THE RESPONSE OF THE SECONDARY SCHOOL TO THE NEEDS OF THE 'NON-ACADEMIC' PUPIL.

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TABLE OF CONTENTS.

PREFACE

Democracy is now challenged and is faced with its greatest struggle for survival in the long centuries of conflicting ways of life. The duties of citizenship in a democracy render it essential that all should be taught to understand and to think to the best of their ability. In a democratic community the function of the educational system is to discover, draw out, and develop to the fullest degree the innate potentialities of every member. A further function is to train and guide the capacities revealed in each so that all will be enabled to find satisfying and appropriate expression within and through the life of the community.

In the sacred name of democracy and, specifically in the name of equality, the provision of education for all, and especially for pupils of lesser ability, has endangered the educational standards of all groups in the United States of America. What has not been clearly understood is that true democracy does not mean equality of all but equality of opportunity for all. The ideal to attain would seem to be that in which the pupil will determine his future educational plans in terms of his real abilities and proven interests rather than parental wishes or monetary or social ambitions.

Democracy would be blind indeed if the pupil of leadership calibre is neglected or pursues a course which will

not train him for his rightful position at the head of his community. Occasionally there will be present in secondary school the brilliant student who is the only one predestined for college or for further study. How shall his studies be directed to his best advantage and to the best advantage of the community while at the same time safeguarding the progress of the rest?

While providing for the pupil of lesser ability the educational system in a democratic community must continue to provide for the average and above-average pupil. Each, whatever his potential, must be trained to the fullest extent of his capacity in order to find a satisfying life within the community. Those of higher potential cannot be brought down to the level of the lowest, nor can the lowest be raised to a high level. In the schools of today attempts are being made to provide education for all levels of potentiality. While the average and the gifted pupils have not been forgotten, the question of their training and development is not considered as the chief centre of emphasis lies elsewhere.

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Chapter I

Secondary Education for Democratic Living.

Men's minds are the product of their experiences in life. Education, formal or otherwise, is a factor in determining what any life will be. From birth to death the educative process is acting upon each human in the nature of his experiences. The importance of these experiences is recognized but no amount of experience can have the cumulative effect of formal education.

Traditionally, education is divided into three parts: primary, secondary, and higher. Primary education is usually considered to be the training of children in the basic tool-subjects of reading, writing, and arithmetic. Secondary education is post-primary education, the education of the adolescent youth. Higher education includes the specialized education of young adults and adults in the particular branch of knowledge which attracts them. In modern educational systems each part is built upon the previous one; education is thus a broad ladder of learning. All three parts cannot be considered as mutually exclusive.

To the period of education which follows upon primary education is given the name secondary. Such a general definition includes a large number of seemingly unrelated and unarticulated types of post-primary education, a strange conglomeration of trade, industrial, commercial, and academic schools. The name, secondary, embraces all forms of

post-primary education up to the higher levels. Rather than define the word by naming the various types of education the term can be defined by saying that secondary education is the education of the adolescent from the age of eleven to sixteen years.

In the definition may be found the duty of the schools devoted to post-primary education. "The prime duty of the secondary school is to provide for the need of children who are entering and passing through the stage of adolescence."(1) Within the schools a large variety of opportunities, suited to individual needs, is provided; each type is organized to lead the individual as far as his interest, ability, and intelligence will take him.

No type can be said to be new in the sense that it is some well-defined theory of education begun in a certain year. Whatever the type the whole of secondary education, its types, its methods, and its policies, is invincibly eclectic and empirical.(2)

The secondary school has been established longer, in its procedure, organization, curriculum, and methods, than either the elementary school or the university. Though it

1. Educational Yearbook 1932 Introduction page xv

2. Report on Secondary Education Introduction page xxiii

has been the most stable as well as the most enduring part of the educational system, the secondary school has progressed for it has been the bearer of the dominant educational traditions from the time of the Renaissance to the present. Until very recent times revolutionary ideas and new methods in education have been worked out in the secondary school.(3) Until the middle of the nineteenth century the secondary school was the dominant educational institution in most countries, more influential in contributing ideas and shaping policies than schools either preliminary or subsequent to it. After the middle of the nineteenth century education at the elementary level received more attention, educationally and politically, than education provided by the secondary school. Because of the importance of the attention received by the elementary school, the nineteenth century may be called the age of the elementary school.

The demand for universal elementary education has had a far greater effect on education than was conceived in the nineteenth century. For, in the Report on the Education of the Adolescent, it is stated that the movement for secondary education

> "has sprung naturally and spontaneously from causes which have their roots deep in the life of society and in the practical working of our educa-

3. Munroe, Paul Principles of Secondary Education page 1

> tional system - an increased demand among parents for post-primary education, a wide realization of the waste which arises when the powers of children are not fully cultivated, a clearer appreciation of the facts of child life and growth". (4)

The history of education shows the emphasis laid upon the elementary school and from that has grown the modern emphasis on secondary education. Over the past one hundred years the focal point of attention in education has passed over the educational system from the beginning to the end of the schooling which the large majority of children undertake.

In the long run, however, the progress of education depends on the existence of a belief, sufficiently strong in its importance to induce men and women, individually as parents and collectively as citizens to make sacrifices in order to promote it. This belief has been sufficiently strong enough to introduce universal secondary education to most countries of the western world.

Besides the universality of secondary education one of the most hopeful features in the recent history of education is the recognition that education flourishes best under conditions that make for spontaneity and that encourage adaptation to the character and needs of those whose progress it is intended to promote. The traditions of liberal

secondary education were originally based upon vocational considerations, on the requirements of the so-called liberal professions and the modern industrial revolution has given the educational system the opportunity to show if it can meet every new and special demand made on it. In short, the task of modern secondary education is to adapt the instruction to the abilities and capabilities of the pupils, to build on the environment in which they live, and to extend and enrich that environment.

This has led to the horizontal extension of the modern secondary or high school. Trade schools and all other types of specialized schools have been developed in the latter part of the nineteenth and the twentieth centuries. To a much greater extent has been the development of the so-called comprehensive or composite high school, which includes all types of special education in its curriculum. (5)

Throughout all the types of schools runs a high ideal of the value of accurate knowledge and of rational thought and expression. Increasing numbers of pupils are today able to realize this ideal by well-planned courses of continuous and coherent studies. The young person growing through adolescence is placed in possession of the means by which he is able to interpret the new and bewildering experiences that daily confront him. He is also brought

5. This is true to a greater degree in the United States than in Canada. - Author.

into contact with the whole of human experience, which is his rightful heritage.

The secondary school can maintain the high ideal if it maintains as the chief objective of education the training of the mind and body, not for some narrow and specialized purpose but for the fuller and richer life. To gain the objective the school must promote three great ends of human life and activity. The first is the forming and strengthening of character - individual and national character - through the placing of youth in a congenial and inspiring environment; the second is the training of boys and girls to delight in pursuits and accomplishments which may become recreations in mature years; the third is the awakening and guiding of the practical intelligence for the better and more skilled service of the community in all its multiple businesses and complex affairs.(6) Without these ends no school can hope to save its soul alive nor can it justify faith in the future and expenditure in the present.

Though the basic aim of secondary education in all its various forms may be described as preparation for future life, the scope must never be vocational training pure and simple. Flexibility of mind, adaptability of skill, both intellectual and manual, initiative and breadth must be retained at all costs in the face of modern demands for

6. Report on the Education of the Adolescent Introduction page xxiii

competent job-holders and skilled artisans. The school must never turn out mere human cogs for the gigantic industrial wheel of modern society.

> "The school, if it is to reflect truly the activities of modern society, must both give the knowledge and training required for the routine duties of adult life and also foster the creative impulses needed not merely for new enterprises and adventures but even for the daily adaptation of routine and technique to changing situations."(7)

If it is to act as a stimulus - if it is to be felt, to be not merely the continuance of a routine, but a thing significant and inspiring - education must appeal to those interests and cultivate those powers, of which a boy or girl is conscious with the transition from childhood to adolescence. By the age of eleven or twelve children have given some indication of differences in interests and abilities sufficient to make it possible and desirable to cater to them by means of training of varying types, which have, nevertheless, a broad common foundation. The secondary stage must be sufficiently elastic and must contain courses of sufficient variety of type, to meet the needs of all children. Equality of educational opportunity does not mean identical education. The larger the number of children receiving post-primary education, the more essential is it

7. Report on Secondary Education page 155

that that education should not attempt to press different types of character and intelligence into a single mould, however excellent in itself the mould may be. A system of education should provide a range of educational opportunity sufficiently wide to appeal to varying interests and cultivate powers which differ widely in kind and degree.

If a course of education is to be effective, there must be a reasonable probability that the majority of those who start it will go forward to complete it, in the sense not that they finish their education, but that they pursue that particular plan of study as far as it will take them.(8) It is true, of course, that the period for which children remain at school is largely dependent upon economic considerations. The essential fact to remember is that the children who do not receive a formal secondary education have just as much right to have money spent upon their economic improvement or cultural development as children who attend secondary school. Therefore, every attempt should be made either to help the less fortunate attend school through scholarships and bursaries or to provide educational opportunities for those who are froced to earn their livelihood.

Education, however, is not a commodity to which a price may be affixed nor can it be standardized for mass

8. Report on the Education of the Adolescent page 82

production. An effective education is governed by the social traditions and ideals and by the environment which it serves; true education is broader than book-learning alone. Without the basis of national traditions and local customs no education can be said to be effective. A well-rounded education involves some degree of contact with all of the great cultural traditions of the country. In education

> "the interest of the State is to see that the schools provide the means by which the nation's life may be maintained in its integrity from generation to generation; and to make sure that the young are prepared to preserve - and some to advance - its standards in all modes of activity which are important to the common weal."(9)

The success of education can be based on the extent to which youth can be fitted to fulfil their duties, and to take advantage of their opportunities, as citizens of a democratic state. Democracy is now challenged, and the duty of citizenship in a democratic state renders it essential that all should be taught to understand and to think to the best of their ability, "for the deepest problem of democracy is to produce a society that is itself educative, a society capable of stregthening civic morale, of regenerating human ideals and sentiments, and generally enlarging and elevating the sphere of men and women".(10)

9. Report on Secondary Education page 147

10. A. B. Currie, The Modern Secondary School page 19

To help solve this problem a lesson may be learned from the Communist regimes in the methods of spreading the Communistic doctrine so different from democracy. First is the need of patience. Plenty of time must be used if democratic principles are to be inculcated into the youth of the country. To produce the desired end and for that end to last the means must be continued over a number of years. Young adults, therefore, should not be released from one of the best organized institutions for education, namely, the secondary school, at an age when the young person's character is in the formative stage. Secondly, there must be careful planning, both of the whole problem and of the integral parts. Step by step, and piece by piece, the planning must be built up. Because of the different levels of intelligence, the planning must be adapted to include all levels. Unless the planning is built up slowly, there can be no permanency. The planning, also, must be designed to produce the finished article, a democratic citizen. Thirdly, democracy must attempt to be complete. Communism claims to provide answers to all the problems of life. True democracy can never do this for it is against the basic tenets of the democratic way of life. Correct democratic training can provide the ways of arriving at the right solution to the many problems.

"Democratic education can be such
that men may lose the proud distrust

of their fellowmen, may resolve the anarchy of their conflicting egos, may seek the fructification and not the fragments of their democracy, may be concerned more with the enthronement of their liberty and less with the despotism of their rights, less with the calculations of their own utility and more with the conditions of their own well-being and happiness."(11)

11. A. B. Currie, The Modern Secondary School page 19

Chapter II

The Modifications of the Traditional Secondary School.

> "The basic aim of secondary education at all stages of its development may be described as training for life activities, but within this general purpose there have been variations with respect to the aspects of life activity which have been recognized and emphasized and also with respect to interpretation in terms of curriculum content considered appropriate for the particular aspects of life activity that were recognized."(1)

An examination of the materials concerning the development of secondary education leads to the conclusion that all types of secondary schools have much the same fundamental aim and that outstanding differences are in features other than the basic curriculum. Throughout the centuries there have been shifts in emphasis, but, in general, it is clear that there were no sudden changes. Schools of one period grew out of those of the preceding period, aims and course offerings in the schools being modified by experienced and alert educational authorities who were more sensitive to changing needs than a solid mass of popular opinion.

In the past the general aim has been to train children to be useful and happy citizens. Otherwise stated, the aim has been to promote social efficiency. Differences in practices have apparently not grown so much out of fundamen-

1. Encyclopedia of Educational Research page 1088

tal differences in aim as out of differences in interpretation as to what means were necessary in order to achieve the desired end. (2)

Up to the early part of the twentieth century secondary education was regarded as college preparation. The preparation for life activities was a subordinate objective, which would be gained through the obtaining of the major aim. The weakness, however, was that few of the children ever went to college and were left without a sense of completion somewhere along the ladder leading to university graduation. In the light of modern interpretations of social efficiency the traditional secondary school created a great social wastage.

To overcome some of this social wastage the secondary school courses were broadened to provide some practical training for those not destined for college admission. The development of trade schools, technical schools, commercial schools, and all other types of specialized schools took place in addition to the broadening of the opportunities within the traditional academic school. With this development a large gap in the training of young citizens was closed. This was not, however, the complete answer in view of the changes in modern living.. There still was a deficiency in the full training of the whole child, physically and

2. Encyclopedia of Educational Research. page 1069

mentally.

At the present time the interpretation of social efficiency has been broadened to mean that the school's contribution towards making useful and happy citizens shall include, in addition to formal training, emphasis on leisure time activities, health, home membership, community spirit, and all other less formal pursuits. There are many today who do not subscribe to this interpretation but believe that the contribution of the secondary school to social efficiency is the provision of preparatory courses for college admission. Under this system the rest, in fact, the large majority of pupils, are left to their own devices in trying to live a full life. The training of college entrants means the training of a few leaders of the country, the élite. Such a group is the product of a system of secondary education deliberately planned to produce it. In this way the society in question has at least some measure of control over its own destinies. The great weakness, however, of this view is that the chosen few are usually those who have the economic means to continue. The choice is made on economic grounds instead of on ability.

Nor is it enough to have a generous universal provision for secondary education pledged to prepare for the university any pupil who demands such preparation. The secondary schools can no longer perform the same function in training a selected group, whatever the method of selection,

because of the increased enrolment of pupils of far wider range of abilities and cultural backgrounds.

A generous universal provision does not avoid the emergence of an élite group, no matter how much a democratic country may repudiate the thought of such a group. It remains true that some kind of an élite group emerges. If, however, the real powerful standards of valuation in the community are fully recognized, worked upon in the secondary school, and adapted to the individual needs, secondary education is no less effective as an instrument of social control. This gives to the secondary school an animating principle without which the school will lack relevancy. Neither will the élite emerge in some haphazard fashion nor will the others be blind followers of ideas which mean little or nothing in the light of their training. When the standards of valuation are reflected in the work of the school, the curriculum, the secondary school becomes a small society reflecting and extending the good of the community in general.

In the matter of the curriculum the secondary school has maintained its position which was derived from the literary tradition of the old grammar schools. The obsolete doctrines of the faculties and of formal training and the endeavour to teach a wide range of subjects to the same high level to all pupils have been only partially replaced by newer concepts in education. There is a body of conservative thinkers, both in education and outside, with the support

of a long tradition, who think that the school subjects are to be taught for the sake of the special or general training they impart to the mind. In simplest terms this is reduced to a single article: 'It does not matter what you teach so long as the pupil dislikes it'. Modern psychological thinking has attacked this and shown that the position is indefensible and unreal; it has not, unfortunately, convinced many experienced teachers or mature students that the faithful study of one of the major subjects does not impart some virtue to the mind.

