have already been made concerning the difficulties experienced with the choice of subjects under Grade Promotion (See Appendix A). These have been obviated under Subject

8. Certain subjects like French required extra instructional time, and this was "borrowed" from other subject blocks such as history.

9. An analysis of the time spent on English will show that there is only a loss of six minutes daily spread over the school year (See Appendix E).

Promotion. An analysis of Appendix K will show that under Subject Promotion a greater diversity of students' choices is now made possible. It would appear that the student undoubtedly has a much greater opportunity to study the subjects in which he is interested without having to take options which he may dislike and for which he may have little aptitude. Provision has therefore been made for individual differences.

Samples of Time-Tables - John Rennie High School.

Flexibility of time-tabling is considered to be one of the finer features of Subject Promotion. With the increased combinations available as mentioned above, it can readily be seen by reference to Appendix L that provision has been made for age, interests, and aptitudes to a very high degree. A study of these samples will indicate that students may be studying subjects at more than one level and in different subject streams. Thus, for instance, a Grade XI student, "G. T." is reaching back for Stream III English in Grade X and for Stream III mathematics in Grade VIII, although he is studying Grade XI history and French at the Stream II level. It may also be observed that provision has been made for classes of remedial mathematics and reading, which under Grade Promotion might not have been so readily available.

Distribution of Marks by Subject.

Although streaming is not necessarily an adjunct of Subject Promotion, its adoption is greatly facilitated by the use of the

individual time-tables. At the present time, streaming is carried out in English, French, history, and mathematics. Representative marks for each of these subjects (See Appendix M) show the proportion of first-class and failing marks in the various streams. It will be noticed that in some cases the Stream III classes have a lower failure rate than those in Stream II. The reasons for this could probably be analysed by an evaluating procedure, but this procedure is outside the scope of this thesis. In the main, the figures do conform to expectations that the streaming procedure is of a fairly high quality.

Students Reaching Back or Ahead in Compulsory Subjects.

It was shown in Table IV that students of schools under the jurisdiction of the Greater Montreal Protestant School Board were required to repeat courses in which they had already passed. Under Subject Promotion such a possibility does not exist. The only requirement is to "reach back" i.e. to repeat the work in which a student has failed. Conversely, a student may also take courses at the next higher grade level if circumstances so warrant. Appendix N shows that nearly fifteen per cent of the students in John Rennie High School are reaching back or ahead in compulsory subjects alone, and it is expected that as the system matures this percentage will probably increase. No analysis is made of the optional subjects; provision is made for either the repetition of a failed option or for the election of a new one. In some cases, music for example, repetition of an option is not permitted because a student has established that he lacks the

necessary talent.

Statistical Progress History of Two Classes.

Special attention is drawn to Appendices O and P which represent two classes of John Rennie High School; the former was the class of 1955-56 and received its instruction under Grade Promotion; the latter was the class of 1958-59 and received its instruction under Subject Promotion and was the first class to graduate under the new system. Credit for the time-consuming task of compiling these statistics must be given to Mr. Robert Barras, a member of the teaching staff, who undertook the project at the request of the Principal, Mr. C.W. Dickson.

Because only one class has graduated under the new system, there are limited particulars on which to base an objective analysis of how well Subject Promotion is attaining its goals. It has already been mentioned that the socio-economic level of the West Island school district was relatively high; because of this factor, it is not believed that the drop-out rate under Grade Promotion would be as excessive as in other areas in the province. Under Grade Promotion it will be noticed that the drop-out rate was 37 out of 217 pupils; under Subject Promotion the drop-out rate was 27 out of 183 pupils.

At first glance it would appear that the drop-out rate under Subject Promotion was appreciably reduced. A chi-square test was applied to the figures, and the results of this test are shown in Table VI.

TABLE VI

Probability of Drop-outs -- Chi-square Test.

System		Number remaining in school		Number dropping out of school		Totals	
Grade Promotion	f_o	180.0		37.0		217	
	f_e	182.3		34.7			
	$f_o - f_e$	- 2.3		+2.3			
	$(f_o - f_e)^2$	5.29		5.29			
$(f_o - f_e)^2 / f_e$		5.29 / 182.3	.029	5.29 / 34.7	.152		.181
Subject Promotion	f_o	156.0		27.0		183	
	f_e	153.7		29.3			
	$f_o - f_e$	+ 2.3		-2.3			
	$(f_o - f_e)^2$	5.29		5.29			
$(f_o - f_e)^2 / f_e$		5.29 / 153.7	.034	5.29 / 29.3	.180		.214
		336	.063	64	.332	400	.395

$$X^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right] = 0.395$$ (Yates' correction is not applied)

df = 1

$P_{.01} = 6.635$

$P_{.05} = 3.841$

The figures are not significant at the 5% level; P lies between 0.50 and 0.60

Yates' correction was then applied, which produced $X^2 = 0.243$

The only conclusion which can be drawn statistically from Table VI is that in this case, Subject Promotion appears to be no better than Grade Promotion in reducing the drop-out rate. It would appear that there were other factors contributing to the reduction.

Loughary carried out a study in 1958 of the processes of dropping out of school, and concluded that six types of predominantly pre-disposing factors were:

(1) school too difficult

(2) lack of acceptance

(3) disruptive home situation.

(4) financial need

(5) school program inadequate

(6) engagement and/or marriage[10]

In view of these factors, it is suggested that further statistical evidence is required before stating positively that one system is superior to another.

Distribution of Students in Grade XI 1958-59 and 1961-62 According to Academic Aptitude.

A study of Appendix Q will indicate that students with low normal academic aptitude are getting a greater opportunity to attempt the High School Leaving examinations. While it is agreed that IQ results are not infallible, there seems sufficient evidence on the

10. Dr. William Loughary, A Study of the Process of Dropping Out of School: Eighty Case Studies. (Unpublished Doctoral Dissertation, Iowa: The State University of Iowa, 1958).

breakdown of the ranges to indicate that the school's retaining power has been improved to a considerable degree.

High School Leaving Results -- John Rennie High School.

1958 was the first year during which John Rennie High School commenced Subject Promotion. Appendix R shows that the percentage of failures since that time has been below that of the Province. In addition, it must be remembered that during that time there has been an increase in the proportion of normal ability to superior ability students. Despite this increase, the High School Leaving failure rate of John Rennie High School has remained very favourable; further not only have these normal ability students been retained, but it would appear that many are graduating who normally would have dropped out under Grade Promotion.

Corporal Punishment Rate per Annum.

It is believed that Subject Promotion reduces two of the main causes of disciplinary problems -- boredom and frustration. Appendix J shows a marked correlation between the inception of Subject Promotion and the decrease of corporal punishment. Whether or not this decrease is directly attributable to relief from boredom and frustration is open to question because coincidental with the introduction of Subject Promotion the guidance programme in the school was greatly expanded, and a system of discipline and attendance control was also introduced. These systems may have resulted in a measure of preventive control, thereby improving the

conduct of the students. Whatever the reason, however, the implementation of Subject Promotion and its attendance side-effects seem to have improved the discipline of the school.

In summary, the statistics as presented by the West Island School Commission seem to indicate that Subject Promotion has advantages not normally adduced to Grade Promotion. On the whole, an examination of the figures presented do indicate a greater measure of flexibility exists, that the retention rate of borderline students has been advanced at the Grade XI level, and with the reduction of discipline problems an improved environment for instruction has resulted.

The main feature, it would seem, is that Subject Promotion appears to be making better provision for individual differences.

CHAPTER SIX

CONCLUSIONS

A. Large High Schools.

Sufficient evidence has been presented to show that Subject Promotion can conceivably be implemented in a large high school. But what constitutes the minimum number of pupils in a high school with the new system? Before attempting to answer this question, practical considerations must prevail. As previously mentioned, the Protestant high schools in Quebec are in either large centres or in small rural areas. Some idea of the relative figures of high school population can be gained by reference to Hartwick's statistics for Quebec high schools. For ease of reference these figures have been tabled and will be referred to by categories. The figures are as follows:

TABLE VII

Suggested ratios of Streams by population of high schools.

Category.	Number of Schools	School Population	Suggested Ratio
1	6	Over 1,000	2:6:2
2	10	500 - 1,000	1:3:1
3	3	300 - 500	1:2:1
4	3	200 - 300	1:1:1
5	12 x	100 - 200	None
6	30 x	Less than 100	None

x Schools in Categories 5 and 6 comprise 66% of Quebec high schools.
Source: P.N. Hartwick, p. 16.

It was evident that the number of high schools in Categories 1 and had increased since Mr. Hartwick cited his figures; therefore, an official telephone call[1] was made to him at Quebec to get current statistics. Detailed records of this type are not required by the Department of Education; in fact, Mr. Hartwick stated that the figures in question had been prepared by Mr. Norman Wood for a specific purpose. However, he did point out emphatically that seventy per cent of all Quebec Protestant high school students are in the categories representing 34% of Quebec Protestant high schools. With this caution in mind, Table VII will be used to indicate relative figures only for purposes of presentation.

An examination of the time-tabling procedure should indicate that the greater the school population, the greater the flexibility. Further, for purposes of scheduling, it is desirable to have more than one class in each stream. In actual practice, at John Rennie High School a relative ratio among streams -- the ratios will depend upon the subject -- exists as follows:

Stream:	I	II	III
Classes:	2	6	2

But these figures indicate also that ten classes -- the number will decrease slightly with increasing grade level -- are involved, and very few schools will be capable of maintaining such a school

1. Telephone call by Mr. Alex Donaldson, Vice-Principal John Rennie High School, to Mr. P.N. Hartwick, Department of Education, Quebec, P.Q., on April 12, 1963.

population. If the ratio were reduced to 1:3:1, five classes would still be required at each grade level. Assuming a class population of approximately thirty for each grade, this would indicate that 150 pupils for each grade or a total of approximately 600 pupils per high school are required. Very few high schools would be able to meet such a requirement; in fact, reference to Table VII will show that only schools in Categories 1 and 2 would qualify, a total of sixteen. In theory, then, only a high school with a student population of close to 600 pupils would be able to give a highly diversified programme. If the number were greater than 600 pupils, then the flexibility of electives would be increased still further.

Would a lower figure than 600 be acceptable? To maintain at least three streams at each level, it would seem feasible to operate a programme which could include four classes each of Grades VIII and IX, and three classes each of Grades X and XI. Thus, at Grades VIII and IX a streaming ratio of 1:2:1 could be established, while in Grades X and XI a ratio of 1:1:1 would be very desirable and could be modified to include but one Stream I class and two Stream II classes. Reference to Table VII will show that if such an arrangement were effected, there would only be included an additional three schools of Category 3. It must also be remembered that the ratios established here would vary with the socio-economic level of the districts concerned. Under these modified conditions, it would appear that a practical consideration for a full Subject Promotion plan should include a minimum of 350 to 400

pupils, and such a figure would be based on the number of classes each of constant subjects being offered. But the ideal conditions would consist of one block each per period of each subject during the day if maximum flexibility were to be maintained, i.e. six different classes could be utilized throughout Blocks A to F; this could not be realized with 350 pupils; therefore, only flexibility of a limited nature could be established.

If reference is again made to Table VII, it can be seen that Category 4 schools could not maintain a ratio of 1:2:1. Depending upon the socio-economic levels, it is conceivable that a ratio of 1:1:1 might be established at Grade VIII and IX levels, and a ratio of 1:1:0 for Grades X and XI, provided that the class populations were from twenty to twenty-five pupils. This reduced ratio would mean that less than optimum conditions would be achieved, i.e. the time-table would be less flexible. Would the results of such a ratio justify the action? Since there are only three schools in Category 4, with a possible total of 900 pupils, it would still mean that only 34% of Quebec high schools could participate in the scheme.

