

THE UNIVERSITY OF MANITOBA

AN INVESTIGATION OF THE PUPIL BURDEN-LOAD
AT THE GORON BELL HIGH SCHOOL
WINNIPEG, MANITOBA, FOR
THE PERIOD 1932-33

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BY

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CHAPTER I

INTRODUCTION

The Problem Stated

This study undertakes an examination of pupil success and failure in Grades X and XI of the Gordon Bell High School, Winnipeg, over a period of six years, 1932 to 1938 inclusive, to determine what major adjustments, if any, should be made in the pupil study-load. Additional tentative findings pertaining to causes of failure may be suggested by the data examined and where found significant will be recommended for further study.

Manitobans have been secondary school conscious for more than half a century as may be observed from the steady increase in the number of secondary school departments and their spread to almost all small and large urban centres throughout the province. During the period in question the effects of industrial change, the urbanization of population and depressed economic conditions caused many more to avail themselves of secondary school facilities who would normally leave school and seek employment. The rapid increase in secondary school enrolment and the problem of securing employment upon graduation is shown in Tables I and II.

TABLE I

THE INCREASED SECONDARY SCHOOL POPULATION IN MANITOBA AND WINNIPEG AT INTERVALS, 1931 TO 1936.

Year	Per Cent Distribution of Total Enrolment Grades I-XII, Manitoba.	Total Enrolment in Grades I-XI, City of Winnipeg.
1931	6.7	1439
1936	9.2	2203
1931	11.9	4032
1936	14.8	4753

TABLE II

GAINFULLY OCCUPIED IN AGE GROUP 15-19⁽¹⁾, CITY OF WINNIPEG FOR THE YEARS 1931 AND 1936.

Age	Total Population		Gainfully Employed		Per Cent Gainfully Employed	
	Year		Year		Year	
	1931	1936	1931	1936	1931	1936
15	2036	1929	100	37	6.2	1.39
16 and 17	4205	3967	1322	433	31.4	11.2
18 and 19	4377	3854	2662	1500	60.8	35.6
20 - 24	9315	10351	3721	7229	39.9	59.9

The increase in enrolment produced curriculum and guidance problems of major proportions and the failure of pupils to secure employment upon graduation was perplexing to

¹ P. S. Woods, Education in Manitoba, Part I. Economic Survey Board Report, 1933, p. 63.

both pupils and their parents. A secondary school education had come to be regarded as a guarantee to improved employment possibilities. It was evident to members of the staff that some pupils were affected adversely by the uncertainty of the times and the insecurity not formerly associated with secondary school graduation. Boys in particular showed less concern than usual over the prospect of repeating a grade. Quite early in the period of the depression this condition was made apparent in a report by Andrew Moore, a High School Inspector for the Province.² The following is an excerpt from the report:

"The urge to establish Grade XII classes in the small centres is becoming more and more pressing. The Grade XII class is almost invariably, the best in the school. If something can be done to produce in the average Grade XI class anything like the desire to work, and the attitude of responsibility, that is so evident in the average Grade XII class, a move of great import for the good of the Secondary Schools will have been accomplished. More than just the difference in maturity between a Grade XI and a Grade XII pupil is involved. The Grade XII students are in school because they want to be there, and frequently at considerable sacrifice on the part of their parents and themselves. Too large a proportion of the Grade XI pupils have no desire to be in school at all, and their parents do very little to support the efforts of the school."²

The opinions reported may or may not be correct but they are further evidence of the extent of the problem.

Among causes considered contributory to the failure rate and noticeable indifference of pupils may be listed

(1) fixed subjects of study; (2) bookish nature of the programme, (3) Provincial examinations; (4) matriculation

² Andrew Moore. "Inspector's Report to Department of Education", 1929-30.

requirements, and (5) an overloaded curriculum for the time allotted to its completion. The Articulation Committee of the Manitoba Educational Association, representative of High School and University, after many meetings and much study of the problems of University Entrance requirements, presented an interim report and along with other recommendations advised a "three year High School course beginning with Grade X".⁵ Evidently the Articulation Committee had reason to believe that an over-loaded curriculum presented a major problem, and that for many pupils the time, a total of two years in Grades X and XI was insufficient. This factor is difficult to isolate but it may be assumed that if the variation in time spent by pupils in successful completion of the high school course is large this in itself is evidence that the time element had major significance.

The action of the Winnipeg School Board in dealing with the increased enrolment within its secondary schools and financial and instructional problems associated therewith reflects public opinion on the question. In 1932 the Board thought it necessary for financial reasons to eliminate the "free" Grade XII from the high schools and in 1933 to pass a resolution that Grade XI pupils would not be permitted to repeat the year if unsuccessful in their final examinations. However the Board did adopt the practice at this time of admitting pupils failing in Grade XI of the Day School to the Evening Schools free of charge. As a result of the Grade XII

⁵The Articulation Committee Report. "Unpublished Document", 1940, p. 9.

ruling many students who would have returned for an extra year found themselves financially unable to do so or to enter the First Year of University and thus were forced into unemployment, a most unhealthy spiritual condition for these young people, many of whom doubtless were ambitious to get on in life. The Grade XI ruling tended to eliminate from school not only those who were wilful laggards but also the slow learners. Another serious fault of the ruling was that under it pupils could repeat Grades IX and X, ad lib, and arrive at XI at almost any age - penalising the pupil who made a doubtful or fair promotion at normal age. In practice some modification came about through the schools recognizing this situation and practically dividing X and XI into three years before the pupil came up against the ruling. This was sometimes done even during the Grade XI year. If a pupil (on the school's advice) did not carry a full XI the interpretation of the ruling was that he was not a "repeater" in his second year in XI. The injustice of the Grade XI ruling was recognized and in 1935-36 and 1936-37, the School Board endeavored to remedy the situation by organizing a Grade XI Extension course for pupils who were not seeking university entrance standing. This course was in part a compromise at a time when a majority of the School Board did not favour accepting the financial responsibility for a Grade XII course which is post-matriculation or college grade. They argued that, under the existing financial conditions they would be financing on the public school budget the main part of First Year University work - so far as city residents were concerned. They recognized, however, the essential value to

many pupils who were not going to University, of further general education. Consequently they deliberately barred the course for University credits and attempted to provide for the pupil who had no chance for further education.

This substitute year for Grade XI did not attract sufficient numbers to warrant its continuance beyond two years. Both parents and pupils had interests in addition to that of simply being occupied in study; the rating of a course and of the standing secured upon its completion to be acceptable must have some meaning in terms of social values and in terms of improved opportunity for employment. Until quite recently, it may be said without question, that the matriculation course has held a place of importance in the minds of parents and pupils because of the values which public opinion has attributed to it. Even where finally accorded worthy recognition, great patience has had to be exercised on behalf of the general course that it might establish prestige. Hence no substitute that did not give some definite standing understood by (and accepted by) the public could hope to inspire confidence and so the Grade XI substitute failed.

It appeared to the writer and other members of the teaching staff that many of the young people attending the Winnipeg High Schools during the later "depression" years were being made the victims of circumstances. It appeared also that there was sufficient evidence that while opportunity was being limited the pupil study-load was blocking the possibility for graduation in a sufficiently large number of cases to warrant a study of the whole question.

The Background of the Gordon Bell High School Population

It is important at the outset to examine the economic and population factors of the district served by this high school. Winnipeg had five high schools during the period 1932-1933, each, in several respects, serving somewhat different economic and population groups. The pattern of the Gordon Bell school community is important if the findings of this study are to have a broader significance and be applicable generally. In fact, the school was selected not only because of the writer's interest in and familiarity with it but, as well, because it was considered that the findings would prove valid for all large urban centres and would have reference to even the smaller rural high schools laboring under still greater handicaps.

The school building was erected in 1926, is modern in construction, with a large gymnasium and auditorium combined. Two rooms were equipped for Practical Arts classes for girls but provision was not made for general shop courses for boys, nor, were rooms specially equipped for art and small classes in music. Since its organization as a high school, special provision has been made by way of a library and reading room. Originally erected to meet junior high schools needs, Grades VII-IX, adjustments have been made to accommodate subjects of the matriculation group, the students enrolling in general shop courses going part-time to the Kelvin high school. In September of 1931, four Grade X classes were added and in September 1932, the status of the school was changed from that of junior to senior high school. For several years thereafter

Grade IX classes were instructed in this school but for administrative purposes the Grade IX group was practically a separate department.

The pupils come from a district which may be described as south-central within the City of Winnipeg. The area is bounded on the south by the Assiniboine River, on the north (approximately) by Fortage Avenue. It extends to the east as far as the Red River and west to the outskirts of the city proper. In the eastern section of this area are many downtown business houses such as the T. Eaton, Hudson's Bay and smaller retail stores and it includes the Union Station and Fort Garry Hotel. Within this business section are a considerable number of over-crowded tenement houses and a very large number of apartment blocks, mostly of recent building and modern structure. A still better class of apartment block is common in the central and western sections of the school area. The homes in all but the down-town section are mainly five to nine-room houses, the majority of which are occupied by owners and those which are not have a good class of tenant. These homes are moderately priced and generally well-kept.

There are eleven churches in the area, four United, two Anglican, two Evangelical, one Baptist, one Roman Catholic, and one Presbyterian. There are seven additional schools, three elementary and four combined elementary and junior high. The majority of the Gordon Bell pupils come from these junior high schools. The records of one thousand pupils selected for the purposes of this study indicate that one hundred and forty

or fourteen per cent took the Grade IX course in schools other than those tributary to the Gordon Bell, seventy of them from other Winnipeg schools, and the remainder from other parts of Manitoba, Canada, the United States and Scotland.

Further information as to the occupations of the parents, size of family, church affiliations and pupil occupational interests was secured through the school principal by means of a questionnaire. The influence of these factors upon the ambitions and educational outlook of high school pupils is of sufficient importance to receive some consideration and the factual data are introduced at this point to extend the picture of the larger school setting for the purpose of justifying the selection of this school for investigation.

The data on parental occupations compiled in Table III, were obtained by questionnaire from the pupils of one hundred and fifty families represented in the school population and was a good cross-section of the district. Fifty occupations are represented and the distribution follows the pattern shown by the study⁴ of G. S. Counts in 1922 and indicates selectivity on the bases of the occupation and income of the parent.

⁴G. S. Counts. The Selective Character of American Secondary Education, Chicago: University of Chicago Press, Suppl. Ed. Mon. No. 19, May, 1922, p. 3.