For, they say, "the subjects in question have been established through the centuries by the labours of a few men of supreme genius, a larger group of practitioners of outstanding talent, and an immense army of journeymen".(3) The student who is put to school in contact with one of the great traditions acquires something of the ethical as well as the other characteristics that can be derived from it. This training may be described as mental discipline for it involves the submission of the pupil to the influences of the great tradition. The result of this has been a strong tendency to adjust the pupil to the curriculum rather than the curriculum to the needs of the pupil.

School subjects do stand for the traditions of practical, aesthetic and intellectual activity, each subject having its

3. Report on Secondary Education page 160.

own individuality. If the subjects are taught for their outstanding characteristics and are related to the pupil's experience, that is, the subjects become real and live in the pupil's experience, the pupil does derive great profit from a continued study. The pupil's powers are cultivated, his sensibilities are awakened, his intellectual horizon is broadened, his range of sympathies is enlarged, thus establishing interests which will mean something in his later life.

One of the principal weaknesses of secondary education has been said to be the lack of any solid core or relation to any one main stem of learning or way of life. With the division of secondary education into its component subjects this criticism may be taken as having a solid foundation. Specialized instruction in a number of subjects causes the whole to be subdivided into parts which are continually in danger of falling out of relation with one another. Unless this danger is overcome by the school adopting some unifying principle in its curriculum, such as, the teaching of English, the secondary school has failed in its function of providing a broad general culture. With a unifying principle and without premature or undue specialization the curriculum will fit a pupil to the life of commerce or industry or to entrance into an institution of higher learning.

To a considerable extent the general nature of the secondary subjects has been determined by the preliminary

entrance requirements and the bursary competitions of the universities. The university influence is still evident in the treatment of courses in the individual subjects. There is a tendency to confine these to a solid grounding in the examinable elements of the subjects - to the preparation of a sound foundation on which an honours degree course can later be laid.

Promotion is generally determined by examinations but the success in writing examinations is not the desired end of education. Examinations have a place in education but not the prominent place enjoyed by them in the past. The proper place of examinations has been succinctly put in the introduction to The Report on the Education of the Adolescent:

> "We feel that the pupils may be handicapped by the absence of any form of guarantee of their work; and we feel that the schools themselves may become uncertain in their aim and vacillating in their methods; if they have no suggestion of a definite standard to guide their work. And, after all, examinations are like the running of a race; and few of us really dislike races, or can avoid, in the course of our lives, the running of some race, which is set before us. There is a wisdom in the saying of Plato that 'the life without examination is a life that can hardly be lived'."(4)

It is a cardinal principle that the examination should follow the curriculum and not determine it.

4. Report on the Education of the Adolescent Introduction page xx

The old predominance of a single intellectual standard of classical education in all schools has been succeeded by a diversity of standards, existing side by side in every school. According to Aristotle 'the special function of the higher stage of education is to secure goodness of intellect; to provide the rational basis for conduct; to furnish the intellectual preparation for the proper functioning of the individual in society'. The guiding principle cannot be to treat all students alike, but to develop as many specialized lines of training as the community can support.

Some changes in secondary education have arisen from the modern political or social demand for universal education as a necessary means to a democratic way of life. This demand is coupled with the demands for free elementary and higher education, for compulsory school attendance, and for diversification of educational opportunities to fit the differing needs of the various groups of young people, for all of whom society purposes to secure a fair and generous start in life. The greatest changes are due to the increasing efforts among leaders to found educational practice on the basis of scientific knowledge, rather than on tradition or on practices which have grown to be customary. To a large extent these efforts have resulted in the means to enrich educational programmes; to ascertain the actual values of the historic subjects and of the methods of study and

teaching which have become traditional in schools; to study experimentally the learning processes of children and adolescent youth; and to scrutinize the fields of modern social economy with a view to ascertaining what are actually the valid aims of an education which should be purposefully directed towards the attainment of such valuable ends as those embraced under the broader conceptions of physical efficiency, vocational power, good citizenship, and broad personal culture.(5)

5. Paul Munroe Principles of Secondary Education page 745

Chapter III

The Function of the Secondary School in a Modern Society.

"The prime duty of the secondary school is to provide for the needs of children who are entering and passing through the stage of adolescence."(1) In the past it has been found that an elementary education provides an inadequate preparation for the life of man as a citizen and worker in the modern world. The duration of education has been lengthened to give the young citizen a reasonable beginning in solving the problems of the modern complex society. In addition, greater opportunities for continued full-time education have been afforded the young persons in the interests of the individuals and of the nations of which they are members.(2) The modern secondary school offers to each of the young persons a general education of a wider scope and higher grade than than formerly enjoyed by the vast majority.

Though the character and inspiration has been drawn largely from the past, secondary school education is being gradually modified and readjusted to present conditions. In view of the comprehensiveness and vital nature of its functions, there can be little doubt that the ultimate character of the evolution of the secondary school provides one of the most interesting and debatable problems of the present and of the future.(3) The increased and continued interest

1. Report on Secondary Education Introduction page xxiii

2. I. L. Kandel The Meaning of a Liberal Education in the Twentieth Century Introduction Educational Yearbook,1939 pagexvi

3. E. P. Smith The Function of the Secondary School The Year Book of Education 1934 page 383

of the community, a direct result of the wider scope of the modern secondary school, makes the school not an institution in the community but an institution of the community. There is no doubt that the community is determined to procure the most thorough education for the children and to regard this education as a sound investment for the future.

Modern educational psychology has re-emphasized the differences in individuals and in individual ability. This has given rise to various types of secondary schools and to differentiated courses within a particular school. But the problem of adolescent education does not stop merely with efforts to meets individual needs and abilities. In a few words the problem is to discover a new conception of the training to be transmitted in the secondary school. This conception cannot be stated in terms of so many subjects but in terms of activities adapted to the intellectual levels of the adolescents and having their origin in the activities, institutions, thoughts, and organization of modern society. So complex is the problem that the exact assessment of the function of the secondary school is well-nigh impossible.

To speak in generalities is to invite disaster but no rigid conclusions can be made about the function of the secondary school. In the main, it is true that loyalty to membership of the school and a further loyalty to the community which the school serves can be considered as part of the function. A full share in the communal life, both in

school and outside it, is a facet of the same function. The first taste of that deeper fellowship with men and ideas and ideals which leads to the whole life of culture and understanding is another part of the function of the secondary school. No statistics, nor examination results, nor financial estimates can measure the effectiveness with which such a function is discharged in the modern secondary school. Measurement can only come in the activities of the young persons of today in their later life, twenty, or thirty, or more, years hence. No one today can foretell the final effectiveness of the secondary school in the lives of the young persons.

The position of the secondary school in the community is one of great importance as well as one of great potentiality. Not isolated on the outskirts of some small country town, where it is an autonomous institution, the modern day school draws its pupils from homes and environments of very different kinds at an age when the desire for companionship is strong and social distinction counts for little. Receiving all on equal terms the school becomes a classless society, to whose well-being all can contribute of the best, and which can give the best to the members.(4) No other single institution of society can teach as well the spirit of social and mental co-operation, so essential in modern living.

This central position of the school has had its effect

4. Report on Secondary Education page 198

on the curriculum and general objectives of the secondary school. There is a double aim of developing intellectual ability and inculcating a social and cultural standard of living. To fit the pupil for a vocation and to teach him in such a way that his vocation and his life as a whole may be set in the right perspective is the interpretation of the modern curriculum and thus the general objective of the secondary school.(5)

Within the school the result is to give a trend or bias to the general course of studies. The actual subjects have not been changed, that is, English, history, geography, mathematics, and science are still taught and studied in the schools. The relation of these subjects to the life in industry or commerce or agriculture is much closer. Within the framework of the courses is the stimulus to interest the boys and girls who are beginning to think of the coming years and a career in life. When they see the bearing of their studies on that career (the result of successful teaching), the children are likely to feel the liveliest quickening of the mind. The children, instead of being forced to attend school, are eager to share the benefits of a secondary education.

While studies should not be introduced which are beyond the present comprehension and unrelated to the present ex-

5. E. P. Smith The Function of the Secondary School
The Year Book of Education page 386
1934

perience, yet studies may well be introduced to a limited extent which have a definite bearing on the next stage of their life, be that a future occupation or continued education at a school or university. It is to be noted that the studies should not be defined with any one object in view so that some may be excluded for one reason or another. The curriculum is thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored.

While the present secondary school curriculum is being given a bias or slant towards vocational training, such training is not enough to produce a good and useful citizen. It is not sufficient to produce a skilled typist or an excellent mathematician without a fundamental sense of decency. To achieve a better life education must preserve and pass on what is best and true in life. According to the late Sir Fred Clarke "the most momentous of the demands which a common culture will have to meet is that of preserving vital continuity with all that is most humanising and most richly value-bearing in the cultural inheritance from the past".(6)

Much of 'the cultural inheritance from the past' is embodied in a certain way of thought and action. This has been found to be true and to have a lasting value. It is,

6. Sir Fred Clarke <u>Freedom in a Creative Society</u> page 87

therefore, the purpose of the school to communicate the culture to the new generation in the school. If the purpose of education ended at this point, no further progress would be made. Education must provide for the growth of culture by establishing a firm foundation of tradition and by providing means for the constant application of the lasting truths to new situations.

A great many persons believe that traditional aspects of education should be forgotten in the ever-increasing tempo of modern living for they state that no age is the same as the last. That each age is unique is true enough but it is not easy to say of what the uniqueness consists. Education for the age will develop into vocational training if lasting values are not recognized and taught. It is easier to educate for a particular profession, craft, or vocation than it is to educate in a liberal way. Of this situation the late Sir Fred Clarke warns: "the grave danger of an extreme relativism, especially in its cruder popular forms, is that it emerges as moral opportunism, the atrophy of the conscience, and the pragmatic assumption that it is right that which is to the advantage of my group or my interest".(7)

In examining the modern curricula it will be found that an understanding of this danger is present and that means are being taken to prevent the domination of a completely pragmatic view of education. This can be detected in the

7. Sir Fred Clarke <u>Freedom in a Creative Society</u> page 88

attitude towards what is great and timelessly true in art, music, and literature. History,well taught, can be a fine school of duty and can give us valuable aid in deciding in particular cases precisely what duty requires of us. The intrinsic, genuine value of the liberal arts cannot be forgotten in the education of each succeeding generation no matter how great is the demand for education or training for the life work of a person and nothing else.

As the function of the school in a modern society is complex, so is the function of the teaching staff in the school society.

> "From one point of view the teachers are the parents' substitute and agent, doing what is in the last resort the parents' work and clothed for the purpose with a measure of parental authority. At the same time they are also agents of the community, the means by which it secures from the schools the services it expects them to render."(8)

Outside of the classroom activities the teaching staff have the important function of acting as unobtrusive observers of the general school life, refraining from interference where interference is unnecessary but prepared to safeguard the moral qualities when these appear to be threatened. Thus, on the one hand the teachers are the active means of supplying the leadership in the educational efforts; on the other hand, the same teachers are the judges of the results

8. Report on Secondary Education page 148

of the application of the teachings to life.

While the teacher is the parent's substitute for some part of the day, the place of the parent cannot be filled by the teacher, nor can the parent abdicate his position in favour of some outside authority. Education always begins at home and to the end of school life continues to be shared between home and school. The school's success in the long run depends upon a good understanding between the two parties who, whether they are conscious of it or not, are partners in the children's upbringing. With co-operation between the two parties, the school achieves its successful function in society by becoming the intensive training ground in what is best in the physical, intellectual, moral, and social life and tradition of the community.

Chapter IV

The Pupil of the Secondary School.

There have been many attempts to classify the stages of growth in man from birth to maturity, but each attempt seems to be a repetition of some previous one with the emphasis on a particular basis, such as, physical or mental or chronological. It is not the purpose of this chapter to discuss all the stages of growth or to comment upon this or that classification. Only one stage will be discussed, the stage between eleven and sixteen which is commonly called the adolescent period of life. No attempt will be made to discuss the stage from a physical or psychological aspect except as these affect the education of the adolescent. The significance of the physical growth and mental characteristics is of prime importance when discussing the education of the youth between eleven and sixteen years.

Physically, there is general agreement among the various authorities that the stage between the age of eleven and the age of sixteen constitutes a growing period in which mature stature is attained; the years after sixteen constitute a period in which the frame is filled out. Growth in height usually takes place at an accelerated rate between the ages of eleven and sixteen.(1) Also, the physical growth is not confined to height as many individuals who early approach physical maturity begin to fill out before they are sixteen.

1. Report on Secondary Education. page 108

Between the ages of eleven and sixteen the characteristics of the child gradually disappear and those of the adult are acquired. The boy or girl displays a constantly changing blend of childlike and adult qualities. In consequence, the boy or girl must be handled with knowledge, understanding and sympathy. In the age group of children between the ages of eleven and sixteen there is a wider range of variation than in the age group of those between seven and eleven or sixteen and twenty-one; therefore, it is of utmost importance that each boy or girl be regarded and treated as presenting an individual problem.(2)

Physical development is a factor which must be taken into account no less than the chronological or mental age of the individual child. The physical transition from the status of childhood to that of an adult is not a sudden change occurring at a definite period. Puberty is now regarded as the climax of a slow process of growth which has steadily been taking place from birth at varying rates in the different individuals.(3) All children do not arrive at the point of sexual maturity at the same time. The well-marked physical and mental changes, which characterize the final stages of puberty, induce external characteristics in the child concerning which he has usually little or no control and usually little or no understanding.

2. Report on Secondary Education page 109

3. Ibid. page 120

Modern psychological studies have shown that the sexual behaviour of a human being reflects one aspect of his or her personality; modern medical research has shown that, to a considerable extent, human personality is determined by the activities of the ductless glands. There is ample proof that some of the behaviour difficulties which occur in children during the stages of puberty and adolescence are due to a lack of balance in the secretions of the ductless glands. Self-control is comparatively easy for some children, but very difficult for others; such differences may have a physical basis for which the individual child is not wholly responsible.(4)

So exhaustive has been the research into the behaviour of adolescents that it seems possible to conclude that all apparent changes in character during adolescence are the secondary results of one fundamental change. Directly or indirectly, the modifications are mainly due, so far as they are produced from within, to the maturing of the sexual glands and organs. The child, at last, achieves sexual maturity but the process of maturing involves profound changes in physique, intellectual growth, emotion or temperament.(5)

The modern psychological findings have revolutionized the concepts of the basic education which could best develop the mind. Up to about fifty years ago it was generally

4. Report on Secondary Education page 114

5. Ibid. page 122

believed that the mind was composed of distinct intellectual faculties, each a separate organ of the brain and maturing at a fairly specific period. From this it was supposed that the mind could best be developed by a basic education of a humanistic type providing a general foundation of culture. The same education was applicable to every child without regard to individual differences or to subsequent diversities in vocation.

During the past fifty years the testing of children by mental tests has shown that intellectual growth in general and in its more specific aspects is not spasmodic, but uniform up to the time that development ceases. From an early age memory and the power to reason steadily improve and mental development in every direction is continuous. Even when individuals appear to display new talents or special gifts at a definite date, such changes are probably due to the acquisition of fresh interests rather than the emergence of fresh aptitudes.(6) In the light of this, education today consists in developing specific habits, memories, ideas, forms of manual and mental skill, intellectual interests, moral ideals, and a knowledge, not merely of facts and conclusions, but also of methods.

Spearman, in his studies of intelligence, noticed and recorded that after the age of eleven there is a gradual retardation and ultimate arrest in the development of

6. Report on Secondary Education. page 122.

general intelligence or in the maturing of those measurable capacities which have hitherto developed at a fairly uniform speed and in close association with one another. Though the upward development of general intelligence shows signs of slowing at approximately the age of eleven years there is a compensating factor of a broadening of the intellect which may continue until death.