In summary then, optimum conditions for the implementation of Subject Promotion in Quebec Protestant high schools would apply to only sixteen schools, and less than optimum conditions would apply to another six. This would still leave 66% of Quebec high schools outside the scheme. Some solution for the small high schools seems warranted.

B. Small High Schools.

It has already been pointed out that the majority of the high schools in Quebec have a school population of less than two hundred pupils. If the ideal school population is to be considered, then it would appear, on the surface, that the small high schools could not make use of the Plan. Hartwick seems to agree when he says:

> In the United States of America there are 817 schools with 100 or less high school pupils, an additional 625 schools have between one and two hundred pupils. The remainder have more than 200. We see, therefore, that several hundred small American schools are working under the Subject Promotion system with apparently no great difficulty. It is dubious whether these smaller schools obtain a measurable advantage from using this system.[2]

But Conant has already expressed his views concerning small high schools. He states that the enrolment of many American public schools is too small to allow a diversified curriculum except at exorbitant expense: he then adds:

> The prevalence of such high schools -- those with graduating classes of less than one hundred students -- constitutes one of the serious obstacles to good secondary education throughout most of the United States. I believe such schools are not in a position to provide a satisfactory education for any group of their students -- the academically talented, the vocationally oriented, or the slow reader. The instructional program is neither sufficiently broad nor sufficiently challenging. A small high school cannot by its very nature offer a comprehensive curriculum.[3]

2. Hartwick, p. 16.

3. Conant, The American High School Today, p. 77.

In the light of these two statements it appears that the pupils in low-population areas will be penalized because of geographical considerations. What steps can be taken to improve the situation?

One of the most obvious solutions to the problem of insufficient school population is to consolidate a number of small high schools into larger units. This has been done in other Canadian provinces, with increased benefits -- educational as well as financial -- resulting from the consolidation. But the other provinces -- perhaps Newfoundland should be excepted because of its unique system -- do not have the confessional system of two separate school organizations as employed in Quebec. Consolidation of the widely separated high schools would probably result in geographically large units, with increased transportation problems. Consolidation does not seem to be the answer unless consideration is given to the proposed Quebec "neutral" school.

Another probable solution would be to reduce the number of electives offered during the year. If this plan were effected, one of the advantages of Subject Promotion would disappear; there would be no point in time-tabling on an individual basis if there were little to choose from in the way of options. This handicap could probably be overcome by instituting a supplementary system of selected correspondence courses as established in British Columbia.

One workable system has already been used successfully on an experimental basis at La Tuque High School, namely the method of alternating the courses offered yearly, and that of doubling two-

year courses into one year's work. Doubling of courses is already one aspect of Subject Promotion, and is widely used because it results in economical balancing of loads. The system of alternating courses seems equally sound because it, too, permits a more extensive offering of electives.

The apparent success of the La Tuque experiment suggests that a ready-made solution is at hand. Because of the flexibility of Subject Promotion, a combination of course-doubling, class-doubling, and course-alternating is not only feasible but has great merit because a student may reach ahead or back for his subjects. It is true that time-tabling might be more difficult, but this is an administrative problem.

Seventeen years have elapsed since the La Tuque experiment was abandoned. Since that time there have been newer methods of teaching which involve programmed instruction, and these methods are having some impact in our schools. This should be considered when discussing the problems of the small high schools. While it is desirable to have highly qualified teachers in a high school, less qualified persons may be used with the programming technique, provided that they know how to evaluate teaching programmes. Edwards, Institute of Education, McGill University, has carried out considerable research on these "teaching machines"; his comments regarding this phase of education in Quebec merit attention:

> In this Province there are still a large number of small sized high schools; that is, with not sufficient children at each grade level to merit a teacher for each grade. There are others which meet this criterion, but which are unable to obtain the services of specialist teachers. It is true that attempts are being made by school boards to form regional bodies to run efficient high schools, but for many years to come it is likely that such small schools will remain. Somewhere in these schools there will be children who, if they could receive instruction in line with their interests and abilities might be able to make outstanding contributions to their society, and to themselves. For these children, taught though they may be by competent teachers, no special help in certain subject areas has been available in the past. For these, the new auto instructional devices offer great hope.[4]

Smith, a chemistry teacher at LeMoyne d'Iberville School, Longueuil, Quebec, holds a somewhat similar view: "Small high schools, can, through programs, enrich their curricula ... Programmed instruction can be a boon to the teacher in a small rural school provided good programs are available ... There is the possibility that the present movement in rural Quebec towards greater centralization should be examined in the light of the possible use of programmed instruction."[5]

Smith has already commented regarding the availability of good programmes. Robinson, Research Director of the Canadian Teachers' Federation, also refers to the requirement for good programmes:

4. Professor Reginald Edwards, Memorandum to the Royal Commission of Inquiry on Education, (Ste. Anne de Bellevue, 1962), pp. 31-32.

5. R.G. Smith, "Programmed Instruction", (Unpublished mimeographed material, 1962), p. 2.

"particularly those which are directly applicable to the Canadian curriculum."[6] He does point out, however, that the traditional first year algebra course, to cite one specific example, is pretty much the same in Canada and the United States.[7] The writer concurs with this point, as he is presently supervising programmed teaching of such a course, and finds that it does not depart too much from the authorized algebra textbook.

It has been previously stated that correspondence courses could supplement the high school curriculum; if such a suggestion were acceptable, there is good reason to believe programmed textbooks could become part of this programme. Robinson might well agree with such an argument, because he states: "The research evidence to date indicates that students learn as quickly (and as well) from programmed textbooks as they do from programs presented via machines (whose primary justification has been that they prevent the student from looking ahead at the answer)."[8]

There seems to be no limit to the number of courses available in a wide range of subjects. Just how many of these would be appropriate for use in a high school remains doubtful at the moment. It is generally argued that English grammar, to cite one subject,

6. Dr. F.G. Robinson, "The Teacher and Programmed Instruction", (Unpublished mimeographed material, 1962), p. 3.

7. Ibid.,

8. Ibid., p. 4.

requires a teacher. Wisenthal, Institute of Education, McGill University, writes of an attempt to test the effectiveness of grammar teaching by means of a programmed text. His statement of the results appears to hold great promise for such a teaching technique: "The conclusion that can be drawn from this study is that what subject matter this programmed text purports to teach, it teaches as well as a regular instructor."[9] Wisenthal was dealing with potential teachers who had at least High School Leaving certificates; it remains to be seen whether or not children of high school level would give comparable results.

Generally speaking, the small high school has a great amount of individualized instruction, and a system of programmed instruction fits in ideally with it. Assuming that sufficient acceptable programmes are available for use in Quebec schools, it would seem that in concert with the other methods suggested, namely, doubling of courses, doubling of classes, and alternating of courses, a workable programme could be offered to each pupil in a small high school.

C. The Prospects of Subject Promotion in Quebec.

It has already been stated that the majority of Protestant high school students attend schools the bulk of which are situated in the Montreal Island area. Of these high schools, three in the West Island School Commission are presently using Subject Promotion, two high

9. Professor Miles Wisenthal, The Implications of Programmed Learning for Faculties of Education (Ste. Anne de Bellevue, 1962), p. 7.

schools in Montreal have implemented it on an experimental basis, and one high school, Rosemere, is utilizing individualized time-tables. Thus, there seems to be a trend towards changing the system of promotion employed in Quebec Protestant high schools. Conversations with personnel indicate that they will find their schools changing over to the new system when the "climate" is favourable.

In the last few years Quebec has grown to be very conscious of education. Perhaps the conditions during World War II engendered a new outlook at Quebec's economic position in the Confederation. At any rate, the change has been made quite apparent by the new approach to school curricula, and especially to the offerings of the Classical Colleges.

This consciousness of education is reflected in the creation of a Royal Commission on Education; further, this Commission has seen fit not only to receive briefs and to listen to verbal discussions but also to visit other provinces and countries outside of Canada in an attempt to create a "grand design" for education in Quebec. Royal Commissions on Education are not new; many have been held recently in other Canadian provinces, and their reports have been both thoughtful and thought-provoking. Recommendations of such Commissions, however, are not always necessarily adopted, due, in part, it is believed to religious objections presented by various Churches which advocate secular education. An example of such objections may be seen in "Brief 146" of the Report of the Royal

Commission on Education in Ontario 1950 which reads in part:

> Our position on the matter is that the religious training to be imparted to Catholic students must be according to our beliefs ... We have never departed from this principle, even though we fully appreciate the constant and earnest effort of those in charge of our Department of Education 'to lead the child to accept those ideals of conduct and endeavour which a Christian and democratic society approves', as stated in the present Ontario programme of Studies for elementary grades. We have always held, and will continue to hold, that such instruction falls short of an ideal education, since it lacks what, in our view, are essential factors in a complete Christian education ... We hold that education is for the happiness of the individual and for good citizenship in this world, but even more important, it is for the service of Almighty God in this life and for happiness with God in the next ...[10]

This position was supported by the Bishops of the Roman Catholic dioceses of Ontario in "Brief 196" wherein it is stated:

> ... we are bound to declare unambiguously that Catholics can never accept undenominational religious teaching as satisfying their own consciences. As is recognized in the British North America Act, separate educational provisions must be made for Protestants and Catholics in Ontario as in Quebec.[11]

The main objections have been based on the nature of the subject matter and not on administrative procedures or controls. Since Subject Promotion concerns itself with organization of curricula and credits as opposed to organization of the subject matter itself, there

10. Report of the Royal Commission on Education in Ontario 1950 (Toronto, 1950), pp. 496-497.

11. Ibid., p. 507.

seems little reason why the Royal Commission on Education should not accept the recommendation submitted by the Quebec Federation of Protestant Home and School Associations which reads as follows:

> Recommendations (Subject Promotion)
>
> It is recommended that:
>
> 1. Subject promotion be introduced into secondary schools wherever possible and just as quickly as it can be done.[12]

It should be noted that not only is the recommendation very brief and concise, but that it makes no reference to any specific faith, i.e. it would appear that the intention was to implement Subject Promotion in all schools. If such a step were taken, and the neutral school were a reality, -- a proviso could be made to allocate the necessary periods for religious instruction -- then many of the problems of small high schools could be solved by consolidation.

Whatever the findings of the Royal Commission, there are indications that Subject Promotion may soon be a reality in many high schools in Quebec. This confidence is expressed by an analysis of a progress report of the Sub-Committee of the Curriculum Committee of the P.A.P.T. on Subject Promotion for Quebec Schools. The first three recommendations to the Curriculum Committee show that thinking on Subject Promotion has been altered. The recommendations are as follows:

12. Brief to the Royal Commission on Education of the Province of Quebec, submitted by the Quebec Federation of Protestant Home and School Associations, 1962, p. 40.

1. That the reorganization of high schools from Grade Promotion to Subject Promotion has sufficient merit to justify further experimentation in schools of various sizes.

2. That the Department of Education be requested to establish committees to adjust the curriculum organization of the Province to meet criteria necessary for subject promotion to operate more successfully.

3. That the Curriculum Committee of the PAPT encourage the study of the implications of Subject Promotion in all parts of the Province and facilitate such studies by making speakers and material available as requested.[13]

The report gives further details concerning such matters as High School Leaving examinations, individual school graduation certificates, the number of credits required for graduation (indicating how many minutes of instruction each credit represents), and the allocation of credits for compulsory subjects.

