

THE JUNIOR HIGH SCHOOL MOVEMENT
IN CANADA

by

DONALD BARCLAY MACKENZIE

A thesis submitted in partial fulfilment
of the requirements for the degree of
MASTER OF ARTS
in the department
of
EDUCATION

Approved -

Superman

acting-head
Dec-2 '37

THE UNIVERSITY OF BRITISH COLUMBIA

October, 1937.

THE JUNIOR HIGH SCHOOL MOVEMENT IN CANADA

TABLE OF CONTENTS

LIST OF TABLES.....	i
LIST OF CHARTS.....	ii
LIST OF APPENDICES.....	ii
 <u>CHAPTER</u>	
1 FACTORS LEADING TO THE ORGANIZATION OF JUNIOR HIGH SCHOOLS IN UNITED STATES.....	1
11 THE JUNIOR HIGH SCHOOL MOVEMENT IN MANITOBA.....	21
111 THE JUNIOR HIGH SCHOOL MOVEMENT IN ONTARIO.....	50
1V THE JUNIOR HIGH SCHOOL MOVEMENT IN BRITISH COLUMBIA.....	77
V THE JUNIOR HIGH SCHOOL MOVEMENT IN OTHER PROVINCES.....	110
VI JUNIOR HIGH SCHOOL POSSIBILITIES IN RURAL AREAS.....	122
VII SUMMARY OF DEVELOPMENTS AND STATEMENT OF MAJOR PROBLEMS.....	140
 BIBLIOGRAPHY.....	 154
 APPENDICES.....	 158

LIST OF TABLESPage

I	ENROLMENT OF PUPILS(GRADES 7-9)WINNIPEG SCHOOLS.....	26
II	SALARY SCHEDULE - WINNIPEG SCHOOLS.....	30
III	GRADE SEVEN COURSES IN WINNIPEG JUNIOR HIGH SCHOOLS..	38
IV	GRADE NINE COURSES IN WINNIPEG JUNIOR HIGH SCHOOLS...	39
V	ENROLMENT IN WINNIPEG JUNIOR HIGH SCHOOLS(1935).....	40
VI	PENTICTON JUNIOR HIGH SCHOOL ENROLMENT	81
VII	PUPIL ENROLMENT - TEMPLETON JUNIOR HIGH SCHOOL.....	88
VIII	PROGRAMME OF STUDIES FOR B.C. JUNIOR HIGH SCHOOLS....	89
IX	PUPIL ENROLMENT - KITSILANO JUNIOR HIGH SCHOOL.....	96
X	PUPIL ENROLMENT - POINT GREY JUNIOR HIGH SCHOOL.....	97
XI	PUPIL ENROLMENT - NEW WESTMINSTER JUNIOR HIGH SCHOOLS (1928-29).....	98
XII	PUPIL ENROLMENT - NEW WESTMINSTER JUNIOR HIGH SCHOOLS (1932-33).....	99
XIII	PUPIL ENROLMENT - NELSON JUNIOR HIGH SCHOOL.....	101
XIV	PUPIL ENROLMENT - NANAIMO JUNIOR HIGH SCHOOL.....	104
XV	PUPIL ENROLMENT - KELOWNA JUNIOR HIGH SCHOOL.....	105
XVI	GROWTH IN PUPIL ENROLMENT IN B.C. JUNIOR HIGH SCHOOLS	106
XVII	SUBJECTS OFFERED IN NOVA SCOTIA JUNIOR HIGH SCHOOLS..	113

LIST OF CHARTS

1	CLASSIFICATION OF PUPILS IN WINNIPEG PUBLIC SCHOOLS...	Page 37
---	--	------------

APPENDICES

Appendix

A.	SALARY SCHEDULE OF THE WINNIPEG SCHOOLS.....	158
B.	SUBJECTS OFFERED IN THE WINNIPEG SCHOOLS.....	159
C.	SECTION OF THE REPORT OF SUPERINTENDENT DUNCAN TO THE WINNIPEG SCHOOL BOARD.....	160
D.	INFORMATION IN REGARD TO ARGYLE SCHOOL, ISSUED BY THE PROTESTANT BOARD OF SCHOOL COMMISSIONERS, WESTMOUNT, QUEBEC.....	161

THE JUNIOR HIGH SCHOOL MOVEMENT IN CANADA

CHAPTER 1

FACTORS LEADING TO THE ORGANIZATION OF JUNIOR HIGH SCHOOLS IN UNITED STATES

The junior high school movement has not been an isolated phenomenon in educational history. It is a phase of a much larger movement - a movement towards developing the school systems of countries, both European and American, ever and ever towards their true function of assisting each new generation to live as complete a life as possible. In order to meet the requirements of changing social and economic situations, educators must be continually on the alert for necessary basic reconstructions of the school systems. The junior high schools on this continent form part of such a reconstruction.

A. CRITICISM OF THE OLD EIGHT-FOUR SYSTEM

During the nineteenth century educators in the United States were beginning to find fault with the almost universal system throughout their country of an elementary course of eight years and a secondary course of four years. They argued that a change was necessary, because:

- (a) Statistical studies showed a high rate of pupil

mortality beginning at about the sixth grade and continuing unabated through the earlier years of the four-year high school.

(b) a more effective programme was needed for pupil guidance, as the work of distributing young people to occupational life and to opportunities for further training was not being efficiently managed.

(c) educators were beginning to appreciate the fact that, during the later years of the common or elementary school, most children are undergoing changes in the nature of a rapid approach to adulthood, changes which make unsuited for them many of the features of this school.

(d) the change from Grade Eight to Grade Nine was too abrupt. From a situation of blindfolded obedience to a prescribed course of study, the pupil was suddenly unbandaged in the bright light of a wide range of choice in courses and subjects.

(e) there was little or no adaptation of the work to the needs of individual pupils.

(f) the old idea of elementary education for the masses and secondary and higher education for the classes still persisted and was harmful to the advancement of democracy.

(g) as compared with certain European school systems, the entrance of American pupils upon a period of secondary education was too long delayed.

B. EUROPEAN SECONDARY EDUCATION

(a) American educators examined the European school systems

for possible solutions.- When so much criticism was advanced against the American eight-four plan, the educational leaders turned towards Europe in an attempt to obtain constructive ideas for the improvement of their system. During the late years of the nineteenth and the early years of the twentieth centuries they closely examined the schools of England, Germany, France, Scotland, Norway, and Denmark to discover, if possible, what features of the European educational systems could be used to change and improve the existing American plan.

(b) Relatively long period of time allotted to secondary education in European Countries.- The European systems stood in marked contrast to the American plan in regard to the amount of time allotted to elementary education.

The democratic American ladder system faced the task of providing through one system a suitable education for all classes. It had to be at once a finishing school for those who would drop out at the end of the compulsory school period and a preparatory school for those who would enter high school. It could not, according to the point of view prevalent at that time, provide for early differentiation and retain at the same time its intrinsically democratic character. It was essential that the door of the American high school should remain open to every child as long as possible. The inevitable consequence was a long elementary and a short secondary school period. The essentially undemocratic dual European school systems faced no such problems. It was the specific purpose of the lower branches of these systems to furnish a finishing education to the children of the masses. The upper branches were, therefore, the dividing line between the elementary and the secondary courses.¹

1. Smith, W.A., The Junior High School, New York, 1926, 54.

On the whole, the leading European school plans regarded the age of twelve as the approximate dividing line between elementary and secondary education. In the case of the "lower branches", elementary education usually terminated at twelve and provided thereafter, up to the age of eighteen, a suitable type of secondary education chiefly civic and vocational in character. Even in those European countries evolving ladder school systems the tendency was to provide a common elementary education up to the age of twelve and, thereafter, a differentiated secondary education for the six years. Compared to the American eight-four plan of organization, the European systems were devoting a relatively long period to secondary education.

C. MIDDLE SCHOOLS IN EUROPEAN COUNTRIES

In actual practice, however, this rather long period for secondary education in European schools does not necessarily imply a continuous and unitary educational programme. On the contrary, the work of the period is more frequently organized in the form of two units or schools - the one extending over the first three or four years and the other over the last two or three. The former are usually designated as middle schools. In those school systems which are organized on the dual plan, these middle schools represent an upward extension of the

elementary schools for the masses. In those systems which are arranged on the modified dual plan - systems in which differentiated secondary education follows a common elementary training - the middle schools are essentially transition schools. They receive pupils from the elementary schools and, upon the completion of courses either general or more or less special, they pass them on to the upper secondary schools or to continuation schools where the courses are more highly specialized.

(a) System in use in England.- In England the middle schools represent an upward extension and differentiation of the elementary section of their educational system. The regular secondary schools, mainly academic in character, represent a continuous programme, extending from the age of twelve to about eighteen. The higher elementary schools receive pupils from the fifth grade on the basis of special examinations, usually at about age twelve, and keep them for three or four years. The central schools represent a more recent departure. They, likewise, receive their pupils at about age twelve on the basis of examinations and keep them until fifteen or sixteen years of age. The aim of these schools is general and pre-vocational. Where more than one curriculum is offered, there is usually little differentiation before the last two years. Upon completion of the work in this middle school, the boy may enter upon commercial or industrial activities, or he may continue his training in higher commercial or technical institutions.

(b) System in use in France.- Upon investigation, the American leaders in educational thought found that the French used the middle school system to some extent in connection with both the lower and the upper branches of their organization. The "école primaire supérieure" represents an upward extension and differentiation of the elementary school. It receives pupils at the age of about twelve, after they have received the "certificat d'études primaires élémentaires", and keeps them for about three years. Upon graduation from this pre-vocational school, a few, who pursued the general course, are given permission to enter the science-modern-language division of the second cycle of the "lycée" or "collège"; the others, who pursued the practical courses, may enter upon their respective careers or they may continue their training in higher vocational or technical institutions.

The regular French secondary course of the "lycée", which extends over a period from about age eleven to age eighteen, is divided into two cycles. The first of these covers four years and the second, three years. Each cycle is a distinct unit in itself. The first cycle, which receives the boy at eleven years and keeps him until he is fifteen, has the possibilities of becoming a true middle school. Upon the completion of the work of this cycle, the boy may receive a certificate of secondary studies. He has completed a definite and well-rounded unit of work. If he wishes to continue his training, he has before him another definite

unit of work with more pronounced differentiation and specialization.

(c) System in use in Scotland.- Scotland also had worked out a system of middle schools. The Scottish boy, more or less irrespective of his social standing, enters the primary school at the age of five and remains until twelve. The next step is the intermediate school period, which extends from twelve to fifteen years of age. If he expects to leave school at the age of fifteen, he will pursue, in this intermediate school, a course especially adapted to the needs of such pupils; if he expects to enter continuation classes at the close of the period, he will be given a course adapted for that purpose; and if he expects to enter a regular secondary course at the conclusion of his intermediate training, his studies will be arranged with that end in view.

(d) System in Use in Norway.- The American investigators found that middle schools were also in use in Norway. The Norwegian boy may leave the primary school at the completion of the fifth grade, at about age twelve, and enter upon a four-year course in the "middelskole". If he leaves the primary school two years later, at the end of Grade Seven, he may still enter the "middelskole" and complete the course in three years. Upon the completion of this middle school work, he may enter the gymnasium for a more or less specialized training of three years in duration or he may enter one of the higher technical institutions.

(e) System in use in Denmark.- The Americans found that the Danish boy might likewise leave the primary school at about eleven years of age and enter a middle school or "mellemskole". After spending three years in this, he is privileged to enter one of the lower vocational schools. On the other hand, after completing a four-year course in the "mellemskole" and a one-year course known as the "realclasse", he may, upon passing the "realexamen", enter one of the higher vocational schools.

If the Danish boy prefers to choose one of the higher technical or professional callings, he will leave the elementary school at eleven years of age and take a middle school course until fifteen. He will next enter the gymnasium for a three-year course, classical, modern, or scientific in nature. Thus in Denmark as in England, France, Scotland, and Sweden, the American educationalists found that a system of middle schools was being efficiently used for pupils from eleven or twelve years of age up to fifteen or sixteen years of age.

D. THE MOVEMENT FOR THE REORGANIZATION OF THE UNITED STATES' PUBLIC SCHOOL SYSTEM

(a) Early attempts.- In 1821 an English Classical School was established at Boston. The principles followed by this school are very similar to some that underlie the modern junior high school.

This Boston school provided a three-year course designed for boys who had completed a five-, six-, or seven-year elementary course and were desirous of fitting themselves, not to enter college, but to take their places in the business world at about the age of fifteen or sixteen years. The age of admission to the school was fixed at twelve. Thus the Boston school rested, as does the Junior High School, upon an elementary course of less than eight years, and offered a three-year course covering the period from twelve to fifteen years of age. Like the Junior High School, it was complete in itself and found its justification in the needs of the local community.²

Although some attempts did come earlier, yet the real movement for the reorganization of the American public school system did not come until the latter part of the nineteenth century. Once the battle for public control and support had been won and the system of elementary, secondary, and higher training was complete in form, educational leaders turned their attention to a critical examination of the new institution. They carefully scrutinized the functions of elementary, secondary, and higher sections. As time went on and the defects of the system became increasingly obvious, they offered, after careful investigations, plans for reorganization. The real work of this reorganization did not proceed far, however, until about 1910, although numerous experiments were conducted before this time.

(b) President Eliot and the Harvard movement.- President Eliot

2. Davis, C.O., Junior High School Education, New York, 1926, 16.

of Harvard University was one of the first to influence changes in the American system. He realized that the average age of eighteen for admission to the university was too high. He saw that part of the trouble lay in the waste of time in the elementary and secondary programmes. In 1888 and again in 1892 he delivered before the Department of Superintendence notable addresses on the advisability of shortening and enriching school programmes. He urged the necessity of purging the elementary programme of all irrelevant materials and enriching it with vital content. He compared the American system to the European systems and recommended for American schools the earlier introduction of natural science, mathematics, and foreign languages.

(c) Recommendations of the Committee of Ten.- In 1892 the National Council appointed a committee of ten on secondary school studies, with President Eliot as chairman. While the committee had not been detailed specifically to consider reorganization of the school system, yet, when the final report was submitted in 1893, it contained the following recommendations:

In preparing these programmes, the committee were perfectly aware that it is impossible to make a satisfactory secondary-school programme limited to a period of four years and founded on the present elementary school subjects and methods. In the opinion of the committee, several subjects now reserved for high schools - such as algebra, geometry, natural science, and foreign languages - should be begun earlier than now, and therefore within the schools classified as elementary; or as an alternative, the secondary-school period should be made to begin two years

earlier than at present, leaving six years instead of eight for the elementary-school period.³

(d) Recommendations of the Committee on College Entrance Requirements.- In 1795⁹ the Department of Secondary

Education appointed a committee on college entrance requirements. In its report, submitted in 1899, the committee took a very firm stand in favor of a six-year secondary school, this to begin with Grade Seven. According to the report the most necessary and most far-reaching reforms in secondary education must begin in the Seventh and Eighth Grades of the schools.

In our opinion these problems can be solved most quickly by making the seventh and eighth grades part of the high school under the immediate direction of the high-school principal. The seventh grade, rather than the ninth, is the natural turning point in the pupil's life, as the age of adolescence demands new methods and wiser direction. Six elementary grades and six high school or secondary grades form symmetrical units.⁴

(e) Superintendent Greenwood of Kansas City.- Most leaders in the elementary school work believed that a standard elementary course could not be completed in less than eight years, and that any shortening of the course would result in an earlier elimination of many pupils who were not looking beyond an elementary education. In order to get definite

3. National Education Association, Report of the Committee of Ten on Secondary School Studies, 11, 1892/93(pt.3.)45.

4. National Education Association, Addresses and Proceedings, 1899, 659-660.

information upon this angle of the question, the Department of Superintendence in 1903 invited Superintendent Greenwood of Kansas City schools to deliver an address on this problem. Kansas City schools had used, since 1867, a seven-four basis for their organization.

In his address Greenwood showed that the seven years was sufficient to allow the pupil of average ability to complete the course - as heavy a course as was being offered in eight-year programmes - satisfactorily. He also showed that Kansas City had a greater percentage of pupils in its high schools than had any city in the United States of the same or larger size.

(f) President Harper and the Chicago Movement.- At the sixteenth annual conference (1902) of the schools affiliated and cooperating with the University of Chicago, President Harper made the following recommendations:

- i. That the work of the eighth grade of the elementary school be connected more closely with that of the secondary school.
- ii. That the first two years of college work be included in the work of the secondary school.
- iii. That the work of the seven years, thus grouped together, be reduced to six years.
- iv. That it be made possible for the best class of students to do this work in five years.⁵

Committees were appointed from the elementary and secondary schools and from the university to discuss these proposals. In 1903 each of these committees reported in favor of President Harper's plan.

5. Dewey, John. "Shortening the Years of Elementary Schooling." School Review, XI: 1.

(g) Recommendations of the Committee on Six-Year Courses.-

In 1905 the Department of Secondary Education of the National Education Association voted to appoint a standing committee on six-year courses. The committee, under the chairmanship of G.B. Morrison, issued reports in 1907-1908, and 1909, favoring the six-six plan.

There is a general impression revealed by correspondence that the whole course of instruction, both elementary and secondary, should be simplified; that the differentiation of pupils' work should begin at the end of the sixth grade; that time is wasted on non-essentials and impractical topics; that there should be greater flexibility in the promotion of pupils; that the whole system should be reorganized.⁶

(h) President Suzzallo's Recommendations.- In 1911, at the suggestion of President Suzzallo, a committee was appointed by the Department of Superintendence to investigate the waste of time in the elementary schools. Of special significance was Suzzallo's recommendations to this committee that the six-year secondary school ought to be subdivided into two administrative units - a junior and a senior high school. He said:

A six-year unit in the elementary schools is not objectionable. The extreme immaturity of the pupils requires a long period for substantial achievement. The amount of basic knowledge and power to be acquired by them forbids selection of pupils and specialization of their activities at any time within the first six years. But these arguments do not hold in the case of the high school. The students are more mature; they are free from the restrictions of compulsory education; they are already discovering the personal interests and limitations which point

6. N.E.A., Addresses and Proceedings, 1909, 502.

toward specific types of training and life work. They feel the pressure that comes from the financial limitations of their families. No matter how varied the offering of studies is, or how adjustable the privileges of election, the six-year course is not an attractive or practical scheme for all those who might be able to pursue their general course beyond the primary school. It ought to be sub-divided into two administrative units: (1) a junior high school of three years, extending from the twelfth to the fifteenth year; and (2) a senior high school, also of three years, covering a period from the fifteenth to the eighteenth year.⁷

E. EARLY DEPARTURES IN PRACTICE TOWARDS JUNIOR HIGH SCHOOL ORGANIZATION

Although the first two decades of the movement for the reorganization of the public school system were given over largely to discussion and investigation, departures from established practices were by no means uncommon. For the most part, however, these departures did not involve reorganization on the six-six or six-three-three basis until 1910 or later. The early departures in practice were significant, however, because they prepared the way for more comprehensive changes and they often represented the direction in which the reorganization would move. The more fundamental of these early departures may be summarized as follows:

- (a) Elimination of extremes in length of courses.- As some

7. U.S. Bureau of Education, Report of the Committee of the National Council of Education on Economy of Time in Education, Bulletin No.38:26-27,1913.

elementary schools in the United States still had a nine-year course and some secondary schools still had a three-year high school course, the first step towards the movement for longer secondary training was in dealing with these cases. A movement to lengthen the three-year high school courses to four years was instituted. By 1911 this had been done in all but seven of the six hundred sixty-nine schools in question. The elimination of the nine-year elementary schools came more slowly, eighty-six out of six hundred sixty-nine still existing in 1911.

(b) Provision for gifted children.- The next step towards reorganization first came in the cities of Baltimore, Indianapolis, Lincoln, Rochester, and Worcester. These cities made special provision for the progress of exceptionally bright pupils after they had completed the sixth grade. They were brought together in special rooms and were allowed to pursue curricula made up of elementary and high school subjects. In this way it was found that the seventh, eighth, and ninth grades could be covered in two years.

(c) Provision for flexible promotion.- In order to effect economy of time, some cities adopted a system of flexible promotions, thus enabling pupils of varying abilities to progress more or less at their own rate. This proved a boon to the very slow pupils as well as to the very bright pupils. The organization, providing for this grading of pupils according to ability, differed widely in the various schools,

but all systems had the same underlying principle - that of economy of time.

(d) Departmentalization in the Seventh and Eighth Grades.-

President Eliot had strongly recommended departmental teaching in the upper grades of the elementary schools, but it was not until 1900 that this suggestion received serious attention. New York was the first city to try it out. Although the idea was slow in spreading at first, yet, by 1913 four hundred sixty-one cities had departmentalized Grades Seven and Eight. This departure did much to prepare the public mind for the junior high school, involving as it did the segregation of the early adolescent, instruction under specialized teachers, and, in some cases at least, the introduction of one or two high-school subjects.

(e) Six-six and six-two-four plans.- School authorities in a number of cities early endeavoured to effect economy of time by adopting the six-six plan (six years of elementary education and six years of secondary education) or the six-two-four plan (six years of elementary, two years of intermediate, and four years of secondary education). The adoption of either of these plans meant the acceptance of the principle that only half the period from six to eighteen should be devoted to elementary education. Chicago in 1894, Providence and Saginaw in 1898, and Ithaca in 1900-1910, all tried the six-six plan. Richmond, in 1896, developed the six-two-four plan, and other cities followed suit. As yet, no move was made towards a separate intermediate or junior

high school.

F. ESTABLISHMENT OF JUNIOR HIGH SCHOOLS

(a) Influence of G. Stanley Hall.- The great advance made at about the beginning of the twentieth century in the study of the phenomena of adolescence aided greatly in bringing about the organization of junior high schools as separate units in themselves. Most of the credit for the increase in interest in this phase of life must go to G. Stanley Hall. To meet the needs of adolescents radical changes in education were imperative. The great need is for a free play of interests, developed from within. All drill must be subordinated. Appeal must be made to enthusiasm, inspiration, and appreciation. Examinations should have little place in the planning. The purpose of education at this age is to bring out and foster the child's own interests. In order to carry out such a program special schools for segregating the pupils of adolescent age were necessary. Thus, a great impetus was given to the junior high school movement by popularizing the knowledge of adolescent life and by revolutionizing the attitude of parents and teachers in regard to the treatment of youth.

(b) Early pioneer schools in the movement.- The actual establishment of junior high schools, as part of the movement for reorganization of secondary education, did not begin until the close of the first decade of the twentieth century. Berkley and Columbus were the first to use this

six-three-three-system, establishing their institutions in 1909-1910. Los Angeles, another of the pioneers in the movement, established her first junior high school in 1911.

(c) Rapid growth of the movement.- Following the example set by Berkeley, Columbus, and Los Angeles, other cities soon followed the innovation. Once started, this change in organization was rapidly accepted. By 1914 sixty-seven cities (each with a population of over two thousand) had joined the movement. By 1922 this total had risen to four hundred fifty-six cities. In 1930 there were one thousand, three hundred sixty-three junior high schools in the United States in cities of populations of ten thousand or more. Numerous institutions of this type could also be found in cities of smaller size.

SUMMARY

(a) The Junior High School plan not contrary to the principles of the six-six plan.- This adoption of the six-three-three plan, it should be borne in mind, implied no repudiation of the basic principle underlying the six-six plan. On the contrary, those who advocated the six-three-three plan were, for the most part, staunch supporters of the claim that there should be an approximately equal division of time between elementary and secondary education. In contrast with other advocates of the six-six plan they claimed, however, that the aims of the secondary period could

be realized more effectively if it were divided into two divisions of about the same length.

(b) Other suggested plans.- The superiority of the six-three-three plan over the six-six plan, when the pupil enrolment is sufficiently large, has been agreed to by the most noted educationalists of the twentieth century. Such men as Davis, Bennett, Inglis, Judd, Briggs, Roos, Van Denburg, Bonser, and Snedden have carefully examined and studied the new system and have written in favor of it. While agreeing upon the merits of the junior high school, many educators possess some doubts as to whether the six-three-three system is here to stay or whether a further advance in the form of a six-four-two plan, a six-three-three-two plan (the "two" representing the junior college), or a six-four-four plan will be the next step forward in organization. The problem of educationalists of to-day is to decide which system is the most meritorious - which system will best assist the true purpose of education in any particular district, after taking into full consideration all the local factors which may influence the type of school needed.

Certainly, the junior high school movement on this continent has not been a new departure in educational practice. The movement has derived its inspiration and vitality from the middle schools of Europe. Yet, the American institution is not a pale replica of any one of the European intermediate schools. After years of experimentation the

junior high school has become peculiarly adapted to the social conditions, attitudes, and ideals on this continent.