General intellectual development during childhood appears to progress as the child grows older from babyhood to adolescence. The all-round intellectual ability or general intelligence appears to enter into everything which the child attempts to think, or say, or do, and seems on the whole to be the most important factor in determining his work in the classroom. Consider the child who is constantly behind his class though his attempts to keep pace are often Herculean. An examination will often show that this child has not been endowed with the same intellectual potential as the other children.

To the teacher the most striking development in mental power during the life of ordinary children is the increasing scope of their attention. A casual visit to any school will prove this as the visitor observes the work of the children in the various age groups. At the age between eleven and sixteen years this scope of attention seems to be well developed and appears if the children are interested in their work. Research seems to prove that the development

of attention depends mainly on the development of general intelligence.

This development in the scope of attention brings with it a corresponding increase in capacity to learn and to remember. By the age of eleven or so mere mechanical retentiveness usually reaches its maximum but the power of intelligent recollection through association goes on increasing.(7) There has been established no tentative upper limit where intelligent recollection reaches its maximum or ceases altogether except in the cases of senility.

Closely allied to the power of intelligent recollection is the power of reasoning. This ability is essentially dependent upon the power to perceive relations and to correlate those relations to each other so as to form coherent and consistent relations. The development in the power of reasoning corresponds closely to the development of general intelligence. By the age of nine or ten the average child can deal to some extent with spatial relations; by the age of sixteen there are few mysteries in spatial relations which the average child cannot unravel through a reasoned approach. Casual relations, on the other hand, are not clearly grasped until the mid-point in the stage of adolescence. (8)

Though it is important to realize the changes of growth in intellect and aptitude, the most salient charac-

7. Report on Secondary Education. page 126.
8. Ibid. page 128.

teristics of adolescence are changes in character and temperament. It is now known that the simpler or primary emotions are the most directly affected due to the changes in glandular secretions. The maturing of the human body is associated with a marked reinforcement of the sex instinct. (9) Although the great majority pass through adolescence without any serious emotional disturbance, it is important to realize the wide differences between individuals, both in detailed knowledge of background and in specific emotion, and the dangers which may arise if every pupil is treated alike.

Another change at this period is the rapid development of social impulses or social instincts as they are sometimes called. At the beginning of puberty boys tend to group themselves with others of their own sex and join willingly in forms of co-operative effort, such as team games and group projects. There is the same tendency in the actions of girls. At the age of eleven or twelve the average boy will have nothing to do with girls. Later girls and boys seem to find each other and co-operative efforts between the two groups are usually possible. (10)

The gradual awakening of the adolescent leads him into curious patterns of behaviour. He desires to pry into life, to experiment with existence, and to explore the world and its ways. This group of impulses, often loosely described

9. Report on Secondary Education. page 133.
10. Ibid. page 134.

as curiosity, may give rise to exasperating behaviour if the adolescent is seriously thwarted in his search for experience. The best combatting influence is a channelling of the impulses into studies of natural science and into directed social gathering, such as, high school parties, dances and the like.

As a cause or as a result of the new desire for social contacts, the two impulses, self-assertion and its opposite, submission, are strongly reinforced at this period. These two impulses correspond to the two emotions of pride and humility. From the view-point of education children must be treated more and more as equals and as adults, though their experience and self-control are still insufficient for them to be allowed the full privileges and responsibilities of adulthood. (11)

In many adolescents there develops an outer hardness of attitude, a callousness which, at times, seems strange in the lives of the young persons. Pugnacity is the usual outward form of this impulse in boys. The educator must realize that this outer shell is the protective coating over the adolescent's lack of emotional security. It is the task of the educator to provide the emotional security for which the adolescent looks.

The same lack of emotional security often produces, besides a self-assertive display of power and vanity,

11. Report on Secondary Education. page 135.

inhibitive feelings. There is a secret feeling of humility, a tendency to follow a lead rather than take it. Both sexes are apt to develop a sense of inferiority which produces moods of depression through fears, sorrows, and disgust when some idea or ideal is shattered. A mood of lethargy and indifference often follows a mood of self-assertion in the adolescent. (12)

As a result of the great changes taking place within him, the child displays a great interest in himself. In the child's mind this interest is the most important in his life. A growing consciousness that he will soon be expected to play his special part as a responsible and independent adult constantly tends to force the adolescent's thoughts upon himself. He becomes sensitive to criticism and is often his own severest critic. The self-consciousness makes the child's mind a sea of troubled waters as conflicting impulses struggle for expression.

> "The essential characteristic of adolescence is the strong intensification of emotional energy with a tendency to mental disorganization as a temporary result. The child's impulses towards action are for the time being stronger than his powers of intelligent control. This overflow of excessive animal spirits often leads to frequent collisions with authority, especially educational authority." (13)

The mind of the adolescent is a strange mixture of

12. Report on Secondary Education. page 136.
13. Ibid. page 137.

hopes and fears, of high ideals, and a zest for life; he does not know what he wants yet he yearns for something. Baseless actions one day are replaced by considered moves towards some goal the next. In a sea of conflicting emotions the adolescent looks to some one to give him a feeling of security and a sense of direction. Without this the adolescent must stumble his way through the most trying time of his life. Many of the adolescents can resolve their problems if they have a feeling of the secure and stable environment of a secondary school.

Chapter V

The Problem of the 'Non-Academic' Pupil.

Backwardness in school work has been constantly noted by the teacher in the daily classroom work. In many cases a little extra help in some particularly troublesome subject has been enough to overcome the difficulty. Continued backwardness, however, is a recurrent problem, the resolving of which is more complex. Inquiries into the causes, particularly in slum areas where the problem seems much more prevalent, show that defects of attention and of memory and minor physical defects seem to be the basis of backwardness in school work.

A more careful examination of the results of early inquiries and the work of Burt and others showed that the subject was for more complex than had previously been assumed. It was also found that the educational policy commonly advocated was far too simple a remedy; it was found that the surface was barely scratched. With corrective medical treatment and special educational efforts - if possible in a special class wherever the numbers were large - most of the backward pupils, so it was supposed, could be gradually brought up to the normal level. The many modern modifications have changed this traditional view to such an extent that there is little similarity between the old and the new methods.

The application of psychological tests proves beyond all doubt that in the majority of the backward cases the

child's whole intellectual capacity is definitely below the normal levels. Since this general disability is inborn, if not actually inherited (and there is evidence that heredity does play a part), the backwardness is irremediable. For such cases as these, therefore, our educational system must be altered to bring the expected attainments of the pupils in line with the lower potential of the learners.

Even though a child may have a general intelligence which is perfectly sound, there may be observed some special shortcoming that hinders the child's educational progress. Mental disabilities of this kind include a weak memory, a feeble power of concentration, an incapacity for abstract reasoning, and a marked instability of temperament or character. Whatever the specific disability is Burt believes that in only about one-sixth of the total number is the specific disability the sole or most obvious cause of the educational backwardness. (1) The specific weakness seldom offers an insuperable barrier to educational progress for a suitable change in teaching methods usually effects the desired improvement.

An inspection of the medical histories of backward children shows that the vast majority suffer from minor bodily ailments or from some sort of ill-health. Though it is a factor in the overall picture, general physical weakness is rarely the main factor in educational backwardness.

1. Sir Cyril Burt <u>The Backward Child</u>. Introduction, page vi.

The more limited and specialized defects of sense and muscular co-ordination provide a far greater problem in schools. Special classes and special schools with special methods have been the answer to these specific defects.

Physical defects of a minor nature found in backward children are far too numerous to be dealt with by establishing a separate class for each group. Remedial medical attention initiated by the parents or by the local health authorities can correct many of the faults found occurring in backward children. From an educational point of view the essential source of failure is not the occurrence of the defect in the child but the occurrence of the defect in the child already somewhat dull and unadaptable due to the lack of general intellectual ability.

Within the school itself the chief factor for many years proved to be not inefficient teaching but a lack of adequate organization and adequate facilities. Previously there was a lack of a systematic method for detecting the potentially backward child at an early age and, after detection, a failure to adapt the teaching methods to the peculiar needs of each child. Lesser faults within the school have been ill-timed promotion, or ill-timed change of methods or curriculum following the removal of the child from one class or school to another. Modern educational practices have minimized, to a considerable extent, these factors as the emphasis in education has shifted from the

subject to the child.

Notwithstanding the general intellectual incapacity and other factors previously found in the schools some of the causes of the problem of the backward child in school lie beyond the school walls. The problem is not as much an educational issue as a social one. Mental development is affected by such conditions as heredity and environment. Faults in character leading to backwardness are aggravated by conditions over which the child has little or no control.

Thus, the causes of backwardness are exceedingly various and in nearly every instance, not one factor, but a combination of factors, some major and some minor, lies at the root of the trouble. Success in resolving the problem comes in the thorough study and investigation of each individual child and in the care with which adjustments are made to the needs of each individual. Every case is unique and what is successful in one case may result in complete or partial failure in another.

Unless there is careful treatment the backward child becomes a social menace. Burt reported that in a test group the average mental ratio of the juvenile offender proves to be about eighty-nine per cent. (2) Though marks or per cents for mental capacity must always be relative and never absolute, yet mental defect, as measured by modern methods, is a notable factor in the production of crime. The

2. Sir Cyril Burt <u>The Young Delinquent</u>. page 296.

defective child is without the necessary insight to perceive for himself that dishonesty is wrong and in the long run a bad policy. Some use a life of crime to compensate for the lack of success through intellectual inability. To be successful, even in crime, needs a certain minimum of sense. Not all delinquents, however, are defective in intellectual ability. Educationally backward in the technical sense the child often proves far more ahead in mental development than his school career would show.

As has been pointed out the chief reasons for backwardness are intellectual but the most direct reason for a lack of school attainments is absence from school itself. The child, unable to do the work of the class, loses interest and begins to stay away from school. Time, usually occupied by school work, must be spent in some way and the temptations of the world prove too much for the ill-equipped youth. Steps, then, have to be taken to try to reclaim the lost potential, no matter how little that be, for the good of society.

Much of the fault for the child's lack of interest in school can be laid at the door of the school itself. For a long time the child was expected to do work far beyond his mental capacity. No allowance was made for the backward child who was working to his capacity. From the results of modern educational experiments one principal conclusion may

be stated: backward children can make school progress commensurate with their limited level of general intelligence.

Modern educational practices have been adopted to lessen the extent to which a lack of interest has been a contributing factor to school absence. The curriculum is so framed as to relieve the backward pupil of the burden of scholastic exercises that are utterly beyond his powers and, at the same time, to give him work of a concrete, manual, and practical kind, to arouse his interest and to use up his energy and to equip him for the tasks of after-school life. As the educational efforts are preventive as well as remedial, by far the greater number of the potential criminals are caught in the meshes of educational facilities rather than in the meshes of the law.

Through early detection it is possible to cope with the whole problem from the beginning - to study individual cases, to strengthen the weak intellect, and to fortify the infirm will before the habits of delinquency become thoroughly ingrained and often before any temptation is encountered or experienced.

The dull brain is brightened and the unstable temperament is steadied by furnishing suitable school work and suitable intellectual interests adjusted to the specific level of each individual child. Even though the attempt be not wholly successful in all cases, the social wastage is reduced to such an extent that the worth of the educational practices is proven beyond any reasonable doubt.

Chapter VI

The Practical Course in Montreal.

The twentieth century has become the era of providing secondary education of some sort for the children who have been trained under the compulsory elementary system with a marked degree of success. The thoughts of the people have changed to the point of view that children are not a source of additional family revenue but the future citizens of the country. As such, the children should be given a longer period of training to fit them for a useful life. During the first fifty years of the century the elementary education programme was widened and the secondary education programme was built up. In this some countries were farther ahead than neighbouring ones. The basic principle that all children should be permitted to attend some sort of provided secondary school was accepted by all.

In the Province of Quebec this principle was accepted in theory long before it was accepted in fact. Thus the province has been considerably behind the rest of the continent in making provision for secondary education for all the children. There were, however, many excellent schools with a long record of successful operation. When the principle was accepted in fact with the introduction of free education to the Grade Nine level many pressing problems were presented. These problems demanded an answer and an immediate answer. (1)

1. This provision was nullified in 1952 by the re-introduction of tuition fees in Grades Eight and Nine.

Before the introduction of free education on the secondary level the pupils were selected by economic means, i.e., those who could pay the fees attended the schools. This form of selection was discarded when all pupils were permitted to attend school up to the Grade Nine level without payment of fees. The most pressing problem facing the authorities was the problem of differentiation of the high school courses. In this connection some provision of a suitable curriculum for the 'non-academic' type of pupil had to be made. Previously, this type of pupil left school in the last grade of elementary school or the first grade of high school and obtained a job if there was a demand for labour.

Since the high school courses in 1948 were in many respects unsuited to the 'non-academic' pupils, provision had to be made for a course which would extend through all the high school grades. Such a course would require to be vastly different from the available courses both in content and in teaching methods.

At this point it should be noted that, during the previous four years (1944-1948), various high schools had been experimenting with a modified curriculum for a small number of pupils who were not interested in and could not follow the regular courses. Practical subjects were introduced into a general curriculum to provide interest and instruction for the 'non-academic' pupils. This experiment

in trying to meet the problem gave some experience in trying to solve the problem which was becoming greater every year.

In January, 1948, the Director of Education and the Education Officers of the Protestant Central School Board of Greater Montreal chose a committee of high school and elementary school principals "to investigate the problem of differentiated courses for high school pupils in all its aspects".(2) This Committee was convened with the Education Officers at the end of January when the general terms of reference were discussed. In order to proceed with the work at hand the Committee was called the Planning Committee. From this group there were chosen three representatives on each of four specific Committees. The heads of the various Committees formed the Co-ordinating Committee for the project.

The members of the Planning Committee acted on the four following specific Committees: 1) Committee on Examination and Selection of Pupils for High School; 2) Development Committee; 3) Committee on Pupils' Reports and Certificates; 4) Curriculum Committee. Each Committee was given power to co-opt other principals, supervisors, and teachers to serve on the Committee. The enlarged groups met immediately to lay the foundations for the study of their particular aspect of the problem.

Once the organizational work was finished the various

2. From the terms of reference for the Planning Committee - Issued in mimeograph form by The Protestant School Board of Greater Montreal.

committees began their appointed tasks. To approach the question each committee studied various plans which had been put into effect in other countries and cities. These plans provided some ideas but none was wholly adaptable to the situation in Montreal. Therefore, the whole problem was investigated and in a few weeks specific recommendations were made. Such was the work of the committees that the recommendations were put into effect with only minor changes.

In order to recommend pupils to the various courses in high school some basis had to be provided for the selection of the pupils. As it was a definitely accepted principle that all elementary pupils should pass to some stage of secondary education, this basis of selection had to be as accurate as possible. Because Grade Seven was the last year of elementary school, the selection was to take place in this year. This made possible the separation of the types of pupils in Grade Eight, the first year of high school.

For the selection of the pupils there were two guides: 1) standardized tests in Grade Seven; 2) the estimate of the principal and teacher in the elementary school. Besides a group intelligence test, tests were given in the three main continuation subjects, English, French, and arithmetic. In English the specific test was the Gates Reading Survey; in French the particular test was the Eaton-Teakle tests; in arithmetic the test was the Stanford Achievement Test. For

general intelligence the Kuhlmann/Anderson Intelligence Test (VII-VIII) was used. All pupils were to take these distributive examinations to show what type of course they should be recommended for in high school; the results of the tests, however, were to be used in an advisory, not mandatory, way.

On the results of the tests the pupils recommended for the Practical Course were those whose Intelligence Quotient was below 90, who were below a suitable standard in the individual achievement tests, and who, in the estimate of the principal and teacher, were not suited to an academic type of education. After the recommendation had been made, the parents, in the event of the need of further clarification, could see the principal of the high school. The parent could then follow the recommendation of the school authorities or he could disregard the advice and enter the child in a wholly unsuited course.