The main and most significant feature of the report, it seems, arises out of recommendation 2. above. The Committee has issued a three-page mimeographed work sheet Minimum Modifications in Quebec Courses Needed to Introduce Subject Promotion which outlines in great detail which courses should and would be available if the scheme were implemented in Quebec schools. It appears to have borrowed extensively from the B.C. system in that it proposes a "University Programme" and a "General Programme"; in addition, the courses are numbered on a yearly basis as opposed to the grade system of

13. Progress Report, Sub-Committee of the Curriculum Committee of the PAPT on Subject Promotion for Quebec Schools, April 1, 1960.

numbering, but these numbers vary in accordance with the type of programme and not with the level of the course. It is not intended to reproduce the entire system of courses, but clarity demands that a skeletal outline be presented. Accordingly, the tentative requirements for graduation are listed here:

TABLE VIII

Proposed graduation requirements for Quebec high schools.

University Programme.		General Programme.	
Thirteen Compulsory Courses.		Eleven Compulsory Courses	
English	20, 30, 40	English	21, 31, 41
French	20, 30/32, 40/42	French	20, 30/32
Science	20A, One of 22, 23, 24	Science	20A, 31
Maths.	20, 30	Maths.	21
History	20, 30	History	20, 30
Five Elective Courses from:		Seven Elective Courses from:	
English	42	French	40 or 42
Science	22, 23, 24	English	42
Maths	50	Science	22, 23, 24
History	50	Maths.	30, 31, 50
Latin	20, 30, 40	History	50
Music	22, 32 or 23, 33	Latin	20, 30, 40
Art	20, 30	Music	22, 32 or 23, 33
		Art	20, 30
		Home Ec.	20, 30
		Ind. Arts	20, 30
		Typing	22, 32
		Shorthand	23, 33
		Bkkpg.	24, 34
		Office Practice	21, 31

Source: Mimeographed work sheet: Minimum Modifications in Quebec Courses Needed to Introduce Subject Promotion (Unnumbered; undated).

It would appear that some form of terminal courses, other than Commercial, are long overdue in Quebec. The only criticism that seems justified is that the courses outlined above are still aimed at High School Leaving level; no provision seems to have been made for the pupil who may drop out of high school. A look at Table IX will indicate that only one subject, Science, may be written at the second-year level.

TABLE IX

Subjects in which High School Leaving Examinations would be written in the Province of Quebec.

English	40	42 and	41	
French	40	42 and also		30 and 32
Maths.	30, 50	and	31	
History	30, 50			
Geography	30			
Science	22, 23, 24	and	31	
Latin.	40			
Ind. Arts.	30			
Home Ec.	30			
Music	32, 33, 34	and		
Art	30			
Commercial	32, 33, 34		31	

Source: Mimeographed work sheet: Minimum Modifications in Quebec Courses Needed to Introduce Subject Promotion (unnumbered; undated).

It would appear, based on personal observation, that a requirement exists for terminal courses at the second-year level. Although the intention is to keep the pupil in school as long as he is

educable, some provision must be made for the individual who is incapable of taking the normal academic courses at all levels, or who still decides to leave school without completing Grade XI. Terminal courses at the first- or second-year level seem not only desirable but also necessary. It is not implied that these courses need be of a vocational nature, but that terminal courses in English, conversational French, mathematics of a basic type, and general science be available. In addition, there should be an integrated course of history and geography, i.e., social studies, and this course should consist of world history and geography at the first-year level, and Canadian history and geography at the second-year level. In other words, the emphasis should be on preparation for knowledgeable citizenship rather than preparation for either university or for High School Leaving.

Cook, for his part, recommends that in Grade IX there should be three choices of mathematics: 1. regular algebra, 2. general mathematics, and 3. household arithmetic.[14] It is quite possible that he had terminal courses in mind. At any rate, the problems of terminal courses will have to be resolved sooner or later. The reason for such a statement is again based on personal observation in classes of remedial mathematics as compared with those in regular mathematics classes. Unless a student is going to graduate from high school, there seems little logic in making him take sequential courses in mathematics leading to university studies.

14. Cook, p. 45.

Similarly, in English courses, the emphasis should be on practical English for students who are "terminal-conscious". By this term one should infer that a student who has made up his mind to leave high school before graduation may be guided to those courses and electives which will be of most benefit to him. It would be more advantageous to such a student to take elementary semantics rather than to recite by rote the parts of speech or to parse sentences in an unintelligible manner. Again, the comment is made from personal observation. In summary, then, further diversification of course electives should be offered in conjunction with the Subject Promotion programme.

Cook, in his thesis, quotes "A Curriculum Fable", and like all fables it obviously has a moral. Examination of this fable will indicate that there is more truth than humour to be found in it:

A CURRICULUM FABLE

> One time the animals had a school. The curriculum consisted of running, climbing, flying, and swimming, and all the animals took all the subjects.
>
> The Duck was good in swimming, better in fact than his instructor, and made passing grades in flying, but he was practically hopeless in running. Because he was low in this subject he was made to stay in after school and drop his swimming class in order to practise running. He kept at this until he was only average in swimming. But average is acceptable, so nobody worried about that except the Duck.
>
> The Eagle was considered a problem pupil and was disciplined. He beat all the others to the top of the tree in the climbing class, but he had used his own way of getting there.

> The Rabbit started out at the top of the class in running, but he had a nervous breakdown and had to drop out of school on account of so much make-up work in swimming.
>
> The Squirrel led the climbing class, but his flying teacher made him start his flying lessons from the ground up instead of the top of the trees down, and he developed charley horses from over-exertion at the take-off and began getting C's in climbing and D's in running.
>
> The practical Prairie Dogs apprenticed their offspring to a Badger when the school authorities refused to add digging to the curriculum.
>
> At the end of the year, an abnormal Eel, that could swim well, run, climb, and fly a little, was made valedictorian.[15]

15. Cook, p. 26.

SUMMARY

In this thesis, topics relative to Subject Promotion have been carefully examined and general opinions considered. An attempt has been made to show that Subject Promotion evolved out of a desire to break the traditional lock-step of education and to make provisions for individual differences. The educational system of the U.S.S.R., England, and the United States were compared and contrasted to see what steps they had taken to deal with the problems of universal education. The systems implemented in Alberta and British Columbia were also examined and references cited to show why Subject Promotion could be adapted to the Quebec high school system. A historical background of three experiments in Subject Promotion as carried on in Protestant high schools of Quebec revealed that opposition to its implementation had not been completely overcome. A detailed description of the system as used in John Rennie High School explained its operation, and statistics were presented to show that the plan had advantages over Grade Promotion. Conclusions were drawn that Subject Promotion could be introduced into the Quebec Protestant high schools with populations of four hundred students or over, but that its implementation in small high schools would require some modification of the curriculum together with supplementary use of programmed instruction.

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APPENDIX A
Page 1

OBSERVATIONS CONCERNING GRADE X PROGRAMMES

Latin (Arts) Course (Offered in fifteen schools)

Schools write 10 - 12 papers (usually 11)
All schools write 9 papers in common. The maximum elective subjects open to pupils are, therefore, 1, 2 or 3 depending on the school.

Art:	In 1 school the pupil must take Art. In 11 schools he cannot take Art. In 3 schools he may choose between Art or Music or Physics.
Music:	In six schools the pupil may choose Music or another subject. In 9 schools he cannot take Music.
Biology:	In 3 schools he cannot take Biology. In 9 schools he must choose between Biology or another Science.
Physics:	In 4 schools the pupil cannot take Physics.
Advanced Math:	In only one school can Latin pupils take Intermediate Algebra and Trigonometry.

Advanced Mathematics (Engineering or Science 1) Course (Offered in 14 schools)

Schools write 11 or 12 papers (usually 11).
All schools write 9 papers in common.
In 8 schools the pupils have no options.

Biology:	In 9 schools pupils cannot take Biology. In 3 schools pupils can choose between Biology and Physics.
Art:	In 12 schools pupils cannot take Art.
Drawing:	In 3 schools pupils must take Technical Drawing. In 9 schools pupils cannot take Drawing.

Commercial (Business Education) Course (Offered in 12 schools)

Schools write 9 or 10 papers (usually 10)
All schools write 7 papers in common.
In 6 schools the pupils have no options.

Algebra:	In 3 schools the pupils must take Algebra. In 7 schools they cannot take it.
Geography:	In 3 schools the pupil must take Geography. In 8 schools he cannot take it.
Biology:	In 3 schools the pupil must take Biology. In 8 schools he cannot take it.
Home Ec:	In 7 schools he must take Home Economics. In 3 schools he cannot take it.
North American Lit:	In 3 schools he must take North American Literature. In 8 schools he cannot take it.

Science & General Course (Offered in 14 schools)

Schools write 9 to 11 papers (usually 10).
All schools write 5 papers in common.

Chemistry:	In 8 schools the pupil must take Chemistry.
Algebra:	In 12 schools the pupil must take Algebra.
Geometry:	In 6 schools the pupil must take Geometry.
Home Ec:	In 8 schools the pupil cannot take Home Economics.
Music, Art:	In 7 schools the pupil cannot take both Music and Art.

Practical Course

The Practical course is offered in 9 schools, one class being enrolled in each school.

APPENDIX B

REPLY FROM DR. R. F. SHARP, SUPERINTENDENT OF SCHOOLS, VANCOUVER, IN ANSWER TO SIX QUESTIONS ASKED BY MR. C. W. DICKSON, CONCERNING THE OPERATION OF THE CURRICULUM IN BRITISH COLUMBIA.

1. The re-organization of the curriculum in B.C. has been a gradual one, particularly in Vancouver. For example, if my memory serves me correctly, individual time-tables were introduced between 1930 and 1935 in Vancouver and a general programme for non-University students has been in use for approximately twenty years.

   I feel certain that it has. Last year the Grade XII enrolment was approximately 57% of the Grade I enrolment twelve years previous. I think this improved retention has been due to the diversified programme in the secondary schools, subject promotion, and the introduction of secondary education at the end of Grade VI. Approximately twenty-eight years ago, the Vancouver Board constructed two Junior High Schools containing Grades VII, VIII, and IX, and instituted in that part of the city what is known as 6-3-3 plan. At the same time they constructed one Junior-Senior High School, Grades VII to XII, and in that particular section introduced the 6-6 plan.

2. The tendency has been definitely the other way; that is, for students without ability to insist on taking the University Entrance.

3. Yes, the smaller high school would find it easier to operate where there were fewer electives. It cannot offer as wide a range as the large school.

4. I would say it was not difficult but more onerous.

5. Homogeneous grouping is used extensively in Grade VII and to a lesser degree in Grades VIII and IX. It is used in Grades X, XI, and XII, where the groups in a given subject are large enough and the school is large enough to permit homogeneous grouping. It should be pointed out however, that the selection of courses themselves tends to produce some homogeneity. For example, students taking foreign languages are usually of a higher calibre than those not taking them.

6. The factors carrying most weight in determining the courses the student pursues as far as the school is concerned, are the results of teachers' tests, standardized tests, and, to some extent, his I.Q.

APPENDIX C

REPLY FROM MR. B. THORSTEINSSON, INSPECTOR OF SCHOOLS, DEPARTMENT OF EDUCATION, BRITISH COLUMBIA, IN ANSWER TO SIX QUESTIONS ASKED BY MR. C. W. DICKSON, CONCERNING THE OPERATION OF THE CURRICULUM IN BRITISH COLUMBIA.