THE JUNIOR HIGH SCHOOL MOVEMENT IN CANADA

CHAPTER 11

THE JUNIOR HIGH SCHOOL MOVEMENT IN MANITOBA

The junior high school movement was late in spreading across the international boundary into Canada. This is partially due to the fact that up to the twentieth century all provinces looked to Ontario for educational leadership. Egerton Ryerson had stated that the Ontario system was "the best in the world". This had been instilled into the minds of its citizens and the result was that they could see no advantage in even considering a change. School boards became essentially conservative in their views and this attitude towards newer ideas in education was very contagious. Other provinces seemed to adopt the slogan, "What is good enough for Ontario is good enough for us."

Thus it was not until 1918, nine years after the establishment of the first junior high school in the United States, that Canada began its first experimenting with the new system. The first school to adopt some of the junior high school ideas was established at Stonewall Collegiate in 1918. Inspector S.E. Lang, in his report on secondary schools to the Minister of Education, explains the situation:

A notable step forward was taken in the last-named centre (Stonewall) in the proposal to form a Junior High School. It is intended that two grades,

seven and eight, of the elementary school shall be incorporated with the high school. Under the new arrangement the school will comprise five grades. The programme is to include manual training for the boys, domestic science for the girls, and practical agriculture for both. Algebra and French will be given to beginners in the seventh grade, and the second language will be taken up in grade eight. The course of study to be followed is to be as practical and concrete as possible and the experiment will no doubt be watched with great interest.¹

Winnipeg followed suit one year later with a system better designed to carry out the true aims and objectives of the junior high school. Inspector D. McIntyre, in his report to the Minister of Education, shows clearly that Winnipeg had accepted the philosophy underlying the development of the junior high school in the United States of America and that the school board was about to reorganize the Winnipeg Schools upon those accepted principles which had proved successful in other lands.

A somewhat important departure has been decided upon by the Board in an effort to make the educational opportunity offered by the school fit the changing requirements of new conditions and ideals and the varying aptitudes of students, and a Junior High School is to be organized in the southern part of the city when the schools reopen in September. Briefly, this plan groups together the two senior grades of the elementary and the lowest grade of the high school, organizing the instruction in departments and modifying the course of studies so as to allow for some measure of choice by the student according to his interest and abilities and his outlook for the future. The main changes in the content of the course of study will be provision for the study of foreign languages two years earlier than at present, opportunity for an introduction to elementary science, and liberal provision for training

1. Manitoba Department of Education, Annual Report, 1918, 116.

in directions that prepare for occupations of the home, of commerce, and of industry. The distinctive aim of the school will be to organize the interests of the pupils and develop the power of initiative and the habits of independent work. The ethical purpose of education will be emphasized and the educational opportunity of the playground will be recognized.²

A. EARLY HISTORY OF THE MOVEMENT IN WINNIPEG

(a) The first steps.- The first step in organizing junior high schools in Winnipeg was taken in 1919. The school board spent considerable time investigating this type of work as it was being carried out in Minneapolis, Chicago, Detroit, Rochester, and other cities in the United States of America. The first actual experimenting in Winnipeg was entrusted to Principal J.S. Little. He began his work at the Earl Grey School in September, 1919. Although this new institution started with only eleven classes, the interest displayed by both students and teachers was most marked. Thus it was with growing confidence that the board extended the system in September, 1920 to the Lord Roberts and Lord Selkirk Schools. The former was placed in charge of Principal S.E. Campbell and the latter in charge of Principal T.E. Argue. In both cases the same stimulation of interest was evident. Under the direction of these capable leaders the new type of organization facilitated the introduction of a flexible curriculum that made possible adjustments to suit the varying needs of pupils of the most diverse abilities and outlooks. Moreover, it gave ample opportunity for the

2. id., 1919, 109.

teachers, chosen because of their interest and qualifications in single or related subjects, to so present their subjects as to arouse the interest and test the capabilities of the students.

The Earl Grey School was chosen for the experiment with J.S. Little, M.A., B.Sc., in charge. The curriculum of the grades was enlarged to include elementary science for which suitable laboratory facilities were provided; typewriting and stenography for those aiming at preparation for clerical and commercial occupations; and French and Algebra for those looking forward to the University.

The playground activities were organized as an integral part of the school work with definite educational purpose. A system of well-planned auditorium exercises was instituted through which large groups of students were reached by means of lectures, lantern slides, moving pictures and dramatic representation, in an effort to give information and at the same time stimulate interest and lead to appreciation of the fine things in literature, art, music and history. This feature of the school impresses me as of great value in the opportunity it affords for stimulating interest, creating ideals and inculcating the principles of right living.³

(b) Later progress.- By 1921 the Winnipeg School Board was sufficiently sure that worth-while results were being obtained in these new centres to vote the necessary authority to proceed with this junior high school work in five more schools. These were the Machray, the Greenway, the Isaac Newton, the Isaac Brock, and the Maple Leaf schools. In 1923 the Aberdeen School was added to this list and in 1927 the Greenway Junior High School Department was enlarged and transferred to the General Wolfe School.

The policy of the board, ever since the success of this

type of school was demonstrated, has been to advocate the new plan of organization in all districts where the building accommodation permitted. In neighbourhoods where the accommodation and population did not warrant a change, the new junior high school course was introduced into Grades Seven and Eight of the elementary school, with an organization as similar as possible to that of a fully organized junior high school institution. By 1929 there were 7450 pupils in regular junior high schools and only 2916 pupils taking Grades Seven and Eight work in elementary schools.

B. PUPIL ENROLMENT IN WINNIPEG JUNIOR HIGH SCHOOLS

(a) Growth in enrolment.- From a meagre beginning of 486 pupils enrolled in one school in 1919, the junior high school system of the city of Winnipeg has developed with amazing rapidity. By 1922 the city had five institutions of this type with a total enrolment of 3209. In 1924 there were nine schools, enrolling 4337 students. By 1933 this enrolment had grown to 9751 pupils, housed in fifteen schools. This steady increase continued until 10,113 were in attendance at these junior high schools in 1935. The following table is interesting in that it shows not only the increase in the number of junior high school pupils but also the decrease in the number of Grade Nine pupils attending senior high school and in the number of Grade Seven and Eight pupils attending elementary school.

TABLE 1

ENROLMENT OF PUPILS (GRADES 7-9) WINNIPEG SCHOOLS

Year	No. of grade nine pupils in high school.	No. of grade 7&8 pupils in elementary school.	No. of junior high school pupils.
1919.....	1231	3233	486
1920.....	1213	3554	513
1921.....	1403	3406	1097
1922.....	915	2515	3209
1923.....	879	2600	3869
1924.....	707	2263	4337
1925.....	739	2484	4565
1926.....	747	2861	4859
1927.....	787	2280	6243
1928.....	668	2950	6474
1929.....		2916	7450
1933.....			9751
1934.....			10094
1935.....			10113

(b) Estimated enrolment.- An estimate of the ultimate junior high school enrolment made in 1921 gave the following figures:

Elmwood District.....	630
Fort Rouge District.....	2590
Assiniboine River to the C.P.R. Tracks...	3960
North of the C.P.R. and east of the Winnipeg Railway....	<u>2454</u>
Total.....	<u>9634</u>

The accuracy of this estimate is surprising when one realizes that, fourteen years after the estimate was made, the actual pupil enrolment in junior high school only exceeded the

4. Winnipeg School Board, Annual Report, 1928, 9; 1929, 13;
1933, 8; 1935, 13.

5. id., 1921, 52.

estimate by 479 pupils.

C. THE TEACHING STAFFS IN WINNIPEG JUNIOR HIGH SCHOOLS

(a) Numbers.— Closely linked with the growth in pupil enrolment is the natural result of this, namely, the growth in the number of junior high school teachers employed. In 1919 sufficient teachers were needed for eleven classes only.⁶ By 1924 the board had in its employ 124 junior high school teachers.⁷ The steady growth continued. In 1926 there were 154 employed and in 1928, 171.⁹ This total jumped to 267 in 1929,¹⁰ when a number of new schools were opened. A further increase was shown the next year, bringing the total up to 273 for 1930.¹¹ Five years later records show that 293 teachers were being employed to carry on the work in the fifteen junior high schools being operated at that time.¹²

(b) Qualifications.— A closer examination of the Winnipeg junior high school staffs reveals that in 1921 there were employed:

28 ... Teachers qualified to teach academic subjects.
10 ... " " " " mechanical and household arts.
<u>38</u> Total ¹³

In 1930 the 273 teachers employed were qualified as follows:

6. id., 1919, 8.	7. id., 1924, 10.	8. id., 1926, 14.
9. id., 1928, 12.	10. id., 1929, 15.	11. id., 1930, 6.
12. id., 1935, 13.		

13. Manitoba Department of Education, Annual Report, 1921, 100.

239	...	Teachers qualified to teach academic subjects.
15	...	" " " " home economics.
2	...	" " " " manual training.
		and mechanical arts.
<u>256</u>	...	Total ¹⁴

(Note. The difference between 256 and 273 is made up of principals of the junior high schools. The number of home economic and mechanical arts teachers is misleading. Many junior high schools sent pupils to elementary and high schools for instruction in these subjects. The elementary and high school teachers are not included in the above list.)

Five years later the situation was very similar. The 1935 teaching personnel of the junior high schools was composed of:

15	...	Supervising principals.
2	...	Teaching principals.
243	...	Teachers qualified to teach academic subjects.
16	...	" " " " industrial arts.
17	...	" " " " household arts
		and household science.
<u>293</u>	...	Total ¹⁵

(c) Cost of instructional services.- Because of the rapid increase in the number of teachers employed, the costs of instructional services were bound to rise at a similar pace. The following table shows the school board's expenditures for salaries:

1919	.....	\$ 10,212.50
1920	.....	\$ 44,638.70
1921	.....	\$ 108,963.40
1923	.....	\$ 214,839.53
1924	.....	\$ 240,450.10
1926	.....	\$ 283,397.00
1930	.....	\$ 528,564.48

¹⁶

14. Winnipeg School Board, Annual Report, 1930, 6.

15. id., 1935, 13.

16. id., 1919, 18; 1920, 18; 1921, 21; 1923, 26; 1924, 30; 1926, 28; 1930, 47.

(Note. Since 1930 the school board's reports have given the combined cost of instructional services in elementary and junior high schools and thus figures for separate junior high school costs are not available.)

(d) Salary schedules.-- Before drawing any conclusions in regard to the above expenditures, one should realize that on the whole it was agreed that the salaries of junior high school teachers and principals were to be lower than those of high school teachers and principals but higher than those of elementary school employees. The schedule in Table 11 will show how this was worked out in 1919.

One year after the above came into force a new scale of salaries was introduced. The minima and maxima of the salaries were raised but special low rates were to be in effect for newly employed teachers during their probationary period of two years. A copy of this 1920 schedule is to be found in Appendix A.

(e) Methods of teacher preparation.-- The modification of the curriculum to make it conform to the varying requirements of the pupils resulted in the introduction of many new subjects. Naturally many of the elementary teachers of grades seven and eight were incapable of teaching these subjects in junior high school. On the whole their experience had been limited to the conventional subjects of the elementary school course. The adequate staffing of the new intermediate schools, therefore, constituted a serious problem. The teachers, however, responded nobly to the need for more qualified instructors. Through private tuition, evening classes, vacation schools, and the university they prepared

themselves in those subjects in which they were interested and to which they might be assigned.

It is impossible to speak too highly of the spirit and conduct of our teachers in this connection. Their diligence and the natural increase in the number of teachers with University training passing through Normal School of recent years have done much to solve the problem of adequate staffing.¹⁸

TABLE 11
SALARY SCHEDULE - WINNIPEG SCHOOLS

Type of school.	Position.	Minimum.	Yearly increase.	Maximum.
High School.	Principals	...\$3400	...\$100	...\$4000
	Men			
	assistants	...\$2200	...\$100	...\$3000
	Women			
	assistants	...\$1500	...\$100	...\$2200
	Manual training instructors	...\$1900	...\$100	...\$2600
Junior High School.	Domestic science instructors	...\$1400	...\$100	...\$2000
	Principals	...\$3300	...\$100	...\$3600
	Women			
	assistants	...\$1300	...\$ 75	...\$1900
	Manual training instructors	...\$1650	...\$100	...\$2350
	Home economics instructors	...\$1200	...\$ 75	...\$1800
Elementary School.	Principals	...\$2200	...\$100	...\$3000
	Assistants	...\$1000	...\$ 50	...\$1700
	(Teachers of higher grades paid more than teachers of lower grades.)			
	Manual training instructors	...\$1500	...\$100	...\$2200
	Home economic instructors	...\$1100	...\$ 50	...\$1600

17. id., 1919, 41.

18. id., 1929, 14.

D. BUILDINGS AND EQUIPMENT USED BY WINNIPEG

JUNIOR HIGH SCHOOLS

(a) The building programme.- As early as 1920 the school management committee of the Winnipeg School Board advised a thorough study of the junior high school idea and its application to the Winnipeg situation in regard to the school building programme.

Such a study would include an inquiry into the advisability of relieving the pressure of both the elementary and secondary schools by the organization of the Junior High or Intermediate School. It seems beyond doubt that this organization promotes greater adaption of the work of the school to the varying capacities and aptitudes of the pupil and immensely increases their interest while lending itself to the placing of teachers in departments for which they have special qualifications.... If generally adopted as at present seems to be probable it would introduce new factors into the building problem.¹⁹

By 1921 the building committee of the school board had come to the conclusion that it was best to provide for increases in both elementary and high school enrolment by erection of buildings at points suitable for intermediate school centres. In addition, the committee recommended that suitably situated elementary schools be converted for intermediate school purposes and replaced by a newer and less expensive type of building, which had been found well suited to elementary school needs.

Although it was for educational rather than for economic reasons that the movement towards the grouping of pupils into elementary, intermediate, and high school classification was advocated in Winnipeg, yet the adoption of this plan

materially lessened the pressure on the high school building needs. Because the intermediate work was carried on in buildings of less expensive construction and equipment, an important saving in building costs was effected.

It is satisfactory to note that, although by this organization these additional advantages (educational) have been secured to the children of Winnipeg, the cost of the old and new types of organization are approximately the same, for while the cost of instruction in Grades 7 and 8 of the Intermediate Schools is greater than it was in the Elementary School of the older organization, this additional cost is offset by the saving effected by accommodating Grade 9 pupils in Intermediate Schools rather than in High Schools. At the present time (1923) there are 1084 Grade 9 pupils in the Intermediate Schools, an enrolment which under the old form of organization would by this time have made necessary the building and staffing of an additional High School with accommodation at least as large as any one of the three now in use. The fact that the Intermediate School accommodation has in the main been provided by adaption of the large Elementary School buildings and that the additional accommodation necessary has been provided by building Elementary Schools of the comparatively inexpensive type referred to earlier in this report, has been no small factor in economy of capital expenditures.²⁰

Definite record of the details of the building programme for the year 1921 is contained in the report of D. McIntyre, Superintendent of Winnipeg Schools, to the Manitoba Minister of Education:

---a 6-room addition to Lord Selkirk School, a two story building containing 12 rooms to provide Junior High School accommodation for the Machray School, and a 20-room two story building to be used as a Junior High School for the district served by the Strathcona and King Edward Schools.²¹

20. id., 1923, 13.

21. Manitoba Department of Education, Annual Report, 1921, 120.

According to expert advice, this policy in regard to the school building needs in the city of Winnipeg resulted in a considerable saving to the tax-payer. Dr. Brittain, who conducted for the school board a survey of relative costs, estimated that the annual saving per pupil amounted to from ten to fifteen dollars.

(b) Equipment costs.- The yearly expenditures by the board in regard to equipment and supplies in the junior high schools is interesting in that the figures reflect the rapid development of these schools. In 1919 the expenditure for furniture and other equipment in intermediate schools was \$11,344.77.²² In 1920 expenditures in this regard had increased to \$26,415.68,²³ while in 1923 the sum of \$37,017.12 was spent.²⁴

A similar picture is obtained if one examines the figures representing the yearly expenditures on instructional supplies.²⁵ In 1920 \$3,157.96 was expended, while one year later this cost had been nearly trebled by increased enrolment in these schools and by the opening of new junior high schools. In 1921, \$9,037.60 was spent for these supplies.²⁶

(c) Present equipment.- The Winnipeg School Board is not completely satisfied with the equipment now in use. In 1935 the members took this matter under consideration and some action to improve the standard and overcome deficiencies can

22. Winnipeg School Board, Annual Report, 1919, 14.

23. id., 1920, 14.

24. id., 1923, 18.

25. id., 1920, 18.

26. id., 1921, 21.

be expected soon.

In their equipment these schools meet reasonable teaching requirements except in the matter of library facilities. In this they are on the whole underequipped both in available room and in books. Some of the Intermediate Schools have, largely through the efforts of their staffs and pupils, assembled quite creditable collections of books. This can be done only in certain districts and cannot be depended upon for adequate supplies of suitable reading material.²⁷

E. CLASSIFICATION OF PUPILS

(a) Method of classification.- In Winnipeg, as in cities of the United States where the junior high school idea had been put into effect, it was found that the organization lent itself admirably to a more intelligent classification of pupils. By assembling a large number of pupils of the same grade at a single centre more exactness in grouping of pupils according to attainments and abilities was obtained. Thus, instruction was adjusted to the varying capacities of the several classes. The brighter students, working together, were not hampered by the slower members of the grade in the speed and breadth of the work to be covered. On the other hand the backward pupils were also in a better position. In a class with boys and girls of their own mental calibre they were not overlooked as formerly by the teacher who was trying to meet some of the demands of keener students.

Under the system of departmentalization in use in these junior high schools one subject or a group of related subjects is assigned to each teacher who deals with this

27. id., 1935, 13.

subject or subjects in several classes, adjusting his or her methods according to the ability of the pupils in each class. Under this system the teacher has a better opportunity for fuller preparation of the work in subject matter and in method. Results are visible in the keener interest taken in the courses by both teachers and pupils.

(b) Selection of courses.- During the three years the pupil spends in the junior high school, he gradually works his way into the type of course that best fits his abilities and ambition. He has in Grade Seven an opportunity of beginning the study of one foreign language, French. In the next year he may begin the study of Latin. Both languages, or one, may be carried through the senior high school by those students who desire to obtain university matriculation certificates. High school leaving courses are given in which no foreign language is required in the junior high or senior high schools. Special classes in industrial arts are also given in junior high school for those pupils who desire to specialize in shop work. Special commercial courses are offered for those who find, after taking try-out courses, that their interests and abilities lie in a business career.

In general those aiming at University Matriculation carry either one or two languages, those who wish to take High School Leaving at the end of grade eleven are free to choose courses with no foreign language. Industrial Arts classes make further provision for differentiation of courses. These are courses without foreign languages and with about twice as much shop work as other courses have. In English, Arithmetic, History, and Geography the courses offered in Industrial Arts classes parallel the work of other classes in the same school with such modifications

and changes as each class requires.²⁸

(c) Classification chart.— An interesting chart, showing the classification of pupils in the Winnipeg Public Schools, was prepared in 1933. It shows the various courses pupils may take after completing their common elementary school curriculum. This (Chart 1) also shows what happens to sub-normals, who are not capable of doing even elementary school work. The arrows indicate the courses a pupil may follow after completion of any year in his school career.

F. TYPICAL TIME - TABLES

(Compiled for 1927, eight years after the organization of the first junior high school in Winnipeg.)

The following time-tables show the courses offered in Winnipeg junior high schools with the number of periods devoted to each subject in each course. The reader will note that Grade Seven pupils must decide between one of two courses, a course containing a foreign language (French) and a course without a foreign language. In the latter course the extra four periods available are used for extra English and mathematics. By the time they reach Grade Nine they have had a sufficient number of try-out courses to be allowed to choose from the eight courses offered in that year. Table III gives the period allotments for the subjects in the two Grade Seven courses and Table IV the allotments for the various subjects in the Grade Nine courses.

28. id., 1935, 13.

CHART 1

CLASSIFICATION OF PUPILS IN WINNIPEG PUBLIC SCHOOLS

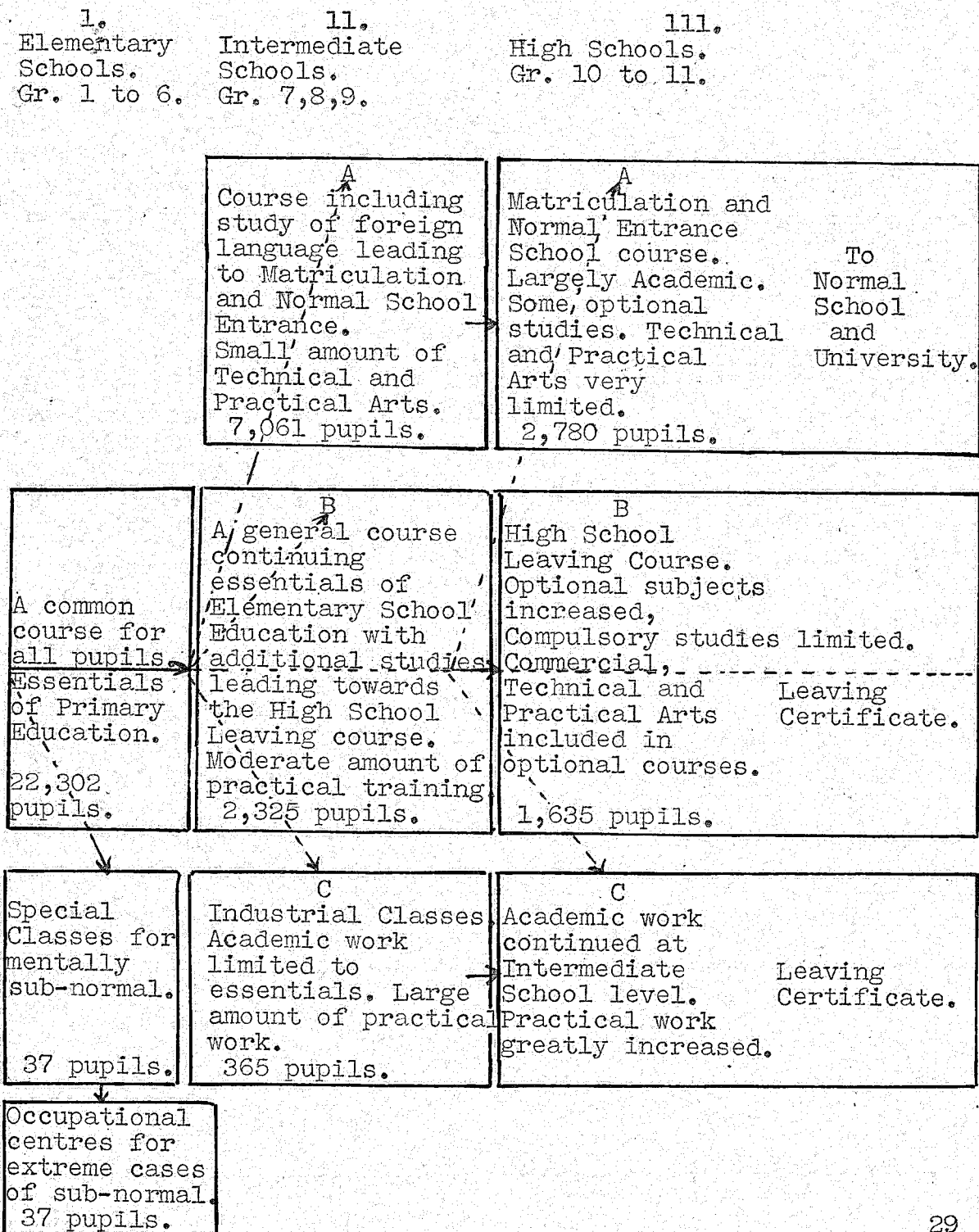


TABLE 111

GRADE SEVEN COURSES IN WINNIPEG JUNIOR HIGH SCHOOLS

Grade Seven.	Course 1. 1 foreign language. (French)	Course 11. No foreign language.
No. of pupils taking course	3,786	146
Subject	Periods per week	Periods per week
Mathematics.....	6	7
Arithmetic		
Algebra		
English.....	11	14
Literature		
Composition		
Spelling		
Writing		
English Grammar		
Geography.....	3	3
History.....	3	3
Science.....	3	3
French.....	4	-
Manual Training or Sewing..	4	4
Physical Training.....	2	2
Music.....	2	2
Drawing.....	2	2
Total no. of periods per week.....	<u>40</u>	<u>40</u>

30

TABLE 1V

GRADE NINE COURSES IN WINNIPEG JUNIOR HIGH SCHOOLS

Grade Nine	COURSES						
	I	II	III	IV	V	VI	VII
No. of pupils taking course.....	45	311	96	592	156	559	437
English.....	11	10	10	9	9	9	9
Literature							
Composition							
Spelling							
Grammar							
History.....	4	4	4	4	4	4	4
Mathematics.....	8	7	7	7	7	7	7
Arithmetic							
Algebra							
General Science.....	6	6	6	5	3	3	3
Manual Arts							
(for boys)							
Household Arts.....	4	4	4	4	10	-	4
(for girls)							
Drawing.....	3	-	-	-	-	-	-
French.....	-	5	-	4	4	4	-
Latin.....	-	-	5	4	-	-	-
Commercial:							
Shorthand							
Typing							
Bookkeeping.....	-	-	-	-	-	10	10
Physical Training.....	2	2	2	2	2	2	2
Music.....	2	2	2	1	1	1	1
Total Periods(per week)	40	40	40	40	40	40	40

31

(Further information in regard to courses offered in the Winnipeg junior high schools is given in the 1930 Report of the Winnipeg School Board, a section of which is to be found in Appendix B.)