The selection of pupils for the Practical Course would be made before the end of the school session in June. To do this the standardized tests would be given in Grade Seven as early as possible in May. The standard in arithmetic was set at the Grade 7.0 level and in reading the Grade 6.0 level. In view of the experimental nature of the French test, a suitable level of achievement could not be decided upon until a large number of tests had been made.

This process of selection has been continued each year

with a degree of success. Though carefully carried out the above method does not screen out all 'non-academic' pupils at the Grade Seven level. Some enter Grade Eight and do the work of the year. With each successive grade, however, the academic disability becomes more apparent and the high school must exercise a process of selection at the end of Grades Eight, Nine, and Ten.

Once the pupils have been selected for the Practical Course, the curriculum has to be chosen to fit their needs. The basic course for all 'non-academic' pupils in Grade Eight was set up as follows:

English	8 periods	Health	3 periods
French	3 "	Mathematics	3 "
History	3 "	Science	3 "
Geography	2 "	Guidance	1 period

In all there was a total of twenty-six periods in the basic curriculum. The elective subjects were selected as follows:

Music	2 periods	Industrial Arts	4 periods
Typing	3 "	Home Economics	4 "
Drawing	2 "	Business Practice	2 "
Dramatics	2 "	Instrumental Music	2 "

With the nine periods spent following elective subjects, the total time of the Course would include thirty-five periods of forty minutes each week. The school time spent by the 'non-academic' pupils would equal that spent by the academic pupils but the content of the subjects would lead to a different goal.

The problems of each subject in the curriculum were studied by a specific panel of principals, supervisors, and

teachers. In general, the members of the subject panels were experienced in teaching the subject in high school. By this method of investigation theory and practice were brought into a close union and the essential material was sorted from the wide range in each subject. Besides, the actual context of the subject matter and the techniques of teaching were discussed and suggestions for presentation of the material were advanced. The work of the various panels was so extensive and thorough that most of the principles contained in the reports of the panel discussions were incorporated in the syllabus for each subject.

Soon after the Practical Course was opened in September, 1948, the value of the Course was quickly recognized. The slow learners were much happier in making the change from elementary to high school. The problems associated with the change in school were lessened to a marked degree and many of the usual problems were not present. In December, 1948, the second phase of the programme was started.

Although the Practical Course was designed to include four years of high school, only the first year was planned as an experiment to see what the reaction would be. The immediate results were such that work was begun to plan the second year of high school.

The Planning Committee, therefore, went ahead with the plans to convene the various panels to set up the curriculum for the next high school grade. 'Old' members

willing to serve again were contacted to form the nucleus of the new panels while 'new' members were asked to serve on the panels.

An immediate decision was made regarding the basic and optional subjects in Grade Nine. English, French, mathematics, history, geography, general science, health, and guidance were made compulsory for every pupil taking the Course. A comparison with the Grade Eight subjects will show that the time allotment remained much the same with the emphasis laid on English and mathematics. Though there was a great deal of discussion as to the suitablility of making the Practical Course pupils learn a foreign language, it was thought necessary in view of the bi-lingual nature of the province in which the pupils live and for the most part continue to live. It was decided that the home teacher, the class teacher, in Grade Eight would continue to be the home teacher in Grade Nine. This allowed for a continuity of advice and encouragement and gave the pupils someone whom they knew as the friend and mentor of the class.

In September, 1949, the Practical Course in Grade Nine was opened for those pupils who had been in the experimental year of 1948-1949. Included in the group were the pupils who had been transferred from the academic courses where they usually had spent a miserable first year of high school. As was the case the previous year the reaction was immediately favourable and the question of extending the course for

another year was discussed. It was decided to go ahead with the planning of a third year of study for the pupils of the Practical Course but to make the final decision when a census of the pupils could be taken later in the year. When the census was taken, it was decided to continue the Course as originally planned because the vast majority of the parents of the pupils felt that the Course was greatly benefical. In the meantime the Curriculum Committee had convened the subject panels again. These panels reviewed the work of the previous two years and then drew up the course of study for the third year of high school.

The basic curriculum in the tenth grade was established along the lines of the other two years. English, French, mathematics, geography, history, general science, health, and guidance were put on the compulsory list while industrial arts, home economics, music, typing, general business fundamentals, and drawing were made optional. Thus the hard core of English, French, mathematics, and science was maintained although reduced to more practical aspects commensurate with the abilities of the Practical Course pupils.

Once the tenth year was in operation an experiment was planned to place the boys in fields of industry where they would best fit in. While the reception of this idea was apparently good in business circles, many vague and even spurious excuses were presented to prevent the implementation of the experiment. Whether the experiment can be continued

at another time is not known but further planning is being done to help find the right vocation for the pupils. Similar work has been suggested for the girls although the plans are rather vague.

When the tenth year course was opened in September, 1950, plans were laid for the continuation of the Course into a fourth year of high school. The subjects on the basic list remained in the last year to form a core curriculum and the elective subjects included no new subjects. The content of the subjects was reviewed and the material was suggested to continue the work done in the previous years. In September, 1951, the final year in the four-year course began giving to the less fortunate students a chance to adjust themselves to the world.

Two developments of the Course occurred in 1951: the renaming of the Course and the establishing of a new committee. Both were the results of experience gained in the first three years of the Course. Many felt that the name of the Course, Division B, proved a serious handicap to the efforts put into the work to make the Course a success. The name, Practical Course, was chosen as descriptive of the work done in the Course.

In February, 1951, a committee of teachers actively engaged in the Practical Course was convened. This Practical Course Teachers' Committee met monthly to discuss problems arising in the various schools. In the meetings methods and

contents of the subjects were discussed and recommendations were made. Though it had no official position in the organizational set-up, the committee presented its report to the Planning Committee in June, 1951. The committee reconvened in the fall of 1951 to pursue the discussions and to investigate the possibilities of improving the Course. It may be said that the committee was a clearing-house for ideas concerning the Practical Course.

To a large extent the success of the work done in the Practical Course is due to the free exchange of ideas and opinions in the various committees engaged in planning the project. At various times general meetings have been held to discuss the development of the work and to improve any part of the curriculum which would benefit by such improvement. As experience is gained by the teachers in their work, revision of materials and methods increases the effectiveness of the education of the 'non-academic' pupil. Within the general terms of reference the Course will probably be kept as functional and as practical as possible to provide the interest for the 'non-academic' pupil.

Chapter VII

The Core Subjects of the Practical Curriculum.

(i) English

In the English course the basic book in Grade VIII is the developmental reader. This text starts with the assumption, unstated of course, that 'non-academic' pupils do not like to read; therefore it tries to overcome this with interesting, lively and modern stories, plays and poems. The text is careful to maintain an average pupil's vocabulary. By the arrangement of the selections and by the nature of the exercises the pupil is helped to acquire the following skills: to acquire meaning from the context, to utilize the dictionary to increase meaning, to recognize synonyms and antonyms, to build new words from roots, to find and follow the author's plan, to relate minor ideas to major, to summarize, to phrase, and to improve the rate of reading. The pupil is made aware of the particular objectives of each selection and in what specific ways he needs to improve himself as a reader.

In the class library for private classroom use is a collection of thirty-five popular and varied books. A wide variety of choice embracing an extensive range of subjects from big-game hunting to comparative religion is offered to the pupil. Special appeals to individual classes are made in supplying books according to the sex of the pupils in the class. Most of the selected books are easy to read at the

grade level, either being written for the level or in certain cases written down to the grade level. The library includes good books with great popular appeal for young adolescents. The pupils are expected to use the library and to relate their experiences in reading the books through oral discussion with the teacher.

One of the main objects for language study may be stated: to teach pupils how to recognize and write simple sentences. In extending the limited vocabulary of the pupils the play way is indicated. Unfortunately many of the suggested games are not suitable for use with pupils who are not academically inclined.

Oral composition includes dialogue, conversations, introductions, interviews, and telephoning. Other speech activities consist of story-telling, the conduct of meetings, the presentation of reports, speeches for special occasions, and the prepared talk. These activities can be correlated with the other subjects of the curriculum to produce a correlation between the different subjects.

No particular spelling text is recommended in Grade VIII. Rather the teacher attempts to eliminate the common and irritating errors in simple words that so often mar the work of pupils. Each pupil concentrates on his own errors which show up in written work, and attempts to overcome his difficulties with the guidance of the teacher.

The pattern of the Grade VIII work continues into the

second year at a slightly more advanced level. The whole course consists of a collection of reference books, texts, workbooks, and manuals that provide practice material, teaching plans, and suggestions for activities, all aiming at securing a rather low junior secondary school standard in the various branches of English. There is a continuing emphasis on the development of silent and oral reading skills, a review of elementary grammar and composition problems, speech training through oral activities, study of the spelling of common words and an appreciation of juvenile and simple adult literature.

No methods of scheduling, organization or integration with other subjects are suggested. Teachers experiment with the materials provided, and work out their own programmes with their own interests and specific problems in mind.

Certain changes are adopted in Grade IX to round out the subject. In spelling, the workbook method replaces the manual-activity approach to increase spelling ability. A literature text supplements the free reading in the class library. The class library is reduced somewhat and made slightly more popular in tone. Otherwise, the second year in the subject remains much the same as the first year.

The third year work continues the general principles pursued in the previous two years. Developmental reading, free reading, literature and language study are included in the work of the year. In language study there is an increasing

emphasis on composition to enable the pupils to communicate everyday activity and to develop a pride in expression of their thoughts. Fluency is aimed for, with the final rating of ability in communication judged through the content and practice of all subjects in the curriculum.

The approach to English in the last year follows the general pattern of the preceding years. An improvement in reading skills is sought by definite instruction and practice in reading. In literature an extensive choice of material is provided to foster the appreciation of good books, to enlarge the experience of the pupil, to stimulate his imagination, and to develop his character. In written and oral expression the emphasis is on clarity, accuracy, and interest, with the assignments being built around situations which are real and interesting to the pupil.

The aim throughout the four years is to train the pupil in the fluent communication of his thoughts and ideas. If this is accomplished the effectiveness of the teaching of English is judged to be successful. Actually the level is a low secondary school grade, but quite in keeping with the ability of the pupils in the Course.

(ii) French

Though there has been widespread discussion as to whether the 'non-academic' pupil should learn a second and foreign language, it was deemed advisable in view of the local conditions. Besides English, the language of the

majority of Canadians, French is one of the official languages and it is the language native to the majority of people living in Montreal. As French is a required language for all English-speaking pupils, the'non-academic' pupil is required to learn the second language.

Throughout the four-year course in French the general aim is to help the 'non-academic' pupil to develop some practical knowledge of the French language so that he may increase his usefulness when he leaves school and enters upon business life. For each pupil the specific aim is to gain confidence so that he may readily express himself orally, if not fluently, at least with some ease in all ordinary situations; to eliminate fear of the language so that he may readily understand simple written and spoken French; to broaden his views and widen his sympathies by understanding the manner of thought and expression of a race closely linked with his own historically.

With these aims in view the course for pupils whose aptitudes and interests are far removed from the academic is somewhat removed from the traditional courses given in the schools. Because it is especially difficult for the 'non-academic' pupils the emphasis normally given to written work is reduced. In the first two years written French occupies very little time. Instead an opportunity is given to master orally a limited number of phrases and to use these phrases in situations that approximate those of real life. For fear

that a drastic curtailment of written exercises might have an undesirable effect upon the pupil's ability to understand written French, there is provided a library of attractive, interesting and easy French readers. This programme of extensive reading helps to give the familiarity with the written language that normally results from the more formal and grammatical approach. As the usual grammar is too abstract for the 'non-academic' pupil to follow, the fundamentals are presented in a sufficiently simple form for the pupil to master the essentials which will give him a basis on which to build. To help dispel the illusion that French is always a dull, hard business a selection of short humorous stories is included in the classroom library. When they realize that they do know some French and that they can have some fun using it, the pupils' confidence and interest are restored.

(iii) Geography

As most of the pupils taking the Practical Course are resident on the island of Montreal, a greater knowledge of the city, its people, its products, and its commerce is considered the first objective in geography in Grade VIII. With this as a centre, the subject is enlarged to include the province of Quebec and the country of Canada. Stress is laid on human geography with physical features and natural resources as a background to show how the people have developed, are developing, or could develop these resources to strengthen

their position in the modern world.

In the second year of high school, a comprehensive picture of the U.S.A. is painted and a knowledge of the world is outlined. This is not a fund of assembled facts to be stored but a picture which should remain with the pupils. The object of the course is to give a fuller understanding of the relationship between environment and human activities. The material selected gives a true physical picture of the North American continent and the world, and understanding of the inter-relationship between the U.S.A. and Canada, both physically and economically, and an understanding of the ways of living in different parts of the continent.

(iv) History

The study of Canadian history follows along the lines of the material in geography with its ever-widening circles around a central point. To give the pupil confidence in himself and a justifiable pride in the achievements of his country stress is laid on the great contributions which were made to the development of this country by humble folk, farmers, trappers, fishermen, and artisans. As the pupil will probably earn his livelihood in this province (Quebec) alongside French Canadians, the teaching of the French period in history attempts to give him insight into the French Canadian character and to give an understanding of the aspirations, hopes and difficulties of this vast number of fellow citizens. Finally, the subject is used to make the

pupil aware that Canada's future depends to a very large extent on the harmonious relations between her racial components. It is hoped that the pupil becomes instilled with a sense of communal continuity of life which will awaken a sense of responsibility to the particular framework of democracy in Canada.

The theme of a genuine appreciation of the democratic heritage is continued in the second year. Specifically, the theme is based on the history of the Americas, the discovery of America by Europeans, its settlement by Europeans, and finally, the emergence of the Europeans as citizens of the democratic nations of the New World. The democratic way of life in the nations is not the exclusive result of the work of a few famous statesmen and generals, but the result of the courage, initiative, perseverance, co-operation, and social intelligence of the population at large who have had to adapt themselves to the conditions of their environment. This adaptive process is a continuous one and any future improvements in our way of life are dependent upon the willingness and ability of people to accept social responsibility. The principal objective of the work is to develop in the pupil desirable social attitudes to achieve the improvements in our way of life.

(v) Social Studies

To continue the study of man and his environment in the last two years of the Practical Course a programme in

social studies has been drawn up. The chief objective in this subject is to give the pupil an ever-widening understanding of life, outwards in space and backwards through time. Specificially, the objective may be outlined as showing how man is influenced by his environment and how his environment is influenced by man, as giving some practical training on the nature of privileges and responsibilities of members of a family and of citizens of a community, country, and world, as studying the interdependence of all men and all countries on one another, and as understanding more fully the resources of the world and how they affect man and his actions. The primary objective is not the accumulation of factual knowledge but the development in the pupil of the understanding that goods and services are the product of the ingenuity, hard work and co-operation of our fellow men.

In the last year the material is selected to develop in the pupil a sense of civic responsibility by giving him an understanding of the social and political institutions which serve the needs of society. Since criticism of life is the essence of culture, the course attempts to develop in the pupil a healthy critical faculty which will help him to estimate the value of ideals and institutions in society. To develop a sense of social responsibility a study of the institutions of family, church, school, and state with its dependent institutions is made with the emphasis placed on

the integral part played by the individual in each. Also, the pupils are acquainted with the steps being taken to solve such social problems as old age, unemployment, war and peace, and health and hospitalization because they are among the problems which they, as individuals, will be called upon to solve.