TABLE III

OCCUPATIONS OF 128 MALE PARENTS OF STUDENTS ENROLLED IN THE GORDON BELL HIGH SCHOOL IN 1938

Company Executive	15	Sales Agent	18	Accountant	7	Skilled Labourer	7	Machinist	7
General Business (stores)	6	School Teacher	4	Contractor	4	Carpenter	4	Civil Servant	3
Mechanical Engineer	3	Banker	3	Printer	3	Freight Agent	3	Market Gardener	3
Lawyer	2	Lumber Merchant	2	Caretaker	2	Clerk (store)	2	Truck Driver	2
Transfer Owner	2	Insurance Office	2	Nursing Home Proprietor	2	Grain Inspector	2	Professor	1
Customs Officer	1	Jeweller	1	Tailor	1	Music Teacher	1	Civil Engineer	1
Furrier	1	Butcher	1	Immigration Inspector	1	Broker	1	Locomotive Fireman	1
Noteman	1	Druggist	1	Park Lands Inspector	1	Manufacturer	1	Doctor	1
Fuel Board Inspector	1	Rwy. Claims Agent	1	Cattle Dealer	1	Tax Commissioner	1	Painter	1
Real Estate Agent	1	Hotel Manager	1	Hotel Waiter	1	Postal Clerk	1	Coal Guard	1

There were five hundred and thirty-six children in the one hundred and fifty families or 3.57 children per family. The average size of family for Canada, Manitoba and for the City of Winnipeg in 1931 was 4.57, 4.68, and 4.50 respectively.

Family church affiliations were as follows: United 75, Anglican 57, Presbyterian 9, Baptist 7, Hebrew 5, Lutheran 4, Christian Science 2, Roman Catholic 1, Inter-denominational 1, Plymouth Brethren 1, Evangelical 1, Unitarian 1, No affiliation 5, not stated 3.

Of the one hundred and fifty pupils, thirty-six earned some money while attending school while one hundred and fourteen did not find it necessary or had neither the opportunity nor desire to do so. Forty-eight planned to attend the university, ninety to enter some occupation after graduation which would lead to financial independence in a short time. Only twelve did not indicate their future plans.

The population within the school area is largely of British origin. Although not typical for all Manitoba in this regard, it would be for large sections of the province. However, interest in secondary education is no longer limited to people of British extraction. The Economic Survey Report established that regardless of racial origin all but the French Canadian and some Mennonite areas had become secondary school conscious where high school education had been made available over a considerable period of years⁵.

These data would indicate that the pupils of this high

⁵ D. S. Woods, Op cit. Vol. I, Finding No. 5.

school are from an average middle-class economic level. The homes are neither rich nor poor but in the main, income would range from small to moderately large, a condition which, other factors being favourable, has tended to popularize secondary education. The influence of several churches and of all religious bodies represented would be favourable to extended training. The educational traditions of a predominantly British population likewise would be favourable. Should there be a real problem of the nature of that under investigation within this school then it would tend to be accentuated under less favourable conditions. Conditions within the school would have a bearing and accordingly are examined in detail in Chapter III.

The Method and Data

Data relating to pupil enrolment in Grades X and XI, to success or failure therein, to length of time spent in those grades and to marks and averages obtained in Grade IX prior to admission to high school were obtained from records on file in the office of the principal of the school. The practice has been when a pupil enters this school from Grade IX to record on an individual card the name of the preparatory school, the standing obtained in each subject of Grade IX and present place of residence. During the period spent in the high school there are added, pupil attendance, courses and subjects selected and marks obtained thereon on examinations prepared by a committee of the staff and by the Provincial committee of examiners. In cases where standing is accredited by the Principal and his staff the marks of the school committee only were available.

As the writer was a member of the staff for ten years and during the entire period covered by this study, additional information was readily available concerning extra-curricular activities, pupil interest and attitude.

During the six-year period under review, approximately 5000 pupils were enrolled in Grades X and XI. Of this number one thousand names were chosen alphabetically, 457 boys and 543 girls, and all passes and failures obtained by the thousand pupils while in Grades X and XI were tabulated for use in this study. It should be noted that nearly all pupils entering Grade X had obtained the passing mark on each subject of Grade IX and all ^{had obtained} the required average mark, which in itself would constitute a measure of selection on the basis of scholastic ability. Consequently, choosing one thousand, or twenty per cent of all entering students, in alphabetical order should provide an adequate sampling from this school and for the purposes of this study. Five hundred and ninety-eight of the thousand came from the matriculation group and four hundred and two from the general course group of students. To obtain a basis for prognosis, all subject-matter marks and the average mark for each student while in Grade IX were recorded for one hundred and fifty of those choosing the matriculation and one hundred of those choosing the general course. These were selected alphabetically from the one thousand and approximate twenty-five per cent of all pupils registered in either course during the six-year period.

The cases chosen were grouped on the basis of the type of course selected, the general or that leading to a High School

leaving Certificate, and the matriculation leading to University Entrance. The matriculation course represented the preparatory point of view and limited choice of subjects, with the exception of 4 units out of 24, to studies of the more abstract and bookish type. The general course provided a broader field for study but it will be shown in Chapter III that even in this course the choice of subject matter was limited. As the selection of a course rested in the final analysis upon the wishes of the parent and pupil, the type of course selected, in a significant percentage of cases, might be unsuited to the experiences, aptitudes and to even the interests of pupils registering therein. The principal of the school, in so far as advice was sought, interviewed parents and pupils and recommended on the basis of previous scholastic attainment.

One limitation of the data upon which this study is based should be noted if the findings might suggest the advisability of a greater measure of high school influence in the pupil choice of course made upon entrance to Grade X. For want of objective data concerning the intelligence quotient of each pupil, such findings as may be arrived at, should be tentative and suggestive of the need for further study. However, there is a measure available, the subject matter and average marks obtained by each pupil while in Grade IX. For the majority of pupils this may be taken as an indicator of success or failure in high school. For a smaller percentage this would not be true if studies made at the levels of entrance to Grade X and to the university were accepted. A study made in 1939 by the Department of Educational Research of the Ontario

College of Education finds,⁶ "(1) that there is a positive relationship between matriculation and university achievement"; (2) "The relationship.....although positive is not exact." The foregoing relate to findings on the basis of upper school marks. Further, "Table VI, which relates the whole university careers of the pass students to the average marks obtained by them in the middle school examinations, yields the same conclusions." This relationship might not hold quite so steady for Grade IX marks and success in high school but that there is evidence of a positive relationship has been shown by many investigations.

In a recent study of secondary school administration, in the chapter on pupil guidance, we find the following:

"Many investigations have been made to show the significance of success in school subjects for predictive purposes. Despite the extensive evidence discrediting school marks, they have been found to be one of the most important single measures for predicting future achievement. A number of studies have yielded positive correlations of .60 to .80 between elementary-school and high-school records".⁷

F. M. Symonds an outstanding authority on the subject after reviewing a great number of studies on this problem concludes:

"Of all the indices of ability to do college work, marks in the high school course are most significant.....school marks, however, should not be relied upon alone, but should be supplemented by intelligence tests."⁸

⁶Ontario College of Education. The Relation between Matriculation Marks and the Achievements of Students in the Universities of Ontario. 1939, p. 25.

⁷L.V. Eoss, J.M. Hughes, P.W. Hutson, W.C. Reavis. Administering the Secondary School, American Book Company, New York, 1940, p. 208.

⁸F.M. Symonds. Measurement in Education. New York: The MacMillan Company, 1930, Pp. 440-441.

In view of this, findings and conclusions re guidance in the choice of courses arrived at from the data of this study may be regarded as tentative only.

The problem of breadth of curriculum offerings is also a factor in pupil success and failure, and in time spent in school, more especially because of the tremendous increase in the population of the secondary school during recent years, and the enormous opportunities afforded for direct contact and experience with many practical aspects of life giving rise to interests other than those associated with scholastic studies. It becomes a still more significant factor if large numbers without adequate guidance as to choice of course enter the high school. Data on the breadth of curricular offerings are presented and studied in Chapter III.

The problem of interest and participation in what were formerly considered extra-curricular activities, athletics, games, dramatics, glee club performances, orchestral training, now encroaching upon day-time study hours is important. An objective study is not made of the influence of this factor. However, the extent and very wide provision made for pupil participation and management will be examined. This phase of secondary school life is not introduced with any thought of criticising a growth in the secondary school aiming to socialise the pupil and cultivate a sense of civic responsibility through having the pupil population assume in a large measure the initiative and management of pupil activities. Rather is it introduced to show how the time, once devoted almost solely to the study of matriculation subjects, has been

encroached upon by this modern emphasis.

Chapter II of the study presents a review of other studies and expressions of opinion which direct attention to the major concern of this thesis and other causes of pupil failure. Chapter III is devoted to an examination of the curricular and extra-curricular activities, the staff and administration of the Gordon Bell High School. The remainder of the thesis is devoted to the examination of data, findings and recommendations. The appendices contain a sampling of the data used in this study. It is not deemed necessary to include all the records of the one thousand pupils while in high school but sufficient of the original data is included to indicate the procedure followed.

CHAPTER II

LITERATURE ON THE SUBJECT

There is no record of any investigation having been made in Manitoba of the educational problem with which this thesis is concerned. To find if such a study has been made in other provinces a letter was written to the Department of Education for Saskatchewan, Alberta, British Columbia and Ontario. In every case the reply was negative in so far as available material was concerned. One letter included information which is quoted in part:

"For ten years British Columbia has had a four-year high school course from Grade IX to University Entrance (a term we now employ instead of Junior Matriculation). Formerly we had a three-year high school course and I was a member of the committee which brought about our present organization. Data, which I compiled at that time, which is no longer to be found, indicated that our three-year course was really a four-year course for many students. It was a crowded course which left no time for study periods, library periods, club activities, Art, Music, Guidance and counselling."¹

It is regrettable that the data referred to have been lost. However, some studies made in American and Canadian schools and opinions expressed by those prominent in secondary education are available. Three important studies on the Selective Character of Secondary Education have a bearing upon the problem in that they show the secondary school population to continue to be drawn in increasing numbers from that stratum of society which has in the past favoured the

¹H.B. King, Chief Inspector of Schools, British Columbia. Letter (see Appendix for text of letter.)

matriculation course whether or not all of its boys and girls had aptitude therefor and interest therein. Further, these studies reveal that an increasing number of pupils are drawn from a cultural background with interests in the more practical vocations. In all probability a significant percentage of pupils enrolled from the latter group have study interests closely related to the immediate necessities of earning a living upon the completion of high school. Socio-economic conditions underlying the population of the Gordon Bell school and the limitations in choice of course and subject matter as indicated in Chapter III relate the studies aforementioned to the problem under examination, pupil-study-load.

The Problem of Selectivity in Secondary Education

Among the first studies to be made on this continent dealing with problems of Secondary Education was that made in 1922 by George S. Counts, then on the staff of the University of Chicago. Investigation had shown that from 1890 to 1918 the high-school enrolment in the United States had increased 711 per cent.

"In view of the remarkable increase in high-school enrolment and the changing conception of secondary education, it is becoming increasingly pertinent to inquire into the character of that student population which is attracted to the public high school."²

² G. S. Counts. Op. cit. p. 3.

The investigation undertaken by Counts included data from the high schools in four representative American cities. The scope of the study is indicated by questions in the introduction.

"Is it true in practice that the public high school differs from the elementary school chiefly in the age of its children? Has the revolutionary increase in the high-school enrolment involved the abandonment of the selective principle in secondary education? And more specifically, from what occupational groups do the high-school students come? Are all social classes fairly well represented?"³

In this study Counts was particularly concerned with data concerning occupations of parents and the type of course chosen by the children of parents of different occupations. For example he classified all possible occupations under 16 main divisions. Division 1, Proprietors; 2, Professional Service; 15, Miners, lumber-workers, fishermen; and division 16, Common Labour. The population had been carefully classified in terms of financial wealth. All curricula within each school system were classified, as for example the curricula in one of the cities was of five types, - Classical, Scientific, General, Practical Arts, and Commercial. In the light of this analysis city by city he finds that,

"The children coming into the public-high-school from the different occupational groups exhibit different tendencies in their election of curricula. Those occupations that have relatively poor representation in the high school patronize the "practical" courses, the courses which point outward toward wage-earning rather than upward toward high education.