G. PROMOTION OF PUPILS IN THE WINNIPEG JUNIOR HIGH SCHOOLS.

Promotions of pupils from one grade to another in the Winnipeg junior high schools are made within each school by the staff. The principal and teachers take into account the year's work of each pupil. Periodic examinations are held. In addition, in the middle of the school year, uniform tests are sent out from the superintendent's office and the result for each pupil kept on record in the office. These uniform examinations are not intended to restrict the freedom of the schools in adapting courses to particular classes. They are meant to be directive; they help to give the schools some common standard against which they may measure the progress of their pupils.

The accompanying table of promotions shows the percentage of promotions for the year 1935:

TABLE V

Grade.	No. enrolled in June/35.	No. promoted to next grade.	Percentage promoted
Seven.....	3470	3255	93.9
Eight	2965	2856	96.3
Nine	2803	2651	91.1
(In addition 35 pupils were promoted from Grade 7 to Grade 8 earlier in the school year.)			

32

H. COMPARISON OF THE JUNIOR HIGH SCHOOL OF WINNIPEG

WITH THE "MODERN" OR "CENTRAL" SCHOOLS OF LONDON.

During the spring term of 1928 the Winnipeg School Board released Mr. D.M. Duncan from his duties in the Department of

Superintendence in order to allow him the opportunity of visiting some of the larger educational centres of England and Scotland. Upon his return he presented a written report upon his findings. Of special interest was his comparison of the Winnipeg junior high schools with the senior and central modern schools of London. The section of his report dealing with this will be found in Appendix C. Mr. Duncan explained that the underlying principles which were responsible for the establishment of both the London central schools and the Winnipeg junior high schools were essentially the same. The realization of the physiological need for a break at eleven plus, the desire to enrich and vitalize the subjects offered, the aim to cater to the varying aptitudes and interests of the pupils underlay the organizations in each country. However, one very striking difference was noted. The junior high schools were real intermediate schools in that they were intermediate between elementary and high schools. They granted no leaving certificates as did central schools, which were more prevocational in character.

I. REPORT OF THE MANITOBA EDUCATIONAL COMMISSION IN REGARD TO JUNIOR HIGH SCHOOL WORK IN WINNIPEG.

In 1923 the Department of Education in Manitoba appointed a commission to consider the needs of the various districts in the province in regard to educational facilities. The report of this commission was submitted in 1924. It deals in part with the necessary revision of the curriculum, the

training and tenure of teachers, the consolidation of schools, and vocational training in the schools.

In regard to the vocational training the report states that:

Manual training and the Household Arts and Sciences in the Secondary Schools and Junior High Schools have been given a great deal of prominence in the City of Winnipeg for many years. Indeed so thoroughly has the work commended itself to the ratepayers of the City that three well-equipped technical schools are maintained in addition to departments in the Elementary and Junior High Schools so that pupils who pass through and beyond the Junior High School grades are offered an educational training of a character which compares favorably with similar work elsewhere. Even though in the last few years considerable economies have been effected in the educational system in the City, there has been no curtailment but rather an expansion in this branch of the work.³³

According to this survey the Earl Grey, Lord Selkirk and Aberdeen junior high schools carry on their household arts and science work in their own schools, while the other junior high schools send their pupils to high school or elementary school centres. The commission stated that much of this educational handwork being taught in the Winnipeg junior high schools, while not strictly vocational in purpose, was developing

...habits and aptitudes that have important vocational value. It also makes a very important contribution to the all round development while helping to maintain the interests of large numbers of students at a period when, without this form of activity, school work would become irksome. For these reasons it is much appreciated by the parents of the children who enjoy its advantages.³⁴

33. Manitoba Department of Education, Report of the Educational Commission, 1924, 113.

34. *ibid.*, 114.

J. JUNIOR HIGH SCHOOL WORK IN OTHER PARTS OF MANITOBA

(a) Stonewall.-- Outside of the city of Winnipeg there have been several experiments with junior high school work carried on in other cities of the province of Manitoba. Mention has already been made of the Stonewall High School Board, which in 1918 linked up the work of Grades Seven and Eight with the three years of high school in an attempt to give secondary school subjects, such as languages and algebra, to the students at an earlier age and to provide manual training, domestic science, and agriculture for all pupils of the larger enrolment in order to make the course more interesting and practical. Secondary School Inspector S.E. Lang reported in 1921 the following:

It is altogether likely that this plan of organization (Winnipeg's system of Junior High Schools) will in future be adopted to a considerable extent wherever convenient. In the town of Stonewall, for example, certain features were embodied in the Collegiate Institute of that place.³⁵

It is interesting to note that the above-mentioned³⁶ collegiate had an enrolment of 54 in 1918. Experiments with junior high school work in small schools of this type naturally gave to educationalists in small districts valuable data in regard to the possibilities of further development of this work in the smaller secondary schools of the province.

35. Manitoba Department of Education, Annual Report, 1921, 12.

36. id., 1918, 163.

(b) Portage la Prairie.— In 1921 the Portage la Prairie School Board made provision for the linking up of Grades Seven and Eight with the collegiate in that city. Four rooms were added to the collegiate building and the pupils of Grades Seven and Eight from the Central and Victoria Schools were assembled with the collegiate pupils under one roof and one management.³⁷

Principal Hamilton of the collegiate was given the task of supervision of the new branch called the junior collegiate or the junior high school.³⁸ This new system did not meet with universal favor at first. Inspector F.M. Maquire reported:

In the City of Portage la Prairie there are, as last year four schools containing in all 25 rooms, all filled and doing work up to Grade Six. There is also the Collegiate where work up to Grade Twelve is carried on. As I stated last year, Grade Seven and Eight were taken out of the Public Schools and a Junior Collegiate formed. After a year of observation I am of the opinion that this change has not been in the best interests of the Public Schools.³⁹

However, Inspector E. Knapp did see big possibilities in the new junior high school movement:

While the Intermediate or Junior High School is largely in use in the City of Winnipeg, it has so far found little favour elsewhere. This school in a modified form was in operation at Portage la Prairie and Souris. In both places the course is a combination of the Junior High School with the Senior High School. The course seems to have been chosen with a view to accommodate the pupils of Grades Seven and Eight in the same building with the higher grades, rather than on its own merits. However, now that there is a definite curriculum for this class of school it is possible

37. id., 1921, 45.

38. id., 1922, 47.

39. id., 1923, 45.

that it will receive more attention and find more favor in the smaller centres. In my opinion much of the work now started in Grade Nine could to advantage be started in Grades Seven and Eight. This applies to mathematics but more particularly to the languages. Care has been taken in arranging this course so that a student on the completion of the work of Grade Nine will suffer no handicap if he wishes to proceed with the work of the higher grades. On the other hand, if the student wishes to leave school at the completion of the work in the intermediate school, he will have a course more rounded and complete than he ordinarily would have had at the completion of Grade Nine.⁴⁰

By 1930, however, criticism of the Portage la Prairie experiment seems to have died out and Secondary School Inspector Knapp was able to report:

Portage la Prairie has had this plan in operation for a number of years and it has been a decided success. The plan is commendable and I look for its more general adoption in the near future.⁴¹

(c) Brandon.— The issuing by the Department of Education of a new programme of studies for Grades Seven, Eight, and Nine in 1928-29 considerably increased the interest displayed by schools boards in the six-three-three or six-six systems. Brandon made preparation for the reorganizing of its schools and Superintendent Neelin of Brandon reported to Hon. R.A. Hoey, Minister of Education, that:

An important part of the organization work during the year was in preparation for the complete adoption of the six-three-three system of schools. Two new Junior High Schools will be opened next term with additional departments in two Elementary Schools.⁴²

The next year Superintendent Neelin was able to report that:

40. id., 1923, 10.

41. id., 1930, 91.

42. id., 1928, 94.

The School Board's Building programme, adopted four years ago when a debenture by-law for \$250,000 was approved by the ratepayers, was completed with the building of the Junior High Schools, the Earl Haig and Earl Oxford, during the past year. The former was opened in November and the latter in March.⁴³

The two junior high schools had in 1929 an average monthly enrolment of 802.0 pupils and a staff of 21 teachers.⁴⁴ In 1930 Superintendent Neelin reported that the junior high school enrolment had increased by 12% while the enrolment in Grades ten to twelve had remained about the same. This factor, according to him, "showed conclusively for this year at least that the organization of the junior high schools is an important factor in keeping pupils longer in school."⁴⁵

He also reported the introduction of a correspondence technical option in the junior high school course with gratifying results. Better work in all subjects was being obtained because of the enthusiasm developed in connection with practical subjects in which the pupil is keenly interested.

(d) Other cities and towns.— In 1923 Secondary School Inspector Knapp reported that a modified form of junior high school organization was in operation at Souris.⁴⁶ However, few small centres ventured to adopt the new system until after the issuing of the new programme of studies for Grades Seven,

43. id., 1929, 85.

44. ibid., 84.

45. id., 1930, 101.

46. id., 1923, 10.

Eight, and Nine. Then, in 1929, the response to the new curriculum was very gratifying. Deputy Minister Fletcher reported to the Minister of Education, Hon. R. Hoey, that:

The new curriculum continues to have far-reaching results. Two Junior High Schools have been organized - one in Neepawa, where the two grades, seven and eight, are still in a building separate from the higher grades - and in Minnedosa where the Junior High is in one building and gives the opportunity of utilizing to the fullest extent the services of experts in almost every subject. In both the inclusion of some primary language work in the earlier grades overcomes the difficulty found in language study in the past. It is working wonders and has improved the standard of all these grades and increased the interest and joy of the students.

The six-six system found favour in some centres as shown by the report of Secondary School Inspector Knapp:

An aspect of school work which is finding favour throughout the Province is the establishing of a unit which combines the Junior and Senior High Schools grades. The work from Grade Seven up is under one section of the staff. Each teacher takes his own subjects throughout the various grades. In this way such subjects as science and mathematics can be taught better and language work can be started earlier than is usual. Such departments have operated successfully at Hamiota and The Pas during the past year, and the Brickburn School (Gilbert Plains) is making provision to have similar arrangements for the coming year.⁴⁸

Superintendent T. Clarke, reporting for the Miniota School Board, stated that in 1929 the six-six system was introduced in the schools at Buelah and Isabella where two first-class teachers were assigned to each of the units which included the Grades Seven to Eleven. The work proved successful and the Department of Education issued permission

47. id., 1930, 16.

48. ibid., 91.

for the continuance of this organization.⁴⁹

K. SUMMARY AND APPRAISAL

On the whole, Canada's first experiment with junior high schools, as developed in the province of Manitoba, has proved very valuable. Educators in this province have had the courage to lead the way. They have shown that the underlying principles of the junior high school can be carried out not only in big schools, as demonstrated in the Winnipeg and Brandon six-three-three systems, but in smaller school systems, as in Stonewall, Souris, etc, many of the valuable features, such as an earlier start on secondary school subjects, more practical subjects, and a wider choice of subjects, can be incorporated with benefit to the pupils of these smaller schools, especially under the six-six system most generally used.

Undoubtedly, for many years the City of Winnipeg has led the way in the development of intermediate school work both in Manitoba and in the other provinces of Canada. Taking many of the best features from the central schools of London and from the junior high schools of the United States, the Winnipeg intermediate schools have gradually widened their curricular offerings in order to better cater to the varied aptitudes and interests of the adolescent pupils attending these institutions. The proximity of Chicago, an educational leader in junior high school work among cities of the United

49. id., 1929, 103.

States, has served as an effective stimulus upon the educational policy of the City of Winnipeg. After carefully watching the successful development of intermediate schools in Winnipeg, other cities and districts in the province have adopted the six-three-three or the six-six system of organization and many of the features of true junior high schools. Some of these cities and districts are: Brandon, Portage la Prairie, Stonewall, Souris, Neepawa, Minnedosa, Hamiota, The Pas, and Gilbert Plains.

At first many of the secondary school inspectors were skeptical of advantages to be obtained by intermediate school organization. Several openly opposed any change in Manitoba's traditional eight-four system. However, the experiments with middle schools in this province have proved so successful that this opposition has been removed and the inspectors are now practically unanimously supporting the junior high school movement in Manitoba.

CHAPTER 111.

THE JUNIOR HIGH SCHOOL MOVEMENT IN ONTARIO

In the past Ontario has developed her educational organization mainly upon strictly academic lines. Egerton Ryerson, the founder of the province's traditional "ladder" system, advocated the complete unbroken chain of studies from the kindergarten to the university. In this scheme the boy or girl goes through the "Public School" of eight grades and passes at the age of about fourteen into high school, a school which was originally designed for those who wished to prepare themselves for university or for business positions which demanded the qualifications of a matriculation certificate. If Egerton Ryerson were alive today he probably would be aghast to find that his system was still being applied under modern conditions. However, such is the situation general throughout Ontario today. In comparatively few centres have educators and administrators dared to criticize Ontario's traditional organization. Nevertheless in the past few years some such criticism has appeared and seems to be slowly gaining in official and public support.

A. INTERMEDIATE SCHOOLS OF OTTAWA

(a) Establishment and control.— The City of Ottawa was one of the first centres to experiment with intermediate schools in

Ontario. In 1911 the Public School Board of this city established a School for Higher English and Applied Arts. It was designed to give a general and commercial course of three years' duration for special adolescent pupils who did not want to attend the collegiate institute. Three-fifths of these pupils, however, had passed their examinations for entrance into a secondary school. The other two-fifths were of Grade VII standard. By 1923 the school was organized on a platoon basis. The school was discontinued in 1927 because it was duplicating some of the work in the collegiate institute and because fees for secondary school work had been discontinued.

When this School for Higher English and Applied Arts was disbanded, it was replaced by an intermediate school for Grade VII pupils and backward pupils. The purpose was twofold. The public school board desired to relieve the congestion in certain school districts and they also desired to experiment with this type of intermediate school. In two years the experiment had proved so successful that the board decided to extend the system. In 1929 all pupils of the Regular Grades VI and VII(Form IV) and all pupils of Special Grades VI and VII(backward early adolescents) were brought together in five centres for intermediate school work. During the first two years of operation the elementary school pupils in the vicinity of an intermediate school attended this school but of course did not form part of the intermediate school organization. They had their own teachers who worked under the traditional elementary school system. In 1930 the public

school inspectors recommended the continuation of this intermediate school work but suggested the replacement of two of the existing schools by new ones which would house intermediate school pupils only.

Grade 1X pupils were not included in these intermediate schools because of the difficulty of securing satisfactory joint action by the public school board, which controlled elementary education, and the collegiate institute board, which controlled secondary education. The public school board, which initiated the intermediate schools, had the legal right to give instructions in Form V classes, but believed that by doing so unnecessary duplication might result. Thus a two year intermediate school course, which would result in a 6-2-4 organization in place of the more desirable 6-3-3 system generally used in junior high schools, was adopted by this Ottawa Public School Board.

(b) Size.— The number of classes in each of the five intermediate schools varied from ten to eighteen and the number of pupils per class from thirty to forty-five. It was found that the large school of about eighteen classes, in a building used solely for intermediate school pupils, was most suitable in carrying out the aims of this intermediate school work.

(c) Costs.— When considered from every point of view, the initial and current expenses connected with the intermediate schools of Ottawa have been very moderate.

For effecting the necessary alterations in 1929-31 the cost was approximately \$5,000.00, consisting chiefly of the cost of minor equipment. The cost of

making the necessary structural changes for the improved system in 1931 was approximately \$200,000.00 the same as the estimated cost to make the necessary changes to accommodate all pupils under the previous organization.¹

Although instructional costs amounted to slightly more under the new system yet this was more than made up by the economy in equipment and the more efficient use of teacher abilities under the centralized and departmentalized intermediate school organization.

(d) General organization.- The intermediate schools of Ottawa base their organization upon the principles of centralization of pupils and departmentalization of teaching. The platoon system is used. Boys and girls are usually kept in different classes in order to facilitate arrangement for sewing, cooking, woodwork, metalwork, and physical education. Half of the time the pupil spends in his own home room and half of the time he rotates with his class to other rooms for instruction in special subjects. Each school day is divided into eight periods of forty minutes each. In the morning session the pupils spend two of the four periods in the home room and two in special rooms. Similar procedure is followed in the afternoon.

(e) Curricula.- The home room teacher usually teaches arithmetic, grammar, English composition, hygiene, penmanship, English literature, oral reading, and spelling. Subjects

1. Easson, M., The Intermediate Schools Of Ottawa, Toronto, 1933, 107.

Subjects taught in special rooms are history, art, geography, nature study, oral French, physical training, sewing, cooking, woodwork, metalwork, library work, and auditorium(music and oral expression). Of the twenty periods per week which are devoted to special room work, the distribution is generally as follows: metalwork 2, woodwork 2, sewing 2, cooking 2, physical training 2, nature study 2, auditorium 2, art 2, library 2, geography 3, history 3, Except in the case of backward pupils and classes, no provision is made for alternative subjects. No provision is made for the teaching of a foreign language other than oral French.

(f) Extra-curricular activities.— Aside from the regular curricula, pupils have opportunities to participate in such extra-curricular activities as choirs, annual concerts, extra library periods, and competitive sports. Choirs are organized for both boys and girls. The annual concerts provide an opportunity to make use of dramatic ability trained in auditorium periods. The libraries are open after four o'clock for pleasure reading, etc. Activities in sports take the form of football, basketball, hockey, skating, softball, and track.

(g) Teachers.— Great care was taken in selecting the teachers of the Ottawa Intermediate Schools. Teaching experience, ambition, scholarship, knowledge of the psychology of adolescence, suitability of personalities to deal with early adolescents were all taken into account when applicants were being considered. Preference was given to young, open-minded teachers. It was deemed especially advisable to allot the

home rooms to teachers who would exert a strong personal influence on their pupils. A special room teacher had to have the above qualifications and also outstanding talent and interest in the special subject he or she desired to teach. Above all, the authorities and teachers in these schools aimed at the provision of appropriate activities and experiences rather than at the imparting of unrelated knowledge.

(h) Special provision for the backward pupil.- In the selection of teachers for the backward classes care was taken to obtain suitable dispositions for this type of work. These teachers, it was believed, should be resourceful, cheerful, able to smile, play, and work with their pupils, and thus able to win their cooperation. They should be able to forget formal examinations and standards and able to adjust the work to the capabilities of the pupils.

A pupil was placed in one of these classes if his intelligence quotient was below ninety and if the history of his work was such that the teachers believed that this special type of work would be more suited to his interest and abilities. The parents' consent was always obtained first. In size these classes varied from fifteen to thirty-five but it was the aim of the administration to keep the registration of each class below thirty.

Each successive year the curriculum for these classes has become more differentiated, less formal, and more practical. The history taught is mainly biography and civics. The aim is to give reality and meaning to good citizenship. The teaching

of grammar is very limited. Only those features which are necessary to simple oral and written expression are taught. The arithmetic course has been simplified for these backward pupils. Long mechanical work and involved problems have been omitted. The subject is made as real and practical to the pupil's present and probable later life as possible.

(i) Results.— The intermediate schools of Ottawa are not true junior high schools because:

- i. They deal with Grade VII and VIII pupils only.
- ii. They make no provision for tryout or exploratory courses.
- iii. They make no provision for optional courses to suit the aptitudes of the pupils.

However, these schools are moving in the right direction and are providing a more effective education for Form IV pupils than was given under the traditional system. Furthermore, some of the very important aims of the junior high school are being carried out. These are:

- i. Early foreign language training.
- ii. More handwork activity.
- iii. More knowledge and appreciation of the fine arts.
- iv. More appropriate courses in physical training and nature study.
- v. More differentiation of curriculum for backward pupils.

B. AUXILIARY CLASSES

Another move towards educational reform in Ontario can be

seen in the auxiliary classes which have been established since 1914 in many centres in the province. Although handled in connection with their Grade Eight elementary schools, these auxiliary classes do much of their work with pupils of junior high school age and provide an important phase of junior high school opportunities.

(a) Purpose of the classes.- The Ontario auxiliary classes were established to give a more democratic basis to education in this province. It was at last realized that the rigidly academic type of education, inherited from a previous age, must be modified if all pupils were to be provided with equal opportunities to benefit from attendance. In secondary education this problem was partially solved by the establishment of various types of high schools such as technical, commercial, etc. In elementary school the problem is in the process of being worked out by means of auxiliary classes.

These classes can be divided into two kinds:

(1) classes for physically handicapped children. Such classes are sometimes known as sightsaving, deaf, open air, etc. classes. (2) classes for "direct" learners. These latter classes are composed of pupils who have a low intelligence rating and who thus cannot indirectly, through the study of symbols and the apprehension of theory, learn to control behaviour.

Since conduct with these pupils is largely a matter of direct rather than considered response, the development of moral, social and vocational habits and attitudes constitutes an important part of their education. Since verbal methods of

instruction and negative forms of training are as little likely to be productive of results in social as in academic or vocational education, it would seem essential that both teacher and pupil conceive social behaviour as a progressive series of accomplishments which may be mastered by means of instructions, participation, and practice in much the same fashion as arithmetic or woodworking. To this end a positive and explicit, rather than a negative and incidental, programme of training has been provided, embracing a system of classifications and promotions in various phases of social efficiency similar to ordinary classifications and promotions in academic and craft-work subjects.²

Senior pupils are given careful vocational guidance training and a sincere effort is made to place these pupils in suitable positions.

(b) Organization and growth.— The Auxiliary Classes Act was first passed by the Ontario government in 1914. Since then the growth of these classes has been rapid, as shown by the following chart:

1920 -	26 classes
1925 -	145 classes 3
1930 -	283 classes

(c) Training of teachers.— All teachers of auxiliary classes receive special training in summer courses. Teachers entering this work must have the following minimum qualifications:

- (1) Normal School graduation.
- (2) three years' teaching experience.
- (3) a certificate from their inspector of special aptitude for the work.

Short courses are now being given in the Normal Schools to all

2. Ontario Department of Education, Annual Report of the Minister of Education, 1934, 34.

3. id., 1930, XI.

teachers-in-training in order that those teachers who go to rural schools may have the latest methods of dealing with auxiliary type pupils.

(d) Control of auxiliary classes.- The establishment and control of these auxiliary classes is a matter which comes under the jurisdiction of local school boards. It is believed that the system of securing the voluntary co-operation and good will of a district will result in more beneficial and permanent results than a policy of compulsion. The Ontario Department of Education provides special training for teachers, inspectorial service, free surveys, and special grants to cover one-half of the excess cost of this type of education.

(e) Conduct of classes.- In the auxiliary classes composed of physically handicapped children the ordinary public school courses are followed, because many of these pupils may later pursue a collegiate or university education. Special equipment, organization, and methods of instruction are provided to meet the special needs of the pupil. Great care is taken in regard to the conservation of his health.

In various types of auxiliary classes for the "direct" learning pupil, such as the training, promotion, partial and special industrial classes, modifications of the usual school-room procedure and course of study are necessary. The horizontal system of classification and promotion by grades has been superseded by a vertical system of classification and promotion by subject is used. The pupil's progress is thus kept at a maximum. His weaknesses are given special attention and his aptitudes developed. A considerable portion of the

school day is devoted to craft work whereby the pupil acquires manual skill, vocational training, and control of behaviour through direct response to actual situations. The course is made as realistic and practical as possible.

Thus simplified processes of estimating interest, trade discount, taxes, etc., have been brought down from the Arithmetic of Grade eight and substituted for common measure, multiples, cancellation in the Arithmetic of Grade six. Literary composition has been largely superseded by such oral and written exercises as will equip the pupil with ability to apply for a position, conduct a business conversation by telephone, etc. An intensive study of home industrial and social geography has taken the place of an extensive course in world geography. In the four secondary schools established for this type of pupil under the Advisory Vocational Committee of the Toronto and Hamilton Boards of Education, courses in drafting, experimental physical science, food chemistry, home economics, etc., are being successfully taught by direct learning methods. In the formation of these curricula mental integration, socialization and the ability to function knowledge have been deemed of greater import than the acquisition of academic information.⁴

(f) Results.— The fact that only one auxiliary class has ever been discontinued and the fact that the number of such classes are increasing rapidly are proofs of their success. Since their establishment in Toronto, the number of juvenile court commitments has decreased and records show that hundreds of self-respecting and self-supporting citizens have received their early training in these centres. The auxiliary classes are doing much to solve the problems of the socially maladjusted child and at the same time are laying the foundation for the organization of junior high schools in the Province of Ontario.