(vi) Guidance

As good citizenship and sound social adjustment will presumably be more difficult for the pupils of the Practical Course to achieve, by reason of their limited choice of jobs and careers and of the danger of their 'aiming too high' in the realm of possible jobs and careers, the guidance course is planned to assist the individual to adjust himself to life situations. The purposes of this course may be summed up in the following:

1) to bring about good adjustment of the student to his school;
2) to develop incentive to achievement in school;
3) to aid the pupil to realize his abilities, his strength and his weakness, and to help him in his acceptance of the same;
4) to teach the pupil to accept himself as he really is, and not to feel inferior because he does not possess some of the abilities of the other students;
5) to help the pupil make tentative plans for his future development;
6) to help the pupil realize the importance of wise use of

leisure time;

7) to help the pupil realize the prime importance of character, and the development of desirable personality traits.

The Grade VIII part emphasizes educational guidance; the Grade IX part emphasizes vocational and social guidance; the Grade X and XI parts emphasize all three but are specially designed to help the 'non-academic' pupil to be able to cope immediately with life situations and business life outside the school.

(vii) Mathematics

To stress the relationship of mathematical operations to every day life and occupations the course in arithmetic is planned to tie in with science and industrial arts courses for the boys and home economics for the girls. Routine drill, mixed with shop problems, office problems, or personal finance problems, makes the pupils realize the need for mathematics in their daily living. The course is so designed that much of the work can be done in a mathematics laboratory.

For the second year the course reviews the work of the previous year and introduces more advanced problems in the type of work which is connected with every day life. Algebra and geometry are introduced towards the end of the second year only if the pupils can grasp the basic fundamentals of each subject. Experience has shown that, although the pupils do not understand a great deal about the work, the mental

lift given them in attempting the work is worth the effort in trying to teach the value of x.

The course in the third year of high school is divided into four units: arithmetic, practical geometry and graphs, business forms, and elementary algebra. It is felt that arithmetic and any other two units provide more than enough material for the work of the year. In arithmetic review work in the fundamentals is continued while new problems are based on such materials as interest, insurance, rent, taxes, and profit and loss. This gives the pupils some training in the practical mathematics of their homes and jobs.

In the final year the mathematics course continues the drill in the fundamentals and the basic propositions of algebra and geometry. Of particular interest to the pupil who is just about to leave school is the section devoted to budget planning and household finance. This gives the student some visible proof that the work is related to real life.

(viii) Science

Rather than make a separate study of each specific science, the course in science is very general. The contents bear a direct relation to the problems and activities that will be met by the pupils both in school and in later life. In the main, experiments illustrate the simple scientific principles operative in the pupils' immediate environment. Practical laboratory work provides training for improved accuracy of observation and deduction. To obtain a better

understanding of natural life a terrarium and an aquarium are suggested as valuable class projects.

In general the ninth year course is built around the environment of man, the effects of this environment, and the extent to which man has overcome and uses his environment; though the course is still general in nature, diversions into elementary chemistry, physics, and biology can be made if the pupils evidence interest in such subjects. Such diversions, however, do not lead to a continued study unless an individual pupil undertakes it for his own interest.

The course for the third year follows the general lines of the previous two years and is designed to fit the individual needs of the pupils and to allow for their local interests. Household products and their uses are the basic references in practical science. In order to provide some training in housing a problem in building and building products is included in the course. Elementary astronomy, geology, and biology are placed on the course to give some understanding of the natural phenomena surrounding the pupils. As in the previous years the work is of a practical nature in a science laboratory.

In the final year the science course is divided into five major topics: physiology, natural science, light, heat, and electricity. These topics, however, if treated fully and intensively, would be far too difficult for the pupils of the Practical Course. Therefore, no attempt is made to carry these topics beyond the abilities of the particular class.

Throughout the year the discussion of such outside topics as interest the pupils can be introduced into the work.

(ix) Health

Health, worthy use of leisure time, and the building of character through physical training are the general objectives of the course in health. Definite training in personal hygiene, community health, nutrition, and safety is given to all pupils. As good mental health depends to a large extent on the maintenance of good physical health, the pupils are given the opportunity to train their bodies in well-equipped gymnasia. To help the adolescent solve some of his personal problems a part of the course is devoted to the anatomy and physiology of the human body.

Physical health is continued as a basic part of the second year work in health. The emphasis on personal health is maintained as in the preceding year. To give the pupils a better understanding of the workings of their body there is a continued study of anatomy and physiology. In mental health a discussion of teen-age problems is outlined, the points to be discussed arising from the questions and remarks of the pupils.

In the last two grades there is planned a more developed programme in helping the pupils make the adjustments to a life outside the school. Problems of social behaviour are discussed in order to provide a foundation for the good relations between the two sexes and between young adults at

work, at play, and in the home. Primarily the course is to help the young adults to understand themselves and to help them to live in harmony with other adults.

Chapter VIII

The Elective Subjects of the Practical Curriculum.

i) Industrial Arts

A course in Industrial Arts is offered as a part of the general education for the 'non-academic' group of high school pupils. Though most of the schools have modern shops, technical training is not possible for the shops are not equipped for such training. Besides not being desirable in a general education programme, technical training is not within the administrative power of the Protestant School Board of Greater Montreal for it is reserved to the provincial authority, the Department of Youth and Social Welfare. Furthermore, the pupils, by and large, do not have the general intelligence and mechanical ability to be efficiently trained for jobs of the master mechanic grade. Nor is trade training possible as a replacement for technical training for such training is a matter for the provincial authorities also. Even if a semi-specialization type of work were taught in the shops in Grade VIII and Grade IX no definite immediate benefit would be derived without a proper placement service. That again is beyond the powers of the school. A general course, therefore, on broad principles pertaining to the objectives of industrial arts is offered in the schools.

The general course gives the pupils an overview of several industrial areas, such as, metals, woods, electricity, and motor mechanics. This overview develops their general industrial knowledge and the appreciations of the use of the

knowledge in industry and the contribution to every day living. In using the common fundamental tools and machines of several industrial fields in the construction of a variety of interesting and useful projects an opportunity is provided for the boys to develop their manipulative ability. The general course also acquaints the pupils with the occupational characteristics and opportunities found in the several industrial fields and thereby assists in their educational, vocational, and avocational selections.

The course in industrial arts introduces the boy to a new miniature world in which he can find a complete cycle of living in individual and group experience. As expression is in processes of shaping, constructing, assembling and disassembling materials rather than words, the pupil thinks in terms of concrete media rather than in abstract language. The course gives the opportunity to explore the three M's - materials, machines, manipulative processes - and thus fosters the joy of achievement and satisfies the normal desire of the boy to make things. Experience in the shops proves to the boy that the necessity of orderly planning is part of the process of a successful shop project and part of successful living. In the shop a natural setting for safety instruction is provided in using tools and power machinery which function immediately the switch is turned. This instruction can be the foundation for a consciousness of safety in future industrial work.

Work in the shop provides a therapeutic approach to the 'non-academic' type of pupil for it increases his sense of self-respect and worthwhileness. In many cases the pupil experiences success when he may not excel in other school subjects. Adjustment to the pupil's capabilities is produced as the work is on a higher plane of reality than some of the other subjects.

A unique character forming or disciplinary experience not found in academic work is provided in that tools, machines and material have to be respected and handled in certain prescribed ways. Personal characteristics are developed through the work. These include responsibility, industry, helpfulness, dependability, patience, initiative, and respect for property - all necessary for successful living.

Through the course in industrial arts academic subjects are given a practical slant. Measuring to fractions of an inch, computing areas and board feet, and finding costs - to mention a few operations - make mathematics a living experience. Simple and relevant descriptions of processes, machines, and material give a real use of the pupil's knowledge of English. The industrial and manufacturing aspects of history and geography assume new proportions as the pupil realizes the background of knowledge and work needed for even a simple product. In working with tools and material the pupil dis-

covers simple applications of science. A knowledge of art in design and colour is applied to the projects which the pupil makes. Through making scenery and props an interest in dramatics is often kindled. In all the shop provides an ideal basis for many of the academic subjects in a broad general education of the type suitable to the 'non-academic' pupil.

Real life work experiences or something closely approaching them are provided in the work of the shop. A respect for the dignity of labour in such experiences also entails discipline in doing unpleasant tasks which are necessary. Sandpapering, polishing, cleaning paint brushes, and shop housekeeping cannot be shirked as they are part of the project.

Shopwork permits lowering the threshold of encouragement and prevents development of inferiority attitudes. As the classes are small, the pupil can be dealt with individually. The pupil becomes an individualist in that he starts with simple introductory projects and from there works to his capacity in attaining new skills so far as his speed and accuracy permit. In doing his work the pupil is introduced to new and different standards of approval which are more objective. He is confronted with the 'GO' and 'NO-GO' standards of industry: the soldered joint holds or pulls apart, a shelf fits or does not fit, the auto engine runs or does not run. A premium is placed upon the pupil's own knowledge and work and fills him with a sense of his own responsibility.

To complete successfully a project the pupil realizes the need of drawings and the importance of reading blueprints and procedure or operation sheets. His enthusiasm, interest, or curiosity may lead him to refer to shop text books and manuals. School book study takes on a new view. It is no longer a mere source of information which is checked by quiz or written examination but a real help to him because it answers his questions concerning the how about something he wants to make.

In the wood or metal shop an opportunity is provided for the 'non-academic' pupil to participate in a quantity production type of work. As the type of work closely parallels factory methods, the pupil is given an experience which may be helpful to him if he ever engages in industrial work of a repetitive nature. It makes possible the construction of more complicated projects which are beyond the time and ability of any one boy to produce individually. An opportunity is provided for the mechanically handicapped boy to participate and receive rewards for his efforts along with the other boys. Because a financial return for labour done is often possible, the value of material and the necessity of achieving a sales standard of workmanship are impressed upon the pupil. Through the quantity type of work it is possible to provide training in the industrial approach to specific problems. Integration and correlation with other subjects may be achieved by studying such topics as product selection, design, sales promotion, strength of

materials, records, requisitioning, time studies (both quantity and quality), division of labour, and distribution. Finally the pupil can achieve a feeling of pleasure and co-operation by contributing to the school and community by mass producing articles for the shop, school, Red Cross, or hospitals.

Although the course in industrial arts is an elective course in the Practical Curriculum, all boys take the course because of the value of the training provided in such type of work. The course is continued through the four years of high school and all are obliged to take the work. It is true that some of the schools can only provide, at the present, facilities for wood and metal work in addition to mechanical drawing. Gradually these facilities are being expanded in the older schools while the newly-built schools are equipped with the most modern shops.

The value of the experience in manual training is great both to the pupil in school and to the training of a future citizen. In many cases the pupil achieves through the course in industrial arts the first successes in his life. This gives the pupil a feeling of self-confidence and a feeling of worthwhileness, both of which are often lacking in the 'non-academic' pupil. By the very nature of the work some of the features of a general education can be integrated and correlated to provide an education for those pupils who formerly left school without the proper training for a future

life as a good and useful citizen.

ii) Home Economics

Much of what has been said in respect to the course in industrial arts is also true of the course in home economics for the girls in the Practical Course. Ultimately almost every girl will have a home of her own and become the central figure in that home. The importance of a course in home economics is stated by Eleanor Roosevelt:

> "I believe that every girl should study Home Economics. The course is not just something that will train her to make a living in that particular field. Home Economics can give her an insight into many things. It deals with the way of life of so many people. It may give the girl the desire to know how the people of China solve their particular problems, problems which are present in some other forms in our country. It may stimulate her to become a laboratory technician or to take up another kind of work. We ought not to think of Home Economics in too narrow a sense. It is not merely what people will eat in a home that matters, but the whole concept of what home really means, the spiritual and emotional development of the children and adults who live in the home. We can belittle a home and we can belittle Home Economics. What we ought to do is have a wider appreciation of the influence of both, of what both mean in the life of a nation."(1)

Since the home has much to do with the health of a community

1. Eleanor Roosevelt as quoted in the syllabus for the course in Home Economics issued by the Protestant School Board of Greater Montreal.

and the nation, a basic training in home economics is part of the education of every girl. The knowledge of the fundamentals of homemaking will be of great value to every girl, whether she is managing a home of her own as the majority of girls do, or whether she is a career girl.

The course in home economics helps the girl realize her place in the home, in the school, in the community, and in the world and helps the pupil to make the necessary adjustments for that place. By solving practical problems the girl develops skill in the construction and care of clothing, in meal preparation, in caring for the home, in child care and first aid, and in simple home mechanics. In practical planning and purchasing of materials which she is using the girl is trained to understand the budgeting of time and money. In all this the pupil is helped to understand the importance of all phases of homemaking and to achieve healthy happy living by developing sound standards.

Throughout the four years of high school the work is divided into the same topics. The preparation of food is carried on with the emphasis in the first two years on planning and preparing meals, and in the last two years on the preparation and storing of food. Beginning with the general care of the girl's own room and progressing to the general care of the whole home, the girl is trained in the principles of correct home care. The making of clothing and linens and

the proper methods of laundry and cleaning give the girl a knowledge of the use and proper care of the fabrics of the home. Included in the course is training in personal appearance and deportment though this topic is often correlated with the course in guidance as is the part of the course devoted to family relationships. To give training to the future mother a complete study of child care is conducted through the four years. In all the course develops sound standards of practical homemaking.

iii) Business Fundamentals

Many of the pupils in the Practical Course, when they leave school, hope to obtain work which require some knowledge of the fundamentals of business operations. The syllabus, therefore, is designed to give these pupils a knowledge of the simple procedures which are generally found. As most of the work is confined to the elementary stages, the emphasis is on the practical procedures rather than the theoretical aspects of the work.

To help the pupil in business and in his own finances problems in personal and cash records are worked out. The pupil is encouraged to keep his personal record with the teacher's help. In order to introduce the use of banks, the essentials of banking are taught to the pupils. A section of the course is devoted to the use of the communication systems serving the country. Office practice in filing,

sorting, listing is included as the work represents experience needed for positions in delivery services and shipping, occupations in which many of the 'non-academic' pupils often engage.

As a large number of the pupils will be employed where business machines are used to some extent a knowledge of these machines is a decided advantage. This knowledge is not only of future value but also of present value for the morale of the pupils in the group is raised when they use the machines for school work. The work in school develops in the pupil a sense of accomplishment and a feeling of self-confidence.

Simple bookkeeping forms and principles are taught to familiarize the pupils with the types of work necessary in keeping the records of a small business. Although they will never become accountants, the pupils feel they are equipping themselves for their future. This work is developed through the four years to enable a pupil, if he should own his own business, to keep the books pertaining to that business or at least to understand what is recorded in the books by some other person.

Throughout the four years of the Practical Course typewriting is taught to the pupils. The keyboard is learned in the first year, while in the second the simple forms of business correspondence are learned. In the last two years there is a development of speed which is rewarded with certificates issued by the education departments of the various typewriter manufacturing companies.

Although the course in business fundamentals is elective, the great majority of the pupils take the course because of the importance of the knowledge when the pupils leave school. The pupils feel that they are learning something of value as they can easily see the practical application of the work. Some of the pupils have said that they attend school only bedause they are learning the fundamentals of business operations which, they feel, will help them obtain a job when they leave school.

iv) Arts and Crafts

The aim of this course, in which knowledge and manual ability are by-products, is to develop insight and sensibility. Through aesthetic activity and its consequent introduction of values into the world of facts, a sense of reality and dramatization can be given to subject matter. By enlarging the pupil's knowledge the field of art appreciation can be widened to introduce into the pupil's life a spiritual and mental experience which will fill a gap in his education. The lasting delight of the pleasant creative efforts will serve as a basis for further hobbies and spare-time activities.

Chapter IX

The Teacher in the Practical Course.

The following chapter is included in the hope that the information will be of help to anyone who is interested in the teaching of 'non-academic' pupils. While the teaching of backward children is a specialized field with special types of equipment, the teaching of 'non-academic' pupils is a development of normal teaching procedure. What is true in the teaching of normal pupils can be applied to the teaching of 'non-academic' pupils.