³Ibid p. 3.

The lower the grade of occupation, the stronger this tendency manifests itself. The girls are apparently influenced in larger measure than the boys by the occupational status of the parent."⁴

In conclusion Counts states:

"In view of the foregoing analysis it is clear that we in America have not abandoned in practice the selective principle in secondary education, even though we have established a free public high school in almost every community in the country. It is not strictly in accord with the facts to say that 'a public high school differs from an elementary school chiefly in the age of its children.' It is true..... high-school students, even today in spite of the amazing growth of the high-school enrolment since 1930, are a high selected group..... Secondary education is not education for childhood, but rather education for a selected group of adolescents, as we have seen... .."⁵

The National Survey of Secondary Education made in 1931 by the United States Department of the Interior, Office of Education, included a study of selectivity. The following extracts from this report indicate marked increase in popularization of secondary education in the United States.

"In 1930, the census shows that there were 9,341,321 persons aged 14 to 17 years inclusive, in the United States of whom 4,354,815, or 46.6 per cent, were enrolled in public secondary schools..... With enrollments in private secondary schools added, the proportion of the population of high-school age represented by the enrollment in secondary schools, public and private, was well over half of all. This proportion has unquestionably increased strikingly since 1930, but the exact extent of the increase is not known.....An unquestionably important factor in recent years has been the lack of opportunity for employment of the population of high school age. Denied opportunities for employment, youth have turned in larger proportions, to the schools."⁶

⁴Ibid, p. 72

⁵Ibid, p. 141

⁶G.H. Kefauver, V.H. Hall and C.E. Drake. The Secondary School Population. Bulletin No. 17, National Survey of Secondary Education, Washington, Government Monograph # 4 Printing Office, 1932, pp. 4 and 5.

The investigators tried to find a measure for progress in democratization. By democratization is meant the extent to which children of different socio-economic and intellectual levels attend the secondary school. It was found possible to gather data for this purpose by repeating as exactly as possible the procedures used by Counts in two of the four cities in his study. The data so collected was obtained just eleven years later and some of the findings are:

"The results of a repetition.....of a study..... made by Counts, disclosed striking increases from 1920 to 1930 in the proportionate representation in the high school of all occupational levels in the total population.....To the extent that the lower occupational levels share in the increases, it may be assumed that there has been considerable progress toward socio-economic democratization of the secondary schools...The evidence presented seems to indicate progress toward intellectual democratization, that is, toward increased representation in secondary schools of intellectually less competent youth.....A highly important conclusion from the evidence presented is that intellectual democratization is being achieved by extension of the offering to include vocationalized and other non-college preparatory curriculums in the secondary schools. This is true whether these curriculums are provided in comprehensive high schools or in specialized schools such as commercial high schools or trade schools. By the same token, school systems that have gone farthest in providing such curriculums have probably made most progress toward complete intellectual democratization."⁷

In relation to the present study these findings have special significance in that the limited curricula in the Gordon Bell High School prevents that range of choice so essential to the variation in the abilities of pupils who would be enrolled and consequently there could be only limited progress in intellectual democratization.

⁷C. H. Kefauver, V. E. Holl and C. E. Drake, Op. cit. Pp. 25 and 26.

The province of Alberta revised its secondary-school curriculum in 1939 resulting in a programme of studies which included a greater diversity of curricular opportunity. The new curriculum was designed to meet the needs of all adolescent boys and girls, recognizing that these young people vary greatly in capacity, aptitudes, and interests. In 1941, after two years operation of the new curriculum, an investigation was begun to determine if there were a selective principle at work in secondary education within the province. Some of the major problems considered in the investigation were:

" (i) From what occupational groups do high school students come and how does the proportion vary from occupation to occupation?

(ii) What electives do children from the different occupational groups choose?

(iii) Is a pupils' choice of subjects determined by A, B or C standing obtained in Grade IX? Does the economic status of the parents influence a pupils' choice of electives?"

The study was intensive and the findings are substantiated with carefully arranged data. Those findings which attempt to answer questions quoted above are

"There is a selective principle in secondary education today. There are equal educational opportunities only for those students who can afford to take advantage of them.

(1) Parental occupation does determine a child's chance of going to high school. The child of a laborer has less chance of going to high school than the child of a professional man.

(2) The representation from the occupational group in the high school population of Edmonton is as follows:

⁸Jean Evelyn Maclean. The Selective Nature of Alberta Schools. Project # 21 aided by the Canadian Council for Educational Research (Lazerte), Edmonton, May 1942, p. 1.

46.6% of our high school population comes from Group 1 and 3, business managers and proprietors; Group 4 and 5, clerical and commercial service; and Group 7-11, trade and industry. 3.9% comes from Group 16, laborers.

- (3) Parental occupation does influence a child's choice of subjects.

Children of professional men chose 46.7% of their subjects from the academic electives, and 7.3% from commercial, technical and home economic electives. Children of laborers chose 30.4% of their subjects from academic electives and 19.3% from commercial, technical and home economic electives.

- (4) The standing a student obtains from Grade IX does determine his choice of options (Cf page 8, table V).
- (5) There is a close relationship existing between the occupation of a father and the child's standing obtained in Grade IX.¹⁹

The studies made in the United States, previously reported, and the one made in the Edmonton Schools shows that the selective principle in secondary education appears to have persisted. In view of this fact it may be true to say that this principle has been in operation in the Winnipeg secondary schools and therefore it applies to the Gordon Bell School situation. While it is not intended to deal with this factor objectively in the present study it may be shown ^{that} there is need for further examination of this condition in Winnipeg schools. The evidence reported in the findings from the Alberta investigation which has particular significance for this thesis is that concerned with choice of electives in relation to the different occupational groups and the Grade IX pupil-standing in relation to choice of options.

¹⁹Ibid. p. 19.

Extra-curricular Activities

It will be shown in Chapter III that extra-curricular activity at the Gordon Bell High School is an important part of the school's educational programme. In view of this fact there will be a brief reference made to some studies which deal with this subject. In the book "Administering the Secondary School"¹⁰ a whole chapter is given to reviewing and summarizing various studies made over a period of years in the United States.

"The present tendency is to recognize positive education value in the extracurriculum, to promote pupil-initiated projects, and to capitalise for educational growth the natural social and creative propensities of youth."¹¹

Examination of a number of studies made to determine the effect of participation in the extracurriculum on scholarship showed that

"The conclusion reached in most of these studies is that scholarship is not affected adversely."¹²

Other studies reported

"It seems that whatever it is that is necessary for success in the high school is not the factor that is requisite for success in life.....What is required to excel in the extra-curricular life of the high school seems to be the same thing that contributes most to success later"¹³

"A definite trend toward the curricularisation of activities which are commonly thought of as extracurriculum"¹⁴ was shown by studies of practices in integration of curriculum.

Op. cit. ¹⁰L.V. Koss, J.M. Hughes, F.W. Hutson, W.C. Neavis.

¹¹ibid. p. 130

¹²ibid. p. 133

¹³ibid. p. 134

¹⁴ibid. p. 147

In 1936 the Manitoba Educational Association set up a committee to study the problem of articulation between high school and university. Among other things studied by the committee was the place of extra-curricular activities in the high school. In its interim report the committee stated

"The committee is impressed with the value to the pupils of the so-called extra-curricular activities, believes that they should be made intra-curricular and given proper time-allotment in the programme."¹⁵

Pupil Guidance

Educational guidance involves the more scientific rather than purely trial and error method of distributing pupils to the type of curriculum and subject-matter in accordance with pupil aptitude and interests. It implies pupil discovery through use of finer means of measurement and diagnoses than has been the practice; through convincing pupil and parent to select courses and subjects more in keeping with a promise of success; through providing broader fields of choice, and above all providing for remedial and corrective instruction where found necessary. It implies the provision of a school environment conducive not only to good habits of study but, as well, to an appreciation of finer social relationships between all concerned and doubtless can be utilized to effect the conditions referred to in the following quotation:

¹⁵ Report of the Committee on Articulation of University and High School. M.E.A. Unpublished Document, 1940, p. 9.

"The money cost of pupil failure due to the instruction of repeaters has been figured many times and shown to be appallingly large. It is serious evidence of the inefficient functioning of the educational machine.... The experience of success is essential to mental health, and it is unfortunate that pupils should attempt work at which they cannot succeed."¹⁶

The extensive provisions made for guidance in some places and schools is reported herewith:

The Board of Education of the city of Chicago attempts to arrange for "equality of educational opportunity for all the children of all the people, secured by adjusting school practices to the individual needs of the children".¹⁷

The size of the staff employed by the Board is evidence that the administration is in earnest; 67 professionally trained persons, served by a clerical staff of 19 regular members besides many additional helpers constitute the central guidance staff.

"In the 333 elementary schools there are 337 full-time adjustment teachers; and in the 40 high schools, with their 22 branches, there are 60 adjustment teachers, 45 part-time reading co-ordinators, and 41 teachers of the senior course in self-appraisal and careers. The high school adjustment teachers co-ordinate their work with forty full-time placement counselors, and with year advisers."¹⁸

The high school adjustment service has been operating in Chicago since 1937. This means that the system has been long enough in operation in both elementary and high schools to give the pupils a sense of security when starting their high school

¹⁶L. V. Kocs, J. H. Hughes, P. W. Hutson, W.C. Reavis, Op. cit. p. 190.

¹⁷Bureau of Child Study and the Chicago Adjustment Service Plan. Reprinted from the Annual Report of the Supt. of Schools 1940-41. Board of Education, City of Chicago, p. 393.

¹⁸Ibid, p. 394.

career since they know that the teachers are aware of their successes as well as their weaknesses in the elementary school.

"Eighth-graders prepare a question box for the high school adjustment teachers and student helpers to answer.....The high school adjustment teacher brings information on the high school program of studies and may assist the elementary school staff in the individual counseling of parents and students for the selection of electives, special schools, special courses or extracurricular activities for the development of special gifts."¹⁰

Such examples show how complete has become the organization of pupil guidance in the school system of the city of Chicago.

Chilliwack, British Columbia, affords a good example of a small Canadian city and surrounding rural municipality which has put into practice a modern educational guidance programme.

"There is provision here for adequate supervision, for wide election, and for the distribution of the pupil population to a great variety of interests, and provision for a great variety of aptitudes. The same is equally true of extra-curricular activities, for which time is provided both within and outside the regular school hours, all being regarded as regular educational activities.