4. id., 1930, 33.

C. THE FOREST HILL VILLAGE COMMUNITY SCHOOL

In 1927 the Board of School Trustees of the Village of Forest Hill decided that the time had come to strive for educational progress. They approached the Ontario Department of Education with the suggestion that they be allowed to carry out an experiment in their school along lines which they believed would better qualify their pupils to cope with the rapidly changing conditions in the world of to-day. The Department gave their proposal careful consideration and finally not only approved it but assured the trustees of the assistance of the Department's experts.

(a) Problems to be solved by the Trustees.- The official sanction of the Department of Education spurred the trustees on towards solution of their problems. The first problem to be solved was the setting up of a general educational policy which would not only be educationally but also financially sound and, at the same time, capable of adoption by other Ontario communities. A survey was made of all possible educational needs, both present and future. Careful estimates of the rate of growth of the municipality were charted and estimated in the annual educational budget. So accurately was this survey carried out that the tax rate for educational purposes has never varied more than one and one-half mills since the first rate was struck.

The second problem faced by the trustees was that of a suitable building programme. A broad educational programme

demanded adequate and suitable accommodation. A generous site was finally chosen and the design approved. It was to contain an auditorium, gymnasium, playrooms, household science department, library, kindergarten, etc. The trustees had deliberately set out to "achieve a school building constructed and equipped to give full scope to the new idea in education that the development of the individual, not the group, was the true object of education."⁵

The third problem to be solved was the defining of the educational aims of the new school. In this matter the experts of the Department of Education and of the Ontario College of Education rendered valuable assistance. The first principle decided upon was that all pupils should receive an education that would develop and balance their natural talents to the fullest possible extent. This definitely meant that the traditional "ladder" system had to be greatly changed.

The Board of Forest Hill Trustees decided that their school should replace this old system in one school through the application of the following principles:

1. That the main object of education is to awaken the reasoning powers and to teach children how to think.
2. To embrace the three laws laid down by Parliament, (a) that children must remain in school until they are sixteen years of age, (b) that education is compulsory, and (c) that education is free.

The process of education was divided into two parts:

1. Training the acquisition of the facts of knowledge.
2. Adapting what is learned in training to the particular powers of reasoning, in other words, to think through their own problems.⁶

5. Galbraith, J.S., "Forest Hill Village Community School." School Progress, Vol.3.-No.3., 8, October, 1934.

6. *ibid*, 8.

A system of education which would develop the individual character of every child was desired. Teachers would be expected to teach the child rather than the subject. Some pupils would naturally be found capable of pursuing academic studies, while others better fitted by nature to train for industrial and business occupations. From this community school these latter pupils could continue this type of training in technical or commercial schools. Those heading for the professions, upon completion of their upper preparatory courses in this school, would enter the university.

(b) Leaders in this experiment.- In order to successfully carry out their plans it was very essential that the school board employ a principal who was not only competent but also in complete accord with the aims of the experiment. They finally decided upon W.J. Tamblyn, M.A., B.Paed., who had had experience both as an educator and a business executive. Since his appointment Mr. Tamblyn has shown ample ability for the type of leadership and ability needed.

Especial mention should also be made of Dr. Peter Sandiford of the Ontario College of Education. Under his leadership the experts of the Department of Education rendered valuable assistance both in planning and guiding the experiment.

(c) Rotary organization within the Forest Hill Village

Community School.- To provide for the recognition of individual differences opportunities had to be provided that would not be limited by the four walls of a single classroom nor by the standard system of promotions. A flexible system

which would make full use of the library, auditorium, etc., was adopted. By means of a modified rotary system over 1000 pupils were accommodated in the school which had only seventeen standard classrooms.⁷ The system began with Grade One, where pupils left their home for short junior manual training, library, auditorium and gymnasium periods. As the pupils' ages increased and as they were acclimatized to the system, the rotation became more pronounced. Careful pupil adjustment to new teachers was made by means of pre-grade classes. Post-grade classes, home-room teachers and group counsellors were used to remedy any ill effects which might arise because of departmentalization. Each class up to Grade Four spends half of its time with its home teacher. At the beginning of the formative adolescent period the pupils pass into the senior unit of the school. Here each student meets his group counsellor four times each day. These counsellors are not only specialists in some subject but also students of psychology. They are responsible for the social and character-building activities of each member of their group throughout the entire duration of the pupil's life in the senior section.

(d) Diversified curriculum.- Although the examinations of the Department of Education are used in the school, they serve merely as a guide to enable the teachers to maintain that standard which will permit students to transfer to other Ontario schools without handicap or loss of time. However, in addition to the regular prescribed work many opportunities

7. Tambllyn, W.J. "Forest Hill Village Community School." School Progress, Vol. 3 - No. 5, 8, December, 1934.

are present for both class and individual enrichment in such subjects as typewriting, music, foreign languages, manual training, household science, dramatic art, library work, agriculture, public speaking, short story writing, stage craft, etc. The pupil's vocational aptitudes are studied by means of try-out courses which are taken before his final educational path is selected.

Extra Curricular Work.

In addition to the prescribed subjects (including agriculture and nature study) the entrance class takes periods as follows:

	Half hour periods per week.
French.....	1
Library.....	2
Manual Training and Mechanical Drawing(Boys).....	3
Household Science and Sewing(Girls).....	3
Co-related History.....	1
Auditorium.....	2
Public Speaking and Debating.....	1
Visual Education and Public Addresses.....	2
Guidance with Group Counsellor.....	4

Choice of Senior Opportunity, A.M.;
and

Senior Opportunity, 3:30 to 4:15 P.M.

At some time of the year they will be introduced to Latin, Algebra, and Geometry.⁸

(e) Class grading.— Classes in each grade are rated as A,B, or C. All classes take the same standard work but the amount of individual enrichment depends upon the ability of the pupil to do the work assigned to his class. The grade chairman instructs the weakest of the classes, which is always kept small in numbers to allow more individual coaching. Promotions are generally made twice a year but may be more frequent when the need arises. Adjustments within the grade are made at any

8. *ibid*, 10.

time.

A minimum of retardation and a maximum of acceleration has been obtained. In 1935 less than 2% of the pupils had to repeat their year, while 18.5% received a six months' acceleration. Age-grade statistics show that the standing of the whole school has been advanced on an average of six months during the past three years.⁹ What is most gratifying to those concerned is the fact that this has been done without the traditional "cramming for examinations".

(f) Individual enrichments.— When an individual student has advanced beyond his fellow classmates in certain subjects, he may receive special opportunities for enriched work in one of the special rooms of the school or in the tutorial room. When a whole class has completed a unit of the standard subjects ahead of schedule, it may either rotate through the school for additional instruction or may receive such extra work which the home teacher may be qualified to offer.

The tutorial department has as its function the giving of special assistance to those who have become retarded because of sickness or some other reason. The staff is very careful that no stigma is attached to this department. Brilliant students are admitted if desirous of acceleration.

The efficiency of the school depends greatly upon the system of grading of pupils. However, some classes are ungraded. Here, seniors and juniors get the opportunity of working

9. id. "Adapting the School to Meet Individual Requirements." School Progress, Vol.VI. - No.X., 12, May, 1936.

together and of helping and learning from one another. The opportunity and "pick-up" classes are organized in such a manner.

Points in the scheme in addition to the Standard Grade Classes:

1. A Psychological Study... (a) Group studies of every child.
(b) Individual studies of special cases.
2. A Biological Grouping... (a) A Maximum of time with teacher for Junior Classes.
3. A Modified Rotary System.
4. Grade Organization..... (a) Grade Chairman-Supervision.
(b) Students graded on a basis of "ability to do the work of the class."
(c) Promotions semi-annually.
(d) Adjustments daily.
5. Types of Classes..... (a) Grade Classes.
(b) Pre-grade Classes.
(c) Post-grade Classes.
(d) Co-operation Classes.
(e) Enrichment Classes.
(f) Opportunity Classes.
(g) Supervised Study Classes.
(h) Honor Study Classes.
(i) Pick-up Classes.
(j) Tutorial and Individual Enrichment Classes.
6. Visual Educational Programme.
7. "History of Work" room aiming to vitalize and co-ordinate studies more fully.¹⁰

There are two types of opportunity classes. One is held for about one-half hour during the morning session. It is to give opportunities for enrichment to those pupils whose standards are high in their regular classroom work. Slightly retarded pupils may also obtain this enrichment, but only upon special request by their parents, who must agree to the

10. id. "Forest Hill Village Community School." School Progress, Vol. III.- No. 5., December, 1934, 9.

pupils taking a less advanced class in their regular work in order to have time for the broadening subjects. The second type of opportunity class is held from 3:30 to 4:15 P.M. Pupils are admitted only upon request from the parents. The decision as to whether the student shall take only the standard subjects or shall enrich their course is thus left entirely to the parents. The so-called "frills" are not forced upon the pupils.

At the present time we have classes which are spending as high as 42% of their time on the subject of their choice, while individual students are spending as high as 50 or 52% on enrichment subjects. These students are almost without exception heading the list in their academic subjects. It is interesting to note that one class which took 40% enrichment last year is taking two grades in one this year with comparative ease.¹¹

Occasionally "co-ordination classes" are organized to bring closer unity to the work and to enable the pupil to see the various subjects from other angles. The "history of work" room is an example of this type of co-ordination class.

(g) Costs.-- During the three years that the above-described system has been in force at the Forest Hill Village Community School the per capita costs have gradually been reduced, despite the fact that teachers have been given yearly increases in salary and that additional senior grades in high school work have been added each year. At present matriculation, commercial, and industrial high school courses are being offered. This gradual reduction of costs, despite

11. id. "Adapting the School to Meet Individual Requirements." School Progress, Vol.VI.- No. X., 11, May, 1936.

individual enrichment and opportunity, has done much to awaken the eyes of the skeptical.~

(h) Summary.-- Taking as it does pupils at the Grade One stage and guiding them through to University, business positions, etc., the Forest Hill Village Community School is by no means a junior high school. Yet this school does appreciate and carry out most of the principles underlying intermediate school work. The fact that special attention and guidance is given to the child during the adolescent period, the giving of try-out courses, the wider selection of enrichment courses, the appreciation of individual differences, etc., all show that this school is leading the way towards educational reform along junior high school lines in Ontario. In fact, from the Forest Hill System other provinces can learn much that will improve their own junior high schools.

D. OTHER EXPERIMENTS IN INTERMEDIATE SCHOOL WORK

(a) The University School Experiment.-- In 1924 the University School, which is a boys' school operated in connection with the Teachers College of the University of Toronto, embarked upon a departure along junior high school lines. Grade Five was discontinued, leaving the school with Grades Six to Twelve. These remaining grades were divided into two sections, a junior school and a senior school. The organization and underlying principles behind these schools were in close harmony with those of the Central Schools of England. Mr. F.W. Marchand was the principal of the University School at the

time of its reorganization. His experiment proved a great success, with the result that the plan has been continued up to the present time. Of the 500 pupils enrolled, 125 were in the junior school or junior high school section.

Although the boys attending the University School are on the whole a superior academic group, selected from the homes of wealthier citizens, yet marked success has repaid the efforts of the teachers in their attempt to provide a wider choice of course, more physical education, more recognition of the difficulties of the adolescent ages, and more facilities for individual rates of progress.

In a personal interview with Dean Althouse of the Teachers College the following facts were given to the writer (July, 1936):

- (1) 28% of the students in the University School became retarded during the adolescent period.
- (2) 20% of these resumed normal progress after the completion of their intermediate school work.
- (3) 15% of the students of the school showed a surge of acceleration during their adolescent period but this acceleration lasted for eighteen months only.

Undoubtedly the University School is recognizing and carrying out many of the aims of the junior high school. Its influence and success should go far towards widening the interest and experimentation of Ontario cities in the movement for intermediate schools.

(b) The Tamworth System of Consolidation.— An interesting experiment, which should prove of great interest to those concerned with the possibilities in regard to the rural school phase of the junior high school movement, is being conducted at Tamworth by the county authorities under the guidance of

Inspector McEwen. A system of consolidation or co-operative rural schools has been arranged for their elementary and continuation school work. Four schools participate in the scheme.

Under the present organization three of the four schools send their Fourth and Fifth Form(continuation)pupils to the fourth school in the plan. The First, Second and Third Form pupils of this fourth school are distributed among the other three schools. All pupils are provided with the necessary transportation. By this arrangement senior pupils in the elementary schools and Fifth Form are brought together in one centre in order to economically provide these pupils with some of the advantages of a junior high school. More practical work in the form of agriculture, home economics, manual training, and shop work is at present provided. Although there are at present no opportunities for try-out courses and insufficient provision for a wide choice of course, yet the segregation of the early adolescents is an important step in the right direction and under the direction of Inspector McEwen, who is in sympathy with the aims of true intermediate schools, the experiment will undoubtedly develop. According to Mr. McEwen, Chief Inspector Greer and the Department of Education are watching this experiment with keen interest and upon the success of Tamworth's system of consolidation depends greatly the future of the junior high school movement in the rural schools of Ontario.

12. Inspector McEwen granted the writer a personal interview ,
Toronto, July, 1936.

E. INTERMEDIATE SCHOOLS BILL

By 1936 the Department of Education of the Provincial Government of Ontario realized that definite action should be taken to facilitate and encourage the establishment of Intermediate Schools throughout the province. As we have seen, some schools were already carrying out the junior high school principles in part under special permission from the Department. Now all school boards were to be given, by means of permissive legislation, the opportunity to establish intermediate or junior high schools for pupils of Grades Seven, Eight, Nine, and Ten.

(a) Important provisions in the Bill.- In the Bill, which was presented to parliament for its First Reading on March 30, 1936, the term "Intermediate School" was defined as follows:

"Intermediate School" shall mean a department of a public or a separate school which is established and maintained by a public school board or a separate school board, or by a committee appointed by two or more public school boards or two or more separate school boards, or by one or more public school boards and one or more separate school boards, and which offers in a separate organization, but not necessarily in a separate building, courses of study in subjects now included in the curriculum for Grades seven, eight, nine and ten (Forms four and five) of the public and separate schools, in the lower school of the high school and in the first two years of the vocational school.¹³

That this legislation was to be permissive and not compulsory showed that the Department of Education realized that it must not stir up opposition from those sections of the

¹³ Government of Ontario Document. "Bill No. 119, An Act respecting Intermediate Schools." 1936, 1.

province where Ontario's traditional conservatism still lingered. The Bill catered merely to the desires of progressive school boards.

* Subject to the regulations and to the approval of the Minister being first obtained, a public school board of any municipality or school section, or a separate school board, may establish and maintain one or more intermediate schools.¹⁴

Provision in the Bill was made for the establishment of these Intermediate Schools by means of agreements between school boards in regard to consolidation.

Subject to the regulations and to the approval of the Minister being first obtained, agreements may be entered into by two or more public school boards, two or more separate school boards, or by one or more public school boards and one or more separate school boards, for the establishment and maintenance of one or more intermediate schools to be conducted in a place agreed upon by the boards, for the benefit of the pupils of such schools, and every such agreement shall specify the proportion of the cost of the establishment and maintenance of the intermediate schools to be paid by each of such boards, and shall provide for the manner in which such proportion shall be determined.¹⁵

(b) Unfortunate fate of the Bill.- When introducing this Intermediate Schools Bill into the legislature the government had very unwisely coupled it with a bill granting separate schools a larger share of corporation taxes, This latter bill aroused the old religious feud, which had waged for so many years in Ontario and Quebec. Public indignation meetings were held, petitions and threats were signed, and scathing attacks upon the government were made by newspapers and countless individuals. This opposition to the bill granting more money to the separate schools aroused the suspicions of certain

14. *ibid*, 1.

15. *ibid*, 2.

government opponents in regard to the Intermediate Schools Bill. They pointed out the danger of allowing separate school authorities to establish intermediate schools. They claimed that this was probably the first step towards allowing the Catholics to control the education of Grade Nine and Ten pupils and even high school pupils at a later date. The Liberal Government under Premier Hepburn was perplexed but believed that it was doing what was right and was therefore determined to pass at least one of the bills. Unfortunately for the growth of the junior high school movement in Ontario, Premier Hepburn and his advisers unwisely decided to drop the truly harmless Intermediate Schools Bill and to proceed with the Second Reading of the other one, which finally did become an act.

In defence of his position regarding his bill granting separate schools a larger share of corporation taxes, Premier Hepburn told the Ontario Legislature early to-day his life had been threatened "in no uncertain way" in the last few days.

Without ascribing the threats to his stand on the tax question the Premier declared: 'I am not lacking in courage, I know I am doing the right thing.'

The bill which received second reading (4:00 A.M. to-day) by a vote of 65 - 20, will be advanced through final stages this afternoon after which Lieutenant Governor Herbert A. Bruce will prorogue the Legislature.¹⁶

Although Ontario educationalists who are desirous of obtaining Intermediate School legislation are naturally very disappointed at the outcome of the Intermediate Schools Bill they are still very hopeful that the government will again sponsor the bill at another session.

16. Vancouver Daily Province, April 9, 1936, 2.

F. SUMMARY AND APPRAISAL

One cannot point to any true junior high schools in Ontario. It is possible, however, to mention many schools in which many of the aims and principles of this junior high school movement are being carried out. The most outstanding work in this regard is being done at the Forest Hill Village Community School. In the writer's estimation this school is one of the most progressive in Canada. This school offers the pupils exceedingly fine opportunities to enrich their regular courses by means of optional try-out classes, tutorial classes, pre-grade classes, post-grade classes, and club activities in the form of opportunity classes. However, it cannot be called a true junior high school because it caters also to pupils of the elementary school grades. The intermediate schools of Ottawa enroll only pupils of Grades Seven and Eight. In connection with the planning of the curriculum in these schools there is insufficient provision made for differentiation of courses according to the interests and abilities of the pupils. A special type of course is offered for backward pupils but all bright pupils must take the same course irrespective of interests. The auxiliary classes in Ontario are doing very fine work in connection with differentiation of courses for pupils not suited to the traditional type of academic education. But this work is being done in the regular elementary schools. No attempt is made to segregate the young adolescent pupils. The University School is carrying out many

of the aims of the junior high school by making provision for varying rates of pupil progress, by recognition of the problems of adolescence and by permitting some choice of course. However this school caters also to senior high school pupils and, as has already been pointed out, its pupils are on the whole superior pupils from wealthier homes.

Nevertheless, the leading educators in Ontario do appreciate the advantages to be gained by the adoption of some form of junior high schools. The Department of Education favors the necessary reorganization. The Intermediate School Bill - though unsuccessful in passing the Legislature - shows the active interest taken in the matter. Undoubtedly Ontario is well on its way towards general acceptance of the junior high school movement.

CHAPTER IV

THE JUNIOR HIGH SCHOOL MOVEMENT IN BRITISH COLUMBIA

The impetus and inspiration for the organization of junior high schools in the Province of British Columbia began with the recommendations in the report issued by Dr. J.H. Putman, Senior Inspector of Ottawa Schools, and Dr. G.M. Weir, Professor of Education at the University of B.C. after they had completed their survey of the B.C. school system. Their report, which was issued in 1925, not only recommended the introduction of junior high schools into British Columbia but also devoted a large section to an explanation and defense of the principles underlying intermediate school work. The feasibility of introducing junior high school organization into the province was carefully considered and definite suggestions made in regard to certain sections of the province.

A. THE PUTMAN-WEIR SURVEY OF THE B.C. SYSTEM

(a) Recommendations of the Putman-Weir Report in regard to

intermediate schools.— When the report of the Putman-Weir Survey was issued, it was found that one of the main topics dealt with was the lack of intermediate or junior high schools in British Columbia. Five definite recommendations were made in regard to this question. They were:

- i. That one or more "opportunity" classes be organized in every large elementary school for the purpose

of accelerating retarded pupils who are approaching the period of early adolescence.

ii. That the public school system of British Columbia provide elementary schools for children from six to twelve years of age, middle schools for pupils from twelve to fifteen years of age, and high schools for pupils who remain at school after reaching fifteen years.

iii. That the middle schools be organized where possible distinct from either elementary or high schools, but combined with one or the other of these where the number of pupils makes such an organization necessary.

iv. That wherever the number of teachers employed in a middle school makes it possible, optional courses be provided for pupils.

v. That graduation diplomas be given to all pupils who complete a three-year middle school course.¹

(b) The Putman-Weir explanation of the intermediate school system.- In defense of the recommendations in regard to intermediate schools, the report devoted considerable space to an explanation of the underlying principles, the probable costs, and the possible problems of organization and management. The question of the adolescent stage in the child's development was emphasized.

Now with the coming of adolescence he is ready and eager for new experiences, for strenuous effort involving logical thought, for a deeper insight into and participation in group undertakings, for a study of social life and history, for language study, and for trying out some vocational activities. In short, the school that would fully meet the needs of our adolescent and all his fellows should have a programme of studies almost as broad and varied as the needs of human life itself.²

The 6-3-3 system was strongly recommended because it assisted vocational adjustments by means of try-out courses and by means of adaptation of material to suit individual interests

1. Putman, J.H. and Weir, G.M., Survey of the School System of the Province of British Columbia, Victoria, 1925, 110.

2. *ibid.*, 79.

and aptitudes.

This three-year period should have revealed to the boy and to his parents and teachers whether or not he has a type of mind that will profit most during the next three years from an academic and literary course of study, a scientific course, or a purely technical course. We are therefore justified in saying that the adolescent or middle school ought to enable half its graduates to find themselves, vocationally, within a short time after leaving school, and will show the other half three or four large finger-posts which, while not pointing toward specific vocations, do definitely point out broad highways that have different vocational possibilities.³

Although the report pointed out that a saving in the costs of various items could be made if the pupils of all Grades VII, VIII, and IX in the schools of a city were brought together, yet it also took particular care to warn the reader that this saving would probably be offset by increased expenditure in other ways. The report clearly emphasized the point that junior high or middle schools were being recommended because of the increased opportunities they offered the pupils and not because of any possible financial saving.

In connection with the recommended intermediate schools a decided change in regard to promotion of pupils was advised. The report pointed out that a pupil should be promoted to an intermediate school as soon as he had reached his adolescent stage, irrespective of the fact that he may not have passed examinations in elementary school work. Promotion from the intermediate schools to the secondary schools would be similarly administered.

...it means that when a pupil has reached in maturity and need the secondary period, he is to be advanced

3. *ibid.*, 79-80.

to instruction appropriate to that period, whether he has completed the normal work of the intermediate period or not. If such pupils are incapable of taking up work usually given in the intermediate or in the secondary periods, then work adapted to their needs must be provided.⁴

Other items in regard to the organization and management of junior high schools explained and defended in the report were as follows:

- i. The junior high schools should be departmentalized.
- ii. Rotary organization or partial rotary organization should be used.
- iii. The middle school programme must suit the varying needs of the pupils. The curriculum must be broad and elastic.
- iv. There should be certain basic subjects for all.
- v. There should be handwork activities, based upon life problems, for every pupil.
- vi. A special diploma should be granted for handwork activities.
- vii. A good library should be provided.
- viii. Vocational guidance should be a part of the programme.
- ix. Training in good citizenship should be given.
- x. Classes should be given in cooking, sewing, woodwork, metalwork, art, physical exercise, library, science, stenography and typewriting, French, Latin, German, auditorium work, and algebra, as well as classes in the traditional subjects such as geography, history, English, etc.
- xi. The length of the school day should be five and one-third hours.
- xii. The junior high schools preferably, but not necessarily, should be under separate management from either high school or elementary school.⁵

B. THE PENTICTON JUNIOR HIGH SCHOOL

The distinction of being the first district in British Columbia to attempt to carry out the recommendations of the

4. *ibid.*, 389.

5. *ibid.*, 86-110.

survey in regard to intermediate schools goes to the Municipality of Penticton. A junior high school, organized under the direction of Principal A.S. Matheson, was opened in September, 1926.

(a) Enrolment.— During the first year this junior high school enrolled 193 pupils, who were divided into five classes. This included two Grade VII classes, two Grade VIII classes, and one Grade IX class. Since 1926 the enrolment has gradually increased as shown by the following table:

TABLE VI
PENTICTON JUNIOR HIGH SCHOOL ENROLMENT

YEAR	NUMBER OF PUPILS	NUMBER OF CLASSES
1927-28.....	208	6
1929-30.....	229	6
1931-32.....	267	6
1933-34.....	266	7
1935-36.....	319	9

(b) Staff.— The original staff of the Penticton Junior High School, which did such fine pioneer work upon intermediate school curricula suitable for British Columbia schools of comparatively small size, included Principal A.S. Matheson, D.P. O'Connell, G. Jones, and Misses E.C. Scott, E.A. Thomas, C. Pitblado, M. Macpherson, A. Page, and M. Wentzel. In 1928 Mr. L.B. Boggs succeeded Mr. Matheson in the principalship.