One of the main difficulties in appraising teaching is the fact that emotions are involved to a considerable extent. These are integrally bound up in the personality of the teacher and to separate emotions from personality is something beyond the ken of the human mind. Teaching also involves human values which are quite outside the grasp of science and, therefore, cannot be reduced to measurable quantities. Even 'scientific' teaching of subjects such as chemistry and physics involves the emotions of the teacher and pupil because both are human beings with personalities capable of reacting to each other. Teaching is not like inducing a chemical reaction; it is much more like taking a field of gelatine and introducing bacteria to grow and reproduce to form a culture under the best possible conditions. To be successful a teacher must put himself wholly into the work; teaching formulas are guides for the teacher to reach the goal of education successfully. With-

out the teacher's personality in his work the teaching is uninspired, the pupils unimpressed, and the teacher uninterested in his work.

Of all the characteristics of a good teacher three may be selected to be emphasized in connection with the teaching of 'non-academic' pupils. These distinctive features are essential in the teaching of pupils in the Practical Course. In the instruction of this type of pupil the qualities in a teacher receive more emphasis as the methods used are much more personal.

As the pupils usually have little creative imagination and a short memory there should be a compensation in the teacher. Without a creative imagination a teacher will find his work extremely dull and unimaginative. Basically the business of the teacher is to teach the facts of a subject to the pupils, but if there are no currents of interest and energy passed through the facts, the work becomes monotonous. The teacher who can build a story around basic facts with illustrations drawn from his experience can mould within the pupil's mind the vital parts which go to make up character. The facts will become interconnected and acquire life.

Without will-power and a sense of determination a teacher sorely lacks the ability to overcome resistance on the part of the pupils. This ability is recognized as essential in teaching the Communist doctrine and in the National Socialist

teachings in Germany. It is equally essential in any of the democratic countries for the children are much the same no matter where they happen to be born. Unless resistance on the part of the pupils can be broken down under a determined attack there can be no successful inculcation of the teachings of the schools. The teacher must be determined to overcome in some way the juvenile dislike of work and fondness for play, the rebellion against all authority and particularly the domination of one mind in the classroom and the carefully calculated resistance to learning put up by many of the young persons.

Above all else a teacher must be kind and sympathetic towards pupils and particularly towards 'non-academic' pupils who usually need more kindness and sympathy than average pupils. Without a genuinely sympathetic understanding of the problems of the pupils there can be no effective work done in the training of the children. A common realization of the trials and tribulations of adolescence and of the special problems associated with each pupil must be the basis of classroom relations. Pupils will resent insincerity in a teacher and will seek ways to show their disapproval. Relations in the classroom will then become a series of clashes between the teacher and the pupils instead of a co-operative association to pursue education.

Besides having certain in-born characteristics a teacher must possess certain qualities which are sometimes

innate and sometimes acquired. The first is that the teacher must know the subject he is teaching and that he must continue to learn it as new material is presented. A teacher simply cannot learn the rudiments of a subject, master them thoroughly, and then stop. Without the teacher and pupil knowing where further study leads, the rudiments of any subject cannot be understood well enough to be taught. As the human mind is infinitely capacious, a subject that carries the mind out in limitless journeys will, if well taught, make the learner eager to master all the preliminary essentials and press on. Surprising as it seems some 'non-academic' pupils will catch the spirit of limitless horizons in a subject and doggedly pursue knowledge to the top level of their comprehension.

In addition to knowing the subject the teacher must believe in the value and interest of the subject as a doctor believes in health and in the preventive methods in controlling sickness. It is extremely important that a teacher, whose task is to awaken young minds to a valuable subject, show his pupils by every gesture, by every intonation of his voice, (and young persons notice such things very quickly and sensitively) that he thinks the subject is worth learning and that learning is not a waste of time.

To like teaching is not enough; the teacher must like pupils. An insincere attitude is quickly detected by the pupils if the teacher is present only to gain monetary ends. A teacher cannot be a policeman waiting to pounce upon a

wrong-doer and administer justice; a teacher is the leader of a group struggling along the road of learning to the end which always seems to be in the distance. When one of the group falters, the teacher must encourage and help; when one strays off the road, the teacher must lead the wanderer back to the group. To do this the teacher must have a sincere liking for young persons; else, the ensuing battle will lay waste much of the previous good efforts of other teachers and will, in the end, leave the teacher with the greatest scars.

For successful teaching it is necessary to know every individual pupil well. The teacher must not only know each pupil but he must also know adolescents as a group. In any class the teacher must know the peculiar patterns of thought and emotion for the young persons are trying desperately hard to become real people, to be individuals. If he wishes to influence them in any way, the teacher must convince the pupils that he knows them as individuals. It is wise to set to work to observe the traits of character and to test the findings by checking back with earlier records and by watching through the months and years how the pupils act. Patience will be rewarded in a deeper understanding of the pupils' problems and the measures needed to overcome these problems. By knowing the individuals it is often easier to deal with a group because the group is a collection of individuals.

The teacher is a specialist trained in the art of

imparting knowledge to other people and leading them out of the blind world of ignorance. The teacher, however, should know much else; he should know more about the world than the pupils, have wide interests, keep an active enthusiasm for the problems of the mind and the pleasures of art, and have a taste for even some of the superficial enjoyments of life. The function of the teacher can be likened to a bridge, the bridge between youth and maturity. He has to interpret adult life to the young in such a way as to make them adults. To do this, the teacher should belong to both worlds, that inside the classroom and that outside the walls of the school. The teacher, who is able to do this, is an interesting person to the pupils with whom he comes into contact.

A sense of humour is a quality which every teacher should possess. It keeps the pupils alive and attentive because they are never quite sure of what is coming next. Through enjoyment the pupils and the teachers are linked together on a common footing which precedes a common understanding of problems.

While the qualities of a good teacher are important, there has to be some practical way of influencing the pupils and continuing the influence. The answer to the problem is the master-teacher plan. Briefly, the plan envisages an expert teacher, informed about the special problems of the 'non-academic' pupil, who takes complete charge of their training for four years. The actual time the teacher spends

with the group should not be less than half and can possibly be as much as sixty or seventy per cent of the available instruction time.

The advantages of the master-teacher plan will be obvious at once. It serves to bring to a central purpose the many formative influences which emerge from the fields of endeavour. It provides a ready and practicable means of integrating the educative influences of the various subjects in shaping the whole personality of the adolescent during a highly impressionable period in his life. It brings to his learning scope and sequence, continuity and consistency. It is more likely to insure that as he increases in physical stature he will grow in wisdom, and that as he grows his life will come to be governed by right ethical standards and private morals. (1) For the teacher to be a boy's friend implies an honest recognition of his rights, an implicit sympathy along with a frank and open understanding with him. That only can be achieved by a long and continuing association with the boy.

In Montreal the class teacher is assigned to a group taking the Practical Course in Grade Eight. The teacher usually takes such subjects as English, mathematics, guidance, with the class. Approximately fifty per cent of the teacher's time is devoted to the one class. As the class progresses through the four years of school, the teacher accompanies the class as the home teacher. In this way the influence

1. A.B. Currie <u>The Modern Secondary School</u> page 32.

of one teacher is exerted upon the group for the four years. The pupils come to be friendly with the teacher and the teacher comes to know each individual and his particular problems.

Actual classroom work of a class taking the Practical Course is conducted in a different was from that of a normal group. There is a definite swing away from the textbook procedure to the manual activity programme. Textbooks are provided for the use of both pupils and teacher but for the pupils' part the books are for reference only. Much of the work is learned by doing and by seeing. As this involves a great deal of preparation, the teacher must have access to many visual and audio aids in his teaching.

A great deal may be written about the methods of teaching each individual subject but all teaching can be reduced to these three things: patience, planning, and completeness. As the name given to the type of course implies, the pupils learn by doing rather than by studying textbooks. Patience on the part of the teacher, therefore, is needed as no real effect can be gained by any impatience shown by the teacher. Patient effort brings the reward in the pupils realizing that the teacher sincerely wants to help them.

Without planning any teaching will soon miss even the limited objectives which are set up for the Practical Course. The Course has no real meaning if it is a conglomeration of small tasks which do not seem to be leading to any goal.

Even with a planned course the teacher has to plan the daily work to ensure the gaining of interest and attention of the pupils. Usually the 'non-academic' pupils are more difficult to interest in any learning or school work for their experiences in school have been, quite often, not of the best.

Not only must the teacher be prepared to give training in formal subjects, but also in extra-curricular matters as well. Social guidance is usually a matter which requires constant attention from the teacher if there is to be any real success in the teaching of the whole personality. The teacher has to be the authority on almost every question which may arise in the pupil's mind. As any teacher who has taught 'non-academic' pupils knows, the questions cover a very wide range of topics.

No onemethod of teaching can be said to be successful in teaching pupils taking the Practical Course. Success will always depend upon the care with which the teaching is adjusted to the needs of the individual. Every case is unique and there can be no sure method of teaching without a thorough knowledge of each pupil. With that knowledge as a basis, emphasis can be placed on the necessary details to produce a good and useful citizen.

Chapter X

The 'Non-academic' Type - Some Case Histories.

The effect of the Practical Course may be judged from the history of a few pupils who followed the Course in high school. For those who left school at the end of four years, it may be said that the Course was a success. In some cases the success was only partial but improvement may be noted in these pupils. About those who did not complete the Course little can be said but it is hoped that they received some benefit from the programme. Some pupils in the Course were compelled to leave high school as a result of their behaviour in the school; and, therefore, there was not a prolonged attempt to educate these to live a useful life in the community. The later details of what each pupil is now doing were gathered from talks when the pupils returned to the particular school they attended and from sources outside the school system.

Author's note: The initials of each pupil have been deliberately changed to prevent identification of the case histories written here and to preserve the anonymity of the successful and, more particularly, the ones now judged failures.

M. A. was the youngest of two children in an average middle-class home. His father worked for a public utilities corporation but kept no regular hours of work. The mother allowed the boy to do as he wanted and to go where he pleased. As a consequence the boy became independent of his parents at

an early age.

In elementary school the boy was a constant disturbance in the classroom. Whenever checked, he showed a violent temper. At these times he was difficult to control and was usually separated from the class until he quieted. Although his work did not merit it, the boy was promoted from year to year until he reached the final year in elementary school. He repeated this year and was classed as a "problem" child. Failing the second time the boy was promoted with the following rating: I.Q. 92, Arithmetic 6.5, Reading 4.8, French 61.

During the first few months in high school the boy continued his bad behaviour even to the point that his parents were asked to consider withdrawing him from school. After a serious outburst of temper when some school property was destroyed, the boy was given some jobs around the school to help pay for the damage. It was at this time that the boy developed a liking for finishing wood projects. From then on he spent as much time as possible in the wood-working shop doing many uninteresting jobs, such as cleaning paint brushes, in order to have extra time to work. The boy was encouraged in this work but after another burst of temper the privilege was withdrawn for a specified period of time. After this the boy began to control his temper, for he realized that he would receive the same punishment again. Through the interest in wood working the teacher was able to interest the boy in his other class work. The boy improved to the extent

that in four years of high school his reading ability jumped from 4.8 to 10.0. This was reflected in his other work in the classroom.

Although irresponsible at the beginning of his high school career the boy developed a sense of responsibility that was outstanding. During one summer vacation he was custodian of the boat house at a summer resort and returned the next summer to the same position. In the school he was given tasks which could only be done by a responsible person.

Upon graduation the boy took occasional jobs as he wished to find permanent employment in one of the boat-building trades. At the same time he became the instructor in wood working of a hobby group in a community club.

C.N. was the fifth child in a family of eight. Her father, an octoroon married to a white woman, held a good administrative position in an oil company until he was burned to death in an explosion. Until the children were old enough to work the family was the object of relief for various organizations. Home conditions improved when the two oldest children began working and earning a substantial amount each week.

The only known physical defect the girl had was poor teeth. This condition was treated at free dental clinics but the girl did not do anything to help the situation until the last year of high school when she took a part-time job to

enable her to pay for artificial teeth.

In elementary school there is no record of any major problems although the girl was rude at various times. Slovenly in appearance the girl took no pride in herself or how she was dressed. Throughout elementary school the girl was considered unreliable because her work was never completed unless the teacher forced her to do so. After repeating a year in the senior grades the girl was promoted to high school with the following rating: I.Q. 96, Arithmetic 8.6, Reading 6.4, French 82.

The transfer from elementary to high school created many problems with this pupil. Her dress became worse, her actions were unmannerly and her general attitude was poor. Frequent talks with the girl elicited the information that she wished to enter the Practical Course. Towards the end of the first year the pupil lost all interest in her work and became a truant.

Notwithstanding her poor record the girl was promoted on trial to the ninth year where she failed to improve in the first term. At the girl's request and with the concurrence of her mother, she was transferred to the Practical Course at the end of the first term. During the year the girl's dress improved considerably due largely to the influence of her class teacher. A marked improvement was noted in her manners and her speech became more courteous. There was no improvement in her general work habits nor could she be de-

pended upon to work alone.

In the final two years of high school the girl lost all of her bad manners and became a polite person. Neatness in dress, almost to the point of an obsession, showed that the girl recognized the value of her appearance. While she was inclined to be lazy, the girl did her work as requested but never volunteered to do any extra amount. However, if she was asked to perform a task, she did it carefully but without interest or enthusiasm.

Upon graduation the girl found a position as a junior clerk in a large organization. Lacking any initiative, she seems happy performing routine tasks requiring little concentration.

B.C. was brought up in a working class home with average conditions of employment in a skilled trade. As the boy had some childhood diseases at an early age ($1\frac{1}{2}$ - 4 yrs.) the mother became disease-conscious and tried to protect the boy and his sister from all disease. The boy contracted measles and mumps while attending elementary school which seemed to upset the mother's preconceived ideas of protection.

At 11 plus years a genito-urinary condition was found about which the parents did nothing. Surgery was recommended but the family did not believe competent medical authorities. As the boy grew into adolescence he became progressively thinner for his height and age. While he ate a lot there was little

attempt to provide nourishing foods suitable to the boy's condition. Another minor defect was a mild squint which righted itself in four years.

The boy was intensely interested in sports but his general physical condition prevented him from taking an active place on school teams. Notwithstanding the school medical history the boy was accepted as a cadet in the armed forces training programme. In this activity the boy found an outlet for in his final year he was actively engaged in training three evenings per week to the detriment of his health in the opinion of school health authorities.

Attendance in elementary school was good with only one offence of truancy lasting two days. Although the boy repeated a year in the primary grades and another in the senior grades, his conduct was judged satisfactory. At the end of elementary school the boy was rated in the standard test as follows: I.Q. 88, Arithmetic 7.1, Reading 4.5, French 12. Because of his low reading ability and because of his age in entering high school (15 plus) he was recommended for the Practical Course.

The first year in high school was characterized by a few minor breaches of discipline. Sympathetic treatment and a new interest in his school work were probably responsible for the continued good conduct for the next three years. In the beginning the boy was rated low in reliability but by assigning tasks to the boy the teacher trained the boy to become com-

pletely reliable in any work, school work or extra-curricular activity. The boy took a fierce pride in doing the task to the best of his knowledge and ability.

In the first two years of high school the boy was often discourteous to his teachers and classmates. Each offence led to a curtailment of privileges for a definite period but no other punishment. As the boy wanted to be included with the rest, he began to mind his tongue - as he said - so he would not be left out. Upon graduation the boy was rated as one of the most courteous in his class.

The boy was the slowest in the class in doing any work but he never failed to work hard even doing extra work if he thought he could improve his standing. At the end of a year and a half in the Practical Course the boy's reading rate was raised to 6.5. In his final year the boy was re-tested. His reading was rated 10.3 and two separate tests rated his I.Q. at 101 and 97. The boy took great delight in his improved reading ability and felt that the four years high school had been of great benefit.

At present the boy is engaged in a semi-skilled trade but wishes to enter a skilled trade through study at a night vocational school.