In the matter of distribution of pupils to those studies and activities for which each has the greatest aptitude, provision is made for the following: (1) Continuous records on individual pupils, which are forwarded from the elementary to the junior high, and on to the senior high school, and which are on file in the office of the supervising principal and frequently made use of by the principal and his staff committees in the study and promotion of pupils. The content of the individual, cumulative, pupil record card indicates the extent of the effort being made to discover the abilities, aptitudes, interests, and changes in growth of each individual of the school population; it is indicative of the extent to which an entire staff is

¹⁰ Ibid, p. 182

concentrating upon discovery with a view to assisting the pupil in adjusting himself to school conditions and finding himself in a broadening curriculum which of itself represents broadening opportunity for equality of training."²⁰

The Winnipeg Public School Board does not provide for pupil guidance in the manner outlined for either Chicago or Chilliwack. Nevertheless, a form of educational guidance exists for intermediate and senior pupils. In some of the intermediate schools pupils may find their way into the type of course most suitable to their special qualifications. In both intermediate and senior schools the teachers and principals advise and direct pupils in their choice of courses. Courses are arranged, when possible, to suit a wide variety of pupils' abilities and interests. The following quotation which has special reference to high school would indicate that attention is being given the problem:

"Many who are not influenced in their choice by matriculation requirements choose subjects of value in commercial occupations; others take a large part of their work in Household Arts and Science or Industrial Arts. These pupils are required to follow courses that have some internal coherence and reasonable objective. The possible range of choice that is actually made varies somewhat from school to school. A school large enough to have several different classes running each day in each subject can time-table its pupils for almost any combination of subjects that there is any good reason for permitting. Smaller schools, with fewer classes in each subject, are more restricted in their power to give varied combinations of subjects."²¹

²⁰ D. S. Woods, The Challenge of the Underprivileged School, Manitoba Educational Association, Report of Annual Convention, Winnipeg, 1942, p. 107.

²¹ Winnipeg Public School Board, Annual Report, 1935, p. 17.

CHAPTER III

THE GORDON BELL HIGH SCHOOL; CURRICULA, ORGANIZATION AND ADMINISTRATION

Certain references were made in Chapter One to factors which, in varying degree, have a bearing upon pupil success. Facts about curricula, range of courses and choice of subjects therein; teaching-time allotments and home-study; pupil guidance; school discipline; tenure of staff and assignment according to academic qualifications; organization of pupils for self-government and extra-curricular activities at the Gordon Bell School are presented in the following pages.

It is important to show a comprehensive picture of the internal organization and administration of the school as pupil success is partly dependant upon the management of study and the total school environment. It is important also to note that whatever the conditions they remained practically uniform throughout the period in question. Of further import is the fact that throughout Canada and other countries there has been a tendency to re-organize the curricula of the high school. This is evidence of the desirability for adjustment the cause for which may have significance for this study.

Curricular Changes in Some Provinces

During the decade, 1939-40, both Matriculation and General Courses in Manitoba and the three more Western provinces underwent fundamental changes. The same is true of Ontario. In the General Course, Grade II, for Manitoba, Alberta, British Columbia and Ontario, only English, the Social

Studies and Physical and Health Education are obligatory. Electives range through the Foreign Languages, English, General Mathematics, the Sciences, Commercial, Home-Making and Practical Arts courses. The trend in the General Course is toward ability in self-expression, social, economic and political understanding as well as towards an appreciation of literature and art. The arrangement of subjects represents a broadening of the course from that of twenty years ago. A study of the Matriculation Courses shows that the obligatory subjects have changed but slightly while the number of electives has increased. For each of these provinces a similar change has occurred during this time in the curricula of the final year, Grade XI, of Matriculation and General Courses. That is to say that the General Course has been expanding rapidly while Matriculation requirements show relatively little change. In Manitoba the Matriculation Course has changed scarcely at all from 1930 to 1939 although during the same time the General Course changed in conformity with trends in the other provinces.

Curricula offered at the Gordon Bell

As noted the provincial programme of studies limit the range of offerings within the secondary schools of the province to that of the General and Matriculation courses and these in turn may be circumscribed by the size of the school, size of school staff and other factors.

The fact that the Gordon Bell is a small city high school creates a problem in administration of the curriculum common to all such institutions but not peculiar to the same

extent in a high school two or three times its size. It is more difficult to provide a large range of choices and to time-table for individuals in the smaller school. This problem was met at the Gordon Bell School by limiting choice of subject matter in both Matriculation and General Courses and the adjustment of special requirements for a few pupils by means of individual time-tables. As a result the pupils entering Grade X were required to select either course with limited provision for choice of subjects within the course selected. The data of Tables IV and V showing range of choice of subject within the Matriculation and General Courses furnish proof of this statement. The choice made by prospective Grade X pupils is indicated on forms sent to the Gordon Bell School in June of each year. Upon examination of these forms from year to year it is seldom found that many variations occur in choice of subjects. While there are always some differences there are never enough of these sufficiently similar to warrant arranging a new form of class time-table. It may be said that at the Gordon Bell High School "class" choice rather than "individual" choice sets the pattern for the arrangement of subjects in the courses.

Tables IV and V show the subject matter contained within the courses regularly offered in this school and indicate, as well, the time-allotments per subject and the time-allotments in periods per week per subject for the Matriculation and General Courses. This condition prevailed throughout the six-year period in question.

TABLE IV

MATRICULATION COURSE, SHOWING SUBJECTS AND TIME-ALLOCATIONS
IN THE GORDON HILL HIGH SCHOOL FOR THE YEARS 1932-33

Grade X Matriculation		Grade XI Matriculation	
Subjects	Periods Per Week	Subjects	Periods Per Week
ENGLISH LITERATURE) ENGLISH COMPOSITION)	7	ENGLISH LITERATURE) ENGLISH COMPOSITION)	7
HISTORY	5	HISTORY	5
BIOLOGY	4	ALGEBRA	5
GEOMETRY	5 or 6	CHEMISTRY	5
FRENCH or LATIN or GERMAN	5	FRENCH or LATIN or GERMAN	5
SECOND LANGUAGE	5	SECOND LANGUAGE	5
or SHOPS for Boys	4	or PHYSICS	5
or HOME-MAKING for Girls	4	or SHOPS for Boys	4
		or HOME-MAKING for Girls	4
PHYSICAL EDUCATION	2	PHYSICAL EDUCATION	2
MUSIC	2	MUSIC	1 or 2
TOTAL	35	TOTAL	35

TABLE V

GENERAL COURSE, SHOWING SUBJECTS AND TIME-ALLOTMENTS IN THE GORDON BELL HIGH SCHOOL FOR THE YEARS 1932-33

Grade X		Grade XI	
Subjects	Periods Per Week	Subjects	Periods Per Week
ENGLISH LITERATURE) ENGLISH COMPOSITION)	7	ENGLISH LITERATURE) ENGLISH COMPOSITION)	7
HISTORY	3	HISTORY	3
BIOLOGY	4	ARITHMETIC	4
COMMERCIAL GEOGRAPHY	4	BUSINESS CORRES- PONDENCE	
ARITHMETIC	4	<u>or</u> BOOKKEEPING	
TYPEWRITING	4	<u>or</u> SHORTHAND	4
SHOPS for Boys	4	COMMERCIAL GEOGRAPHY	4
<u>or</u> HOME-MAKING for Girls	4	TYPEWRITING	4
PHYSICAL EDUCATION	2	SHOPS for Boys	
MUSIC	1	<u>or</u> HOME-MAKING for Girls	3 or 4
TOTAL	35	PHYSICAL EDUCATION	2
		MUSIC	1 or 2
		TOTAL	35

N.B. 1 In Grade X for the better pupil 1 period is taken from Commercial Geography, Arithmetic and Typewriting to give 3 periods per week in Bookkeeping for Boys or Shorthand for Girls.

N.B. 2 In Grade XI if not chosen before boys may take Bookkeeping and girls Shorthand by taking one period from Commercial Geography, Arithmetic and Typewriting.

N.B. 3 Length of periods A.M. - 35 minutes.
Length of periods P.M. - 45 minutes.
Average length of period- 40 minutes.

A study of the above tables from the point of view of content of courses bears out previous statements suggesting that the restrictions placed upon selection of subjects made impossible a wide variation in study programmes at the Gordon Bell. This factor will deserve careful consideration when findings, if any, are made from the data on success and failure of pupils.

Teaching-Time Allotments and Home-Study

Tables IV and V indicate the amount of time per week, per subject allotted to class room lessons. They do not give the whole picture of study-time per subject. Each day from 11:30 a.m. till noon dismissal all classes are in their home-rooms for another period of school time which may be devoted to study. During this time there is no class teaching and thus an opportunity is provided for pupils to get special help in any subject. This study-period can be of great value to the slow pupil. Those who learn with greater ease may use the time for library study or extra-curricular activities. Approximately eight days of teaching time per year is the equivalent of the total time provided by this daily study-period.

Home-study assignments always provoke much discussion but for purposes of this investigation only certain facts are presented. In any school system which is departmentalized pupils might have as many subject teachers per day as there are class periods. In actual practice this seldom happens yet the average class usually receives home study assignments from five

of six teachers each day. Under these conditions it may be the case that pupils are given unduly large assignments for home-study. In 1936 the situation regarding home-study assignment at the Gordon Bell was investigated by a committee of teachers appointed by the principal. While this study had particular significance for the teachers concerned, for purposes of this thesis it shows just how much time was spent per night on each subject by the pupils in each grade and course.

Tables VI and VII will show the time actually spent in home-study and with the data supplied in Tables IV and V it is possible to judge how much of the average pupil's time is spent in study.

TABLE VI

HOME-STUDY PROGRAMME IN HOURS PER DAY AT GORDON BELL HIGH SCHOOL, YEAR 1955-56, MATRICULATION COURSE

Grade X		Grade XI	
Boys	1 hr. 54.8 min.	Boys	1 hr. 30 min.
Girls	2 hr. 6.6 min.	Girls	2 hr. 00 min.
Average	1 hr. 47.2 min.	Average	1 hr. 45 min.

TABLE VII

HOME-STUDY PROGRAMME IN HOURS PER DAY AT GORDON BELL HIGH SCHOOL, YEAR 1955-56, GENERAL COURSE

Grade X		Grade XI	
Boys	1 hr. 16 min.	Boys	1 hr. 6 min.
Girls	1 hr. 48 min.	Girls	1 hr. 48.7 min.
Average	1 hr. 32 min.	Average	1 hr. 30.5 min.

N.B. Grade X Total Average -- 1 hr. 40 min.

Grade XI Total average -- 1 hr. 40 min.

In relation to the fundamental problem under investigation in this thesis other findings of the Home-Study Committee are considered significant. (1) The definite and regular assignments of homework as given in the Gordon Bell School must continue unless some drastic change in the content of the curricula were contemplated, for the courses offered might be taught during class periods but could not be learned and assimilated by pupils during school hours. (2) In

the majority of cases the conditions in the average home were not conducive to sound habits of home-study and many organizations were competing for the pupil's time.

Pupil Guidance

During the month of June the principal visits each of the supporting Junior High Schools. To those pupils who expect to begin their Grade X at his school in September he explains the Course of Studies as prepared by the Department of Education. Each of the options offered at Gordon Bell is explained and forms given prospective pupils to indicate choice of courses and subjects available. These forms are to be filled out and returned not later than July 1st. The pupils are told when making their choices to consult their parents. Frequently the principal of the Junior High School is consulted and in many cases the programme of work in the Junior High School has been taken with a view to its continuation in the Senior High School.