6. B.C. Department of Education, Annual Report, 1926-27, M 12.

7. id., 1927-28, V 12; 1929-30, Q 13; 1931-32, L 14; 1933-34, N 16; 1935-36, H 16.

8. id., 1926-27, M 12.

(c) Curricular offerings.— In 1926-27 the Penticton Junior High School offered the following subjects: reading, writing and spelling, composition, literature, history, geography, algebra, general science, agriculture, Latin, French, drawing, bookkeeping, typing, shorthand, citizenship, woodwork, electricity, drafting, metalwork, hygiene, physical education, cooking, dressmaking, and music. In 1928-29 arithmetic, geometry, and commercial law were added to the programme. Of the 266 pupils enrolled in 1933-34, 108 were taking the commercial course, 33 the technical course, 31 the home economics course, and the balance either the straight academic course or the high school graduation course.

C. POINT GREY JUNIOR HIGH SCHOOL

(a) History.— Although Penticton gets the credit for being the first district to establish a junior high school in B.C., some junior high school experimenting was being done the same year (1926-27) in the Municipality of Point Grey. A Grade Seven class of thirty-five pupils was attached to Magee High School for the purpose of testing out various proposed practices in teaching and the suitability of suggested courses and subject matter for pupils of intermediate school age. Principal Allan Bowles was in charge and Miss G.C. Reisberry was the class teacher. This experimenting proved so satisfactory that the

9. *ibid.*, M 106-7.

10. *id.*, 1928-29, K 112.

pupils in this Grade Seven class were given experimental work in Grade Eight the next year and a picked class of thirty-eight more Grade Seven pupils were formed into a second junior high school class attached to this high school. The class teachers were R.E. Cummings and Miss G.G. Jack.

In Point Grey, Mr. Allan Bowles, principal of the Magee High School, has one class of 35 Grade VII pupils who form an experimental group upon whom is being tested a different type of curriculum from that of the usual Grade VII course. This class has a specially selected home-room teacher, who teaches English, most of the arithmetic and also nature study and art. Teachers of the Magee High School teach the social studies (geography, history and occupations) technical work, and French.

The Point Grey School Board followed the work of these classes very closely and in 1928 decided to relieve congestion in the elementary schools by providing a junior high school.

The Junior High School question had been widely discussed, and the 1928 Board decided to inaugurate this department. In May, a By-law for \$480,000.00 covering : purchase of a 9.52 acre site at corner of 37th Avenue and East Boulevard, and the erection and equipping of a modern reinforced building containing 42 rooms, received the largest By-law majority given in the history of the Municipality.

Construction of this new intermediate school began in September, 1928, and was ready for occupancy by September, 1929. During this interval all Grade VII pupils and one Grade VIII class were organized for junior high school work by the newly-appointed principal, Mr. H.N. McCorkindale. Eight elementary school centres were used as temporary quarters. The principal

-
11. Point Grey Board of School Trustees, Annual Report, 1928, 203.
 12. King, H.B. "The Present Condition of the Junior High School in British Columbia". B.C. Teacher, Vol. VI, No. 7, March, 1927, 33-35.
 13. Point Grey Board of School Trustees, Annual Report, 1928, 204.

was assisted by a staff of 25, which included all the elementary school vice-principals.

On January 1st., 1929, the Municipality of Point Grey was amalgamated with the city of Vancouver. Development of junior high school work in the Point Grey district after that date will be dealt with under the heading of Junior High Schools in Vancouver.

(b) Costs.- As previously mentioned, the by-law for the erection of the Point Grey Junior High School was for \$480,000.00. Of this sum, \$283,490.00 was paid to the general contractors, \$52,338.00 for heating and ventilating, equipment, and installation, and \$17,000.00 for electrical work. The Department of Education granted \$35,000.00 towards the cost.¹⁴

The 1928 per capita cost for junior high school pupils in Point Grey was \$98.14. During the same year the high school per capita cost was \$124.39 and the elementary was \$63.36.¹⁵ By 1931 this junior high school cost had been reduced to \$87.93.¹⁶

(c) Enrolment and distribution.- In 1926-27 Point Grey had enrolled in junior high school work 20 boys and 15 girls, taking Grade VII work.¹⁷ In 1927-28 the enrolment was 75, composed of 37 Grade VII pupils and 38 Grade VIII pupils.¹⁸ The next year, when Grade VII pupils from all elementary schools

14. *ibid.*, 206.

15. *ibid.*, 225.

16. Vancouver School Board, Annual Report, 1931, 52.

17. British Columbia Department of Education, Annual Report, 1926-27, M 12.

18. *id.*, 1927-28, M 12.

were taken into the junior high school organization, the enrolment increased to 797, which included only one Grade VIII class of 47 pupils. The other 750 pupils were taking Grade VII work.¹⁹

(d) Subject offerings.— In 1926-27 the following subjects were offered to junior high school pupils in Point Grey: reading, writing, spelling, English composition, English literature, Canadian civics, history, geography, arithmetic, French, drawing, woodwork, drafting, metalwork, hygiene, cooking, dressmaking, music, and physical education. In 1927-28 algebra, geometry, general science, typing and electricity²⁰ were added to this list of subject offerings. It must be remembered that at this time the modern junior high school building had not been completed.

D. VANCOUVER JUNIOR HIGH SCHOOLS

The City of Vancouver has developed further in the field of junior high school work than any other city in Canada. This development dates back to 1925, the year of the Putman-Weir Report of their survey of the province. The findings of this investigation pointed out that Vancouver's existing institution, called a junior high school, was not a true intermediate school but that it was "really a special school for retarded children, and calling it a junior high school

19. id., 1928-29, M 14.

20. id., 1926-27, M 109; 1927-28, V 11; 1928-29, R 115.

has tended in the City of Vancouver to attach a wrong meaning²¹ to this term." This same report dealt carefully with this city's educational problems and needs and strongly urged the establishment of true intermediate schools in the city. Definite suggestions as to how these schools might be established at a minimum expense were submitted in the recommendations.

(a) Templeton Junior High School.- In 1926, the year following the Putman-Weir Report, the Vancouver School Board took definite steps to put into effect the recommendations regarding junior high schools in Vancouver. A vigorous building programme was embarked upon. The necessary money was voted by the ratepayers to build an intermediate school in the East End of the city. This Templeton Junior High School originally was to consist of eighteen standard classrooms, one home economics room, science laboratory, library, woodworking shop, metal shop, drafting room, gymnasium, auditorium, and administration offices. Principal H.B. Fitch, who had made a careful investigation of junior high school buildings and procedure in many of the cities in United States, was placed in charge.

The first section of this junior high school was completed early in 1927, but it was not opened until September of that year.

The first unit of the Templeton Junior High School, containing nine modern class-rooms, was not completed

21. Putman, J.H. and Weir, G.M., Survey of the School System of the Province of British Columbia, Victoria, 1925, 387.

till the beginning of the second term of the school-year. As this was not a suitable time to begin junior high school work, and as the rooms were not urgently needed for other purposes, it was decided not to begin work in it till September, 1927.²²

In the meantime the Board of School Trustees decided to widen their plans for development of intermediate schools in Vancouver.

Early in the school-year (1927) the Board decided to take immediate steps to begin junior high school work in the south-west portion of the city as well as in the north-east at the beginning of the next school-year. They also decided to secure, if possible, a sufficient sum of money to purchase suitable school-sites while such could be secured where needed and at reasonable prices. They accordingly appealed to the ratepayers in December for the sums required. These were the following:-

(1) New Junior High School, Twelfth Avenue and Trafalgar Street.....	\$215,000
Addition to Templeton Junior High School, Templeton Drive and Georgia Street.....	125,000
Excavations for both schools.....	10,000
Furniture and equipment of both schools...	50,000
	<hr/>
	\$400,000
(2) School-sites..... ²³	50,000

Both these by-laws were endorsed.²³

The judicious selection of teachers for the new junior high schools presented many difficulties. Properly qualified special instructors were hard to obtain. Mr. J.S. Gordon, Superintendent of Vancouver Schools, reported to the Minister of Education:

The School Board has already experienced much difficulty in selecting the teaching force we deem indispensable to the highest success in the new type of school. Indeed, we have found it almost impossible

22. British Columbia Department of Education, Annual Report, 1926-27, M 44.

23. *ibid.*, M 44.

to secure the limited number of special instructors in art, music, health education, and household arts that we require for two schools with a combined enrolment of less than 2,000. It must also be apparent that the staffing of these two schools in 1927 will make it more difficult to staff equally well other schools later, unless something is done in the meantime to train the teachers required, but not now available, for certain work.²⁴

Templeton Junior High School opened on September 6, 1927, with an enrolment of 931 Grade VII and Grade VIII pupils, divided into 24 classes. The staff included Principal H.B. Fitch and 28 carefully chosen teachers. Since 1927 the school has had a very rapid growth, as illustrated by Table VII.

TABLE VII

PUPIL ENROLMENT - TEMPLETON JUNIOR HIGH SCHOOL

Year	Div.	Teachers	Pupils in Gr. VII	Pupils in Gr. VIII	Pupils in Gr. IX	Total
1927-28	²⁴ 24	29	513	418	---	931
1928-29	35	44	593	454	314	1361
1929-30	35	44	464	547	332	1343
1930-31	35	44	554	443	347	1374
1931-32	35	44	577	469	351	1397
1932-33	37	46	558	536	368	1462
1933-34	38	48	582	489	430	1501
1934-35	39	50	668	513	367	1548
1935-36	41	51	691	561	385	1637

25

In order to accommodate the increasing number of pupils it was found necessary in 1928-29 to erect a third unit to this junior high school. The equivalent of twenty-three more classrooms, a cafeteria, and laboratories were added to the

24. *ibid.*, M 45.

25. *id.*, 1927-28, V 13; 1928-29, R 15; 1929-30, Q 15;
1930-31, L 16; 1931-32, L 17; 1932-33, M 18;
1933-34, N 29; 1934-35, S 30; 1935-36, H 153.

existing structure.²⁶

From the beginning Templeton Junior High School offered to the enrolled pupils the subjects laid down by the Programme of Studies for Junior High Schools, a syllabus which was issued by the Department of Education in 1927. Table Vlll gives a complete list of the constants and variables for each of the grades. The Grade Nine subjects were not offered until September, 1928, when the first Grade Nine classes were enrolled.

TABLE Vlll

PROGRAMME OF STUDIES FOR B.C. JUNIOR HIGH SCHOOLS

Grade	Subjects	Periods per week
Grade VII (constants)	English.....	5
	Social Studies.....	5
	Health and Physical Education	3
	Mathematics.....	5
	Practical Arts.....	4
	General Science.....	2
	Music.....	2
	Art.....	2
	Study.....	5
	Total	33
Grade VII (electives)	French.....	3-5
	or	
	Special English (additional).	3-5
	or	
	General Language.....	5
	Practical Arts (additional)..	2-6
	Health and Physical Education (additional).. <td>1-2</td>	1-2
	Study (additional).....	2
	Special Try-out Courses in any authorized subject running from one-quarter to one-half year.....	3-5

26. id., 1928-29, R 38.

TABLE VIII(continued)

PROGRAMME OF STUDIES FOR B.C. JUNIOR HIGH SCHOOLS

Grade	Subjects	Periods per week
Grade VIII (constants)	English.....	5
	Social Studies.....	5
	Health and Physical Education	3
	Mathematics.....	5
	Practical Arts.....	4
	General Science.....	2
	Music.....	2
	Study.....	<u>4</u>
	Total.....	<u>30</u>
Grade VIII (electives)	French.....	5
	Latin.....	5
	or	
	Special English.....	3-5
	or	
	General Language.....	5
	Practical Arts.....	2-6
	Health and Physical Education	1-2
	Agriculture.....	3
	Art.....	2-5
	Typewriting.....	2-5
	Junior Business.....	2-5
	Study (additional).....	1-3
	Special Try-out Courses.....	3-5
Grade IX (constants)	English.....	5
	Social Studies.....	5
	Health and Physical Education	3
	Study.....	<u>7</u>
	Total.....	<u>20</u>
Grade IX (electives)	French.....	5
	Latin.....	5
	Ancient History.....	5($\frac{1}{2}$ year)
		3(1 year)
	Special English.....	3-5
	General Science.....	3-5
	Agriculture.....	5
	General Mathematics.....	5
	Business Arithmetic.....	2-5
	Shop Arithmetic.....	2-5

TABLE VIII(continued)
PROGRAMME OF STUDIES FOR B.C. JUNIOR HIGH SCHOOLS

Grade	Subjects	Periods per week
Grade IX (electives)	Art.....	2-5
	Music.....	2-5
	Practical Arts.....	2-10
	Typewriting.....	2-5
	Bookkeeping.....	2-5
	Shorthand.....	2-5
	Junior Business.....	2-5
	Health and Physical Education	1-2

27

Note: Total number of periods per week for each pupil's course, 40.

In 1932 a new Programme of Studies for Junior High Schools was issued by the Department of Education. The list of constant subjects was not changed, but the time allotment for Grade IX English was changed from five to six periods per week and one period was deducted from study in order to allow for this change. General language for Grades VII and VIII was dropped from the list of variables. The option of extra health and physical education was no longer offered to any grade. Ancient history was deleted from the Grade IX list of optional subjects.

28

Following a province-wide revision of the elementary, junior high school, and high school curricula, a Programme of Studies for Junior High Schools was issued in 1936. The two

27. British Columbia Department of Education, Programme of Studies for Junior High Schools, 1927, 7.

28. id., 1932, 7.

main changes in regard to constants were that one period was to be devoted to library in each of the three grades and that health and physical education were to be treated as two subjects in Grades VII and VIII - health to receive one period and physical education, three. The most outstanding changes in regard to electives were:

- i. that remedial English was to be offered in all grades, as well as extra English for gifted pupils.
- ii. that the time allotment for Latin and French in Grades VII and VIII was reduced from 5 to 3-4 periods per week.
- iii. that music was deleted from the Grade IX list.
- iv. that the time allotment for Grade IX general science was increased from 3 to 5 periods; for Grade IX shorthand, from 2-5 to 5; and for Grade IX art, from 3 to 2-10.
- v. that the time allotment was reduced for Grade IX general mathematics from 6 to 5 periods; for Grade IX junior business, from 2-5 to 2; and for Grade IX shop arithmetic from 2-5 to 3.²⁹

Considerable freedom was given to the principals in regard to apportioning of extra time for such purposes as guidance.

The allotment of periods as given above does not restrict the right of a principal to make use of unassigned time for auditorium periods, activity periods, displays and school celebrations, and for guidance periods, and, from time to time, to modify the regular programme for these purposes.³⁰

At present Templeton Junior High School allots one period per week in all grades for guidance. Special counsellors for the girls and for the boys are used for this purpose. One period of the time allotment for English in Grades VIII and IX and for social studies in Grade VIII is assigned as an auditorium period.

29. id., 1926, 21. 1936

30. ibid., 21.

In order to cater to the wide range of pupils' interests and aptitudes the Vancouver junior high schools offer each year an increasing range of course combinations. Grade Six pupils, upon entering the junior high school, must decide between two general courses - one with a foreign language (French) and the other without. Grade Eight pupils are given a wider choice in regard to their courses in order to allow them an opportunity to explore the three main types of courses - academic, commercial, and technical. Ten distinct course combinations are offered in Grade Eight at Templeton Junior High School. Three Grade Eight combinations lead to either academic or technical specialization in Grade Nine. Three lead to academic or commercial or technical specialization, two to commercial or technical, and two lead only to a specialized Grade Nine technical course.

When the pupils have completed their Grade Eight try-out courses, they are then in a position to make a wise selection from the fourteen Grade Nine courses offered. The following material, issued in pamphlet form for the parents' information, clearly illustrates the differentiation of courses offered at Templeton Junior High School for the year 1937-38. The courses are similar to those offered by all of Vancouver's junior high schools.

1. ACADEMIC COURSES: (Grade Nine)

These lead to Grades Ten, Eleven and Twelve at an academic senior high school, such as Britannia. A High School Graduation Certificate will be presented when such courses are completed satisfactorily. The University or Normal School may then be entered if the Matriculation examinations in prescribed subjects are passed.

Compulsory Subjects: English 6; Mathematics 7; Studies 4;
Science 4; Physical Education 3;
Guidance 1.

Optional Subjects: (One of the following groups must be chosen:)

Course A	French 4	periods; Latin 3; Art 2; Study 2.
" B	French 4	periods; Latin 3; Music 2; Study 2.
" C	French 4	" Shops or Home Economics 4; Study 3.
" D	French 4	" Art 2; Music 2; Study 3.
" E	Latin 3	" Shops or Home Economics 4; Study 4.
" F	French 4	" Shops or Home Economics 4; Study 3.

(Course F may also be used to enter Grade Ten in a Commercial High School Graduation Course.)

2. COMMERCIAL COURSES: (Grade Nine)

(a) Diploma Courses: Pupils intending to specialize in commercial work and having ability to complete the commercial high school course qualifying them for a Commercial Diploma are limited to the following courses:

Compulsory Subjects: English 7; Social Studies 5;
Typing 4; Bus. Arith. 4;
Bookkeeping 5; Guidance 1;
Physical Education 3.

Optional Subjects: (One of the following groups must be chosen:)

Course G	Shops or Home Economics 4; Study 3.
" H	Art 2; Music 2; Study 3.
" I	Science 4; Study 3.
" J	Art 4; Study 3.

(b) High School Graduation Courses: Pupils interested in commercial subjects but not wishing to specialize entirely in that line may choose from the following courses leading to Grade Ten commercial high school.

Compulsory Subjects: English 7; Social Studies 5;
Typing 4; Bus. Arith. 4;
Guidance 1; Physical Ed. 3.

Optional Subjects: (One of the following groups must be chosen.)

Course K	Shops or Home Economics 4; Science 4; Art 2; Study 2.
" L	Shops or Home Economics 4; Science 4; Music 2; Study 2.
" M	Shops or Home Economics 4; Art 4; Study 4.

3. TECHNICAL COURSE: (Grade Nine)

(For boys intending to qualify for Grade Ten at the Technical High School.)

Course N English 6; Social Studies 4; Mathematics 7; Science 4; Shops 8; Guidance 1; Physical Education 3; Study 3.

(b) Kitsilano Junior High School.- As already has been mentioned, the rate-payers of Vancouver early in 1927 approved of a money by-law for \$215,000 to build a junior high school at the corner of Twelfth Avenue and Trafalgar Street. This Kitsilano Junior High School, opened on September 6th., 1927, was administered in conjunction with the high school of the same name by Principal H.B. King. The first unit of the new building consisted of twenty-one standard classrooms, a library, an auditorium, a double gymnasium, a cafeteria, three science laboratories, administration offices, medical room,³¹ and teachers' rooms. During the school year 1928-29 a second unit was added, including the equivalent of twenty-seven more³² classrooms and an extension of the cafeteria accommodations.

The Kitsilano Junior High School has had a growth that even exceeded that of the Templeton Junior High School. Table 1X clearly shows this increase in pupil enrolment and in the number of teachers employed.

Some authorities have recommended that when the secondary school enrolment of a district has reached a total of five hundred that the junior high school and senior high school pupils should be segregated in separate institutions. The

31. King, H.B., op. cit., 33-35.

32. British Columbia Department of Education, Annual Report, 1928-29, R 38.

Kitsilano Junior-Senior High School has shown that it is quite feasible to operate a junior-senior organization with a very large enrolment. For psychological reasons care is taken to have separate assemblies and separate student governments, etc. for the junior students. It is claimed that under the junior-senior form of organization more economic use can be made of teachers' special abilities. A financial saving in regard to the administrative staff is also an important item in favour of this type of school.

TABLE 1X

PUPIL ENROLMENT - KITSILANO JUNIOR HIGH SCHOOL

Year	Div.	Teachers	Pupils in Gr. VII	Pupils in Gr. VIII	Pupils in Gr. IX	Total Pupils
1927-28	20	21	356	461	---	817
1928-29	35	43	545	371	428	1344
1929-30	43	57	553	665	372	1590
1930-31	43	57	554	635	434	1623
1931-32	39	55	502	534	527	1563
1932-33	37	53	480	529	484	1493
1933-34	41	55	629	512	465	1606
1934-35	45	60	663	650	447	1760
1935-36	43	60	663	599	389	1651

33

(c) Point Grey Junior High School.- When the Municipality of Point Grey united with the City of Vancouver in 1929, the Point Grey Junior High School came under the jurisdiction of the Vancouver School Board. In September of this year the new junior high school building, the money for which had been appropriated by the Municipality of Point Grey, was occupied for the first time.

33. id., 1927-28, V 12; 1928-29, R 14; 1929-30, Q 13;
1930-31, L 15; 1931-32, L 16; 1932-33, M 17;
1933-34, N 28; 1934-35, S 28; 1935-36, H 152.

The Point Grey Junior High School was completed about the middle of the year and has been occupied during the last term. It is, perhaps, the most elaborate building in the whole of the greater city of Vancouver, and the Trustees, Architects and Secretary of the former Point Grey School Board, Mr. George M. Millar, deserve great credit for the thoroughness and completeness of which this building is an example.³⁴

Since coming under the control of the Vancouver School Board, the Point Grey Junior High School has continued its growth as illustrated by Table X.

TABLE X

PUPIL ENROLMENT - POINT GREY JUNIOR HIGH SCHOOL

Year	Div.	Teachers	Pupils in Gr. VII	Pupils in Gr. VIII	Pupils in Gr. IX	Total Pupils
1929-30	35	44	564	667	52	1283
1930-31	34	44	467	569	189	1225
1931-32	34	44	477	491	318	1286
1932-33	35	45	451	546	341	1338
1933-34	36	46	565	495	335	1395
1934-35	36	46	540	541	314	1395
1935-36	36	46	530	537	309	1376

35

In 1933 Mr. P.N. Whitley, the vice-principal of the school since its inception, was appointed as principal. Mr. H.N. McCorkindale, Superintendent of Vancouver Schools and former principal of the Point Grey Junior High School, had resigned in that year to assume his new duties.

34. Vancouver Board of School Trustees, Annual Report, 1929, 18

35. British Columbia Department of Education, Annual Report, 1929-30, Q 14; 1930-31, L 15; 1931-32, L 16; 1932-33, M 18; 1933-34, N 28; 1934-35, S 30; 1935-36, H 152.

E. NEW WESTMINSTER JUNIOR HIGH SCHOOLS

New Westminster's gradual approach to junior high school work began when Grades VI to VIII in the elementary schools were departmentalized. This move met with universal favour and in 1928-29 the programme of work for junior high schools was undertaken in Grade VII and VIII. Municipal Inspector R.S. Shields reported:

The Junior High School Programme was introduced in September in four centres (Grades VII and VIII only). We feel that a splendid beginning has been made and with a few minor building changes and staff rearrangements this branch of the school system will be at full strength; later we hope to include Grade IX, which at the present is being taught in the high schools.³⁶

(a) Pupil Enrolment for 1928-29.— The following table gives the pupil enrolment by grades in each of the four centres.

TABLE XI

PUPIL ENROLMENT - NEW WESTMINSTER JUNIOR HIGH SCHOOLS (1928-29)

School	No.	Grade VII	Grade VIII	Total
	of Div.			
Central.....	6	119	112	231
Lister-Kelvin.....	4	74	76	150
Richard McBride...	4	65	73	138
Herbert Spencer...	<u>3</u>	<u>75</u>	<u>36</u>	<u>111</u>
Totals.....	<u>17</u>	<u>333</u>	<u>297</u>	<u>630</u>

37

(b) Curriculum offered in 1928-29.— Upon examination of the

36. id., 1928-29, R 36.

37. ibid., R 13.

curricular offerings for 1928-29 we find that the same course was given to all pupils. Algebra, geometry and general science were the only subjects which had not been offered to Grade VII and VIII pupils in the former elementary schools. No foreign language, commercial work, or shopwork was attempted.³⁸

(c) Later developments.- In 1929-30 the pupil enrolment in the New Westminster Junior High School centres decreased to 540 and dropped still further to 518 in 1930-31. In 1931-32 the enrolment was 565. Up to this time Grades VII and VIII only were included in the junior high school organization.³⁹ The centres were run in connection with elementary schools under the elementary school principals. In 1932-33 Grade Nine work was taught in these schools for the first time. The enrolment for this year is listed below.

TABLE XI

PUPIL ENROLMENT - NEW WESTMINSTER JUNIOR HIGH SCHOOLS(1932-33)

School	No. of Div.	Grade VII	Grade VIII	Gr. IX	Total
Central.....	10	117	145	97	359
Lister-Kelvin.....	7	110	73	51	234
Richard McBride.....	5	76	38	64	178
Herbert Spencer.....	2	68			68
	24	371	256	212	839

40

In 1933-34 junior high school work in New Westminster was discontinued and the old 8-4 system was re-introduced. This

38. id., 1928-29, R 112.