D. M. was the oldest boy in a new Canadian family of six children. As the father did not earn enough to support the family, there was a continual state of poverty in the

home. With the family moving from one poor district to another, the boy attended four different elementary schools. This, however, seemed to have no effect on the boy's behaviour.

Attendance in elementary school was poor because of poor health. For any case of serious sickness the boy was treated at various community clinics and hospitals as a charity case. The poor health of the boy kept him considerably behind in his school work and he was forced to repeat two years in elementary school. Because he was so backward in his work the boy was recommended for the Practical Course in high school with the following rating: I.Q. 87, Reading 4.4, Arithmetic 7.9, French 97.

When he entered the high school the family fortunes improved and much of the poor health of the boy disappeared. Attendance in high school was much more satisfactory. During the four year of high school the boy's health improved until he was judged to be in good physical condition.

In both elementary and high school the boy worked hard and did his utmost to learn. Re-testing at the end of the fourth year in high school rated him as follows: I.Q. 93 and 89, Reading 8.3. Other work showed a similar improvement.

At no time was the boy considered a problem, nor did he show any particular traits other than a natural exuberance of youth. He was completely reliable but lacked initiative to work without direction. Upon graduation the boy enlisted in the Royal Canadian Air Force where he is at present under-

going training in the Communications School.

A.L. was born into poor home conditions which did not improve until the older members of the family went to work. When the children (7 in all) were young, the mother was a charwoman at night to support the family. Although he held an inspector's job in a factory, the father was an alcoholic. The mother used many of the community resources in health and welfare so the children did not lack the necessities of life.

As the boy was the youngest in his family, he was spoiled while an infant. In elementary school temper tantrums were the result if the boy did not get his own way. Occasional truancy was handled at home with threats of being sent to a reform school and/or severe corporal punishment by an older brother. The boy was rude and no improvement was marked during nine years in elementary school. With no interest in school work the boy repeated two senior grades in elementary school before being promoted to high school mainly because he was a 'behaviour problem'. Standard tests rated the boy's I.Q. as 82, Arithmetic as 7.2, Reading 5.5, and French 40.

Entering high school the boy's attitude was poor which brought him into constant conflict with his teachers and schoolmates. Aggressive to a large degree he used his good physical condition to bully others. The boy seemed to enjoy

being rude and disrespectful to his teachers and any representative of authority. School work was only completed if the teacher was insistent upon the finishing of it proir to going home.

Towards the end of the first year in high school the boy discovered that he was a good basketball player. This interest was encouraged but the boy's participation was conditional on his good behaviour and an honest attempt to do his work. Little improvement was noted by the end of the first year but the boy's work was such that he was promoted.

In his second year the boy was given a place on the school basketball team on the condition that his behaviour and his work improved. For the first part of the year the boy's progress was remarkable but after the basketball season the progress was slower. In this year the boy was told, after a short period of undisciplined behaviour, that he would be dropped from the basketball team the next year. With this admonition the boy stopped his undisciplined actions and did some school work.

During his third year in the Practical Course the boy seemed to have an interest in his work and wanted, by his own admission, to learn something. When the basketball league was in operation, the boy did his best to play basketball and do his work, but the work suffered although his behaviour was good. At the end of his third year the boy withdrew because he felt he was too old for school at 18.

At present the boy is doing occasional labouring jobs and is a recognized referee in high school and community basketball leagues. When speaking to coaches, officials, and spectators the former 'behaviour problem' is polite though unsure of his speech.

T. D. was brought up in poor home surroundings. His father was the foreman of a gang of yard workers in a large railway shop. After work the father would have nothing to do with the family, keeping to himself or going out with other male friends. The mother was a weak-willed individual who allowed the children to do as they wished. Throughout the years the mother constantly refused to face interviews with health, educational and social authorities by complaining of sickness or, as she phrased her condition, "feeling poorly".

In appearance the boy was of average height and weight for his age. As he grew his ohysical condition remained good though he did develop mild short-sightedness which was found in a periodic medical check-up at the school. The parents did nothing to remedy the defect and the school authorities could not authorize public expense because there was no indigence.

As the family moved from one working-class district to another, the boy attended two elementary schools in eight years. Attendance at school was irregular at times due to truancy. In class the boy's attitude was poor although he loved to read aloud to the class and in so doing act what he

read. Whatever the grade the boy constantly disturbed the class with pranks, some of which were dangerous. Corporal punishment and suspension seemed to have no effect on diminishing the number of times the boy was the centre of class disturbances.

At the end of elementary school, the boy was given the battery of standard tests. The results of these were: I.Q. 89, Arithmetic 8.8, Reading 8.8 and French 66. On the advice of the elementary school principal, the boy was recommended for the Practical Course, not because of his educational standing but because of his being a 'problem'.

In high school the boy was placed in a class under the guidance of an experienced and wise teacher. There immediately arose the question of whose personality was to dominate the relations in the classroom. By continued force of will the teacher controlled the situation but once outside the classroom the boy rebelled. In the corridors, basement and yard of the school the boy was a continual source of disturbance. Investigation of one of the many instances revealed that the boy was carrying a hunting knife and had used it to threaten other boys. Confiscation of the knife resulted in subtle ways being used to create disturbances such as tripping on the stairs and kicking another pupil's ankle in class.

Towards the end of the first year the boy was absent a great deal as he had begun to seek friends in an adolescent gang. The truancy continued until the end of the year but

on the basis of his class work when present the boy was promoted. Early in the second year of high school the boy threw a firecracker between the legs of a girl while she was boarding a bus. This incident led to a full investigation of the boy but it was decided to allow the boy to continue school. Not long after the boy again became a truant and never returned to school. The mother did nothing to notify the school or to co-operate with the authorities. Six months after the boy was committed to a reform institution but will be released upon reaching his eighteenth birthday.

N. B. was the elder of two boys in a home where children were considered a nuisance. The mother always was concerned with her personal troubles, real or imaginary. When the father worked he was employed as a casual labourer and thus the family income was not large. The family lived in cramped quarters in a poor district.

In elementary school the boy's general physical condition was satisfactory but he had bad skin. Constant reoccurrences of impetigo kept the boy out of school and brought the situation the the notice of the health authorities. Whenever a nurse visited the house, there was no answer to the bell although someone was home. The only recorded report of an interview with the mother found the mother most unco-operative. At school the boy was told how to avoid a further occurrence of the disease.

Class work for the boy seemed to be an effort to keep from falling asleep; hence the work was not done. The boy was promoted from year to year as he seemed to understand the work but never could keep up. Towards the end of elementary school investigation revealed that the boy worked long hours after school because his father wanted him to do do. In the final year the boy was tested with the following results: I.Q. 103, Arithmetic 8.5, Reading 6.2, French - no score. He was recommended for the academic course as it was felt that he had the necessary ability to follow such a course.

In the first year of high school the boy worked to some extent and was promoted. The boy failed the second year and when he repeated the year he was promoted on trial to grade ten. In this year the boy failed the first term and was transferred to the Practical Course. Upon completion of the final year of this Course the boy was re-tested with the following ratings: I.Q. 114 and 110, Reading 8.8.

At all times the boy was considered a serious pupil with a greater desire than many to obtain his education. In the academic course the boy was unhappy because he did not have the time to do the homework. After his transfer to the Practical Course the boy did not have as much formal homework and was able to keep up with the class. In his work the boy tried to get as much benefit as possible for he realized that he would have been successful in the academic course if he

had had the time to study. Unfortunately the father was obstinate in his attitude that the boy must work at a job and attend school only if he did work.

Upon graduation the boy obtained a position as a junior clerk in a firm engaged in construction. This position required a good knowledge of typewriting which the boy had learned in school. Once employed the boy was sent to the base camp of the firm where he has been promoted to the position of assistant in the pay-office.

C. W. was one of six children in a working-class home. The father and mother both tried to provide the best they could afford for the children. When the father was out of work or earning too little to support the family the mother worked in the evenings while the father cared for the children.

During elementary school the boy had most of the communicable diseases which left him with no ill effects. The mother used the various community services to care for and check the health of the child. Interviews with the mother were friendly and led to a close co-operation between her and the health authorities. The boy was in good physical condition through his school life.

Up to the last years of elementary school the boy led a normal life. He was considered an average pupil in class work and in character traits. This was followed by two years

of irresponsible actions in the school and in the community. No system of discipline seemed to have any effect in teaching the boy self-control. At the end of elementary school the boy was recommended for the Practical Course with the following rating: I.Q. 93, Arithmetic 7.5, Reading 4.5. The parents did not accept the recommendation of the school authorities and entered the boy in the academic course.

The transfer from elementary to high school seemed to settle the boy's actions somewhat and the boy took an interest in his work. During the second year the boy lost all interest in school and repeated grade nine. So poor was the boy's work that he failed the grade the second time. In class the boy was a continual source of disturbance and took keen delight in upsetting the class routine. Once the teacher's attention was directed toward him, the boy was satisfied with his actions and would be quiet for a short time.

After he had repeated the year the pupil was transferred to the Practical Course. At once the boy tried to maintain his lack of interest in school work but he found that he was not given privileges accorded other members of the class. When he wanted to take part in class activities he found that his work was not sufficiently complete. The boy soon realized that he had to do some work and that if he did it he could take part in the class activities. Towards the end of his first year in the Practical Course the boy began to realize that he must change his attitude. He began to take an interest

in his work. In his final year the boy realized "what a fool he had been" - his own words - and did his work well. He was given many responsible tasks which he performed well. At the end of the year a re-testing showed these results: I.Q. 102 and 113, Reading 9.3.

Upon graduation the boy obtained a job in a semi-skilled trade and has worked for the same firm for almost a year.

T. E. was adopted at the age of three by a young childless couple. As she was the only child in the family, the girl enjoyed all the attention of her foster parents. The family was interested in providing the girl with the best environment they could but did not spoil her unduly. As the family moved frequently, the girl attended a total of six elementary schools.

Minor physical defects were attended to as soon as they were brought to the attention of the parents. When the girl grew older she became slightly overweight and believed that she could control her weight by not eating breakfast and living on almost a starvation diet. It took some years to convince the girl that a proper diet would help in controlling her weight and make her general health better.

During elementary school the girl lagged considerably behind her class even though the parents provided extra coaching. The pupil worked hard but had difficulty in grasping the work although she attended well in class. At the end

of elementary school the girl was recommended for the Practical Course because of the results of her tests: I.Q. 74, Reading 4.1, Arithmetic 6.2, French 70.

When the girl entered high school she took a greater interest in her work, particularly the work in home economics and typewriting. The pupil would do over any work which she felt she could do better and spent a great deal of time working at home. By her hard work the girl maintained average gradings throughout high school. At the end of high school the girl was re-tested with the following result: I.Q. 64 and 72, Reading 6.1.

When she was questioned about what she did for recreation, the girl replied that she had no time for anything except school work. Her parents felt that she should have some recreation and tried to provide as much as they could. The girl, however, would not take part in any activity outside her work and seemed content to do so.

In school the girl was reliable and could be depended on to do any tasks as she was directed. If she came upon anything outside her experience, she would wait until someone told her what to do. She seemed happiest when routine tasks were set for her.

Upon graduation the girl obtained employment of a routine nature. She feels now is the time to enjoy herself and takes an interest in sports and social activities.

O. K. was a member of a large and poor family. Between her periods of confinement the mother worked to help support the family. The father was an unskilled labourer engaged in seasonal work. With little income the home conditions were unsatisfactory and there never was enough food. The father quite often did not support the family even while he was working nor would he allow any community service to help. When the father retired on a small war disability pension, there was less money and the family suffered as a consequence. After a short period the father did not turn his pension over to the support of the family, forcing the children to go to work at an early age.

During elementary school the girl was often absent because she was sick with a cold or lacked the necessary clothes to wear. Even with a poor diet the girl was not underweight but she suffered a great deal from fatigue. When she was in school the girl was a quiet pupil eager to learn what she could. Much of her backwardness can be traced directly to her absence from school. In her final year the pupil was tested with the following results: I.Q. 78, Reading 3.8, Arithmetic 6.2, French 96.

The girl was recommended for the Practical Course but her father refused to let her attend. When it was pointed out that the Family Allowance ceased if the child did not attend school the father gave his permission but refused to pay any of the expenses. The pupil was granted exemption

from all fees.

The high school period in the girl's life was a little happier than the elementary school period. From the beginning the girl confided in her teacher and found a sympathetic counsellor. Whenever there was trouble at home the girl would tell her teacher before school. The teacher would then try to bolster the pupil's morale and to indicate to her a reasonable course of action.

Many teachers and pupils considered the girl quick-tempered and sulky for they did not realize that the girl was constantly under great pressure. She was not a 'behaviour' problem as her class teacher helped her to overcome many difficulties which occurred in school.

In order to buy clothes to attend school, the girl took a part-time job. From the money so earned she contributed part to help support her younger sister and her mother. During her last two years in high school the girl paid part of her fees because she felt that she was able to do so.

The pupil was keenly interested in learning all she could and worked hard at her class work. Throughout high school the girl placed in the third quarter of her class. In her final year she was re-tested with the following results: I.Q. 80 and 76, Reading 7.0.

When she graduated the girl obtained employment in a five-and-ten-cent store as a sales slerk. The girl pays the fees and buys the clothes for her younger sister presently at school

besides helping to support her family. At Christmas the girl sent a hand-made present to her former teacher with a note thanking her for her sympathetic interest while in high school.

In the majority of cases the further training was of great benefit but, unfortunately, the "drop-out" in four years averaged approximately sixty per cent. Some of the reasons for the high figure may be grouped under the following headings: lack of interest by the pupil, an unsympathetic attitude in the school, economic factors in the family, anti-social behaviour in the school, delinquency in the community leading to admittance to other institutions. No attempt has been made to include all the reasons or to place them in any order of frequency. The reasons do indicate where much can be done to lower the number of those pupils who do not complete the Course if an understanding of the basic philosophy of the Course is reached.

Chapter XI

Summary and Conclusions.

In discussing one phase of education in a democratic community the emphasis is necessarily on that phase. But the education of the average and gifted pupil has not been forgotten. True democracy provides equal facilities for the education of all, suitable to their individual capacity and interest. In attempting to provide appropriate education for the pupils of lesser ability, the educational standards of those of average ability must not be lowered in any way. To provide for leaders in a democratic community the gifted pupils must receive opportunities and training commensurate with their potentiality and ability. It is equally important that those of lesser ability be given suitable opportunities and facilities; this provision was not made in the educational system in Montreal until five years ago when an experiment was undertaken.

Since the beginning of the present century a revolution has taken place in the schools. In the past fifty years a different point of view of the educational process has become accepted in some quarters. While the traditional concept of education, that of intellectual discipline, is recognized to a large degree in the organization and operation of the school, a new outlook on education, considered in terms of life, is gradually displacing the older philosophy in some parts of this continent.

In the past the child was expected to fit the curriculum of the school. At the end of his school career, the child possessed a store of knowledge concerning the use of which he knew little. The accepted concept of learning was disciplinary in nature. If the individual personality of the child did not reflect the accepted standards, the treatment of the child's personality continued until the child either conformed or left school.

Gradually the emphasis in education has shifted in course of time from the subject taught to the child. The preparation of the child for a good and useful life is now regarded by many as an important part of the purpose of education. By activities in accord with his interests and abilities the child's personality is developed in school. In this way every opportunity is afforded the child to become a good and useful citizen of the country. The child is prepared for a wholesome life in society. The modern school, also, gives the opportunity for training in the social qualities of good citizenship in the world.

Democracy as a way of life is threatened with extinction or at least with a long fight for survival. If democracy is to survive, the principles of a democratic way of life must be understood and practised. Further, there must be a belief in the essential good of this way of life. The school must promote the growth of true democracy by its organization and its teaching.