When school opens in September the new pupils at Gordon Bell are directed to their home-rooms and presented with their time-tables. Some pupils may have changed their minds during the interval and it takes about two weeks to adjust, where possible, the time-tables of those who ask for a change of course or for special time-tables. A few pupils may ask for minor time-table adjustments during the first four months of the school year and many changes may be indicated by the result of the Grade X tests in December school examinations. At this time the principal is much concerned about Matriculation

pupils who through lack of ability or application have failed on the tests. Marks obtained on these tests and the Grade II marks of the same pupils are carefully examined. In consultation with the teachers the principal decides whether or not the pupil's course should be changed. Usually there are only two or three alternatives. The pupil may go into the General Course or have a special time-table arranged which would allow three years instead of two to complete the original course. In some cases a change of options within the course may be all that is necessary. Parents are advised when any major change is contemplated and sometimes the parents wishes and ambitions, rather than the judgment of teachers and principal, are allowed to determine the final choice. Throughout this process of individual programme adjustment the objective of the principal and his staff is to guide the pupil into that course which appears to be the one most suited to his interests, aptitudes and needs. This objective can only be partially realized owing to the narrowness of curricular offerings.

Discipline

Since working conditions in any school system are dependent upon the type of discipline enforced a brief account of disciplinary methods at the school is included.

Offences are classified as minor and major. Minor offences occur when class-room regulations are broken and offenders are dealt with by the teachers concerned. Major offences are committed when school regulations are broken and those guilty are referred to the principal for correction.

"Loafing on the job" is definitely a major offence and the culprit may be sent to the "Late-room" from 4 to 5 o'clock every day for an indefinite period or suspended from school. The "Late-room" is a class-room to which all pupils who arrive late for school go at 4 o'clock for one hour study. Each member of the staff takes turns in presiding over this room. Suspension from classes is the punishment for those who are persistent offenders. Usually it is possible with the co-operation of the home to correct the offence and re-instatement of the pupil in school is permitted. On rare occasions expulsion may be resorted to but corporal punishment is never used.

Over a period of years it was apparent to members of the staff that pupils accepted the fact that to remain in attendance at Gordon Bell it was necessary to be decent and to put forth creditable efforts toward success in studies. In this way there was created a school atmosphere which in terms of study practices varied only slightly through the years.

Staff Qualifications, Teaching Assignments and Tenure

As part of the general conditions obtaining at the school it is important to note that from 1932 to 1939 the teaching personnel remained relatively fixed and the teaching assignments equally so. It is also important to note that each member of the staff was assigned those subjects which he or she through experience and academic qualifications was especially fitted to teach. The teacher factor may rank in importance with that of quantity and content of subject matter in appraising pupil failure and success. For this reason the writer

secured from the files of the Winnipeg Public School Board facts about the staff of the Gordon Bell School which are presented in Table VIII. It will be seen that numbers are used to denote names of teachers. Academic qualifications, subjects taught and years of teaching during the six-year period are tabulated.

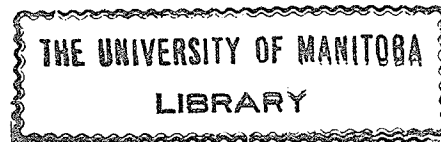


TABLE VIII

SHOWING STAFF QUALIFICATION,
SUBJECT TAUGHT AND LENGTH OF SERVICE

Teacher	Qualification (Academic)	Subject Taught	Years Taught
1	B.A. ENGLISH & POLITICAL ECONOMY	ENGLISH	1932-39 7 yrs.
2.	B.A. MATHEMATICS & ENGLISH	MATHS. & COMMERCIAL GEOG.	1932-39 7 yrs.
3	B.A. HISTORY & ENGLISH 3 years post-graduate study of French 1926-29 M. Ed. FRENCH	FRENCH	1932-39 7 yrs.
4	B.A. ARTS. B.A. SCIENCE	COMMERCIAL GEOGRAPHY & ENGLISH	1932-39 7 yrs.
5	B.A. ENGLISH & LATIN	ENGLISH	1932-39 7 yrs.
6	B.A. ENGLISH & HISTORY	HISTORY	1932-39 7 yrs.
7	B.A. ENGLISH & HISTORY	ENGLISH & BIOLOGY	1932-39 7 yrs.
8	B.A. FOREIGN LANGUAGE	FRENCH & LATIN	1932-39 7 yrs.
9	B.Sc. CHEMISTRY & PHYSICS	CHEMISTRY & PHYSICS	1932-39 7 yrs.
10	B.A. ENGLISH & HISTORY Special Training at Success Bus. College	COMMERCIAL SUBJECTS	1932-39 7 yrs.
11	SPECIAL DIPLOMA IN DOMESTIC SCIENCE. Grade I & Cert.	COOKING (Domestic Science)	1932-39 7 yrs.
12	B.A. ENGLISH & FOREIGN LANGUAGES	ENGLISH & LATIN & GERMAN	1932-37 5 yrs.

TABLE VIII (cont'd)

Teacher	Qualification (Academic)	Subject Taught	Years Taught
13	B.A. HOME ECONOMICS	SEWING (Household Arts)	1932-37 5 yrs.
14	Grade I A Cert. Special Training in MUSIC	MUSIC	1932-37 5 yrs.
15	B.A. HISTORY	HISTORY	1933-39 6 yrs.
16	B.A. MATHEMATICS & SCIENCE	MATHEMATICS & PHYSICS	1933-39 6 yrs.
17	Grade I A Cert.	GENERAL ENGLISH	1933-39 6 yrs.
18	B.A. LATIN & FRENCH	HISTORY	1933-39 6 yrs.
19	B.A. MATHEMATICS & SCIENCE	BIOLOGY & MATHEMATICS	1933-39 6 yrs.
20	B.A. GENERAL	ENGLISH & LATIN	1933-36 4 yrs.
21	B.A. GENERAL	BIOLOGY & MATHEMATICS	1933-35 3 yrs.
22	B.A. MATHEMATICS	MATHEMATICS	1935-38 3 yrs.
23	B.A. ENGLISH	ENGLISH	1936-39 3 yrs.

N.B. Other Members of the Staff during this period not listed in table taught not more than 1 year.

Pupil Self-Government

Pupil self-government has been in operation since the organization of the high school. About the first of October of each year class elections are held to choose a President, Vice-President, Secretary-Treasurer and Sports Captain for each room. By this time the members of classes have become sufficiently acquainted to assure a wise choice of leaders. Following the elections the President and Vice-Presidents of all Grade XI classes meet to elect the President and Secretary of the School Council. It is obligatory that the election be made from within the group and the two officers may not be of the same sex. The Presidents of the Grade X classes meet and elect two Vice-Presidents for the Council, a boy and a girl. The pupil personnel of the School Council is then complete consisting of the Presidents and Vice-Presidents of all classes. Election of executive members of the School Sports Council is held at the same time. This Council consists of all Sports Captains of the school. The duty of the School Council is to organize all extra-curricular activities other than athletics which are organized in part and directed by the Sports Council. Thus the two Councils have opportunity to guide and control much of the extra-curricular activity of the pupils. Assurance that the Councils conduct pupil activities in the best interests of the school is provided by attendance at all Council meetings of two staff members. It should be noted that all pupil activities conducted by the pupil government are sanctioned by the principal.

Apart from the usual extra-curricular programmes managed by the Councils they encourage and develop other activities which may have a seasonal popularity with numbers of the pupils. For example, a Model Airplane Club was formed one winter by an interested group. This was done through the agency of the School Council which arranged with the principal for the use of a classroom after school hours and advertised the Club in the school. A Ski-Club was organized by the Sports Council. Of necessity the activities of this Club took place away from the school yet the Council created an interest in skiing and arranged for coaching lessons for beginners.

The chief annual project undertaken by the School Council is the publication of the School Year Book. The three chief members of the Year Book Executive are appointed by the principal in consultation with his staff. The remaining nine or ten members are appointed by the School Council. Once the executive is set up the business is carried on capably and requires little assistance from the staff. The money involved amounts to approximately \$1000.00 annually, all of which is obtained from the sale of the book at .50 cents per copy and from sale of advertising space in the book's pages.

The foregoing illustrations are given to indicate the variety of duties imposed on the two Councils. This resumé together with the outline of extra-curricular activities to follow is intended to acquaint the reader with the many opportunities presented to the pupils of the Gordon Bell for enjoyable and educational use of their leisure time.

Extra-Curricular Activities

Athletic, Music, Dramatic and Social Activities

interest the pupils of the School. These activities are organized by the pupils through their school committees. In the case of athletics, direction and guidance from teachers and the Director of Physical Education play an important part. Inter-high school games consist of basketball, curling, hockey, rugby and soccer for boys; basketball and volley-ball for girls. There is an annual track and field meet for city high schools. Practice for games and the field meet take place out of school hours, usually from 8 a.m. to 8.45 a.m., noon hour and from 4 p.m. to 5.30 p.m. Inter-high athletics play quite an important part in the pupil's sports life but inter-room sports competitions are always popular and keenly contested.

Extra-curricular activities in the field of music include training of Boys', Girls' and Mixed Chorus, under the direction of the Staff Music Instructor. These choruses are trained for and perform at school plays, concerts and in operettas produced during the year. Each year the pupils organize both an orchestra and a band. The orchestra plays a very important part at the public performances staged by the pupils of the school. The conductor of the orchestra is engaged by the school and paid a salary from school funds for his services.

In Dramatics two major public performances are given each year. During the first term one of the simpler and well-known Shakespearian Plays is produced. Usually the play is one being studied by either Grade X or XI pupils. In the second term

a Modern Play is produced. Practice for these plays is done in large part outside of regular class hours but usually a few members of the cast find it necessary to use some class time. The production of these plays is always under the direction of staff members.

Social activities of the pupils are mostly evening dances held monthly. The final dance of the year is known as the Graduation Dance in honor of those who have completed their final year at the school. This yearly programme of dances is arranged by the pupils through their Councils with the approval of the principal. Those in charge of each dance are responsible for orderly conduct of the pupils who must leave the school before 12 o'clock. At each of these dances at least one of the male members of the teaching staff is always in attendance.

This brief review of the extra-curricular programme is introduced to show the wide variety of interests which may have an influence upon the pupils' work programme. No attempt is made herein to establish the effect of such undertakings upon the success of pupils in curricular studies but this extensive co-operative organization between staff and pupils represents a condition which persisted across the six-year period in question.

CHAPTER IV

INTERPRETATION OF DATA, PART I

The age of the pupil is a factor to be considered when an analysis of school progress is undertaken. Consequently the age of the one thousand pupils studied in this investigation was indicated on the primary data sheets. Without attempting to provide objective evidence of the relation between age and scholastic success, nevertheless it is considered evidence of value to the study to show the age distribution at entrance to Grade X. This evidence is presented in Tables IX and X. A sampling was made of the one thousand by using all those whose surname began with the letters A to E, inclusive. This sampling provided approximately forty per cent and is considered a sufficient number.