1. Curriculum revision in this province has been going on in a major way since well before 1940, and during the period since that time, there has been a continuing extension of secondary education. The holding power of the schools has increased materially, and one is inclined to the conclusion that curriculum revision has had something to do with this. There are, of course, other factors, such as general prosperity, more numerous and commodious gymnasia to attract the athletic for a longer period, and the relatively high urbanization of the population in this province.

2. The tendency to elect "easier" courses in some instances has been noted, and this problem has engaged the attention of thinking people here. Various steps have, and are being taken, to correct this.

3. The small high schools are not exactly handicapped, because they have available to them, correspondence courses of a high order which can be offered to meet courses which cannot be handled by the immediate teacher resource. If anything, the organisation of the large unit has made for more flexibility in this regard. This is partly due, however, to the fact that small high schools are relatively speaking, few in number because of the large unit.

4. The mechanical work involved in computing and recording credits has been a bit of a minor problem, but has not been serious. After all, any moving of staff does not change the system used from school to school.

5. "Homogeneous" grouping is used fairly extensively here, and it seems to be more favoured now than it was a few years ago.

6. In the selection of courses, we depend heavily upon our counsellors. We use the various testing instruments at hand quite freely. Pupil interviews and parent interviews are universal, but in the ultimate decision, the school will never refuse a pupil entry into any class if he elected to enroll and has passed all the courses leading to it This is really not an extensive problem.

APPENDIX D
Page 1

REPLY RECEIVED FROM DR. C.B. CONWAY, DIRECTOR, DIVISION OF TESTS, STANDARDS AND RESEARCH DEPARTMENT OF EDUCATION, BRITISH COLUMBIA, IN ANSWER TO SIX QUESTIONS ASKED BY MR. C. W. DICKSON, CONCERNING THE OPERATION OF THE CURRICULUM IN BRITISH COLUMBIA.

1. The holding power of secondary schools in British Columbia has always been relatively high. That is due to the fact that B.C. is highly urbanized, that the populace have been very favourably inclined toward higher education, and, more recently, because larger units of administration have made secondary education available to all pupils without payment of fees or going outside of their own school district. One of the chief upsurges in secondary-school holding power occurred when junior high schools were introduced in the 1930's. Since then holding power has gradually been increasing but it is difficult to ascribe it definitely to the curricular organization or to transportation or to the trends of the times. The latest figures for B.C. are 94% of the age group entering Grade IX, 80% entering Grade X, 62% entering Grade XI and 50% entering Grade XII. When the population is corrected for immigration subsequent to Grade 1 the figures still remain very high, 83, 71, 57 and 45 respectively.

2. There is no visible tendency for students to elect the "easier" General Programme; in fact the reverse seems to be true. 65% of the 50% entering Grade XII are taking the University Programme and only 35% are G.P.'s. Our problem is to encourage more students to take the General Programme, particularly in the small high schools.

3. The small high school with limited pupils, staff and equipment has always been handicapped in its course offerings, but no more so now than in the past. The most "academic" type of high school is the small high school and, because of its location, the reverse should be true. The majority of our high schools, however, tend to be too large rather than too small.

4. We have a transferrable Permanent Record Card system and a transcript which is filled out at the time a student first becomes a University Entrance candidate, i.e. when he first receives Departmental credit in a University Entrance graduation subject. All forms are confusing when they are first encountered by a teacher but the same ones are used throughout the province and therefore it is a matter of experience of teachers rather than their location.

5. Homogeneous grouping is used almost invariably when there are enough pupils taking a course to provide more than one class. That means that it is used almost everywhere in the province in the basic subjects in secondary school. I do not think that there is very much homogeneous grouping within individual classes.

6. The selection of courses and programmes by pupils is, of course, determined to a large extent by parental pressure. It is the responsibility of the principals and the guidance counsellors, however, to discourage students who wish to enter courses in which the probability of failure is great. The chief criterion that seems to be used is previous success, i.e. achievement, as determined by a subjective study of the Permanent Record Card, probably influenced in doubtful cases by the pupil's I.Q.

APPENDIX E
Page 1

SUBJECT TIME DISTRIBUTION - 1955-1963

JOHN RENNIE HIGH SCHOOL

Grade Promotion (1955-1958) Periods per week		7-day Cycle (1958-1961) Periods per Cycle		5 day Cycle (1961-1963) Periods per Cycle	
		Grade VIII			
English	7 - 10,640 **	English	7 - 11,340	English	5 - 9,500
French	5 - 7,600	French	5 - 8,100	French	4 - 7,600
History	3 - 4,560	History	3 - 4,860	History	3 - 5,700
Algebra	3 - 4,560	Maths	5 - 8,100	Maths	5 - 9,500
Arith.	4 - 6,080	* Art I	5 - 8,100	* Art I	5 - 9,500
Art	2 - 3,040	* Home Ec. I	5 - 8,100	Eff. Rdg.	5 - 9,500
Geog.	3 - 4,560	* I.A. I	5 - 8,100	* Geog. I	5 - 9,500
Home Ec.	3 - 4,560	Latin	5 - 8,100	* Home Ec.	5 - 9,500
I.A.	3 - 4,560	Music	2 - 3,240	* I.A. I	5 - 9,500
Latin	5 - 7,600	Occupations	1 - 1,620	* Music I	5 - 9,500 +
Music	2 - 3,040	Phys. Ed.	2 - 3,240	* Music "D"	1 - 1,900
Phys. Ed.	2 - 3,040	* T.D.I.	5 - 8,100	* N.A.L. I	5 - 9,500
Science	3 - 4,560			Phys. Ed.	2 - 3,800
T.D.	2 - 3,040			* Science	5 - 9,500
				* T.D. I	5 - 9,500
				* Type. I	5 - 9,500
		Grade IX			
English	7 - 10,640	English	7 - 11,340	English	5 - 9,500
French	7 - 10,640	French	5 - 8,100	French	4 - 7,600
History	3 - 4,560	History	3 - 4,860	History	3 - 5,700
Algebra	3 - 4,560	Alg.)	5 - 8,100	Alg. & Geom.	5 - 9,500
Arith.	4 - 8,080	Geom.)		Latin I	5 - 9,500
Geom.	3 - 4,560	Latin	5 - 8,100	Music "D"	1 - 1,900
Art	3 - 4,560	Music	2 - 3,240	Pers. Typ.	5 - 9,500
Geog.	3 - 4,560	Phys. Ed.	2 - 3,240	Phys. Ed.	2 - 3,800
Home Ec.	3 - 4,560	* Science	5 - 8,100		
I.A.	3 - 4,560				
Latin	5 - 7,600				
Music	2 - 3,040				
Phys. Ed.	2 - 3,040				
Science	3 - 4,560				
Stenog.	3 - 4,560				
T.D.	3 - 4,560				
Type.	3 - 4,560				

\+ (A or B or C)

* Course where 2 years' work is done in one year.
Student may study Grade 8 & 9 course when he is in Grade 8 or 9; or similarly Grade 10 & 11 course when he is in Grade 10 or 11.

** Minutes of instruction per annum.

APPENDIX E
Page 2

SUBJECT TIME DISTRIBUTION - 1955-1963

JOHN RENNIE HIGH SCHOOL

Grade X

Grade Promotion (1955-1958) Periods per week			7 day Cycle (1958-1961) Periods per Cycle			5 day Cycle (1951-1963) Periods per Cycle		
English	6	9,220	English	6	9,730	English	5	9,500
French	5	7,600	French	5	8,100	French	5	9,500
History	4	6,080	History	4	6,480	History	4	7,600
Algebra	3	4,560	Alg.) X	6	9,730	* Alg.	5	9,500
Geometry	4	6,080	Geom.) X			Alg. X)		
Art	3	4,560	* Art II	5	8,100	Geom.X)		
Biology	3	4,560	* Biology	7	11,340	Trig.	5	9,500
Chemistry	4	6,080	* Home Ec. II	5	8,100	* Art II	5	9,500
Home Ec.	3	4,560	* I.A. II	5	8,100	* Bio.	5	9,500
Latin	6	9,120	Latin	5	8,100	* Chem.	5	9,500
Music "A"	3	4,560	* Music II	5	8,100	* Geog.	5	9,500
Music "D"	1	1,520	* N.A.L. II	5	8,100	* Home Ec. II	5	9,500
N.A.L.	3	4,560	* Phys.	7	11,340	* I.A. II	5	9,500
Phys.	3	4,560	Phys. Ed.	2	3,240	Latin II	5	9,500
Phys. Ed.	2	3,040	Steno. 10	5	8,100	* Music II	5	9,500 +
Steno	4	6,080	* T.D. II	5	8,100	* N.A.L. II	5	9,500
T.D.	3	4,560	Type. X	5	8,100	* Physics	5	9,500
Type.	3	4,560	* Chem.	7	11,340	Phys. Ed.	1	1,900
						Steno I	5	9,500
						* T.D. II	5	9,500
						Type. I	5	9,500

Grade XI

English	6	9,120	English	6	9,730	English	5	9,500
French	5	7,600	French	5	8,100	French	5	9,500
History	4	6,080	History	4	6,480	History	4	7,600
Algebra	3	4,560	Alg. XI)	6	9,730	Alg. XI)	5	9,500
Geometry	4	6,080	Geom.XI)			Geom.XI)		
Trig.	3	4,560	Trig. &			Int. Alg.	5	9,500
Biology	3	4,560	Int. Alg	6	9,730	*Geom.	5	9,500
Chemistry	4	6,080	Latin	5	8,100	Latin III	5	9,500
Home Ec.	4	6,080	Phys. Ed.	2	3,240	Phys. Ed.	1	1,900
Latin	7	10,640	Steno. XI	5	8,100	Spanish	5	9,500
Music	3	4,560	Type. XI	5	8,100	Steno. II	5	9,500
N.A.L.	3	4,560				Type. II	5	9,500
Physics	3	4,560						
Phys. Ed.	2	3,040						
Steno.	3	4,560						
Type.	3	4,560						

\+ (A or B or C)

* Course where 2 years' work is done in one year.
Student may study Grade 8 & 9 course when he is in Grade 8 or 9, or similarly Grade 10 & 11 course when he is in Grade 10 or 11.