The setting for democratic citizenship within the school is provided by wide participation in activities outside the traditional curriculum. No school can be effective unless it is intelligently related to the community in which the school is situated. To accomplish this there must be interchange of ideas between the school and the life of the community at large. Only in this way can the child be educated to understand the meaning of democracy and how democracy works.

The democratic philosophy is based on the integrity of the individual, his uniqueness in a social order existing for the good of the individuals in society. But it must be understood that each individual is not isolated from the other in the community for democracy is a way of co-operative living. Each has certain rights and privileges in return for responsibility to all the others.

It is this belief in the worth of the individual which is the basis for many of the changes made in the modern school. All modern educational philosophies in one way or another have inspired changes to increase the value of the school to the individual child. Today the child's interests and abilities are provided with outlets so that he may have some of the experiences of life on which his later experiences may be built.

Individual interest and capability are as many and varied as the individuals. However, practical problems must be faced in providing courses in school for the young individ-

uals of society. There must be some classification of individuals, some grouping of common interests and abilities. The modern school has chosen ability and, to a lesser degree, interest as the basis for grouping pupils. Hence the courses are designed to include all pupils within a wide range of ability.

Until the present century the courses were suited to the abilities of the average and above-average pupils. Those who lacked the ability fell by the wayside and left school without finishing. To reclaim the social wastage many experiments were tried,some formal, others less formal. The one outstanding aim of the experiments is that these unfortunates, these of lesser ability, could be trained as good and useful citizens. On this basis educational efforts turned to providing courses for the less fortunate students on the principle that all children should have as much schooling as it was possible to give them.

One such effort was the re-organization of the courses provided by the Protestant School Board of Greater Montreal. While the traditional courses received attention, the significant work was the establishment of the Practical Course to benefit the 'non-academic' type of pupil. The introduction of the Course was of a tentative nature as the reception of such a radical move in a largely conservative area was uncertain.

After four year of continued work the assessments of the

results is still difficult to make. The main reason for this is that the pupils who were first entered in the Course have just left the school walls and entered the main stream of life. It must be admitted that many of the original pupils left school during the four years, but there is nothing to prove that these are less adapted to useful living than they would be if they had followed the traditional courses. There is the suggestion that these pupils are more happily adjusted by reason of their period of training.

Though the Practical Course has been continued for four years, the content has not become fixed or stereotyped. Constant study and discussion by teachers, principals, and other officers bring forth changes and modifications which are incorporated into the content of the Course. As all groups in the school organization gain experience in the work, better methods and materials are introduced to enrich the curriculum. At no time can the Course said to be static.

However, a dominant pattern seems to be now emerging in the content of the curriculum for the Practical Course. In the first two years there is emphasis on fundamental skills, academic and manual, at the senior elementary level; in the last two years these skills, improved and extended to a junior secondary level, are practised and applied to problems and experiences closely approaching the life experiences which will have to be met by the pupils. It is likely that this dominant pattern will become permanent as the Practical

Course is continued through the years.

Such results as can be seen offer proof that the Practical Course fills a need of education in the present day. Each year more young persons are staying in school, where they are influenced by the good conditions of organized work and play under the supervision of sympathetic teachers. On the whole the pupil's work habits are good and those whose work habits are not what could be desired are being trained by the correct methods. Those who do not react positively to the training are at least exposed to good conditions and the type of training proper to their capacity. In many cases this sets a good example before the pupils who receive some positive benefit by taking part in the programme. In short, the young persons are developing into worthy citizens capable of taking their place in the world and accepting the responsibilities attendant on that place.

In judging the results of the Practical Course one observation can be made. The boys and girls in the last year of the Course in a particular school have changed over the past four years. At the beginning of their high school career the pupils were lacking in self-confidence, unruly, impolite, and suffering from a feeling of not being wanted. In four years the same persons became respected school citizens and useful citizens of the country. They are well-behaved and polite; they have gained a degree of self-confidence which fits them for their task of adult living. In particular these

young persons have learned the value of hard work and have achieved a fair measure of success; they are responsible, and carry out tasks which can only be done by responsible persons. This one instance of the value of the Course as an educational effort has been repeated through many schools.

Present evidence shows that the same result is true of the second group which is completing the four year course. Unfortunately the greater number who begin the Course continue only to the end of the second year, the Grade Nine level. One of the main reasons for this is that the pupils are considerably older than the average student in school. The older pupils feel that they should be working in order to support themselves. Quite often this is the view taken by the parents of the pupils. It is to the credit of many of the pupils that they are remaining in school after the first two years by having part-time employment in order to earn the money necessary to pay the cost of the fees and, in some cases, to help support the family.

Much opposition to the Practical Course comes unfortunately from those most concerned with the education of the pupils, the teachers. Having been trained under a system where ability was all important and the main measurable quantity with any validity in the pupil, many teachers have no sympathy with the pupils who have less academic ability. As it represents a distinct break with traditional education, the Practical

Course is unacceptable to conservative thinkers among the teaching body. Perhaps the greatest single cause of this view is an incomplete understanding of the aims of the Course. Once an understanding is reached by these teachers a better attitude will be evident.

Fortunately, there are many teachers who are not traditional in their thoughts of education. With due regard for differences in opinions, these teachers have played an important part in making the present experiment the partial success that it is. Of the individual qualities possessed by the teachers, patience, tolerance, and sympathy are necessary for successful work in the Practical Course. These characteristics predominate in the teachers who are happily engaged in teaching 'non-academic' pupils. Any teacher who is not patient, tolerant and sympathetic soon finds his work unsatisfying and in the ensuing clashes will receive the greater scars.

In the past four years of the experiment many competent teachers have had little interest in the work though they feel that the project is worthwhile. The reason for this may be found in the number of pupils assigned to classes in the Practical Course. Quite often the number is the same as those in academic or commercial courses. The teachers rightly feel that their work is less successful because of a lack of individual attention for each pupil. With a reduction in class numbers individual attention could be given the pupils.

The result would be more successful work in the Practical Course.

As approximately ten per cent of the high school population of Montreal are grouped in the Practical Course, the potential value of the Course may be of some value. If the Course were discontinued, the problem of what education to give the pupils of the 'non-academic' type would immediately arise. It has been proved in the past that the pupils are unsuited for an academic training in Latin, science, or commercial subjects. Nor is it possible for the young persons to obtain employment readily for the minimum age limit and educational attainments for successful employment are gradually rising because of economic factors. With nothing available in school the young persons, unwanted and untrained, would drift into a mode of existence determined by circumstances over which they have no control. Little imagination is needed to foresee the unfortunate and perhaps disastrous results of discontinuing the Practical Course with no provision for the 'non-academic' pupil.

In the light of the results of the Practical Course and the proven need of some schooling for 'non-academic' pupils, a further step is recommended. Notwithstanding the time, effort, and money spent in organizing and establishing the original experiment, there is still a great lack of facilities for some pupils in the schools. These pupils are

enrolled in the academic classes where their work is far below the average level of the class. At the end of one or two years of secondary school, these pupils are even farther below the level of their age group. It is at this time that these pupils are recommended for the Practical Course in order to place them in a suitable age group and to give them training in accord with their supposed limited attainments.

Investigation often reveals that the low standards of attainment of these pupils are not the result of inability. Some of the reasons are a serious illness, a difficult home life, or a serious adjustment problem. Even though the scholastic record seems to indicate that placement in the Practical Course is the obvious solution, the move is definitely incorrect. Unfortunately there are cases where this move has been made because of the lack of facilities.

With regard to the original experiment and as a necessary extension, there should be established in the school special adjustment classes for the pupils who are far below the average standard but who can with a year of concentrated training in deficient subjects measure up to the standard. Otherwise, these pupils are sentenced to repeating the year or to being placed in a course which is definitely not provided for pupils of their ability. The Practical Course is for pupils who have little academic ability but possess, to a greater degree, some form of practical ability which can be trained. In a few years, unless some remedial steps are taken, the Practical Course

will become a "dumping-course" for those who need and should receive special training in some subjects and skills. If this happens, the whole experiment, the Practical Course, may as well be discontinued as failing to achieve its aims.

In conclusion the words of the late Sir Fred Clarke have an important significance.

> "We may fail to take the just measure of the sheer magnitude of the undertaking. Still more probably, and perhaps even more disastrously, we may underestimate its unfamiliar novelty for a people whose educational history has trained them to think of secondary education in very different terms."(1)

1. Sir Fred Clarke in a foreword to Dr. J.J.B. Dempster's book Education in the Secondary Modern School. Quoted from a series of articles, Modern Schools Today, appearing in the Times Educational Supplement, Friday September 19, 1952. Page 803.

APPENDIX

The Problem of the 'Non-academic' Pupil in the Rural or Small High School.

Under a school authority as large as the Protestant School Board of Greater Montreal, the problem of the 'non-academic' pupil can be dealt with by setting up special facilities. This has already been shown by the successful organizational work done over the past four years. From the great number of secondary school pupils, the 'non-academic' group can be selected and placed in classes within the existing school facilities. Efficient and sympathetic teachers can be assigned to the classes in which suitable methods of teaching can overcome some of the barriers to educational progress.

The small or rural high school presents quite a different aspect of the problem. Usually the high school grades are added to elementary grades to provide secondary education for rural pupils. With the two levels of education under one roof, the school becomes a combination of elementary and secondary education. Each grade in the school has only one or two classes. Often two grades are combined to form one class since there are only a few pupils in each grade. With the limited facilities and numbers of pupils, special classes composed of pupils of the same age group are difficult to form. Such organization without adequate facilities puts the 'non-academic' pupil into a class where he stays until he is

advanced to the next grade. The pupil soon loses all interest and drops out of school earlier than he would if facilities were provided for his education.

In the small high school the grouping of all 'non-academic' pupils in one class would be impractical and would defeat the purpose of the class. Older pupils would resent being placed in a class with younger pupils. Quite probably the age span of the group would be too wide to weld the class into a unit for group activity. The different levels of educational progress would present too great a demand on the teacher's organizing ability to produce effective work.

The pupil feels more at ease in a group of his own age than he would if he were placed with older and younger pupils. With the placing of the pupil in a group of his own age, another difficulty is presented. The pupil is far behind his classmates in academic work and then becomes discouraged as he understands little of what is going on around him.

As there are usually only a few 'non-academic' pupils in a small high school, the problem may be solved by appointing one of the teachers to each individual as the pupil's counsellor. The choice is easier if the pupil shows preference for a particular teacher for some reason or another. For successful work the teacher discovers the deficiencies in the pupil's education and plans the pupil's work to overcome these deficiencies and to adjust the pupil

to his own level of effort. The pupil would work under the nominal supervision of the teacher of the class in which he is placed alongside pupils of his own age group. Much of his work would be different from the class work but there is more individual work in a small high school with small classes than in the larger schools with unwieldy numbers in each class.

What sort of a curriculum is to be provided for the 'non-academic' type? A good general education can be given through a curriculum which provides large opportunities for practical work. The general aim should be to offer the fullest possible scope to individuality, while keeping steadily in mind the claims and needs of the society in which the individual must live. If the principle is sound that the task of modern education is to adapt instruction to the abilities and capacities of pupils, to build on the environment in which they live, and to extend and enrich that environment, the material for rural education must inevitably be taken from and adapted to the rural environment in which the pupils live and grow. As the 'non-academic' pupil cannot take advantage of a general secondary education leading to higher education, port primary education in rural areas must be rooted in the cultural interests of the environment and eventually lead up to direct agricultural training.

The aim of the school should be to provide a humane or liberal education by means of a curriculum containing large

opportunities for practical work and related to living interests. Therefore, the curriculum should be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored. If it is to reflect truly the activities of the rural society, the school must give the knowledge and training required for the duties of adult life. The activities, which have a definite bearing on the next stage of the pupil's life, have the strongest claim for a place in the curriculum.

The rural high school is placed in a setting which is full of unrivalled opportunity. It is possible to frame a curriculum which has a high practical value derived from the close affinity to the world outside the school. If full advantage of the setting is taken, a form of schooling for the 'non-academic' pupil can be provided to develop the pupil as a good and useful citizen. Through familiarity with the phenomena of the countryside a valuable training can be given the pupil. Illustrations drawn from nature and the study of nature at large make vivid and effective the work of the pupil. Once the pupil's interest is gained, there can be developed an inquiring mind which can be trained to consolidate knowledge through experience and to perfect skills in acquiring a living.

Efforts should be made to give practical experience to the pupil before he leaves school. Through a programme

of practical work in school, part-time training and part-time schooling, and directed full-time activity outside the school, the education of the pupil can be completed. Whether the occupation of the pupil is in an industry of a town or in agriculture, the fullest possible training can be given through co-operative efforts on the part of educational and other bodies.

In the small high school it is possible to give satisfactorily preliminary training of direct vocational value. A town usually has one industry or a group of affiliated industries; a rural area has the one occupation, agriculture. At the beginning a limited number of periods can be devoted with advantage to vocational training; at the end full-time training in a chosen vocation under the supervision of the educational authorities.

There are three considerations which support such a plan: first, the practical advantage to the pupil himself; second, the argument afforded for retaining the pupil at school for a longer period; and third, the gain from the work which the pupil himself recognizes as possessing value for the next stage in his life, for the work serves to hold and to stimulate his interest. This last consideration is likely to react favourably on all his work and give the pupil a feeling of usefulness.

For vocational training most small schools have difficulty in providing adequate shop facilities and trained personnel.

Co-operation with local firms can often overcome this difficulty with arrangements being made to allow the school the facilities of the carpenter's shop and the machine shop. If such facilities are not available, equipment should be supplied by the school. The equipment need not be elaborate, but should be good enough to enable the pupils to produce specimens of simple but sound craftmanship. In many schools admirable results have been achieved by supplying raw materials and leadership and allowing the pupils to make some of the apparatus and equipment required for the school. This, of course, necessitates the supervision of an experienced person.

A rural school, which has a plot of land and domestic animals by means of which the pupil may become intelligent about the processes and activities going on around him, can provide valuable training in agriculture. To initiate the pupil into these processes and activities is to maintain the relation which should exist between the school and society. Such an approach contributes to a sounder emotional and social education for the pupil is happy with his lot and has learned the dignity of labour.

The making of an effective programme of education for the 'non-academic' pupil will result in a good and useful citizen. Throughout all the programme certain ends should be kept in mind. These ends are apart from the vocational and practical aspects of the training but do play a part in

the life of the adult.

Though he is treated as an individual, the pupil must not become unduly individualistic. Every opportunity must be given for the development of habits of co-operation which, once established, may be expected to blend into the larger social effectiveness of the adult. Whether physical, vocational, or cultural matters are involved, the pupil must learn that he can succeed only if he is willing to be a member of a team. Much in this line can be done through the recreational opportunities and co-operative efforts in the community.

The pupil should leave school with a knowledge of the common civic activities carried on in the community. In the process of learning these the pupil should observe at first hand and even participate where practicable. The pupil will see that much time is devoted to the local community activities and that people enjoy the work involved. It is possible, in this way, to inspire ideals of service and to develop a measure of social competence.

These must be created in the pupil certain moral and social ideals which form the basis of our living. A feeling for the dignity of labour and thoroughness of work are among the first in this field. Without a sound moral code no amount of training will be effective, for the 'non-academic' pupil is led into temptation more easily than the average

pupil. Without a sound moral code no pupil, and especially the 'non-academic' type, can develop into a good and useful citizen.

An effective programme for the education of the 'non-academic' type of pupil requires the study of the individual pupil and the fitting of the curriculum to the needs of the individual. The significance of the work must be made as plain to the pupil as possible by relating the efforts of the pupil to real life as he sees it in the lives of the people around him. To prevent the loss of a useful citizen the education must be expressly organized to meet the needs of the pupil. To prevent the loss of a human spirit the education must provide for the needs of the soul.

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