TABLE IX

SHOWING AGE OF PUPILS ENTERING GRADE X MATRICULATION COURSE IN GORDON BELL SCHOOL, 1932 - 33

Age	Number of Pupils	Per Cent of Total
13	1	0.42)
14	25	10.46) 68.27
15	130	54.39)
16	64	26.78
17	16	6.69)
18	2	.84) 7.95
19	1	.42)
Totals	250	100.00

TABLE X

SHOWING AGE OF PUPILS ENTERING GRADE X GENERAL COURSE IN GORDON DELL SCHOOL, 1932 - 33

AGE	Number of Pupils	Per Cent of Total
13	0	
14	9	5.68)
15	62	40.52) 46.40
16	51	33.53
17	24	15.69)
18	6	3.92) 20.27
19	1	.66)
Totals	153	100.00

On the basis of entrance to school at age six, which is the statutory age for Beginners in Manitoba, the pupil should enter Grade X at fifteen years of age. Table IX shows that over 65 per cent of the pupils in the Matriculation Course begin Grade X at age fifteen or younger. It shows also that less than 3 per cent entered at age seventeen or over. These figures indicate that the amount of retardation, in terms of chronological age, is very small in the matriculation group. In the case of pupils enrolled in the General Course slightly over 46 per cent entered Grade X at fifteen years or younger and slightly over 20 per cent entered at age seventeen or over which is evidence of some retardation in terms of chronological age. This would indicate that slower or weaker pupils in greater proportion entered the General Course.

Tables XI to XIV show what happened on final examinations in terms of failures per subject. The investigation purports to be a study over a period of six years, 1932-38, but it will be noted from the following tables that a few pupils appear in the data whose school history covers a year or two before 1932 but nevertheless completed their high school courses at Gordon Bell. The number of pupils involved is approximately 2.5 per cent of the total and in interpreting Tables XI to XIV are not considered. Each table represents a different grade and course and shows the number of pupils enrolled for the year and for the period, the number of subject-failures per year and for the period, the total number of subject-failures per year and for the period, and the per cent subject-failure rate per year and for the period.

TABLE XI

SHOWING FAILURES BY SUBJECTS IN GRADE X MATRICULATION COURSE
AT GORDON HILL SCHOOL FOR THE YEARS 1931 - 38

Year	Enrol- ment	Spelling	Literature	Composition	History	Algebra	Geometry	Biology	Physics	Latin	French	German	Physical Ed.	Music	Household Arts	Shops	Total No. of Failures by Years	Per Cent Failure Rate
1930	4	1	1	1		1	1			2			1				3	
31	11	4	7	4	9	4	6	1	1	1	7	1	1				46	
32	126	1	5	2	3	1	15		2	2	11	2					46	4.0
33	153	5	3	4	3	3	21	6		3			2		1		63	5.2
34	68	1	2		1	4	3	1		2	2						21	5.4
35	151	4	5	4	5	2	12	2		2	5		4				45	5.8
36	100	1	1	1		4	7			1	3		2				20	2.2
37	25	2	1			6	6										15	6.0
38	0																	
Totals	595	10	23	17	23	23	73	17	3	3	33	5	8		1		304	4.0

N.B. Average number of subjects per pupil taken in Matriculation Course 9.

TABLE XII

SHOWING FAILURES BY SUBJECTS IN GRADE X GENERAL COURSE AT GORDON HILL SCHOOL FOR THE YEARS 1931 - 33

Year	Enrollment	Spelling	Literature	Composition	History	Arithmetic	Algebra	Geometry	Biology	Latin	French	German	Shorthand	Typing	Bookkeeping	Geography	Physical Ed.	Music	Household Arts	Shops	Total Number of Failures by Years	Per Cent Failure Rate	
1930	1																						
31	10	1	3	1	4			2	4		1		3	1	2	1	1				24		
32	59	7	14	6	20	7		7	10		5	1	3	3	4	4	3				101	17.1	
33	58	8	3	3	11	1		3	3		3	1	3		1					1	54	4.1	
34	71	1	3	1	6	3	1	3	3		3	1	3	3	6				1	2	47	6.6	
35	63		4	3	7	4		2	3	1			4	1			1				30	4.8	
36	110	2		4	1	10			3		2		7	3	3						35	3.1	
37	30				1	1			1		1		7		1						11	3.6	
38	1																						
Totals	402	19	36	20	50	26	1	17	32	1	17	5	36	19	21	2	5		1	3	302	7.1	

N.B. Average number of subjects per pupil taken in General Course 10.

Table XI for Grade X shows a 4 per cent failure rate by subjects which means that 96 per cent of Matriculation subject examinations were passed. Table XII for Grade X shows slightly over 7 per cent failure rate which means that approximately 93 per cent of the General Course subject examinations were passed. The difference of 3 per cent is not particularly significant when it is seen in Table XII that the failure rate was abnormally high in 1932. This was the first year the high school was in operation and the probable explanation for the high rate of failure is that considerable re-organization of classes was made at different times throughout that year.

It is not intended to compare or interpret subject failure rates generally yet some significance may be attached to the results in the subject of Biology. Pupils of both courses for the six-year period studied for and wrote the examinations on this subject each year. Of the 596 Matriculation pupils, 17 failed to pass the final examination and of the 402 General Course pupils, 32 failed. These results represent 3 and 8 per cent, respectively. The English and History subjects were not identical in content but were quite similar in both Courses and were taught by the same teachers. From the tables it is seen that approximately 9 per cent of the General Course pupils failed while less than 4 per cent of the Matriculation pupils failed.

Thus we find that in four subjects there is some difference between the success of pupils in Matriculation and

the General Courses. It would be impossible from present data to identify positively the cause for the difference but the obvious explanation is that the ability of the pupils of the General Course is not equal to that of the pupils in the Matriculation Course in respect to these subjects. Further evidence presented later will tend to support this observation.

TABLE XIII

SHOWING FAILURES BY SUBJECTS IN GRADE XI MATRICULATION COURSE
AT GORSON BELL SCHOOL FOR THE YEARS 1931 - 39

Year	Enrollment	Spelling	Literature	Composition	History	Algebra	Geometry	Biology	Physics	Chemistry	Latin	French	German	Physical Ed.	Household Arts	Shops	Total No. of Failures by Years	Per Cent Failure Rate
1931	5		1	1	1				2	1	1						7	
32	6		1		3	3			1	3		2					15	31.
33	113		7	3	13	17	1		7	14	3	14	7				94	10.4
34	134		13	5	10	33	3		1	13	12	14	6				119	12.0
35	73		10	2	11	4	5		2	5		7	2	1			49	6.3
36	110		2	3	13	6	1		6	14	4	1	1				52	5.9
37	97	1	2	3	14	10	12		7	13	5	5		1			78	10.5
38	83		1	1	1	1	2	1	1	3	3						13	7.0
Totals	640	1	41	13	70	71	23		134	73	33	48	23	3			437	9.6

N.B. Average number of subjects per pupil in Matriculation Course 10.

TABLE XIV

SHOWING FAILURES BY SUBJECTS IN GRADE XI GENERAL COURSE AT GORDON BELL SCHOOL FOR THE YEARS 1932 - 38

Year	Enrollment	Spelling	Literature	Composition	History	Arithmetic	Algebra	Biology	Physics	Chemistry	French	Shorthand	Typing	Bookkeeping	Geography	Bus. Conves.	Physical Ed.	Household Arts	Shops	Total Number of Failures by Years	Per Cent Failure Rate
1932	3			1																1	33.3
33	48	1	2	2	15	1			2	1		5	1		1		1			52	7.4
34	52		3	7	3	2				2			3		4	2	1			37	7.0
35	66	1	3	5	3	11				1		2	1	1	3					36	5.0
36	57		3	3	1	7	1	1					1		2				1	25	3.0
37	102		7	4	7	12						0	3	1					1	43	4.6
38	35					2														2	.9
Totals	532	2	23	19	40	36	1	1	2	3	1	16	3	2	12	2	2	1	1	171	3.4

N.B. Average number of subjects per pupil in General Course 0.

Tables XIII and XIV for Grade XI indicate in subject-failure rates an opposite tendency to that found in Grade X. Only 90% approximately, of the subject examinations were completed successfully by Matriculation pupils while approximately 94.5 per cent were completed successfully in the General Course. This difference is not great and the significance lies mainly in the fact that the conditions are the reverse of those existing in the Grade X courses. It should be noted in this connection that in both Grade X courses and in Grade XI General Course the examinations were set and marked by school committees of teachers whereas in Grade XI Matriculation the pupils, not accredited, wrote examinations set and marked by Departmental Committees of teachers. It should be noted also that accrediting of Grade XI pupils was not begun until the year 1935-36. Although the difference, 3.5 per cent, is not great yet it is sufficient to lead to the conclusion that Departmental examinations were more difficult than school examinations in this particular situation or that the content of the Matriculation Course in Grade XI was definitely more difficult than that of the General Course. At the same time it must be noted that there is a factor which should tend to balance the study-load as between the two courses. Tables XI to XIV show the average number of subjects carried in each course per grade to be as follows:

Grade X General Course	10 subjects
Grade X Matriculation Course	9 subjects
Grade XI General Course	9 subjects
Grade XI Matriculation Course	8 subjects

If the content of the Matriculation Course was more exacting per subject than that of the General Course then the addition of an extra subject in each grade of the General Course would tend to equalize the total weight of courses.

Tables XV and XVI show in per cent the distribution of the 1000 pupils in the two courses in terms of success and failure. Table XVII shows a combination summary of results in both courses.

TABLE XV

SHOWING THE PER CENT DISTRIBUTION OF SUCCESS AND FAILURE OF 500 MATRICULATION COURSE PUPILS AT GORDON BELL SCHOOL, 1932-33

Passed without conditions in	2 years	57.8%	
Passed with one condition in	2 years	10.9%)
Passed without conditions in	3 years	2.5%) 14.4%
Passed with one condition in	3 years	1.0%)
Failed and withdrew after	2 years	16.7%)
Failed and withdrew after	3 years	3.1%) 27.8%
Withdrew before completing	2 years	8.0%)

Table XV shows that of 500 pupils starting Grade X Matriculation Course only 57.8 per cent graduated in the required two years without conditions and 10.9 per cent passed in all subjects but one. After spending three years in high school 2.5 per cent graduated with clear standing and 1 per cent passed in all subjects but one. This means that of the original 500 pupils 72.2 per cent achieved or practically achieved their objective although for 3.5 per cent it was a three-year instead of a two-year course. Of the remaining 27.8 per cent 16.7 per cent of the total failed to graduate within the two years and withdrew from school. 3.1 per cent studied three years and

failed. 6 per cent completed less than two years at high school before withdrawing. We find 31.3 per cent of all starters found the course too difficult for two years study. Of the 6 per cent who withdrew before completing two years it is not known how many dropped out on account of failure. It is a fact, however, that failure in school is one of the primary causes for withdrawal of pupils. Consequently it may be said that 25 per cent of the Matriculation group found the study-load much more than they could carry and their high-school experience must be accepted as one of failure.