39. id., 1929-30, Q 13; 1930-31, L 14; 1931-32, L 14.

40. id., 1932-33, M 16.

move was taken as an economy measure. However, by 1935 there was a distinct movement towards the re-establishing of the 6-3-3 organization. On April 11th of that year there appeared the following item in the Vancouver Daily Province.

NEW WESTMINSTER, April 11.- Restoration of the junior high school system is under consideration by the school trustees, who have asked for a report on the matter by Roy S. Shields, school inspector. It is stated that accommodation, equipment and teachers are available and that it would not be necessary to construct new buildings.⁴¹

Inspector Shields reported in favour of the re-establishment of junior high school. The School Board agreed and in 1936 he was able to report to the Minister of Education that:

In June the Board of School Trustees reintroduced the junior high school. Three centres were chosen - Richard McBride in the north-eastern section of the city, John Robson in the centre, and Lister Kelvin in the western section. Each school is fully equipped for science, art, music, and industrial arts and has a library and gymnasium and a capable staff. We are looking forward with confidence to the success following the Board's action.⁴²

F. NELSON JUNIOR HIGH SCHOOL

(a) Establishment.- A junior high school was established at Nelson in 1928-29. It enrolled 263 pupils in seven divisions.⁴³ The pupils were drawn from the Central Elementary School, which was reduced in size from nineteen divisions to fourteen

41. Vancouver Daily Province, April 11, 1935, 2.

42. B.C. department of Education, Annual Report, 1935-36, H 93.

43. id., 1928-29, R 15.

divisions, and from the Hume Elementary School which was reduced in size from seven to five divisions.

The Trafalgar School at Nelson, formerly projected and partially built as an elementary school, was converted into a very satisfactory Junior High School building, the total cost amounting to \$131,000. Seven divisions were accommodated in it in November, but the formal opening did not take place until February 14th. The citizens of Nelson are justly proud of this very excellent structure.⁴⁴

The principalship of this Nelson Junior High School was entrusted by the Board of School Trustees to H. McArthur, who has continued to hold this position up to the present time. On his first staff he had the following teachers: Misses E. Etter, M. Delaney, M. MacDonald, M.E. Mackenzie, M.C. Martin, F. Robertson, and Messrs, W. Cameron and A. Cornish.⁴⁵

(b) Growth in enrolment.— From the seven divisions enrolled in 1928-29 the school has gradually grown until to-day it enrolls 330 pupils in nine divisions. Below is tabled a complete picture of this development.

TABLE XLII

PUPIL ENROLMENT - NELSON JUNIOR HIGH SCHOOL

Year	No. of Div.	Grade VII	Grade VIII	Grade IX	Total
1928-29	7	145	118	---	263
1929-30	9	128	129	71	328
1930-31	10	117	130	107	354
1931-32	9	120	111	109	340
1932-33	9	100	106	122	328
1933-34	9	108	98	107	313
1934-35	9	124	107	95	326
1935-36	9	110	120	100	330

44. *ibid.*, 31.45. *ibid.*, 13.

46. *id.*, 1928-29, R 13; 1929-30, Q 13; 1930-31, L 14;
1931-32, L 15; 1932-33, M 16; 1933-34, N 26;
1934-35, S 28; 1935-36, H 150.

(c) Subject offerings.- In 1928-29 the pupils enrolled in the Nelson Junior High School were in Grades Seven and Eight only. The subject offerings to these pupils included reading, writing, spelling, composition, English literature, Canadian civics, history, geography, arithmetic, algebra, geometry, general science, Latin, French, drawing, typewriting, commercial law, woodwork, drafting, metalwork, hygiene, cooking, dressmaking, physical education, and music.⁴⁷ The next year, when Grade Nine students were included in the enrolment, the following subjects were also offered: bookkeeping and accounting, shorthand, commercial business correspondence and filing, and machine shopwork.⁴⁸

G. OTHER JUNIOR HIGH SCHOOLS IN BRITISH COLUMBIA

(a) West Vancouver.- A junior high school was organized in the Municipality of West Vancouver during the year 1933-34. The enrolment, which was 265 at the time of organization, increased to 302 in 1934-35 and dropped slightly to 295 in 1935-36.⁴⁹ At present the pupil enrolment is divided into three Grade VII classes, three Grade VIII classes, and two Grade IX classes.

The school operates on a six-period day, each period being approximately 55 minutes in length. No provision is

47. id., 1928-29, R 115.

48. id., 1929-30, Q 114.

49. id., 1933-34, N 16; 1934-35, S 18; 1935-36, H 16.

made for separate study periods, the last fifteen minutes of each subject period being used for that purpose. Grade VII pupils are divided into two groups, those taking French and those who take no foreign language. The non-French group takes additional English instead of this foreign language. Grade VIII pupils are allowed only three periods of optional work. Grade IX pupils, who intend to take the matriculation course, are permitted four periods of options. Non-matriculation students may elect to drop French and take three extra periods of options.

The last period of each Wednesday is devoted to clubs. The list of clubs functioning during the year 1936-37 includes: dramatics, tumbling, science, referees, Red Cross, nursing, woodwork, cooking, orchestra, band, hobbies, and knitting clubs.

In the West Vancouver Junior High School the subject offerings and time allotments during the year 1936-37 as follows:

Grade Seven compulsory subjects-

English, 4	French or remedial English, 3
social studies, 4	physical education and health, 4
mathematics, 4	practical arts, 2
science, 2	music, 2
library, 1	art, 2
guidance, 1	clubs, 1

Grade Seven options-

none, other than the decision in regard to French or remedial English.

Grade Eight compulsory subjects-

English, 4	Physical education and health, 3
social studies, 4	practical arts, 3
mathematics, 3	music, 2
science, 2	art, 2
French, 3	clubs, 1

Grade Eight options-

Latin, 3
 typing, 3
 remedial English, 3

Grade Nine compulsory subjects-

English, 4 French, 3
 social studies, 4 physical education and health, 3
 mathematics, 4 practical arts, 3
 science, 4 clubs, 1

Grade Nine options-

Latin, 3 shorthand, 3
 music, 2 art, 2
 typing, 2-3 mechanical drawing, 3

(b) Nanaimo.- A junior high school was first introduced into the City of Nanaimo in the year 1930-31. The enrolment for the first year was 266 Grade Seven and Eight pupils divided into eight classes, Eleven teachers were employed and worked under the guidance of A.S. Towell, supervising principal for the Nanaimo City Schools. Since 1930-31 this John Shaw Junior High School has had a slight decrease in attendance. A complete record of enrolment and distribution will be found in Table XIV.

TABLE XIV

PUPIL ENROLMENT - NANAIMO JUNIOR HIGH SCHOOL

Year	No. of Div.	No. of Teachers	Pupils in Gr. VII	Pupils in Gr. VIII	Pupils in Gr. IX	Total
1930-31	8	11	141	125	---	266
1931-32	7	11	128	116	---	244
1932-33	7	11	128	106	---	234
1933-34	7	11	122	111	---	233
1934-35	7	11	120	122	---	242
1935-36	6	11	121	109	---	230

50

50. British Columbia Department of Education, Annual Report,
1930-31, L 14; 1931-32, L 15; 1932-33, M 16; 1933-34, N 26;
1934-35, S 27; 1935-36, H 150.

(c) Kelowna.— Kelowna joined the junior high school movement in 1930-31, when six divisions were organized under Principal C.J. Frederickson. Differing from the movement in Nanaimo, the Kelowna Junior High School enrolled all the Grade Nine pupils in the city as well as those of Grades Seven and Eight. The enrolment and distribution of pupils from 1930 to 1936 is recorded in Table XV.

TABLE XV

PUPIL ENROLMENT - KELOWNA JUNIOR HIGH SCHOOL

Year	No. of Div.	No. of Teachers	Pupils in Gr. VII	Pupils in Gr. VIII	Pupils in Gr. IX	Total
1930-31	6	9	82	88	64	234
1931-32	6	9	74	91	85	250
1932-33	6	9	91	79	72	242
1933-34	7	10	109	89	68	266
1934-35	8	11	122	93	90	305
1935-36	9	12	107	101	103	311

(d) Kamloops.— Junior high school work in Kamloops began in 1929-30, when Principal J.F.K. English, of the Kamloops High School, organized pupils of Grades Seven and Eight into six classes for intermediate school purposes. General science, French, and Latin as well as elementary school subjects were taught to the 215 enrolled pupils during this first year.⁵¹

During 1930-31 the enrolment increased to 230 pupils, but since then it gradually decreased until in 1935-36 only 176 pupils attended the six classes. Inspector A.F. Matthews has⁵²

51. id., 1930-31, L 14; 1931-32, L 15; 1932-33, M 16; 1933-34, N 26; 1934-35, S 27; 1935-36, H 150.

52. id., 1929-30, Q 114.

53. id., 1935-36, H 10.

reported very favourably in regard to the work carried on in this school:

A junior high school is in operation in the Kamloops City District. The programme of school activities is capably organized and the instruction is carried on in accordance with modern teaching ideas. This school is under the supervision of the principal of the senior high school. There should be, I believe, greater co-operation between this school and the elementary schools in this district. At least the instruction in manual and practical arts as it is now given in the junior high school should be extended to the upper grades of the elementary schools.⁵⁴

H. SUMMARY AND APPRAISAL

(a) Past growth of the junior high school movement in B.C.-

Throughout British Columbia during the past ten years the growth of junior high schools has been gradual and sure.

Table XVI summarizes this development.

TABLE XVI

GROWTH IN PUPIL ENROLMENT IN B.C. JUNIOR HIGH SCHOOLS

Year	Cities	Rural Municipalities	Rural Districts	Total
1926-27	213	228	--	441
1927-28	1972	283	--	2255
1928-29	4592	205	--	4797
1929-30	4957	229	--	5186
1930-31	5515	234	61	5810
1931-32	5490	267	59	5816
1932-33	6348	257	66	6671
1933-34	5665	531	69	6265
1934-35	5755	644	63	6462
1935-36	5711	614	62	6387

55

54. *ibid.*, H 51.

55. *id.*, 1926-27, M 9; 1927-28, V 7; 1928-29, R 7; 1929-30, Q7; 1930-31, L 9; 1931-32, L 9; 1932-33, M 9; 1933-34, N9; 1934-35, S9; 1935-36, H 7.

Two factors have tended to hinder a more complete adoption of intermediate schools. The heavy expenses entailed by economic conditions during the "depression years" since 1929 have restrained the provincial and municipal governments from purchasing the school equipment needed for a junior high school programme. Although Vancouver has three large schools of this type, a large proportion of the pupils of adolescent age are still attending elementary and high schools under the old 8-4 plan. The trustees, while very much pleased with the work of the existing junior high schools, have co-operated with the city council in an attempt to keep the school costs at a minimum until the economic conditions improve. The other factor curtailing junior high school development within the province has been the doubts in the minds of rural school authorities as to the feasibility of an intermediate school programme in centres where the pupil enrolment is small. The provincial inspectors have done good work in showing these authorities various ways by which at least some of the features of junior high schools can be adopted even in the smallest of centres. A special chapter is being devoted to possibilities in this regard. As a result of the influence of the inspectors and the department of education, the present outlook for further junior high school development is very favourable.

(b) Present development.- Undoubtedly the junior high school movement in British Columbia is gaining in popularity each year. In many districts intermediate schools are being organized at the present time. In other centres financial problems alone are interfering with the immediate establishment

of this type of school for the early adolescents. Reports of provincial inspectors show the widespread interest being created throughout the province, as the following excerpts will indicate:

This type of school is being considered at Rossland, Princeton, and Grand Forks, and I feel that progress in this direction has been made at each of these centres.⁵⁶

The idea was endorsed in Blakeburn, Keremeos, and Ioco. In these places Grades VII and VIII have been grouped with the high-school grades and the work of the six grades is being divided between two teachers. Fernie is starting a junior high school and has established courses in manual training, home economics, and commercial work. Music and physical education are to receive much more emphasis than in the past. Port Moody has established a junior high school with the commercial option. Princeton is introducing junior high-school ideas with generous options this year. Vernon's by-law for a combined junior and senior high school was turned down by the voters, but the Board is going ahead with the establishment of a junior high school. Last term Kimberley decided to begin junior high school work this year and I believe this work is now under way.⁵⁷

At Duncan and North Saanich, junior high schools will be opened during the coming year. Ladysmith is also contemplating the establishing of such a school.⁵⁸

During the recent summer vacation Powell River and the adjacent districts of Wildwood, Cranberry Lake, and Westview made the change from an 8-4 to a 6-3-3 organization.⁵⁹

I believe that the "seed" has been sown, also, for the organization of the junior high school in Trail... Plans were made for Junior High School work at Kalso. The principal, Mr. Gibson, is very active in widening the courses in both the high and elementary schools. I expect to see that 6-3-3 organization in operation here before another year opens.⁶⁰

56. id., 1935-36, H 38.

57. ibid., H 33.

58. ibid., H 36.

59. ibid., H 48.

60. ibid., H 46.

Regarding the establishment of junior high schools, I had, as you are aware, planned to make a start on this work at the beginning of the 1937 fall term, as our high-school accommodation called for relief by that time. I had been working and planning with the idea that the course could be centred at three points - Edmonds Street, Gilmore Avenue, and Kingsway West. The boundaries of several school areas would be changed to utilize the spare rooms in other schools and leave these three centres in a position to start junior high work.⁶¹

Grades VII, VIII, and IX of North Saanich will be combined to form a junior high school.⁶²

British Columbia at present leads the Canadian provinces, not only in the number of junior high schools already established, but also in the extent to which the great principles underlying the junior high school movement are being realized in the existing schools.

The junior high schools of Vancouver are modern in both equipment and procedures. The educational administrators have watched closely intermediate school development in the United States and in England and are willing at any time to permit reasonable experimentation within the schools. Each summer a large number of teachers and administrators from Vancouver and other parts of British Columbia have attended universities in the U.S.A. in order to keep pace with the latest educational developments. Other educators have visited and examined the English middle schools. Junior high schools in British Columbia, therefore, have had the guidance and critical analysis of men and women who are fully conversant with world-wide development of intermediate school practices.

61. *ibid.*, H 39.

62. *ibid.*, H 40.

CHAPTER V

THE JUNIOR HIGH SCHOOL MOVEMENT
IN OTHER PROVINCES

Since 1930 several of the other Canadian provinces have shown an interest in intermediate school experimentation. In 1933 the Province of Nova Scotia, following the recommendations of a Committee on Studies, adopted new curricula which necessitated sweeping changes in the educational system. The junior high school on the 6-3-3 basis was strongly advocated by the Department of Education. Within the last two years the Province of Alberta has revised its curriculum and has made a change in the organization of grades. Provision has been made for intermediate school work in Grades VII, VIII, and IX. Each of the provinces of Quebec and New Brunswick has one junior high school operating at present, located at Westmount and St. John respectively. In Prince Edward Island there are no true junior high schools at present, but the programme of studies has been arranged on the 6-3-3 basis.

A. JUNIOR HIGH SCHOOLS IN NOVA SCOTIA

(a) Report of the Committee on Studies.- Prior to the adoption of junior high schools in Nova Scotia in 1933, the Department of Education appointed a committee to investigate the existing educational system and to bring in recommendations in regard to any desirable changes. The report of the committee,

submitted to the Minister of Education, was decidedly in favour of a change to the 6-3-3 system.

The present school organization comprises eight years of strictly elementary education followed by an abrupt transition to four years of academic high school studies. The members of the committee were unanimous in the opinion that this organization is inadequate to give the prospective citizen the broad training he should have before leaving school. They have recommended that strictly elementary education should end with the sixth grade; a division which corresponds to the period at which children are emerging from childhood into adolescence and are beginning to develop strong individual interests. In recommending that the division should come at the end of Grade VI the Committee is in accord with the practice in England and Europe, and with the more recent developments in the United States. The programme of studies for Grades VII, VIII and IX is designed to continue the common subjects necessary for intelligent citizenship, to broaden the field of studies by introducing subjects ordinarily reserved for the high school, and gradually to allow the pupils to pursue elective courses based on their developing interests and abilities.¹

(b) Programme of studies.- When the Department of Education issued the programme of studies for junior high schools in 1933, the following changes in the curriculum for Grades VII, VIII, and IX were outstanding:

- i. Provision was made for required and elective subjects in each grade.
- ii. French and Latin were introduced in Grades VII and VIII, respectively.
- iii. General mathematics was introduced in Grade VIII, to replace the traditional arithmetic of that grade.
- iv. General science was introduced in Grade VII.
- v. Industrial arts, as an elective, was provided for in Grades VII to IX.
- vi. Provision was made for health instruction in all three grades.
- vii. Music was to become an elective in Grades VIII and IX.
- viii. Art was listed as an elective in all three grades.

1. Nova Scotia Department of Education, "Report of the Committee on Studies," Journal of Education, Series 4, Vol. 4, March 1933, 40.

The time allotments for the various subjects, both required and optional, in each of the grades will be found in Table XVII.

(c) Special grant for junior high schools.- Section 64(9) of the Education Act of the Province of Nova Scotia outlines in detail the conditions upon which the Department of Education will assist the financing of junior high schools by means of a special grant. The conditions are as follows:

- i. The building (or buildings) in which the pupils of Grades VII, VIII and IX are housed shall have at least five class-rooms (departments)-exclusive of the classrooms in which Mechanical Science (Industrial Arts) and Domestic Science (Household Arts) are taught.
- ii. The total enrolment in Grades VII, VIII and IX shall not be less than 175.
- iii. Departmentalized instruction shall be given so that not more than 45 pupils shall be taught at any time in any one classroom; and so that a Grade VII pupil shall be taught by at least two teachers, a Grade VIII pupil by at least two teachers, and a Grade IX pupil by at least three teachers.
- iv. At least two of the teachers shall be university graduates holding either Superior First Class License or Academic License; provided always that any teacher holding Academic License may be engaged by the school board without prejudice to the grant.
- v. The full Junior High School programme of studies, as outlined from time to time in the Journal of Education, shall be offered, including all subjects classes as elective subjects. Provided that instruction in Mechanic Science (Industrial Arts) and Domestic Science (Household Arts) may be given in buildings other than the Junior High School building (or buildings).
- vi. Ample playground space shall be provided, if possible enclosed apart from other playground spaces.
- vii. Within three years from time of receipt of first annual grant under Section 64(9) of the Education Act, the School Board shall provide a reference library of at least 500 volumes for the sole use of the pupils in the Junior High School building (or buildings), and adequate equipment for teaching all subjects of the Junior High School programme of studies.
- viii. The minimum salary of teachers employed in the Junior High School system shall be \$600 per year exclusive

of provincial aid; but the average salary of all such teachers employed in the section shall not be less than \$700 per year.²

TABLE XVII

SUBJECTS OFFERED IN NOVA SCOTIA JUNIOR HIGH SCHOOLS

Subjects	Number of 45 minute periods per week		
	Grade VII	Grade VIII	Grade IX
<u>Required Subjects</u>			
English			
Reading and Literature....	3	3	3
Language.....	4½	4½	4½
Social Studies			
Geography.....	2	2	1
History.....	2	2	2
Civics.....	1	1	2
General Science.....	3	3	3
Health.....	2	2	2
Arithmetic.....	5	-	-
General Mathematics.....	-	5	5
Music.....	1	-	-
<u>Elective Subjects</u>			
Art.....	2	2	2
Music.....	-	1	1
French.....	3	3	3
Latin.....	-	2	3
Industrial Arts#.....	2	3-6	3-6

Including Home Economics for girls. The number of periods to be given this subject in Grades VIII and IX will depend on the emphasis the local communities wish to give it, and on the material facilities for teaching the subject.³

(d) Results.— From the beginning the Nova Scotia Department of Education has given complete support to the movement for intermediate schools in the province. It has been untiring in its efforts to enlarge the territory served by properly established junior high schools. As a result of this interest

2. id., April - May, 1936, 512.

3. Nova Scotia Department of Education. "Junior High School Programme of Study." Journal of Education, Series 4, March, 1933, 41.

and support - not only on the part of the Department of Education but also on the part of teachers and school boards - junior high school development in Nova Scotia has made satisfactory progress, both in the growth in enrolment and in the widening of curricular offerings.

It is satisfactory to note that the enrolment for Grade VII increased by 679 indicating that the abrupt break formerly shown in this stage is gradually closing up! Equally significant is the fact that 1108 more pupils were enrolled last year in the junior high school grades (VII to IX), thus increasing the very material for which the new course of study is in part intended. That large number that ordinarily used to drop out of school in Grade VI or VII are more and more remaining to continue on to Grade IX, seeking in an enriched curriculum those interests which they failed to find in the more formal studies of a generation ago.⁴

B. JUNIOR HIGH SCHOOLS IN ALBERTA

(a) Present organization of grades.- During the past three years the schools of Alberta have been undergoing reorganization along the following lines:

- i. adoption of large administrative areas.
- ii. revision of the curriculum and the old system of grades.
- iii. introduction of a type of activity or enterprise programme throughout the schools.

The Department of Education plans to have Grades 1 to VI only in the elementary schools and Grades VII, VIII, IX in intermediate or junior high schools. This change has not yet been completed throughout the whole of the province but

4. Nova Scotia Department of Education, Journal of Education, Series 4, Vol. 5, April, 1934, 309.

certain cities, such as Calgary, are partially operating under the new plan. Rural elementary schools are still offering the work of Grades 1 to VIII⁵.

(b) Junior high school curriculum.- In May, 1937, the Alberta Department of Education issued an interim announcement in regard to the new programme of studies for the intermediate schools. According to this announcement the junior high school day is to be divided into eight periods. One of these periods must be used as a study period. Compulsory and optional subjects are listed for each grade. Compulsory subjects and period allotments for Grades VII and VIII are: English, 5; library or remedial English, 3; mathematics, 5; general science, 3; health and physical education, 3 or 4; music, 2; social studies, 5; art (Grade VII or Grade VIII), 2; supervised study, 5. This brings the total of compulsory periods for these grades up to 33 out of the 40 periods in the week. Optional subjects for these grades include: farm and home accounting, 2 or 3; dramatics, 2 to 4; general shop, 2 to 4; household economics, 2 to 4; typewriting, 2 to 3.

For Grade IX 28 periods are obligatory. These are distributed as follows: English, 5; general science, 5; health and physical education, 3; social studies, 5; supervised study, 5; mathematics, 5. Optional subjects for this grade are art, 2 to 4; music, 2 to 4; general shops, 2 to 4; household economics, 2 to 4; elementary bookkeeping, 2 to 4; dramatics,

5. Saskatchewan Teachers' Federation. "Alberta Moving Forward!" Bulletin, Vol. III, No. 6, June, 1936, 18.

2 to 4; oral French, 2 to 4.⁶

(c) Prospects.- Alberta's system of intermediate schools has not yet been in effect sufficiently long to enable one to pass judgment upon its success. Undoubtedly the educational authorities appreciate the value and possibilities of junior high school work. If local school boards cooperate by employing properly qualified and sympathetic administrators and teachers and by providing adequate equipment to carry out the courses advised by the new curriculum, the junior high school movement in Alberta should meet with definite success as it has in Manitoba and British Columbia.

C. JUNIOR HIGH SCHOOLS IN QUEBEC

(a) The Westmount Junior High School.- The province of Quebec at present has only one true intermediate school, the Argyle Junior High School, which is located at Westmount. The educational authorities of this city realized that the 8-4 system of organization of grades did not suitably care for the "non-academic" pupils and believed that pupils should be segregated during the difficult adolescent period. Accordingly, the school commissioner and superintendent decided to establish a junior high school in an attempt to solve these problems.

6. Alberta Department of Education. "Interim Announcement Relating to the New Programme of Studies for the Intermediate School." Alberta Teachers' Association Magazine, Vol. XVII., No. 9, May, 1937, 20.

Before establishment of this school a careful study was made of various types of intermediate schools. The junior high schools of New York were visited and their buildings, curricula, and organization examined. When the type of organization and curriculum for the Westmount Junior High School had been finally decided upon, care was taken to educate the parents and taxpayers in regard to the aims and objectives of this new departure. Public meetings were held and circulars were prepared and distributed. The authorities tried to show that the new school aimed at:

- i. providing suitable courses for those pupils who did not wish to proceed to the university.
- ii. studying and guiding the abilities and interests of the pupils.
- iii. making the school a place where pupils would learn to live together.