JOHN RENNIE HIGH SCHOOL PROGRAMME

	GRADE VIII		GRADE IX		GRADE X		GRADE XI	
1	English	5	English	5	English	5	English	5
2 (	French	4	French	4	French	5	French	5
(	Music "D"	1	Music "D"	1				
3 (	History	3	History	3	History	4	History	4
(	Phys. Ed.	2	Phys. Ed.	2	Phys. Ed.	1	Phys. Ed.	1
4	Mathematics	5	Alg. & Geom.	5	Elective	5	Elective	5
5	Elective	5	Science I	5	Elective	5	Elective	5
6	Elective	5	Elective	5	Elective	5	Elective	5
Periods/week		30	Periods/week	30	Periods/week	30	Periods/week	30
TWO ELECTIVES FROM:			ONE ELECTIVE FROM:		THREE ELECTIVES FROM:		THREE ELECTIVES FROM:	
Music I (A or B or C)		5	Music I (A or B or C)	5	Algebra	5	Geometry	5
Art I		5	Art I	5	Trig.	5	Int. Alg.	5
Tech. Dr. I		5	Tech. Dr. I	5	Latin II	5	Latin III	5
Ind. Arts I		5	Ind. Arts I	5	Biology	5	Typwr. II	5
Home Ec. I		5	Home Ec. I	5	Chemistry	5	Stenog. II	5
Geog. I		5	Pers. Typ.	5	Geog. II	5	Spanish	5
N.A. Lit.		5	Geog. I	5	N.A. Lit.	5	Alg. 11 & Geom. 11	
Effective Reading		5	Latin I	5	Music II (A or B or C)	5		
					Art II	5	Any electives under the Grade X column	
					Ind. Arts II	5		
					Home Ec. II	5		
					Tech. Dr. II	5	(In special cases a pupil in X or XI may take elective usually taught in VIII or IX).	
					Typwr. I	5		
					Stenog. I	5		
					Physics	5		
					Alg. 10 & Geom.10	5		

Music - Channel A - Vocal
Channel B - Instrumental
Channel C - Listening

Some students may commence Science and/or Latin I in Grade VIII

APPENDIX G

CREDITS FOR VARIOUS SUBJECTS

JOHN RENNIE HIGH SCHOOL

	8	8&9	9	10	10&11	11
ENGLISH:						
Literature	1		1	1		1
Language & Composition	1		1	1		1
Spelling & Dictation	½		½	½		½
N.A. Literature		2			2	
FRENCH:						
Oral	1		1	1		1
Written	1		1	1		1
MATHEMATICS:						
General	2					
Algebra			1	1		1
Geometry			1			
Int. Algebra					1	
Trigonometry					1	
SOCIAL STUDIES:						
Geography		2			2	
History	1		1			
SCIENCE:						
General Science		2				
Biology					2	
Chemistry					2	
Physics					2	
LATIN:						
A	1		1			
B	1		1			
1) Sequential courses,	2		3	3		
2) Grades VIII to X, or		or				
3) Grades IX to XI.			2	3		3
GENERAL:						
Personal Typing		1				
Typewriting					2	
Stenography					2	
Art		2			2	
Household Science		2			2	
Industrial Arts		2			2	
Technical Drawing		2			2	
Music "A", "B", "C"		2			2	
Music "D"	½		½			
Physical Education	½		½	N.C.		N.C.
Effective Reading		1				
Spanish					2	

OPTION FORM

JOHN RENNIE HIGH SCHOOL For students entering Gr. VIII

Please direct enquiries to JOHN RENNIE HIGH SCHOOL - Phone No. 697-3661

NAME _____ PHONE _____

ADDRESS _____

POSTAL AREA _____

PRESENTLY ATTENDING: _____ SCHOOL _____ GRADE ____ ROOM

In Grade VIII student must take a core of compulsory subjects (English, French, History, mathematics, physical education and music) as well as two elective subjects which may be chosen from the following list:-

Art I, Technical Drawing I, Industrial Arts I, Home Economics I, Geography I, North American Literature I, Music A - vocal, Music B - instrumental, Music C - listening.

Every effort will be made to give the student the first and second choices of electives; however, one alternate choice must be listed.

First choice _____

Second choice _____

Alternate choice _____

Remarks:

Date _____ Student's Signature _____

Parent's Signature _____

&&&&&&&&&&&&&&&&&&

For Office Use Only

English I II III

History I II III

Maths. I II III

French I II III

Beginners, Special

Checked _____

Home Room _____

Comments _____

OPTION FORM

JOHN RENNIE HIGH SCHOOL For students entering Gr. IX

NAME _____ PHONE _____

SCHOOL PRESENTLY ATTENDING _____ GRADE ____ HOME ROOM ____

In addition to the compulsory subjects (English, French, history, mathematics, physical education, music and science) the student should choose one optional subject. The following may be chosen: (Every effort will be made to give the student his first choice; however, an alternate must be listed.)

YOUR GUIDANCE COUNSELLOR IS AVAILABLE TO HELP YOU PLAN YOUR PROGRAMME.

Geography, Home Economics, Industrial Arts, Technical Drawing, Art, Latin, Music A - vocal, Music B - instrumental, Music C - listening, North American Literature, Personal Typing.

My choices for the next school year are as follows:-

1. _____

2. (Alternate) _____

My options this year are:

1. _____ 2. _____

Should I fail an option this June (check one)

(a) I would like to repeat that option _____

(b) I would like to drop it and take another option _____

List subjects you are now taking this year that are not at the grade level in which you are enrolled as a Home Room student:

1. _____ 2. _____ 3. _____

Remarks:

Date _____ Student's Signature _____

Parent's Signature _____

&&&&&&&&&&&&&&&

For Office Use Only

English	I	II	III	Checked _____
History	I	II	III	Home Room _____
Maths.	I	II	III	Comments _____
French	I	II	III	
Beginners		Special		

OPTION FORM

JOHN RENNIE HIGH SCHOOL For students entering Gr. X

NAME _____ PHONE _____

SCHOOL PRESENTLY ATTENDING _____ GRADE ____ HOME ROOM ____

In addition to the following compulsory subjects: English, French, history, algebra, geometry and physical education, the student should choose two optional subjects:

Biology, Chemistry, Physics, Typing, Shorthand, Trigonometry, Geography, Home Economics, Industrial Art, Technical Drawing, Art, North American Literature, Music A - vocal, Music B - instrumental, Music C - listening, Latin - sequential.

Every effort will be made to give you the first and second choices; however, an alternate choice must be listed.

YOUR GUIDANCE COUNSELLOR IS AVAILABLE TO HELP YOU PLAN YOUR PROGRAMME.

My choices for the next school year are as follows:-

First choice _____ 2nd Choice _____

Alternate _____

My options this year are: 1. _____

2. _____

Should I fail either of these options this June I would like to:

1. Repeat that option _____
2. Drop it and take another option _____ CHECK ONE

Please list any subjects that you are taking this year that are not at the grade level in which you are enrolled as a Home Room pupil:

1. _____ 2. _____ 3. _____

Remarks:

Date _____ Student's Signature _____

Parent's Signature _____

&&&&&&&&&&&&&&&&&&

For Office Use Only

English I II III
History I II III
Maths I II III
French I II III
Beginners Special

Checked _____
Home Room _____
Comments _____

OPTION FORM

JOHN RENNIE HIGH SCHOOL For students entering Gr. XI

NAME _____ PHONE _____

SCHOOL PRESENTLY ATTENDING _____ GRADE _____ HOME ROOM _____

In addition to the compulsory subjects (English, French, history, algebra, geometry, physical education) the student should choose two optional subjects. Every effort will be made to give the student these two choices; however, an alternate choice must be listed.

The following may be chosen in Grade XI:-

Biology, Chemistry, Physics, Geography, Home Economics, Industrial Arts, Technical Drawing, Art, North American Literature, Music A - vocal, Music B - instrumental, Music C - listening, Latin (sequential) Intermediate Algebra, Trigonometry, Typing and Shorthand (sequential) Spanish.

YOUR GUIDANCE COUNSELLOR IS AVAILABLE TO HELP YOU PLAN YOUR PROGRAMME.

My choices for the next school year are:-

First choice _____ Second choice _____

Alternate _____

My options this year are: 1. _____

2. _____

Should I fail either of these options this June, I would like to:

1. Repeat that option _____ CHECK ONE
2. Drop it and take another option _____

List the subjects you are taking this year that are not at the grade level in which you are enrolled as a home room student.

1. _____ 2. _____ 3. _____

Remarks:

Date _____ Student's signature _____

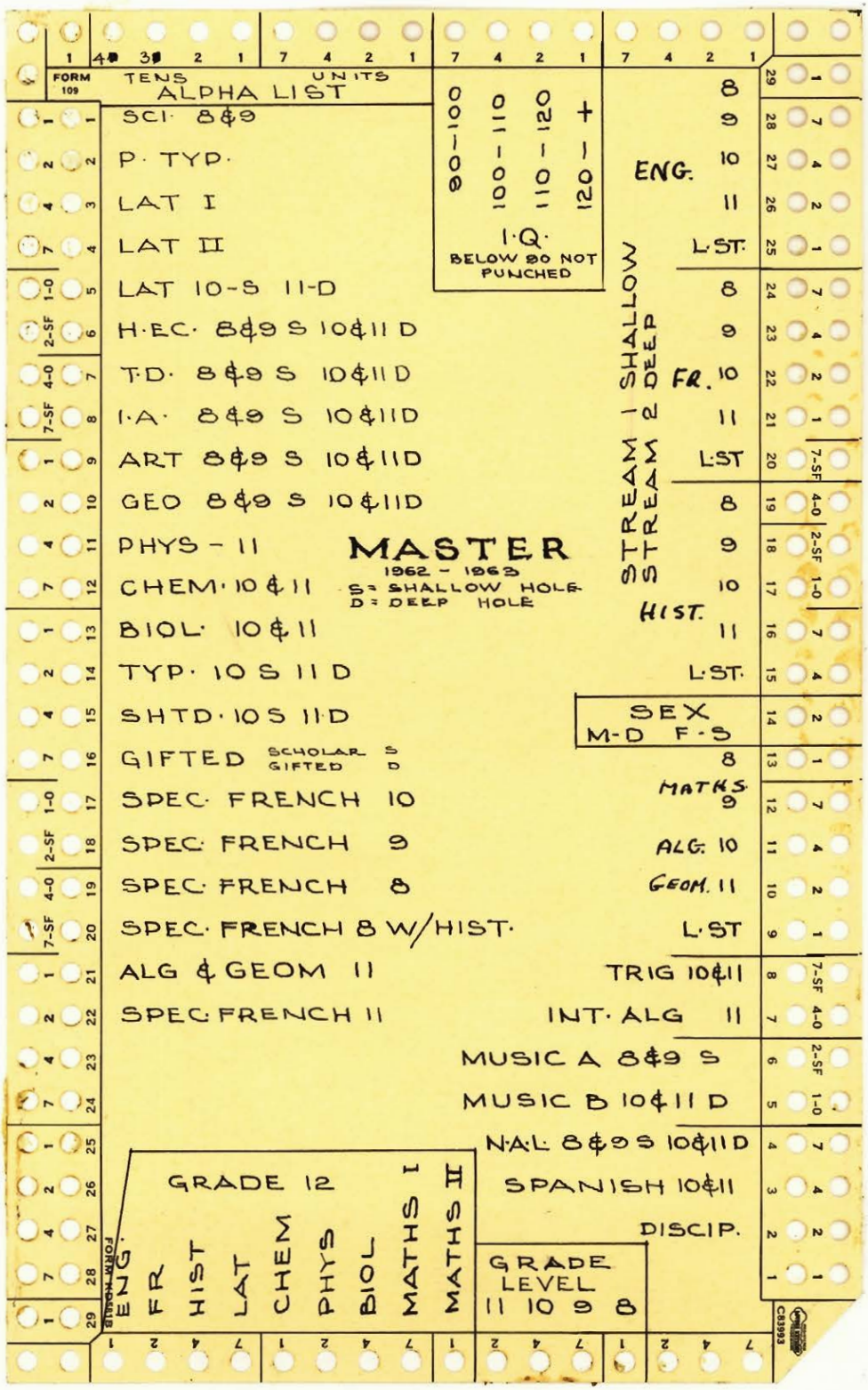
Parent's signature _____

For Office Use Only

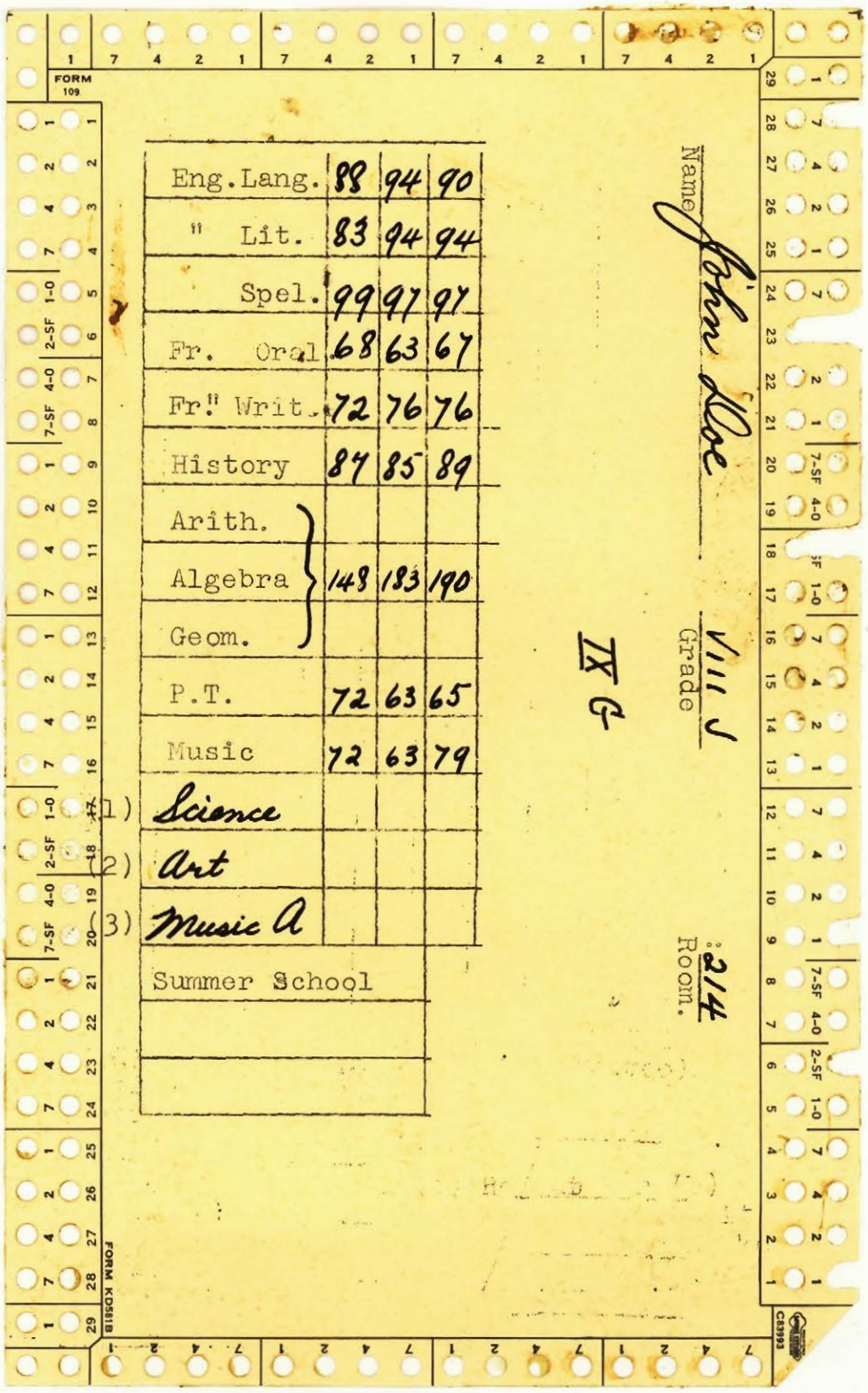
English I II III
History I II III
Maths I II III
French I II III
Beginners Special

Checked _____
Home Room _____
Comments _____

APPENDIX I
Page 1



APPENDIX I
Page 2



FORM 109

Name John Doe

VIII J
Grade

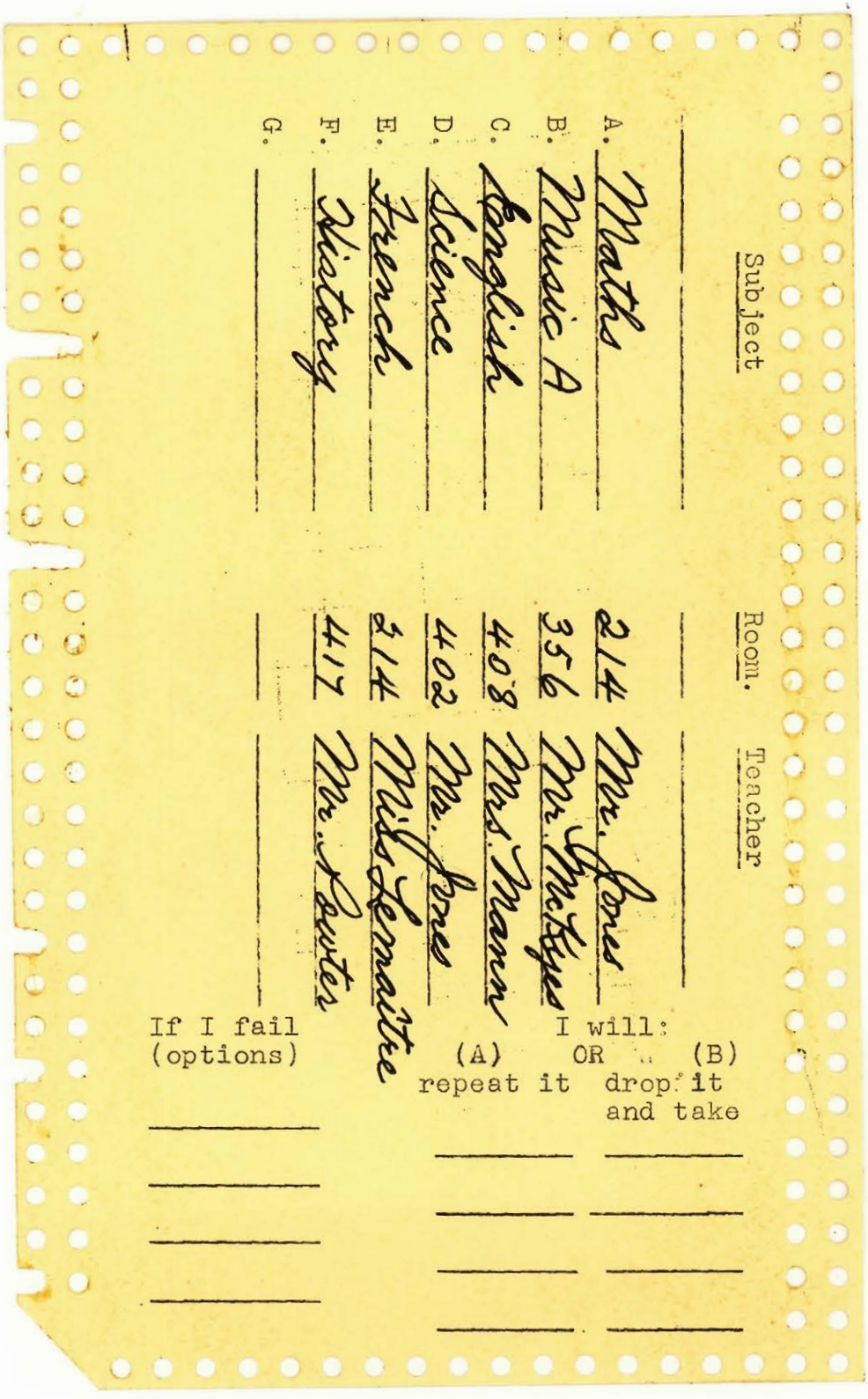
IX G

Room. 214

Eng. Lang.	88	94	90
" Lit.	83	94	94
Spel.	99	97	97
Fr. Oral	68	63	67
Fr. Writ.	72	76	76
History	87	85	89
Arith.			
Algebra	148	183	190
Geom.			
P.T.	72	63	65
Music	72	63	79
(1) Science			
(2) Art			
(3) Music A			
Summer School			

FORM K05818

APPENDIX I
Page 3



	Subject	Room.	Teacher	If I fail (options)	I will: (A) repeat it	OR (B) drop it and take
A.	Maths	214	Mr. Jones			
B.	Music A	356	Mr. McKeyes			
C.	English	408	Mrs. Mann			
D.	Science	402	Mr. Jones			
E.	French	214	Miss Kennaitte			
F.	History	417	Mr. Routes			
G.						

MASTER TIME-TABLE - GRADE IX - 1962-63

JOHN RENNIE HIGH SCHOOL

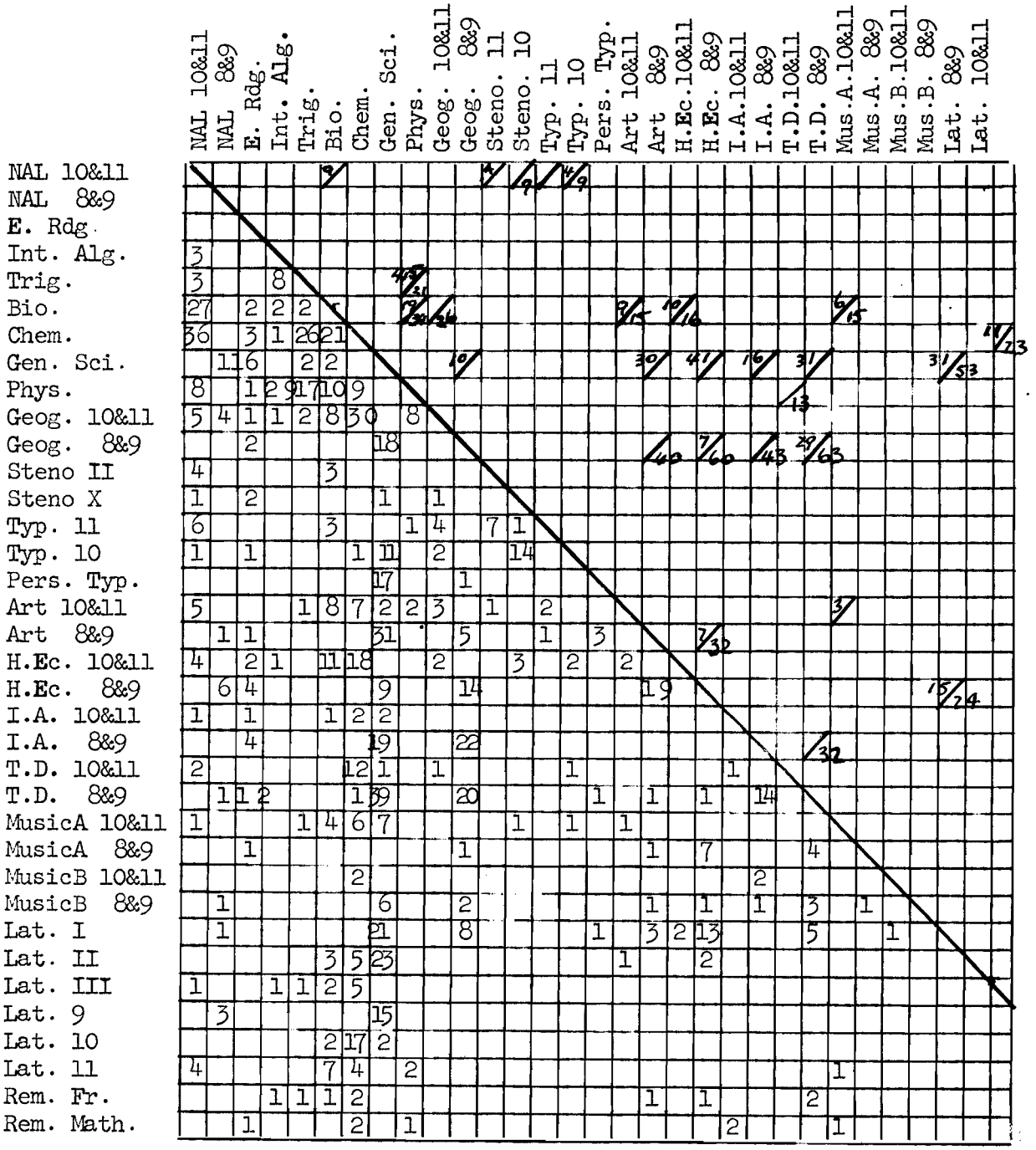
A	B	C	D	E	F
English 1	English 11	English 111	English 11	English 111	English 1
English 11	English 111	English 11	History 1	History 1	History 1
History 111	History 11	French 1	History 11	History 111	History 11
History 11	History 111	French 11		French 11	French 1
French 111	French 11	Maths. 111	French 111	French Spec.	French 11
French 1	Maths. 1	Maths. 11	Maths. 111	Maths. 11	
Maths. 111	Maths. 1		Maths. 11	Maths. 11	
Science	Science	Science	Science	Science	Science
Home Ec.	Latin 1	Latin 11	Science	Latin 1	Science
Tech. Dwg.	Home Ec.	Home Ec.	Latin A	Home Ec.	Latin B
Art	Tech. Dwg.	Tech. Dwg.	Home Ec.	Ind. Arts	Home Ec.
	Ind. Arts	Art	Ind. Arts	Pers. Type.	Tech. Dwg.
	Geography	Geography	Art	Art	Ind. Arts
	Eff. Rdg.	Music A	N.A.L.	Geography	Music B
	Remed. Fr.	Eff. Rdg.	Remed. Maths.	Geography	Geography
					Eff. Rdg.