TABLE XVI

SHOWING THE PER CENT DISTRIBUTION OF SUCCESS AND FAILURE OF 402 GENERAL COURSE PUPILS AT GORDON BELL SCHOOL, 1932-33

Passed without conditions in 2 years	56.3%		
Passed with one condition in 2 years	13.4%)	
Passed without conditions in 3 years	3.2%)	16.9%
Passed with one condition in 3 years	2.0%)	
Failed and withdrew after 2 years	9.4%)	
Failed and withdrew after 3 years	3.0%)	12.4%
Withdrew before completing 2 years	12.7%)	

Table XVI shows that of 402 pupils starting Grade X General Course only 56.3 per cent graduated in the required two years with clear standing and 13.4 per cent passed in all subjects but one. After spending three years in high school 3.2 per cent graduated without conditions and 2 per cent passed in all subjects but one. This means that of the original 402 pupils starting Grade X 74.9 per cent achieved their objective although for 3.2 per cent it was a three-year instead of a two-year course. Of the remaining 25.1 per cent of those starting,

0.4 per cent of the total failed to graduate within two years and withdrew from school, 3 per cent studied three years and failed and 12.7 per cent completed less than two years at high school before withdrawing. We find 50.3 per cent of all starters found the course too difficult for two years study. Of the 12.7 per cent who withdrew before completing the two years it is not known how many dropped out on account of failures but we may estimate that 26+ per cent of the General Course pupils found the study-load much more than they could carry and consequently their high school experience must be accepted as one of failure.

Combining the results in both courses in order to think more in terms of pupils and less in terms of courses the distribution of the 1000 pupils in respect to success and failure is shown in Table XVII.

TABLE XVII

SHOWING THE PER CENT DISTRIBUTION AND THE NUMERICAL DISTRIBUTION OF SUCCESS AND FAILURE OF 1000 PUPILS AT GORDON BELL SCHOOL, 1932-33

	Pupils	Per Cent
Passed without conditions in 2 years	571	57.1
Passed with one condition in 2 years	121	12.1
Passed clear or with one condition in 3 years	45	4.5
Failed and withdrew after 2 or 3 years or did not complete 2 years	263	26.3
	1000	100.0

It is shown in Table XVII that 571 pupils were completely successful. Of the balance 121 failed in one subject which means that their Departmental certificate was withheld until such time as the condition was removed, 43 required three years to complete the two-year assignment and of this number approximately 15 failed in one subject. Consequently at least 250 pupils, conservatively estimated, left only a record of failure in terms of school examinations while approximately 125 pupils were passed conditionally.

Why should so many pupils have been unsuccessful? It is believed that an excessive study-load was the cause. If the study-load was excessive in both courses it follows that 25 per cent of the pupils probably should have had an opportunity to attempt a course more nearly at the level of their abilities and interests or should have had both instruction and time adjusted to their learning rate. It would then have been possible for many of the group experiencing failure to have achieved success.

While accepting the proposition that elimination of failures in high school may be neither possible nor desirable, evidence in the preceding chapters supports the conclusion that the failure rate at the Gordon Bell High School during the years 1932 - 33 was caused by an overloaded curriculum for the time allotted.

It is shown in Chapter I that the large failure rate in Winnipeg high schools was recognized by the Winnipeg School Board.ulings were made by that body to discourage "repeaters" but nothing really was attempted which would reduce their

number. Regulations were later made to permit of more time for pupil graduation but no attempt was made to reduce the content of courses and very little change was made possible in curricular offerings. It is also shown in Chapter I that the Gordon Hall school population is drawn from a district which normally produces a satisfactory type of pupil and that home and neighbourhood influences are higher than the average standard. It must be noted as well that all pupils entering had successfully passed their Grade IX examinations and thus were a selected group. Chapter III shows limitations and breadth of curricular offerings as well as the various factors and influences having a bearing on the pupils' school life. All other factors show strength rather than weakness in the functioning of the institution. Among these factors that of staff qualification, tenure and teaching assignments have special significance. Home-study, time spent per week and attitude toward study indicated in the section on school discipline are further evidence to this effect.

CHAPTER V

INTERPRETATION OF DATA, PART II

Reference was made in Chapter I to the tabulation of Grade IX marks for 250 pupils, 150 in Matriculation and 100 in the General Course. This sampling was made by selecting from every third data sheet only those who wrote Grade XI examinations. The data obtained from such a sampling should give results, in terms of failure and success of pupils, similar to those obtained from the data presented in the preceding chapter. Such similarity, if existing, would indicate that the sampling is truly representative of the whole and may be accepted as evidence to substantiate findings.

Table XVIII placed at the end of the chapter because of its length shows the Grade IX marks per subject for the 250 pupils and the average mark of each. It shows the distribution into Matriculation and General Courses, the numbers of pupils carrying I and XI through two and three-year periods and the number of failures in the first attempt at writing Grade XI.

Analysis of Table XVIII shows 88 pupils with one or more failures in Grade XI. 56 of these, (23.4 per cent) have two or more failures and since in Chapter IV it was estimated that approximately 25 per cent of the pupils had failed it is evident that the two figures are similar and therefore that the sampling is representative. Further study of the table shows the average Grade IX mark of the Matriculation group is 75 + per cent and that of the General Course group 68.5 per cent.

It is important to see the success achieved in Grade XI in relation to that in Grade IX and accordingly Tables XIX and XX are presented to show in summarised form the distribution of failures of the 250 pupils in their first Grade XI Examinations.

TABLE XIX

SHOWING DISTRIBUTION OF PUPILS AND THEIR FAILURES IN RELATION TO THE GRADE IX AVERAGE MARK OF 75+ PER CENT, OF 150 MATRICULATION PUPILS IN THEIR FIRST WRITING OF GRADE XI EXAMINATIONS, 1952-53

Number at Grade IX Above Average Mark	Number of the 70 at Grade XI with One Failure	Number of the 70 at Grade XI with 2 or More Failures	Number at Grade IX Below Average Mark	Number of the 80 at Grade XI with One Failure	Number of the 80 at Grade XI with 2 or More Failures
70	2	2	80	18	36 = 45%

TABLE XX

SHOWING DISTRIBUTION OF PUPILS AND THEIR FAILURES IN RELATION TO THE GRADE IX AVERAGE MARK OF 68.5 PER CENT, OF 100 GENERAL COURSE PUPILS IN THEIR FIRST WRITING OF GRADE XI EXAMINATIONS, 1952-53

Number at Grade IX Above Average Mark	Number of the 45 at Grade XI with One Failure	Number of the 45 at Grade XI with 2 or More Failures	Number at Grade IX Below Average Mark	Number of the 55 at Grade XI with One Failure	Number of the 55 at Grade XI with 2 or More Failures
43	5	2	56	11	16 = 29%

It has been shown in Chapter IV that the pupils had more success in the General than in the Matriculation Course. Tables XIX and XX support this conclusion and at the same time indicate the weaker group in each course. Table XIX shows that 36 pupils out of 80, 45 per cent, whose average Grade IX mark was below the group average failed in the first writing of Grade XI Matriculation examinations. Table XX shows that 16 pupils out of 55, 29 per cent, whose average Grade IX mark was below the group average failed in the first writing of Grade XI General Course examinations. Both rates of failure are high and indicate need for adjustment, particularly in the Matriculation Course. Conclusions presented in Chapter IV as to the cause of the high failure rate suggest that adjustment in curricular offerings and extension of time allotments would appear to be necessary. Such adjustments might well include a plan for a greater measure of educational guidance.

Influences affecting the pupil's choice of course were explained in Chapter III and it appears that the form of guidance in operation is partially selective since, in the main, the more capable pupils were attempting the more difficult course. Such figures as appear in Table XIX, however, indicate again how many pupils were attempting the Matriculation Course who were not capable of completing it successfully within the two year period and it is this group, significantly large, that a better guidance programme might have aided. For example, it is shown in Table XVIII that 17 pupils with an average Grade IX mark between 60.5 and 75, chose the Matriculation Course and failed in more than one subject. Table XIX shows that this

number is about one-half of the 35 failures whose Grade IX average marks were below 75. Table XX shows that only 2 pupils out of 45 in the General Course with an average Grade IX mark above 68.5 failed on more than one subject. Therefore, under existing conditions, if the influences which directed the 17 pupils into the Matriculation Course had been counteracted so that some or all had chosen the General Course, doubtless more satisfactory results would have been achieved, since on the basis of the above figures 15 out of the 17 might have been successful in their examinations.

The data of Tables XIX and XX would indicate that 56 out of 150 Matriculation pupils and 32 out of 100 General Course pupils, continuing either course to Grade XI had difficulty in completing the required programme within two years. This does not include the number of withdrawals occurring over the period. Hence 88 out of 250 pupils plus a proportionate number of withdrawals found the study-load difficult. For the pupil who learns at a slower rate, not necessarily a failure pupil under his rate of learning, there is ample evidence to indicate the need for possibly (1) a better choice of course, (2) a longer period in which to undertake the prescribed course, or (3) some combination of both. Certainly with the results obtained in either course the evidence of this chapter would substantiate that of Chapter IV in relation to pupil study-load, and add thereto further evidence of need for a broader curriculum for some pupils and for a better distribution of a percentage of pupils within the existing curricula.

TABLE XVIII

SHOWING THE GRADE IX MARKS AND AVERAGES OF 150 PUPILS IN MATRICULATION AND 100 IN THE GENERAL COURSE, AND THE NUMBER OF FAILURES PER PUPIL IN GRADE XI, 1932 - 33

Pupil	Spelling	Grammar	Literature	Geography	History	Arithmetic	Algebra	Geometry	Gen. Science	Bath	French	Shorthand	Bookkeeping	Geography	Bus. Courses	Ratio	Int.	Bookkeeping	Algebra	Geometry	Average Mark	Matriculation	General Course	Failures	Number of Failures	Grade	Number of Pupils
1	94	88	71	72	75	75	80	71	85	83	80					68					73.0	X	X	X	1		
2	90	88	82	88	75	80	81	85	85	83	80					83					74.7	X	X	X	1		
3	82	76	84	82	87	80	74	71	78	76	81			50		78					74.5	X	X	X	3		
4	88	72	72	72	86		87	83	89	89	81					76					74.2	X	X	X	5		
5	82	89	81	73	79		82	85	88	87			87			89					83.6	X	X	X	5		
6	83	80	80	80	73	80	75	88	88	88						88					80.2	X	X	X	1		
7	78	80	76	80	70	80	81	80	72	81	80					80					82.9	X	X	X	1		
8	82	86	87	79	71		81	80	80	81	80					80					74.7	X	X	X	5		
9	86	78	71	76	70		74	70	70	85	85					86					86.0	X	X	X	5		
10	98	92	83	80	77		82	82	82	85	85					86					84.0	X	X	X	5		
11	88	75	77	88	79	89	80	84	84	87	87					85					74.0	X	X	X	5		
12	84	87	73	85	84	85	80	85	85	85	85					85					86.5	X	X	X	5		
13	87	84	88	85	71	85	80	85	85	85	85					85					74.0	X	X	X	5		
14	74	80	83	87	80	85	83	86	86	86	85					80					83.8	X	X	X	5		
15	94	88	83	78	85		84	88	88	84	83					89					86.0	X	X	X	5		
16	90	73	70	74	80		81	80	80	80	87					85					80.8	X	X	X	5		
17	97	87	80	77	87	85	82	85	85	88	88					88					80.0	X	X	X	5		
18	86	82	77	82	88	80	80	80	80	89	89					88					80.0	X	X	X	5		
19	86	76	78	75	78		72	80	80	82	71					83					70.8	X	X	X	5		
20	82	78	80	74	78		84	88	88	88	87					83					80.4	X	X	X	5		
21	86	85	78	78	82		83	86	86	86	87					80					84.8	X	X	X	5		
22	82	81	73	73	83	70	84	84	84	85	82					81					83.5	X	X	X	5		
23	83	89	80	80	70		81	80	85	85	71					80					84.5	X	X	X	5		
24	84	84	83	79	75		77	85	85	80	75					80					84.1	X	X	X	5		
25	74	83	73	86	78		89	84	84	83	43					77					77.0	X	X	X	2		
26	80	84	84	80	87		88	82	82	88	88					80					82.7	X	X	X	1		
27	86	88	84	80	88		87	85	85	88	88					86					81.8	X	X	X	1		