(b) Curriculum of the Westmount Junior High School.- The Westmount Junior High School enrolls all Grade Seven pupils in the city but because of lack of accommodation only the non-academic pupils of Grades Eight and Nine are permitted to attend. Pupils who intend to proceed to the university are transferred to the senior high school at the end of Grade Seven. No options are given in Grade Seven but pupils are offered short try-out courses - of about three weeks duration - in order to test their interests and abilities. In Grades Eight and Nine two types of courses are arranged, "general" and "business". The "general" course, when followed by a course of two years at the Westmount Senior High School, qualifies the students for the High School Leaving Certificate. In the junior high school section of this course options are given in art, music, geography, woodwork, metalwork, household

science, extra English, and extra mathematics. At the end of Grade Nine, boys who have taken this course may enter the Montreal Technical School. Girls may qualify to train as nurses by taking this "general" course. The "business" courses offered at the Westmount Junior High School are of two types. One leads to a two-year business course at the senior high school, at the completion of which the student receives a High School Leaving Certificate and is qualified for a business career. The other "business" course is more elementary and does not lead to the senior high school. Optional subjects in both courses include many subjects of the "general" course, such as woodwork, metalwork, and household science. Constant subjects include shorthand, bookkeeping, typing, and other commercial subjects.

In both courses there are constants: English, French, History, Arithmetic, General Science, Gymnasium, Household Science, and Manual Training, (the last in the seventh and eighth years only). In the general course options are given in Music, Geography, Extra English, Extra Mathematics, Art and Metal Work. These courses have been planned with these ends in view; 'Business' for those who will probably leave at the end of the ninth year; pupils can go on after two years of the general course to a two year programme in the general or in the business course of the senior high school, both courses qualifying the student to take the High School Leaving Examination; others, it is expected will leave at the end of the ninth years to attend a technical school.⁷

The school is very proud of its "finding" courses. Pupils are given the opportunity to have experiences in different subjects, such as weaving, typing, metalwork, etc., before

7. Brunt, J.W. "Building a Junior High School." School Progress, Vol. V, No. 9., April, 1937, 13.

embarking on the regular courses in these subjects. No attempt is made to treat the Westmount Junior High School as a business or technical school. Its work is exploratory and it is expected that the pupils will obtain the opportunity for more advanced work in the various subjects by later attending a senior high, technical, or business school. Further information in regard to courses and period allotments will be found in Appendix D.

In order to take into consideration individual differences this intermediate school employs a counsellor who, in conjunction with a guidance committee, interviews, diagnoses, and guides the pupils into suitable courses depending upon their interest and abilities.

Pupils are encouraged to take part in at least one of the many clubs operating in the school. Some of these are: the current events club, the photography club, the stamp club, the dramatic club, and the school choral club. An efficient school council functions in the school and cooperates with the teaching staff in the matter of discipline in the halls, the holding of assemblies, monitorial duties within the classrooms, and the assisting of needy pupils.

(c) Results.- The school authorities in Westmount have found that their new junior high school experiment has proved a decided success.

The boy, who formerly compensated for his "dullness" by being troublesome, can now find a satisfaction in metalwork or in some other manual work.⁸

8. *ibid.*, 14.

Gradually the district has become aware of the vast possibilities of courses other than those leading to the university. The reverence for matriculation diplomas is gradually disappearing. Parents and administrators, alike, are enthusiastic in their support of Westmount's first experiment in junior high school work.

SUMMARY

The provinces of Nova Scotia, Alberta, and Quebec have made a definite start towards adoption of junior high schools within their respective provinces. In each case care has been taken to study the types of intermediate schools operating elsewhere with a view to adopting the best procedures to meet the needs of the local conditions within the province. Alberta and Nova Scotia Departments of Education are making a determined drive to have the 6-3-3 system adopted throughout the whole of the province. The Quebec experiment has been confined as yet to one locality, Westmount. Its undoubted success should encourage other centres in Quebec to establish similar schools in the near future. In Quebec the religious question need not prove an obstacle to the growth of intermediate schools, as the Protestant and Catholic schools - both elementary and high school - are under separate denominational authorities. Whether one school board decides upon the 8-4 or 6-3-3 type of organization should not and does not in any way interfere with the other denominational groups.

Although the junior high schools in the provinces of Nova Scotia, Alberta, and Quebec are not offering the wide variety of courses that are offered in the large junior high schools in British Columbia, much has been done to differentiate the curricula according to the interests and aptitudes of the pupils attending. A rapid development in intermediate school work can be expected in these provinces in the near future.

CHAPTER VI

JUNIOR HIGH SCHOOL POSSIBILITIES

IN RURAL AREAS

The future development of the junior high school movement in Canada depends greatly upon the possibility of adapting the underlying principles of the movement to meet the facilities of the small secondary school and in introducing into the small school new procedures which will permit the carrying out of these principles despite a meagre enrolment. In late years many surveys have been made in the United States of the insufficiencies of small secondary schools and some valuable solutions have been offered.

A. DEFICIENCIES IN RURAL SECONDARY EDUCATION

(a) A "Vest Pocket" edition of a big secondary school generally aimed at.- Too frequently small rural schools attempt to imitate the organization and instructional procedures and to adhere to the curricular requirements of the large urban centres. As a result the periods must be brief, the subjects offered limited to the college preparatory course, and the lessons narrow and stereotyped.

(b) Insufficient choice of courses.- Surveys have shown that ninety-one per cent of rural secondary school pupils pursue an academic curriculum, as compared with fifty-six per cent

of urban pupils.¹ A similar situation exists in Canada. The time-tables of most rural secondary schools show time allotments for academic subjects only, partially because the teacher is unqualified in the special subjects of the vocations and fine arts.

(c) Teachers attempting to teach too many subjects.- With few teachers and many subjects the natural result in the past has been heavy teaching loads in these rural schools. Heavy burdens of this type result in poorly prepared lessons and serious damage to the teachers' health.

(d) Teachers attempting to teach subjects for which they have had no special training.- Few, indeed, of the rural school teachers have had sufficient training in all of the subjects they are called upon to teach. Mediocre teaching and inferior results are found frequently. Pupil failures and retardation are all too common. Both teachers and pupils become discouraged.

(e) Transient teachers.- Rural schools, because of their inability to pay high salaries, are handicapped greatly by the fact that they cannot hold their teachers for any length of time. Inexperienced teachers are willing to hold these poorly paid rural positions but as soon as they have gained some experience they move to city or town positions where salaries and conditions are better. The lack of continuity in the

1. Edmonson, J.B., Roemer, J., Bacon, F.L., Secondary School Administration, New York, The Macmillan Company, 1932, 391.

teaching staff and policy and the fact that transient teachers do not get to know the communities have a detrimental influence upon the community.

(f) Lack of proper equipment.- Undoubtedly, rural secondary schools are handicapped through lack of proper equipment. Generally, shops, gymnasiums, etc. are needed. Libraries are extremely limited and facilities for home economics and commercial courses are unprovided in most centres.

(g) Complex duties of rural school principals.- The principal of a rural secondary school must not only teach but must also assume responsibility for administrative duties. He must manage extracurricular arrangements and take a leading part in community activities. He has very little time to advance himself professionally and has little opportunity to confer with or be guided by educational leaders.

(h) Difficulty in constructing satisfactory time-tables.- Because of small enrolment, few teachers, and many grades, the construction of a satisfactory time-table for a rural secondary school is an exceedingly difficult task. Heavy teaching loads and insufficient subject offerings generally result.

(i) Restricted student activities.- Because of the heavy teaching loads and the immense amount of preparation of lessons and marking of assignments necessary, provision for extracurricular activities is seldom made in rural secondary schools. Thus, the students are denied the broadening influences of clubs, sports, etc.

(j) Little time for enriching subjects to develop appreciative interest.- Again, because of the many grades and "required" subjects, the few teachers available must necessarily devote the little available teaching time to the essentials, the facts necessary for examination purposes. Teaching for appreciation is neglected entirely in many schools.

B. POSSIBLE SOLUTIONS FOR SOME OF THE PROBLEMS OF RURAL SECONDARY EDUCATION

(a) A new philosophy of secondary education needed.- The major trends in rural education as brought out by the National Survey of Secondary Education in the United States showed that there was an increasing movement towards a widening of the offerings in the programme of studies.² Similar trends are visible in Canada. Yet the fact still remains that the central core of all programmes investigated was composed mainly of the traditional subjects, and that in schools of seventy-five pupils or less this traditional core made up practically the whole programme. An explanation can be found in the underlying philosophy, which is still very potent in determining the offerings and common requirements demanded for graduation. According to this philosophy all pupils, since it is not known what they will ultimately do,

2. Gaumnitz, W.H. - "Small High Schools in the National Survey of Secondary Education". Clearing House, Vol. VIII, No. 8, April 1934, 464.

should be required to study those subjects demanded for college entrance. Usually these demands are supported by the higher institutions, which have a powerful influence upon the departments of education.

Fortunately a newer philosophy of secondary education has appeared. Its influence is partially revealed in the character of the new subjects being introduced during recent years into the curricula of many rural secondary schools. This philosophy emphasizes the importance of a programme related to our present-day life problems and caters to the more immediate interests and needs of rural youth in relation to their environment. There are three main tenets in this new philosophy. These are:

- (a) That the curriculum should be composed of materials which will represent all the various types of learning situations in order to provide for careful grounding, normal growth, and adequate exploration.
- (b) That the units of subject matter, demanded of all pupils, be reduced to that minimum which will prove valuable to all normal persons in developing desirable personal and social characteristics, traits, and adjustments. The special needs of any select group must not influence the course of studies demanded of all.
- (c) That there must be opportunities (in the upper years of the secondary schools) to follow not one core curriculum but one or more cores or sequences, according to his interests, needs, and abilities.³

Such a philosophy is needed by those concerned with drawing up the programme for rural schools in Canada, if the small

3. Ferriss, E.N. "Curriculum Trends and Problems in the Rural High School." Clearing House, Vol. VIII, No. 8, April, 1934, 461.

secondary school is to have the opportunity of carrying out the true aims of junior high school work.

(b) Using the 6-6 system in preference to the 6-3-3 system in districts where the secondary school enrolment is small.-

From the psychological point of view the complete segregation of the early adolescent under the 6-3-3 system is superior to the 6-6 system, where pupils of junior and senior high school age are in one school. Yet, from the practical viewpoint, the advantages of the 6-6 system, where the secondary school enrolment is small, appear to outweigh the disadvantages. Under the 6-6 plan the early adolescent pupil is segregated from the younger pupils and, because of the larger enrolment due to the combination of junior and senior high schools, such advantages as the following ensue:

- i. Possibilities of providing a wider curriculum.
- ii. More effective departmentalization possible.
- iii. More opportunity for specialization on the part of the teacher.
- iv. More effective vertical coordination possible.
- v. Saves duplication of equipment.
- vi. More opportunity for effective guidance. The teachers will know the pupils over a longer period.
- vii. Opportunities for try-out courses under the same teachers who take the specialized work in the senior grades.
- viii. A saving on salaries is possible. Only one principal is needed.

As the number of teachers in small high schools increases, the possibilities for a greater variety in the program of studies increases and the possibility of reducing the number of different major fields in which each teacher is required to teach is more readily achieved.... The additional teachers make possible a far more effective assignment of work within the fields of the teachers' specializations and a considerably increased opportunity for adding subjects to the program

of studies.⁴

(c) Alternation of subjects.— Even when the 6-6 system is used, most rural secondary schools are limited in the number of pupils attending and in the number of teachers available. Thus, the problem of providing the necessary range and variety of programme becomes a serious one. In schools of approximately seventy-five pupils or less it is nearly impossible to widen the curricula if the old practices in regard to organization for daily schedules and teaching assignments are retained. Reasonable economy will not permit of the employment of more teachers to decrease the pupil-teacher ratio. The present teachers' loads cannot fairly be increased, as they are generally far too heavy now. Some solution other than that of merely adding new subjects to the programme must be found in order to provide adequately for the widening of curriculum opportunities. One partial solution of considerable promise, recommended by some authorities, is the procedure of alternating subjects. K.O. Broady, Professor of School Administration, University of Nebraska, states that:

Efficiency in schedule building is achieved in the main through subject alternation by years, by semesters, and by days of the week. Alternation makes possible the addition of subjects without increasing the number of teachers employed, for the simple reason that two subjects may be offered on alternate years, semesters, or days with the same teacher time that is required to offer one subject without alternation.⁵

4. Buck, J.L.B. "Enlarging the Program in Small High Schools." Clearing House, Vol. Vlll, No. 8, April, 1934, 504.

5. Broady, K.O. "Curriculum for the Three-Teacher, Six-year High School." Clearing House, Vol. Vlll, No. 8, April, 1934, 486.

The system of alternation has its greatest possibilities when the department of education, responsible for planning the course of study, makes an effort to so arrange the courses within a subject that they are definite , clear-cut, and can be taken in any order by the student in his secondary school career. For example, in art some of the courses offered might

be: Art I. Design.
 Art II. Posters and commercial art.
 Art III. Still life.
 Art IV. Perspective.

In shopwork such courses as the following could be offered:

Shops I. Drafting.
 Shops II. Woodwork.
 Shops III. Lathe-work.
 Shops IV. Metal work.

In a similar manner English literature, social studies, homemaking, music, health, etc, can be divided up into independent courses to allow for alternations in the programmes of small secondary schools.

(d) Combination of classes for certain subjects.- Frequently in rural schools classes are so small that two or more must be combined under one teacher.

Combination has a wide field of usefulness as a plan by which a few pupils, perhaps only one, who should enroll for a subject not included in the regular schedule, may take that subject under a teacher at a period when he is scheduled for another somewhat related course. It must be borne in mind, though, that first-rate individualization of instructional materials is a prerequisite to successful operation of the plan.⁶

There are three methods recommended for teaching combined

6. *ibid.*, 489.

classes. The first method relies on individualized instruction entirely. There would be no oral class instruction. The second method is the plan by which one section of the class is doing individualized seatwork while the other section is being instructed by the teacher. The third method is sometimes used when the two sections of the class are taking related courses. Part of the period is devoted to general discussions of benefit to both sections of the class. For the rest of the period the students work with special individualized material.

(e) Individualized instruction.— The system of individual assignments and supervised study has been discussed by educationalists for the past twenty years. Some of the advantages obtained under this arrangement are:

- i. More electives possible in the school schedule.
- ii. The system helps to "train the pupil to reach his level of self-direction."⁷
- iii. The pupil is able to progress at his own rate.

On the other hand, some educationalists criticize the system because:

- i. There are too many assignments for the teacher to plan.
- ii. There are too many assignments for the teacher to mark.
- iii. Small classes are necessary for individual assistance.

As a practical procedure for enriching the programmes of small schools, the introduction of locally administered individualized instruction has met with considerable favour.

...a technique of instruction, the contract plan, or a related plan, has become the means of introducing extensive flexibility into the two-teacher schedule and even greater flexibility into the three-, four-, or

7. Kilzer, L.R., Supervised Study, Professional and Technical Press, New York, 1931, 1.

five-teacher schedule while at the same time preserving desirable standardization.⁸

There are a number of very important items that should be kept in mind by the teacher who attempts to use the individualized method of instruction:

- i. The right tone must be maintained in the room.
- ii. The environment provided must be favourable for study.
- iii. The teacher must work with the pupil and not for him.
- iv. The teacher must assist the pupil to form effective study habits.
- v. The teacher must be a master of laws of learning and must appreciate the problems of adolescence.
- vi. Pupils should be observed while they are working and should be assisted at the point of wrong departure.
- vii. Pupils should not be permitted to become lost or discouraged.

(f) Supervised correspondence courses.- Although locally administered individualized material is a valuable solution to some of the problems of rural secondary schools, yet there is a definite limit to the number of subjects that an instructor may teach. Thus, supervised correspondence study is being developed as a supplementary enriching technique which will make it possible for a rural junior high or junior-senior high school to offer a practically unlimited list of courses despite a small teaching staff. Under the system of supervised correspondence one teacher may supervise forty students taking a dozen different subjects. Two of the criticisms levelled against individualized work - that the

8. Broady, K.O., Platt, E.T., Bell, M.D., Practical Procedures for Enriching the Curriculums of Small Schools, Lincoln, Nebraska, University of Nebraska Publication. 1931, 37.

teacher has too many assignments to plan and too many assignments to mark - should be entirely removed if the individualized work is part of a plan of supervised correspondence work. This correspondence study differs from locally administered individual instruction in that:

- i. The course is planned and the assignments furnished by a centralized bureau under a branch of the Department of Education.
- ii. The materials furnished make the course more self-administering.
- iii. The pupils' assignments are checked and mastery is tested by the central bureau, thus relieving the teacher of a very heavy load.
- iv. Successful supervision on the part of the teacher does not depend upon special training in the subject matter of the courses under his supervision. However, success is greatly enhanced by a sincere understanding and appreciation of the objectives of the courses.

If correspondence-study courses can be successfully carried on in the home without the facilities of a library, laboratory, and teacher guidance, is it not reasonable to suppose that similar courses can be made much more effective and that more laboratory courses can be added when planned for use in high schools where these facilities are available?⁹

In the smaller junior and senior high schools throughout Canada the field of vocational instruction has been only slightly developed. The field of appreciational subjects has been almost totally neglected. This state of affairs generally exists because of the teachers' inability to find sufficient time, lack of proper equipment, and the fact that teachers in these smaller schools are not specialists in all the necessary fields.

9. Buck, J.L.B., loc. cit., 505.

It is to supervised correspondence that we turn for the wide array of electives which should be chosen by the high-school pupils under guidance in order that their great diversification of interests and of possible lines of vocational preparation may be taken into account.¹⁰

Several of the Canadian provinces have already done much in the direction of education by correspondence. British Columbia, for instance, offers not only all subjects up to and including those of junior and senior matriculation but also offers a wide array of vocational subjects such as Automotive Engineering 1. and 11, Commercial Art 1, Forestry 1, Principles of Radio, Aviation 1 and 11, Practical Electricity, Building Construction 1, etc. The courses are administered from Victoria by the Department of Education.

Undoubtedly the central authority has realized the need for a wide range of correspondence courses. If advantage is taken of this cooperation on the part of the Department of Education, the small rural secondary schools of British Columbia will be able to increase their curricular offerings to a very large degree.

(g) Supervised correspondence courses combined with radio lectures.— One of the strongest criticisms against correspondence courses is that the personality, enthusiasm, and interest of the teacher is missing. Dr. E.N. Ferriss, Professor of Rural Education at Cornell University, states:

Granting that rural children could and would successfully master the subject matter in a sufficient number of correspondence courses to receive the required number of credits entitling

10. Broady, K.O., op. cit., 489.

them to a high school diploma, the chances are, ten to one, that they would not be educated in the modern sense of the term.¹¹

In order to overcome this criticism, many experts on extension work are now strongly recommending supervised correspondence courses combined with radio lectures. The "personal" contact, which is lacking in ordinary correspondence work, can be supplied in part by the motivation of the radio speaker. In connection with these radio lectures, the services of specialists can be obtained, large classes can be handled economically, and a system of follow-up or check sheets easily introduced.

The American School of the Air is an example of a radio supplement to daily class-room work. This broadcast is on the air every afternoon from 2:15 to 2:45 P.M. The curriculum, designed after seven years of experimentation, includes history, music, literature, geography, elementary science, current events, and vocational guidance. The subject matter is dramatized as much as possible in order to remove the severe quality of the text book from radio instruction and to give the lessons the "personal" touch. The Department of Superintendence of the National Education Association is strongly supporting instruction by radio and has compiled a very useful radio calendar of programmes that could be used in conjunction with the regular school work.¹²

11. Ferriss, E.N., op. cit., 462.

12. Seigl, N. "What Radio Is Doing For Education". School Progress, Vol.V, No. VI, January, 1937, 23-25.

The Nova Scotia Department of Education has experimented with its own radio programmes for the past few years and is now broadcasting each Friday afternoon over Radio Station C.H.N.S. Included in the programmes are such items as music appreciation, current events, dramatic presentations, Nova Scotia history, geography, and French lessons.¹³

(h) Consolidation.— Many authorities contend that the surest and most effective way to secure better instruction and broader curricular advantages for rural districts is to abolish small schools and to establish larger units by means of consolidation, wherever geographic conditions make such a plan feasible. Undoubtedly, many advantages accrue from a carefully planned consolidated school. Some of these are:

- i. A considerable economy in equipment.
- ii. Wider curricula possible.
- iii. More appropriate grouping of pupils possible.
- iv. More opportunity for departmentalization and teacher specialization.
- v. More probability of retaining teachers over a longer period.

Consolidation, though very desirable in many districts, should not be undertaken indiscriminately. A careful study of all factors concerned must be made prior to carrying out the merging of a number of smaller schools. Such problems as the following must be solved before consolidation can be wisely put into effect:

- i. The wisest and most satisfactory location, considering distribution of school population, roads, etc.

13. Department of Education of the Province of Nova Scotia, Journal of Education, October, 1935, 799.

- ii. The building best suited to carry out the educational objectives in the community. (type, size, and equipment.)
- iii. The transportation problem. (roads, type of vehicles, insurance, etc.)
- iv. A satisfactory distribution of costs.
- v. The curriculum. (The programme offered must be made so attractive that distance will not prove a deterrant to attendance.)

Howard A. Dawson, Director of Rural Service of the National Education Association, states:

For the most part, the consolidation of schools has been based on a blind faith in the efficacy of larger schools without any attempt to foresee what size of school would best serve accepted educational objectives. 14

In regard to the most efficient size for consolidated schools, Dawson claims that the demands of modern curricula for teacher specialization point to a desirable minimum of ten teachers and 300 pupils, or an absolute minimum of seven teachers and approximately 210 pupils. Concerning the size of a secondary school and per pupil costs, he points out that:

...practically all of the studies of the relationship between the size of the high school and per pupil cost indicate that there is a very rapid decrease in cost until a school has 200 pupils and that there is a marked decrease in per pupil cost and an increase in curricular offerings until the school reaches at least 500 pupils. Therefore, in terms of financial economy alone, there is good reason for establishing high schools of the minimum size indicated.¹⁵

(i) Itinerant teachers.— Besides the solutions already suggested for solving some of the problems of small junior or junior-senior high schools, there is still another

14. Dawson, H.A. "Better Instruction Through the Reorganization of School Units." School Progress, Vol. V, No. 11, September, 1936, 9.

15. *ibid.*, 17.

opportunity to make rural education more efficient. The employment of itinerant teachers, who give a portion of each day or week to each of two or more neighbouring rural secondary schools, is being experimented with in many districts.

Adherents of the plan claim that the system has the following advantages:

- i. It is less costly to transport the teachers than to transport the pupils.
- ii. It keeps secondary education in more communities than under a system of consolidation.
- iii. It makes possible the use of specialists in school districts where the consolidation of schools is not feasible.
- iv. It proves a practical means of enriching the curriculum offerings in smaller schools, especially in the special subjects.

Highly effective work is being carried on in agriculture, home economics, and music through the use of teachers who carry on work in several schools in a county. The teaching of agriculture and home economics, aided by Federal funds, perhaps illustrates this kind of itinerant teaching at its best. It is undoubtedly one of the most effective methods now in use for enlarging the restricted offerings of small high schools and it is to be hoped that the practice can be extended further in such fields as music, physical and health education, the fine arts and industrial arts.¹⁶

An example of the use of itinerant teachers in small Canadian secondary schools is to be found in Manitoba, where technical instruction is offered by means of travelling instructors, who take their equipment with them in specially equipped trucks.

C. SUMMARY

Canadian secondary schools are predominantly rural. and the

16. Buck, J.L.B., loc. cit., 504.

progress of the movement towards efficiently functioning junior and junior-senior high schools in Canada depends upon the extent to which these secondary schools make use of the practical procedures which have proved successful in enriching the programmes of small schools. If these Canadian intermediate schools make use of the 6-6 system, alternation and combination of subjects, supervised correspondence study, radio programmes, and itinerant instructors, the possibilities of increasing the curricular offerings will be greatly increased. Definitely, many of the features of the junior high school can be adapted, without substantial loss, to the meagre facilities of the small secondary school.

CHAPTER VII

SUMMARY OF DEVELOPMENTS AND STATEMENT OF MAJOR PROBLEMS

(a) Manitoba.-¹ It is generally recognized that the junior high school movement in Canada started in 1918 in the province of Manitoba, when the Stonewall school authorities combined Grades Seven and Eight of the elementary school with the collegiate grades and introduced several junior high school features into this new junior-senior high school form of organization. Since 1918, however, the only outstanding development in intermediate school work in Manitoba has been in the city of Winnipeg. Beginning with one junior high school of 486 pupils, the city developed its middle schools until in 1935 it had an enrolment of 10,113 pupils in fifteen schools. Differentiation of curricula to meet the varying needs, interests, and aptitudes of the pupils has been developed over a period of years, until at the present time Grade Nine pupils, after taking try-out courses in Grades Seven and Eight, may choose from seven distinct course combinations.

Development of junior high schools in other parts of Manitoba and especially in rural districts has been exceptionally slow, partially due to the lack of support on the part of the provincial inspectors. By 1929, however, government reports showed that this attitude was changing and that new junior and junior-senior high schools were being

1. Chapter 11.

established in many centres, with gratifying results both to the Education Department and to the districts concerned.