APPENDIX K

COMBINATION OF OPTIONS

The top right portion of this chart shows the combinations of options in John Rennie under Grade Promotion 1958-59 ENROLMENT: 873
The lower left portion shows the combinations of options under Subject Promotion 1962-63 ENROLMENT: 1,052

Upper portion of each square - Grade XI or IX
Lower portion of each square - Grade X or XII



Under Grade Promotion almost all students in Grades 10 & 11 took Chemistry and in Grades 8 & 9, General Science.

APPENDIX L
Page 1

SAMPLES OF TIMETABLES - JANUARY 1963

JOHN RENNIE HIGH SCHOOL

Roman Numerals indicate Grade Level
Arabic Numbers indicate Streaming

Name	Grade							
J.W.	XI	Eng.	XI (2)	Fr.	XI (2)	Hist.	XI (3)
		Chem.	X-XI	Geog.	X-XI	Math.	IX (2)
B.W.	XI	Chem.	X-XI	Alg.	X-XI	Fr.	XI (2)
D.W.	XI	I.A.	X-XI	Chem.	X-XI	Eng.	XI (2)
		Hist.	XI (3)	Rem. Math.	IX	Biol.	X-XI
C.M.	XI	Eng.	XI (1)	Hist.	XI (2)	Fr.	XI (2)
		Latin	XI	N.A.L.	X-XI	Math.	XI (3)
				Mus. A	X-XI		
G.T.	XI	Eng.	X (3)	Math.	VIII (3)	Fr.	XI (2)
		Hist.	XI (2)	Chem.	X-XI	N.A.L.	X-XI
R.T.	XI	Eng.	XI (2)	Fr.	X (3)	Hist.	XI (2)
		Trig.	X-XI	Math.	XI (3)	Phys.	X-XI
R.O.	XI	Phys.	X-XI	Alg.	X-XI	Hist.	XI (2)
P.S.	X	Biol.	X-XI	Fr.	IX (2)	Alg.	X-XI (2)
		Fr.	X (2)	Hist.	X (2)	Eng.	X (1)
C.Y.	X	Fr.	X (2)	Eng.	X (2)	Hist.	X (3)
		Math.	X	Sc.	IX	Math	IX (2)
L.S.	X	Hist.	IX (3)	Typ.	X	Eng.	IX (3)
		Short.	X	Fr.	IX (3)	H. Ec.	X-XI
K.R.	X	Chem.	X-XI	Fr.	X (3)	Eng.	X (2)
		Geom.	IX (2)	Hist.	X (3)	Alg.	X-XI
B.R.	X	Eng.	X (3)	Math.	X (3)	Chem.	X-XI
		Geog.	X-XI	Fr.	IX (3)	Hist.	IX (3)

APPENDIX L
Page 2

Roman Numerals indicate Grade Level
Arabic Numbers indicate Streaming

Name	Grade								
R.M.	X	Eng.	X (2)	Eff. Rdg.		Fr.	X (3)
		Sc.	IX	Hist.	IX (2)	Math.	IX (2)
M.K.	X	Hist.	IX (2)	Typ.	X	Eng.	X (2)
		Short.	X	Fr.	IX (3)	Math.	X (3)
W.K.	X	I.A.	X-XI	Sc.	IX	Hist.	X (3)
		Eng.	X (3)	Math.	IX (3)	Fr.	X (3)
D.B.	X	Hist.	IX (3)	Fr.	XI (2)	Geom.	X-XI (3)
		Eng.	X (3)	Chem.	X-XI	Phys.	X-XI
S.B.	X	Chem.	X-XI	Fr.	X (2)	Geom.	IX (3)
		Eng.	X (2)	Hist.	X (2)	Alg.	X-XI
R.M.	IX	T.D.	VIII-IX	Eff. Rdg.		Eng.	VIII (3)
		I.A.	VIII-IX	Fr.	VIII (3)	Math.	VIII (2)
R.L.	IX	Fr.	IX (3)	Eng.	IX (3)	Hist.	X (3)
		Sc.	IX	Rem. Math.	IX	Math.	IX (2)
J.B.	VIII	Fr.	VIII (3)	Hist.	VIII (3)	Eff. Rdg.	
		Math.	IX (2)	I.A.	VIII-IX	Eng.	VIII (3)
R.H.	VIII	I.A.	X-XI	Fr.	VIII (3)	Eff. Rdg.	
		Hist.	VIII (3)	Eng.	VIII (2)	Math.	IX (2)

DISTRIBUTION OF MARKS BY SUBJECT — DECEMBER, 1962

DEPT. HEAD: J.N. WOOD — MEDIAN - 67

GRADE	SUBJECT	STREAM	BLOCK	NO. WRITING	NO. OVER 90	NO. 80-89	NO. 70-79	NO. 60-69	NO. 50-59	NO. UNDER 50	NO. PASSED	% PASSED	NO. FAILED	% FAILED
11	History	2	B	28	0	0	10	9	4	5	23	82.1	5	17.9
11	History	3	E	25	0	2	5	5	8	5	20	80.0	5	20.0
11	History	3	C	25	0	0	4	4	10	7	18	72.0	7	28.0
11	History	2	D	28	0	0	5	12	8	3	25	89.3	3	10.7
11	History	1	B	27	0	8	8	9	2	0	27	100.0	0	0.0
11	History	3	F	24	0	0	1	3	8	12	12	50.0	12	50.0
11	History	2	C	28	0	0	2	10	14	2	26	92.9	2	7.1
11	History	1	D	31	0	5	12	12	1	1	30	96.8	1	3.2
11	History	2	F	25	0	0	4	7	9	5	20	80.0	5	20.0
TOTALS:				241	0	15	51	71	64	40	201	83.4	40	16.6

% 80 or over - 6.3

DISTRIBUTION OF MARKS BY SUBJECT — DECEMBER, 1962

DEPT. HEAD: E. ROBIDOUX

MEDIAN - 69

GRADE	SUBJECT	STREAM	BLOCK	NO. WRITING	NO. OVER 90	NO. 80-89	NO. 70-79	NO. 60-69	NO. 50-59	NO. UNDER 50	NO. PASSED	% PASSED	NO. FAILED	% FAILED
10	Algebra	1	A	24	18	2	1	2	0	1	23	95.8	1	4.2
10	Algebra	3	B	19	1	0	1	1	9	7	12	63.2	7	36.8
10	Algebra	1	C	21	10	5	3	2	1	0	21	100.0	0	0.0
10	Algebra	2	C	16	0	2	6	2	3	3	13	81.9	3	18.7
10	Algebra	3	E	28	0	1	5	7	8	7	21	75.0	7	25.0
10	Algebra	2	E	26	4	3	5	7	2	5	21	80.9	5	19.1
10	Algebra	1	F	27	3	8	4	5	5	2	25	92.6	2	7.4
10	Algebra	2	F	26	1	1	8	4	4	8	18	69.2	8	30.8
TOTALS:				187	37	22	33	30	32	33	154	82.4	33	17.6

% 80 or over - 31.6

DISTRIBUTION OF MARKS BY SUBJECT

DECEMBER, 1962

DEPT. HEAD: J.D. HOWES

MEDIAN - 68

GRADE	SUBJECT	STREAM	BLOCK	NO. WRITING	NO. OVER 90	NO. 80-89	NO. 70-79	NO. 60-69	NO. 50-59	NO. UNDER 50	NO. PASSED	% PASSED	NO. FAILED	% FAILED
11	Eng. Lit.	1	A	37	3	15	14	4	1	-	36	97	1	3
11	Eng. Lit.	2	A	33	-	1	5	18	7	2	24	73	9	27
11	Eng. Lit.	2	B	23	-	2	8	9	2	2	19	83	4	17
11	Eng. Lit.	3	B	27	-	2	11	11	2	1	24	89	3	11
11	Eng. Lit.	2	C	37	-	8	20	8	1	-	36	98	1	2
11	Eng. Lit.	3	C	37	-	-	5	9	13	10	14	38	23	62
11	Eng. Lit.	2	D	26	-	2	4	17	2	1	23	88	3	12
11	Eng. Lit.	3	E	24	-	-	3	15	3	3	18	75	6	25
11	Eng. Lit.	1	F	28	1	9	10	7	1	-	27	96	1	4
	TOTALS:			272	4	39	80	98	32	19	221	81.2	51	18.8

% 80 or over - 15.8

DISTRIBUTION OF MARKS BY SUBJECT — DECEMBER, 1962

DEPT. HEAD: J. BAUGH — MEDIAN - 76

GRADE	SUBJECT	STREAM	BLOCK	NO. WRITING	NO. OVER 90	NO. 80-89	NO. 70-79	NO. 60-69	NO. 50-59	NO. UNDER 50	NO. PASSED	% PASSED	NO. FAILED	% FAILED
8	OR. FRENCH	1	A	24	1	9	12	2	-	-	24	100.0	-	-
8	OR. FRENCH	2	A	25	-	-	8	12	1	3	21	84.0	4	16.0
8	OR. FRENCH	3	A	28	-	-	1	18	7	2	19	75.0	9	25.0
8	OR. FRENCH	3	B	27	-	8	12	5	2	-	25	92.0	2	8.0
8	OR. FRENCH	SPEC.	C	23	4	13	5	1	-	-	23	100.0	-	-
8	OR. FRENCH	2	C	38	1	13	17	5	-	2	36	89.0	2	11.0
8	OR. FRENCH	3	D	28	-	2	5	15	5	1	22	78.6	6	21.4
8	OR. FRENCH	2	D	30	2	7	14	5	2	-	28	93.0	2	7.0
8	OR. FRENCH	2	E	18	-	4	8	5	1	-	17	94.0	1	6.0
8	OR. FRENCH	SPEC.	F	29	3	7	14	5	-	-	29	100.0	-	-
	TOTALS:			270	11	64	86	73	18	8	244	9.7	26	9.6

% 80 or over - 27.8

APPENDIX N

STUDENTS WHO ARE REACHING BACK OR REACHING AHEAD IN COMPULSORY SUBJECTS - JANUARY, 1963

JOHN RENNIE HIGH SCHOOL

		REACH-BACKS		REACH-AHEADS	
		NO.	GR. LEVEL	NO.	GR. LEVEL
GRADE XI	English	1	X	-	-
	French	9	X	-	-
	History	3	X	-	-
	Algebra	6	IX	-	-
	Geometry	6	IX	-	-
	Mathematics	1	VIII		
GRADE X	English	4	IX	1	XI
	French	1	VIII	2	XI
	History	16	IX	4	XI
	Algebra	30	IX	-	
	Geometry	30	IX	2	XI
	Mathematics	-		-	
GRADE IX	English	2	VIII	-	
	French	13	VIII		
	History	9	VIII	3	X
	Algebra	-		2	X
	Geometry	-		2	X
	Mathematics	9	VIII		
GRADE VIII	English	-		-	
	French	-		-	
	History	-		2	IX
	Algebra	-		2	IX
	Geometry	-		2	IX

There are 123 students reaching back in the compulsory subjects.
There are 18 students reaching ahead in the compulsory subjects.