(b) Ontario.⁻² Prior to Manitoba's innovation of junior high school practices at Stonewall the province of Ontario had experimented with certain features of intermediate school work. The School for Higher English and Applied Arts, established at Ottawa in 1911, was one example of such experimentation. Later, the Ottawa intermediate schools for young adolescents replaced the above institution. Up to the present time these middle schools in Ottawa have dealt with the work of the two senior years of the elementary school only. The difficulty of obtaining cooperation between the elementary school board and the high school board has been the chief reason why the first grade of the high school has not been allotted to the Ottawa intermediate schools. If the first year of the high school course were allotted to the intermediate schools, the problem of what to do with pupils from separate schools would arise. The government would have to allow the separate schools to carry their pupils on into Grade Nine work or the Education Department would have to provide special Grade Nine instruction for separate school pupils when they were promoted to high school. Because of the wide variation in the courses of study, promotion from Grade Eight of the separate schools to Grade Nine of the intermediate schools would not be advisable. This problem involved much possible controversy, involving the whole separate school question, and thus the

easiest way out - that of limiting the intermediate schools to two grades - was adopted.

The work of these Ottawa intermediate schools has not developed very far along junior high school lines. Limited subject offerings, insufficient choice of course, absence of a guidance programme, and limited club activities are their outstanding weaknesses.

In 1914 Ontario introduced into many of its elementary schools an important feature of junior high school work, namely, a differentiation of course for the backward pupils, the "direct learner" type of pupils as they are known in Ontario. This feature of educational reform, provided for by means of auxiliary classes, was later introduced into the secondary schools as well.

In 1924 the University School, operated by the authorities of the University of Toronto in conjunction with their teachers' college, successfully experimented with a junior-senior form of secondary school for selected boys. Definite provision was made for try-out and optional courses and for the encouragement of more school activities, in an attempt to cope with the varied interests and needs of the young adolescents attending the school. A careful study was made of problems peculiar to youths of this age and very satisfactory results were shown.

Ontario's outstanding educational achievement - in fact one of the most outstanding achievements in Canada - has taken place at the Forest Hill Village Community School

in the suburban Toronto district. This school broke entirely from the usual procedure in Ontario schools and definitely planned to provide pupils with an education more complete and more closely adapted to the needs and interests of modern community life than the traditional form of Ontario elementary and secondary education. In organization it is a combined elementary and junior-senior high school. Its outstanding features are the wide range of optional subjects and courses - many of these of an exploratory nature, the provision for differentiation of abilities, the great variety of extra-curricular activities, the close articulation of the various grades, and above all the system of opportunity classes. While the Forest Hill Village Community School is not a true junior high school in organization, nevertheless it carries out to an exceptional degree most of the principles underlying junior high school work.

Ontario's experiment at Tamworth of the consolidation of the senior grades of four rural elementary schools has shown one way of introducing junior high school work into rural communities. At the same time this method of consolidation overcomes the local criticism that in consolidation certain districts lose their schools. Under this system of consolidation three districts out of every group of four would have elementary schools equipped to carry on the work of Forms One to Three inclusive. The fourth district in each case would have a senior consolidated or junior high school for Forms Four and Five (continuation pupils). The only young elementary pupils who would have to be transported to other

districts would be those from the fourth districts. The consolidating of senior classes for the purpose of obtaining more and better equipment, wider subject offerings, better grading, better segregation of the adolescents, more opportunity for student activities, etc., is undoubtedly a problem to which educationalists must devote thought and experimentation if the deficiencies in Canadian rural education are to be removed or lessened. The various possible schemes of consolidation should be given a fair trial under capable organizers and instructors and the results closely compared. The future of intermediate school work in Canada's rural, village, and small town centres depends greatly upon the thoroughness of such experimentation.

The defeat of the Intermediate Schools Bill and the controversy over the separate schools question have definitely prevented provincial acceptance of a system of junior high schools for Ontario. However, principles underlying the establishment of true intermediate schools have been accepted in many districts and temporary provisions have been made to carry out some of these principles under the old form of organization. In the words of Chief Director of Education G.F. Rogers, the junior high school movement should receive the support of all Ontario teachers and administrators, if it is to "provide adequately in separate organizations for the education of the pre-adolescents, the adolescents, and the young adults, respectively."³

3. Rogers, G.F. "Intermediate Schools." Ontario Secondary School Teachers Bulletin, Vol. 14, No. 3, June, 1934, 207.

(c) British Columbia.⁻⁴ Up to the present (1937) more junior high schools have been established in British Columbia than in any other province. Starting with an experiment in one room of the Magee High School in the municipality of Point Grey and with another experiment in the small city of Penticton, the movement has spread until all the important cities with the exception of Victoria and New Westminster⁵ have now one or more junior or junior-senior high schools. The organization and curricular offerings of the big junior high schools of Vancouver apparently compare very favourably with those of any city on this continent. More optional subjects and a wider choice of course are offered than in other Canadian cities. Principals and administrators keep in close touch with intermediate school developments in Europe and the United States. Student government and extra-curricular activities function well under the guidance of carefully chosen teachers. Instructors employed in these schools must have qualifications equivalent to those of instructors employed in the high schools of the province. Other provinces would do well to follow this example and thus remove the criticism sometimes made that secondary school subjects should not be started in the intermediate schools because of the lack of properly qualified teachers.

Contrasting with the Argyle Junior High School of Westmount,

4. Chapter IV.

5. Page 100.

Quebec, the Vancouver junior high schools care for all adolescent pupils of Grades VII to IX, irrespective of their ultimate academic, commercial or technical ambitions and destinations.⁶ The careful system of try-out courses and the employment of skilled counsellors for both the boys and the girls ensure careful guidance into courses suited to the needs, desires, and capabilities of the pupils. One period per week in each student's programme is allotted for guidance purposes.

The problem of pupil guidance is one very much to the fore in junior high school administration throughout Canada today. Authorities in all of the provinces where intermediate schools are to be found are becoming more and more concerned with the possibilities of avoiding educational waste, of preventing social "misfits", of providing counsellors who will study the pupil, assemble information about him, and discuss his choice of course with him in the light of what is known about him. Trained counsellors are employed for this purpose in such intermediate school centres as Vancouver and Westmount. The Forest Hill Village Community School utilizes the specially chosen home-room teachers for this purpose. Several vital problems in regard to guidance programmes are prominent today. These are: (1) Should the guidance be planned in regular periods in charge of specialists, as in Vancouver, or should it be incidental and within the duties of the regular teachers? (2) How can adequate information in regard to the trades and professions be obtained? Here is an opportunity for the

6. Chapters IV and V.

Department of Labour and the Department of Education to co-operate in establishing a central bureau to obtain and distribute this information. (3) What special materials are necessary for a well organized guidance programme? What testing materials, personnel records, and library books are advisable? (4) What can be done to establish properly functioning apprenticeship councils, which will have the co-operation of both the schools and the employers? Canada can learn much from London in this matter. So far little effort has been made to solve these problems. There seems to be a lack of definite information and a lack of uniformity in regard to methods and materials used in the guidance programmes. The whole field is one in which much research and study is possible and advisable, if satisfactory results are to be obtained.

The 6-6 system of organization has been successfully used in British Columbia both with schools of small enrolment such as Ocean Falls and Kamloops and with schools of large enrolment such as the Kitsilano Junior-Senior High School of Vancouver. It has been found that a wider choice of course can be offered to the students, better use can be made of the specialists employed, and a more economic use made of equipment than under the 6-3-3 system. For psychological reasons care is generally taken to keep separated the junior and senior sections of these junior-senior high schools. Separate assemblies and separate student governments are

generally found.

The problem of the relative merits of the various groupings of the grades to obtain the best results from adolescent pupils is very prominent today. British Columbia's junior and junior-senior high schools should lend themselves admirably to a careful survey of the advantages and disadvantages of each system. Some authorities in the United States recommend for large centres the 6-4-4 system, which includes two years of junior college work.

Many leaders in educational administration are now proposing the reorganization of the public school system in the larger communities on what is termed the "6-4-4" plan, which calls for a six-year elementary school, a four-year intermediate school, and a four-year college. This development is still purely in the experimental stage.⁸

As yet no district in Canada has attempted such a grouping. However such a grouping is certainly possible in the larger cities. Many of the senior high schools in British Columbia have already included in their programme the work of senior matriculation or the first year of university. Such centres as Victoria, which has a junior college, could very easily adopt the 6-4-4 plan as an educational experiment, the progress of which would undoubtedly be closely watched by many administrators in other Canadian cities.

⁹
(d) Alberta.— Other Canadian provinces which have become interested in intermediate school work during the past few years are Alberta and Quebec. In Alberta the whole educational

8. Eby, F. and Arrowood, C.F., The Development of Modern Education, New York, Prentice-Hall, Inc., 1934, 892.

9. Chapter V.

system has been undergoing a reorganization during Premier Aberhart's regime. The 6-3-3 system has been decided upon for the larger centres and the courses of study have been revised in order to fit in with the new grouping of grades. As yet the reorganization has not been completed on the province-wide scale originally intended. The first curricular regulations for intermediate schools were issued in 1937 and should form a very useful basis for experimentation and later improvement. In all fairness to Alberta criticism of its intermediate or junior high school efforts should be withheld until the province has had time to test and perhaps alter the original plans.

(e) Quebec.⁻¹⁰ Westmount Junior High School stands out alone among Canadian intermediate schools because, although the school is for Grades VII, VIII, and IX, yet after the completion of Grade VII all pupils desiring academic courses are transferred to high school. The Westmount Junior High School pupils of Grades VIII and IX do commercial or technical work. This organization brings up a problem in the minds of educationalists interested in middle schools. Should these middle schools or junior high schools become vocational or semi-vocational schools similar to those commercial, technical, and academic high schools found throughout Canada? Should the pupils be forced into making such an important choice in regard to their future education and career at such an early age? Have they sufficient knowledge and experience at this

age? An argument against such a plan is that junior high school pupils should not be rushed into making a final vocational choice. According to such authorities as Koos,¹¹ they should have the full three years of the intermediate school period for exploratory work in order to test their interests and capabilities, to see what other pupils are doing, and to give the school educational and vocational counsellors more opportunity to guide them into the most suitable course.

In all provinces of Canada where intermediate schools are located, the regulations in regard to the curricula are issued by the provincial departments of education. In every province certain required subjects must be taught to all normal pupils in all schools. The required or constant subjects are very similar in all provinces, and include English, social studies, general science, health and physical education, and mathematics. Nova Scotia also includes music as a compulsory subject in Grade Seven. Quebec(Westmount) has French as a required subject in all grades and household science and manual training compulsory for Grades Seven and Eight. Alberta requires art for Grade Seven or Eight pupils and library or remedial English for all pupils of Grades Seven and Eight. In addition to the constant subjects listed above for all provinces, British Columbia requires practical arts, art, and music in Grade Seven and practical arts and music in Grade Eight. British Columbia differs from the other

11. Koos, L.V., The Junior High School, New York, 1927, 51 ff.

provinces in regard to Grade Nine constants. In this province English, social studies, and health and physical education are the only subjects that all pupils are required to take. Manitoba requires all pupils to take art in Grade Seven and music in all grades. Practical arts is required of all pupils of all grades with the exception of those pupils taking one of the Grade Nine commercial courses.

Throughout Canadian intermediate schools the offering of optional subjects differs widely - sometimes even within an individual province such as British Columbia. The Grade Nine pupils of West Vancouver are permitted seven optional periods per week while Vancouver pupils in the same grade are permitted twenty-two. Nova Scotia Grade Nine pupils have eighteen elective periods, and Alberta twelve. Throughout Canada the tendency seems to be to increase the number of elective offerings - if the districts can afford the necessary qualified specialists - and to reduce to a minimum the required subjects. Just what this minimum should include is a debatable point and probably will continue to be so. All provinces seem to agree upon the inclusion of English, social studies, mathematics, and health and physical education as compulsory subjects for all intermediate school grades. Much support can be found for the inclusion of general science in this list but the support is not universal. The inclusion of art, music, and practical arts for all grades is even more controversial.

(f) The future. - On the whole, Canada's junior high school movement has not been rapid. However, this movement towards

the establishment of intermediate schools throughout the cities and rural areas has been steady and sure. The years of economic depression since 1930 have dissuaded many districts from taking on additional financial burdens, even though the educational leaders and the electorate were in favor of junior high school organization. In the past years the movement has quickened and with the return of prosperity intermediate schools should become universal throughout the various provinces.

The discovery of many remedies for the insufficiencies of small secondary schools should prove very helpful to those administrators and teachers who desire to give some of the advantages of junior high schools to the pupils of rural secondary schools. By such devices as the 6-6 system of organization, alternation of subjects, combination of classes, supervised correspondence study, radio educational programmes co-ordinated with the regular classroom work, itinerant instructors for special subjects, and consolidation where geographic conditions permit, the possibilities of increasing the curricular offerings in rural centres would be decidedly increased. One must not overlook the feasibility of introducing some of the junior high school features into the small superior schools, which enrol pupils from Grade One to Grade Nine or higher. In the districts where these schools exist there are no senior high schools and thus the 6-6 system is out of the question. However, if a superior school employs two teachers or more, a certain segregation of senior pupils (Grade Seven and higher) can be made within the school.

Alternation of subjects, supervised correspondence courses, etc. then can be used to increase the educational opportunities and to provide partially for the differentiation of interests and abilities of the senior pupils. As Canada is predominantly rural this problem of improving the educational offerings of small secondary schools is vital to the educational growth of the country as a whole. Another rural problem is that of securing adequate provincial and federal financial assistance for rural districts in order to raise standards and equalize the educational opportunities. Intermediate school work has proved successful in most European countries and in the United States of America. From the signs visible today Canada's junior high school movement - adapted to meet local conditions such as a predominance of rural centres - should have similar widespread adoption and success.

BIBLIOGRAPHY

Books

- Broady, K.O., Platt, E.T., Bell, M.D. Practical Procedures for Enriching the Curriculums of Small Schools, Lincoln, Nebraska, University of Nebraska Publication, 1931.
- Davis, C.O. Junior High School Education. New York, World Book Co., 1926.
- Eby, F., Arrowood, C.F. The Development of Modern Education. New York, Prentice Hall, Inc., 1934.
- Edmonson, J.B., Roemer, J., Bacon, F. Secondary School Administration. New York, The Macmillan Co., 1932.
- Kilzer, L.R. Supervised Study. New York, Professional and Technical Press, 1931.
- Koos, L.V. The Junior High School. Boston, Ginn and Co., 1927.
- Smith, W.A. The Junior High School. New York, The Macmillan Co., 1926.

Articles

- Broady, K.O. "Curriculum for the Three-Teacher, Six-Year High School!" Clearing House, Vol. VIII, No.8, 486-489, April, 1934.
- Brunt, J.W. "Building a Junior High School." School Progress, Vol.V, No.9, 13-14, April, 1937.
- Buck, J.L.B. "Enlarging the Program in Small High Schools." Clearing House, Vol. VIII, No.8, 504, April, 1934.
- Dawson, H.A. "Better Instruction Through the Reorganization of School Units." School Progress, Vol. V, No.11,9, September, 1936.
- Dewey, John. "Shortening the Years of Elementary Schooling." School Review, Vol. XI, 1.
- Ferris, E.N. "Curriculum Trends and Problems in the Rural High School." Clearing House, Vol. VIII, No.8, 461-462. April, 1934.

BIBLIOGRAPHY(continued)

Galbraith, J.S. "Forest Hill Village Community School." School Progress, Vol. 111, No.3,8, October, 1934.

Gaumnitz, W.H. "Small High Schools in the National Survey of Education." Clearing House, Vol. VIII, No.8, 464, April, 1934.

King, H.B. "The Present Condition of the Junior High School in British Columbia." B.C. Teacher, Vol. VI, No.7, 33-35, March, 1927.

Rogers, G.F. "Intermediate Schools." Ontario Secondary School Teachers' Bulletin, Vol. 14, No.3, 207, June, 1934.

Seigl, N. "What Radio Is Doing For Education." School Progress, Vol. V, No.VI, 23-25, January, 1937.

Tamblyn, W.J. "Adapting the School to Meet Individual Requirements." School Progress, Vol. V, No.X, 12, May, 1936.

Tamblyn, W.J. "Forest Hill Village Community School." School Progress, Vol. 3, No.5,8, December, 1934.

Newspapers

Vancouver Daily Province, Vancouver, B.C. April 11, 1935.

Vancouver Daily Province, Vancouver, B.C. April 9, 1936.

Government Documents

Alberta Department of Education. "Interim Announcement Relating to the New Programme of Studies for the Intermediate School." Alberta Teachers' Association Magazine, Vol. XVII, No.9, 20, May, 1937.

British Columbia Department of Education. Annual Reports, 1925-1936.

British Columbia Department of Education. Programme of Studies for Junior High Schools, 1926, 1927, 1932, 1936.

British Columbia Department of Education. "Survey of the School System of the Province of British Columbia." Report by Putman, J.H. and Weir, G.M., 1925.

BIBLIOGRAPHY(continued)

- Dominion Bureau of Statistics. Annual Survey of Education in Canada. 1918-1936.
- Government of Ontario Document. Bill NO. 119, An Act "Respecting Intermediate Schools, 1936.
- Manitoba Department of Education, Annual Reports, 1918-1935.
- Manitoba Department of Education. Report of Educational Commission, 1924.
- Nova Scotia Department of Education. "Junior High School Programme of Study!" Journal of Education, Series 4, Vol. 4, 41, March, 1933.
- Nova Scotia Department of Education. "Report of the Committee on Studies." Journal of Education, Series 4, Vol.4, 40, 1933.
- Ontario Department of Education. Annual Reports, 1930-35.
- Point Grey Board of School Trustees. Annual Report, 1928.
- Province of Nova Scotia. Education Act, Section 64(9).
- U.S. Bureau of Education. Report of the Committee of the National Council of Education on Economy of Time in Education. Bulletin No. 38: 26-27, 1913.
- Vancouver School Board. Annual Reports, 1925-36.
- Winnipeg School Board. Annual Reports, 1918-1936.
- Year Book of Education, 1937. London, Evans Bros. Ltd., 1937.

Reports

- National Education Association. Addressees and Proceedings, 659-660, 1899.
- National Education Association. Report of the Committee on Secondary School Studies, 11, 1892/93 (pt. 3) 45.
- Saskatchewan Teachers' Federation. "Alberta Moving Forward," Bulletin, Vol.111, No.6, 18, June, 1936.

BIBLIOGRAPHY(continued)Monographs

Easson, M. The Intermediate Schools of Ottawa. A doctor's thesis, University of Toronto, 1933.

Pamphlets

Argyle Junior High School, Westmount, Quebec. Courses Offered, 1936.

Templeton Junior High School, Vancouver, B.C. Courses Offered, 1937.

APPENDIX A

SALARY SCHEDULE OF THE WINNIPEG SCHOOLS

Type of school.	Position.	Minimum.	Yearly increase.	Maximum.
Elementary School.	Men Principals	...\$2400 \$3500	...\$100 \$100	...\$3400 \$3800(over 16 rooms)
	Women	...\$2000	...\$100	...\$2800
	Schedule	...\$1200	...\$ 50	...\$2000
Junior High School	Principals	...\$3600	...\$100	...\$4000
	Schedule	...\$1500	...\$ 50	...\$2200
High School	Principals	...\$4000	...\$200	...\$5000
	Men Assistants	...\$2400	...\$100	...\$3400
	Women Assistants	...\$1800	...\$100	...\$2800

(Special probationary schedule for 1st two years in all above.)

Manitoba Department of Education. Annual Report, 1920, 114.

APPENDIX B

SUBJECTS OFFERED IN WINNIPEG JUNIOR HIGH SCHOOLS

In the Junior High Schools, including Grades Seven, Eight and Nine, instruction in the fundamental branches is continued with daily drill and practice suited to the greater maturity of pupils at this stage. Geography and History Courses are greatly enriched in content, and English Literature, through the study of the special texts prescribed from year to year by the Department of Education as well as by means of a generous provision of supplementary reading, provides for the student a new appreciation of the prose and poetry which is to be found in such rich store in the great English language. Mathematics at this stage makes application to the ordinary problems, of business and community life, of skills acquired in the earlier grades and further developed with continued practice at this stage; beginning courses in Geometry and Algebra introduce the student to new methods of Mathematical thinking, forming an excellent training for those who will continue in further study at the Senior High School as well as providing a course of general value to those who leave school to enter the various trades or engage in commercial life. A course in General Elementary Science extending over the three grades is included in the programme of studies for this department. Through collection and examination of actual specimens pupils are made familiar with the life of plants, animals, birds and insects at their various stages of development and by laboratory experiments are led to an understanding of the general principles of Physics and Chemistry. Foreign language, an elective study begun in these grades, provides an elementary knowledge of French and Latin, which serves as a foundation for the later study of these languages in the Senior High School. Music and Art continue to form an important part of the school programme, pupils being continually given the opportunity of expressing themselves through these media, and of developing appreciation and attitudes which are considerable in their influence on the character at this formative stage. Systematic physical training and health instruction are emphasized, the special plan of organization of the Junior High School lending itself admirably to the successful carrying on of this part of the programme. Manual Training for boys and Sewing for girls is continued in Grade Seven, while in Grade Eight girls attend one of Domestic Science centres for instruction in cooking one-half day of each week, the boys at the same time taking advanced woodwork, or making a beginning at work in Metal and Mechanical Drawing in High School, Technical Shops, or in specially equipped centres of the Junior High Schools.

APPENDIX C

SECTION OF THE REPORT OF SUPERINTENDENT DUNCAN
TO THE WINNIPEG SCHOOL BOARD(1928)

A comparison of the modern school and the junior high school reveals points of resemblance and of difference. Both organizations find their justification in the fact that in the system which they supplant, pupils were observed to be marking time in their studies, and in the recognition of the need for a definite change of curriculum at the age of eleven. Hence the introduction at this stage of new studies, elementary science and a foreign language, a widening of the range of mathematical studies, an enriching of courses in English and History, and a greater emphasis upon music, art and practical work. In both organizations, too, the same change in teaching appears, a change from a system of instruction under which one teacher instructs in all subjects to one in which pupils are brought under the guidance of several teachers each of whom is a specialist in one subject or in a few related subjects. The resemblance goes farther, to include the opportunity afforded by both organizations of making divisions which admit of the recognition of the varying abilities and interests of students. There is, however, one marked difference between the modern school and the junior high school. The former has its own terminus in a leaving examination which is or will be widely divergent from that of the secondary school, a fact which tends to accentuate the variation of its courses from those of the older school. The junior high school, on the other hand, has no terminus, but is merely an intermediate part of the line which runs through it from the elementary school to the high school and leads to the terminus of the latter. The plan of the junior high school affords variety through a system of options; that of the modern school foreshadows a distinct variation in content and treatment of all or most of the subjects of the course. The outcome of the experiment recommended by the Haddow Commission will be followed with interest by all who have to do with the problem of the education of the adolescent.

APPENDIX D

INFORMATION IN REGARD TO ARGYLE SCHOOL, ISSUED BY
THE PROTESTANT BOARD OF SCHOOL COMMISSIONERS,
WESTMOUNT, QUEBEC.

In the event of an Intermediate School being established in the New Argyle building next September, the following courses are being considered:

- (1) A General Course for Eighth and Ninth Years (1st and 2nd Year High).
- (2) A Commercial or Business Course for Eighth and Ninth Years (1st and 2nd Year High).

Both these courses are prepared with the idea of continuing the same type of work in the Westmount High School in the Tenth and Eleventh Years (3rd and 4th Year High), and obtaining the High School Graduation, or School Leaving Diploma. The General Course is for those pupils who do not intend attending the University, and through a choice of options is either Cultural or Practical, its fundamental principle being to prepare the pupils for life. It is a very attractive Course and is being chosen more and more in many provinces by pupils who do not desire to enter the professions. The Business Course may be taken for two years only, or may be continued in High School in the Tenth and Eleventh Years, and the student, if successful, may matriculate into Commerce at McGill.

Suggested Courses - Grade VIII

General (Cultural According)
 (or - to choice) Business
 (Technical of options)

	Periods per Week		Periods per Week
Mathematics	5	Business Mathematics	5
Literature & Composition	6	Literature & Composition	6
Spelling	1	Spelling	1
Language	2	Language	2
French	5	French	5
History & Geography	3	History & Geography	3
Physical Education & Health	2	Health & Physical Education	2
Supervised Study	2	Supervised	2
General Science	2	General Science	2

Suggested Courses - Grade VII1

General (Cultural According)
 (or - to choice) Business
 (Technical of options)

	<u>Periods per week</u>		<u>Periods per week</u>
Art, or Extra Mathematics		Stenography)	
or Extra English	2	Typewriting)	6
Music	2	Bookkeeping)	
Household Science -)		Business French	1
(Cooking, Sewing &c.))			
or)	3		
Manual Training)			
	35		35

Obtained from J.V. Brunt, Principal of Argyle Junior High School,