CONFIDENTIAL

FOLLOW-UP ON GRADE 8 ENROLMENT OF 1955-56
COMPLETED IN MAY, 1959

JOHN RENNIE HIGH SCHOOL

1. Original number in Grade 8:

Girls	111
Boys	106
Total	217

2.

Boys in JRHS Grade 11	39/106 = 36.8%
Girls in JRHS Grade 11	54/111 = 48.7%
Total in JRHS Grade 11	93/217 = 42.9%
Boys in JRHS Grade 10	27/106 = 25.5%
Girls in JRHS Grade 10	20/111 = 18.0%
Total in JRHS Grade 10	47/217 = 21.6%
Boys in JRHS Grade 9	3/106 = 2.8%
Girls in JRHS Grade 9	2/111 = 1.8%
Total in JRHS Grade 9	5/217 = 2.3%
Total boys still at JRHS	69/106 = 65.1%
Total girls still at JRHS	76/111 = 68.5%
Total number still at JRHS	145/217 = 66.8%

3.

Boys at another Grade 11 in Province	2/106 = 2.0%
Girls at another Grade 11 in Province	4/111 = 3.6%
Total at another Grade 11 in Province	6/217 = 2.8%
Boys at another Grade 10 in Province	5/106 = 4.7%
Girls at another Grade 10 in Province	3/111 = 2.7%
Total at another Grade 10 in Province	8/217 = 3.7%
Boys at another Grade 9 in Province	0/106 = 0.0%
Girls at another Grade 9 in Province	3/111 = 2.7%
Total at another Grade 9 in Province	3/127 = 1.7%
Boys at another school in Province	7/106 = 6.6%
Girls at another school in Province	10/111 = 9.0%
Total at another school in Province	17/217 = 7.8%

4.

Boys in Grade 11 outside Province	6/106 = 5.7%
Girls in Grade 11 outside Province	9/111 = 8.1%
Total in Grade 11 outside Province	15/217 = 7.2%
Boys in Grade 10 outside Province	1/106 = 1.0%
Girls in Grade 10 outside Province	2/111 = 1.8%
Total in Grade 10 outside Province	3/217 = 1.4%
Boys in school outside Province	7/106 = 6.6%
Girls in school outside Province	11/111 = 9.9%
Total in school outside Province	18/217 = 8.3%

CONFIDENTIAL

5. Boys who have left school 23/106 = 21.7%
Girls who have left school 14/111 = 12.6%
Total who have left school 37/217 = 17.1%

Of these 23 boys, 9/23 (39.1%) attend night or correspondence school.
Of these 14 girls, 3/14 (21.4%) attend night or correspondence school.
Of these 37 people, 12/37 (32.4%) attend night or correspondence school.

6. Of the 169 students presently in Grade 11, 93 -- or 55% -- have had their complete High School education at John Rennie High School.

SUMMARY

Total boys still at school:
J.R.H.S. - 69
Province - 7
Elsewhere - 7
83/106 = 78.3%

Total girls still at school:
J.R.H.S. - 76
Province - 10
Elsewhere - 11
97/111 = 87.4%

Total students still at school:
J.R.H.S. - 145
Province - 17
Elsewhere - 18
180/217 = 82.9%

Potential grade 11 graduates in June, 1959:

JRHS	93	Boys	39	Girls	54
Province	6	Boys	2	Girls	4
Elsewhere	15	Boys	6	Girls	9
	114/217		47/106		67/111
	52.5%		44.2%		60.4%

Actually obtained High School Leaving in June, 1959:

JOHN RENNIE HIGH SCHOOL: 84 Boys 35 Girls 49

Drop out rate - Boys 21.7%
Drop out rate - Girls 12.6%
Drop out rate - Boys and Girls 17.1%

CONFIDENTIAL

APPENDIX P
Page 1

FOLLOW-UP ON GRADE 8 ENROLMENT OF 1958-59
COMPLETED IN MAY 1962

JOHN RENNIE HIGH SCHOOL

1. Original number in Grade 8:

Girls	82
Boys	101
Total	183

2.

Boys in JRHS Grade 11	48/101 = 47.6%
Girls in JRHS Grade 11	50/82 = 60.9%
Total in JRHS Grade 11	98/183 = 53.6%
Boys in JRHS Grade 10	27/101 = 26.7%
Girls in JRHS Grade 10	8/82 = 9.8%
Total in JRHS Grade 10	35/183 = 19.1%
Boys in JRHS Grade 9	1/101 = 1.0%
Girls in JRHS Grade 9	0/82 = 0
Total in JRHS Grade 9	1/183 = 0.5%
Total Boys still at JRHS	76/101 = 75.2%
Total Girls still at JRHS	58/82 = 70.7%
Total Number still at JRHS	134/183 = 73.2%

3.

Boys at another Grade 11 in Province	3/101 = 3.0%
Girls at another Grade 11 in Province	4/82 = 4.9%
Total at another Grade 11 in Province	7/183 = 2.8%
Boys at another Grade 10 in Province	1/101 = 1.0%
Girls at another Grade 10 in Province	0/82 = -
Total at another Grade 10 in Province	1/183 = 0.5%
Boys at another school in Province	4/101 = 4.0%
Girls at another school in Province	4/82 = 4.9%
Total at another school in Province	8/183 = 4.4%

4.

Boys in Grade 11 outside Province	6/101 = 5.9%
Girls in Grade 11 outside Province	6/82 = 7.3%
Total in Grade 11 outside Province	12/183 = 6.6%
Boys in Grade 10 outside Province	0/101 = -
Girls in Grade 10 outside Province	1/82 = 1.2%
Total in Grade 10 outside Province	1/183 = 0.5%
Boys in Grade 9 outside Province	1/101 = 1.0%
Girls in Grade 9 outside Province	0/82 = -
Total in Grade 9 outside Province	1/183 = 0.5%
Boys in school outside Province	7/101 = 6.9%
Girls in school outside Province	7/82 = 8.5%
Total in school outside Province	14/183 = 7.6%

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5. Boys who have left school 14/101 = 13.9%
Girls who have left school 13/82 = 15.9%
Total who have left school 27/183 = 14.8%

Of these 14 boys, 4/14 (28.6%) had or are having further schooling.
Of these 13 girls, 4/13 (30.8%) had or are having further schooling.
Of these 27 people, 8/27 (29.6%) had or are having further schooling.

SUMMARY

Total boys still at school:	J.R.H.S.	=	76	
	Province	=	4	
	Elsewhere	=	7	
	Total		87/101	= 86.1%
Total girls still at school:	J.R.H.S.	=	58	
	Province	=	4	
	Elsewhere	=	7	
	Total		69/82	= 84.1%
Total students still at school:	J.R.H.S.	=	134	
	Province	=	8	
	Elsewhere	=	14	
	Total		156/183	= 85.2%

Potential Grade 11 graduates in June 1962:

JRHS	98	Boys	48	Girls	50
Province	7	Boys	3	Girls	4
Elsewhere	12	Boys	6	Girls	6
	117/183		57/101		60/82
	63.9%		56.4%		73.2%

Drop out rate - Boys	13.9%
Drop out rate - Girls	15.9%
Drop out rate - Boys and Girls	14.8%

DISTRIBUTION OF STUDENTS IN GRADE XI 1958-59 AND 1961-62 ACCORDING TO ACADEMIC APTITUDE

JOHN RENNIE HIGH SCHOOL

		I.Q. 120 +	I.Q. 110-119	I.Q. 109
1958-59	Number	77	65	32
1961-62	Number	64	79	61
1958-59	Percent	44.2	37.4	18.4
1961-62	Percent	31.4	38.7	29.9

		I.Q. 130 +	I.Q. 125-129	I.Q. 120-124	I.Q. 115-119	I.Q. 110-114	I.Q. 105-109	I.Q. 104	TOTAL
1958-59	Number	21	18	38	33	32	17	15	174
1961-62	Number	14	22	28	39	40	32	29	204
1958-59	Percent	12.1	10.3	21.8	19.0	18.4	9.8	8.6	100.0
1961-62	Percent	6.9	10.8	13.7	19.1	19.6	15.7	14.2	100.0

J U N E E X A M I N A T I O N S

JOHN RENNIE HIGH SCHOOL LEAVING GRADE XI COMPARED WITH THE PROVINCE

YEAR	NUMBER WRITING	NO. WITH 80% PLUS	% WITH 80 PLUS	NO. PASSED	% PASSED	NO. FAILED	% JRHS FAILED	PROV. FAILED	% FAILURE JRHS:BELOW(-) ABOVE(-) PROV. % FAILURE	AFTER SUPS - AUG. JRHS % FAILED
1957	81	5	6.2	56	69.1	25	30.9	24.4	+ 6.5	17.3
1958	124	9	7.3	96	77.8	28	22.2	22.7	- 0.5	10.2
1959	162	21	12.9	140	85.8	23	14.2	24.1	- 9.9	11.2
1960	201	25	12.4	178	88.6	23	11.4	24.3	-12.9	9.2
1961	162	10	6.2	134	82.7	28	17.3	26.5	- 9.2	14.2
1962	175	9	5.1	142	81.2	33	18.8	27.2	- 8.4	16.5

GRADE XII SENIOR HIGH SCHOOL LEAVING RESULTS COMPARED TO PROVINCE

	JRHS % PASS	JRHS % FAIL	PROV. % FAIL	JRHS % FAILED AFTER SUPPS. IN AUG.
June, 1960	74.5	25.5	27.9	13.7
June, 1961	75.8	24.2	26.5	16.7
June, 1962	81.2	18.8	29.4	15.0

In Grades 10 and 11 scholarship standing required 80%.

APPENDIX S

JOHN RENNIE HIGH SCHOOL

Corporal punishment rate per annum

		School population	
1955-56	26	527	(including 83 Grade 7 pupils)
1956-57	36	741	(including 68 Grade 7 pupils)
1957-58	64	897	
1958-59	12	880	(including 153 Grade 7 pupils)
1959-60	2	846	
1960-61	2	948	
1961-62	2	1138	
1962-63	0	1021	

1955-58 Grade promotion

1958-59 Subject promotion in Grades 8 and 10

1959-63 All grades on subject promotion