TABLE XVIII (cont'd)

Rank	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Latin	French	Sports	Bookkeeping	Geography	Bus. Comp.	Dict.	Art	Household	Prog.	Project	Average Rank	Retraction	General Course	Other	Count
23	51	70	64	75	54	63	77	76	50	59	58	45	64	75	70	70	70	70	70	70	66.2	X	X	1	
24	74	70	60	70	77	70	65	60	65	65	52	45	60	60	60	60	70	70	70	74	69.4	X	X	3	
25	60	72	75	77	60	65	71	70	65	71	52	45	60	60	60	60	70	70	70	70	69.5	X	X	4	
26	68	68	55	67	60	63	74	70	63	70	56	64	64	64	60	60	60	60	60	60	67.7	X	X	3	
27	40	53	55	56	50	63	75	70	75	65	55	65	72	65	72	65	65	60	60	60	57.0	X	X	3	
28	90	72	50	60	59	75	72	70	75	65	55	65	72	65	72	65	65	60	60	60	61.9	X	X	3	
29	81	68	70	72	57	70	64	64	66	67	58	44	64	64	60	60	60	60	60	60	65.0	X	X	4	
30	84	72	72	75	61	67	64	64	67	60	58	44	64	64	60	60	60	60	60	60	64.6	X	X	3	
31	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
32	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
33	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
34	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
35	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
36	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
37	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
38	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
39	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
40	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
41	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
42	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
43	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
44	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
45	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
46	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
47	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
48	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
49	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
50	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
51	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
52	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
53	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
54	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	
55	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	65.0	X	X	4	
56	68	64	61	67	65	61	63	63	61	60	56	64	64	64	60	60	60	60	60	60	64.6	X	X	3	

TABLE XVIII (cont'd)

Post	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Latin	French	Shorthand	Bookkeeping	Geography	Bus. Comp.	Radio	Art	Household Arts	Groups	Physical Education	Average Mark	Instruction	General Course	M. H. I.	C. H. I.	M. H. I.	M. H. I.	Counts of Absences
57	96	94	90	90	90	75	84	88	88	85	85	85	84	86	86	86	84	84	85	85	80.3	N	N	N	N	N	22	
58	76	50	60	50	70	18	18	50	50	18	50	75	75	55	55	75	75	75	80	80	84.5	N	N	N	N	N	22	
59	76	60	69	69	71	82	86	66	66	73	73	65	61	66	61	65	65	65	68	68	65.8	N	N	N	N	N	3	
60	82	64	76	59	57	82	86	66	66	73	72	73	65	73	73	65	65	65	68	68	68.9	N	N	N	N	N	3	
61	82	75	77	81	84	64	76	65	65	75	72	75	75	75	75	75	75	75	81	81	79.1	N	N	N	N	N	3	
62	77	58	70	70	80	64	74	63	63	83	83	85	85	83	83	85	75	85	80	80	82.2	N	N	N	N	N	3	
63	96	59	59	51	65	60	72	40	50	83	74	40	85	88	88	59	85	50	50	50	87.2	N	N	N	N	N	3	
64	89	80	90	77	81	80	72	80	90	83	74	80	80	86	86	80	86	75	89	71	79.0	N	N	N	N	N	3	
65	96	75	88	80	74	88	88	60	60	87	87	88	88	86	86	90	87	85	90	87	78.3	N	N	N	N	N	3	
66	76	67	62	69	75	63	63	75	75	83	83	83	83	84	84	84	84	84	88	88	74.1	N	N	N	N	N	3	
67	88	62	70	72	74	64	64	63	63	50	50	85	85	84	84	85	85	85	88	88	70.3	N	N	N	N	N	3	
68	83	86	87	86	85	78	64	77	77	85	85	85	85	86	86	85	86	86	88	88	66.6	N	N	N	N	N	4	
69	80	81	84	76	88	78	78	71	71	88	87	88	88	84	84	84	84	84	90	90	80.4	N	N	N	N	N	4	
70	92	90	78	75	82	81	85	80	80	88	87	88	88	85	85	94	85	70	85	70	80.4	N	N	N	N	N	4	
71	97	84	76	70	76	85	81	85	85	74	77	85	85	85	85	82	82	82	80	80	86.6	N	N	N	N	N	4	
72	82	65	60	64	66	80	80	81	81	88	88	88	88	87	87	87	87	87	86	86	83.7	N	N	N	N	N	4	
73	86	86	79	80	83	76	76	88	88	80	84	87	87	86	86	87	87	87	87	87	83.7	N	N	N	N	N	4	
74	82	89	75	80	80	87	87	88	88	88	87	87	87	87	87	87	87	87	87	87	76.1	N	N	N	N	N	4	
75	100	65	54	57	68	80	80	88	88	88	87	88	88	88	88	88	88	88	88	88	76.4	N	N	N	N	N	4	
76	96	77	75	77	80	81	81	85	85	71	66	87	87	88	88	88	88	88	88	88	82.5	N	N	N	N	N	4	
77	86	82	67	85	86	81	81	80	80	70	64	81	81	85	85	85	85	73	88	88	79.0	N	N	N	N	N	4	
78	70	82	75	75	76	81	81	77	77	80	84	81	81	88	88	88	88	88	88	88	80.3	N	N	N	N	N	4	
79	68	85	67	80	84	81	86	88	88	67	76	86	86	88	88	88	88	88	88	88	73.4	N	N	N	N	N	4	
80	87	76	62	64	70	84	84	80	80	87	76	88	88	88	88	88	88	88	88	88	79.4	N	N	N	N	N	4	
81	86	72	50	63	70	86	85	86	86	88	77	86	86	88	88	88	88	88	88	88	76.2	N	N	N	N	N	4	

TABLE XVIII (cont'd)

Roll	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Latin	French	Shorthand	Bookkeeping	Geography	Bus. Codes	Music	Art	Household Arts	Shop	Physical Education	Average Mark	Instruction Course	General Course	D. I. S. for	D. I. S. for	No. of Attempts
82	86	86	75	69	85	76	76	75	75	75	53	53	79	79	77	91	61	80	80	75	73.0	K	K	K	3	
83	50	54	71	68	80	79	79	85	85	68	20	70	70	70	77	68	80	70	70	75	68.7	K	K	K	4	
84	84	55	59	52	50	66	66	77	70	77	64	79	79	77	70	75	75	65	75	67	65.6	K	K	K	1	
85	95	59	77	60	68	44	55	70	70	61	75	64	64	61	70	75	55	65	85	85	68.0	K	K	K	2	
86	25	74	70	70	80	80	62	64	50	50	76	64	64	50	76	55	76	65	70	70	69.7	K	K	K	2	
87	72	70	75	52	53	92	64	64	64	65	54	76	76	65	76	61	76	65	70	68	71.7	K	K	K	2	
88	64	75	61	67	75	65	76	65	65	65	57	70	70	65	73	78	67	67	72	67	68.5	K	K	K	2	
89	72	71	80	53	68	70	70	69	69	69	76	70	70	69	73	65	60	60	60	53	55.6	K	K	K	2	
90	52	55	56	65	50	50	58	60	60	60	76	73	73	69	73	93	90	90	60	54	65.0	K	K	K	2	
91	80	82	72	60	75	75	77	73	73	73	76	73	73	73	73	65	65	65	60	54	65.0	K	K	K	2	
92	82	84	73	72	88	73	73	68	67	67	76	76	76	68	68	93	93	90	60	54	65.0	K	K	K	2	
93	90	75	77	70	77	68	68	70	70	70	76	70	70	70	70	68	68	76	76	65	70.5	K	K	K	2	
94	89	85	84	76	77	60	60	75	75	65	83	65	65	65	65	68	70	70	68	68	76.7	K	K	K	2	
95	85	80	85	77	69	60	60	75	75	67	67	67	67	67	67	66	66	61	61	70	75.0	K	K	K	2	
96	85	82	85	61	73	68	68	76	76	65	73	65	65	65	65	65	61	61	61	66	79.2	K	K	K	2	
97	85	88	84	51	60	70	70	61	61	61	57	57	57	57	57	92	75	75	75	70	66.0	K	K	K	2	
98	62	90	79	80	80	92	92	70	70	70	67	67	67	67	67	92	79	79	60	65	83.0	K	K	K	2	
99	92	95	88	71	85	67	67	65	65	62	72	72	72	62	62	68	68	70	60	65	74.0	K	K	K	2	
100	89	93	84	80	65	79	79	62	62	67	67	67	67	67	67	65	70	70	60	70	73.8	K	K	K	2	
101	75	74	79	70	56	73	73	57	57	57	53	62	61	61	61	73	73	66	66	77	72.0	K	K	K	2	
102	87	64	62	70	78	62	62	69	69	77	69	69	69	69	69	62	66	66	66	77	84.0	K	K	K	2	
103	88	88	94	84	91	67	67	75	75	69	96	96	96	96	96	75	75	75	60	90	89.0	K	K	K	2	
104	81	65	65	62	66	55	55	70	70	63	66	66	66	66	66	50	60	60	60	66	66.9	K	K	K	2	
105	96	68	67	74	82	77	77	63	63	63	68	68	68	68	68	74	74	74	90	67	81.0	K	K	K	2	
106	70	65	77	58	57	58	70	72	72	63	59	59	59	59	59	65	65	69	69	67	67.6	K	K	K	2	

TABLE XVIII (cont'd)

Year	Drilling	Drainage	Literature	Composition	History	Artistic	Algebra	Geometry	Gen. Science	Latin	French	Shorthand	Bookkeeping	Geography	Bus. Courses	Math	Household Arts	Spells	Physical Education	Average Mark	Methodology	General Courses	Math. Courses	Math. Courses	Math. Courses
107	82	75	80	70	75	78	83	80	60	42	63						75			70.0					
108	91	60	77	75	83	80	80	80	80	30	80						72			63.2					
109	82	77	75	80	81	85	85	85	80	50	85						74			73.6					
110	89	80	70	70	86	75	75	85	80	15	80						87			72.9					
111	83	86	81	54	81	73	74	85	85	89	85						75			83.5					
112	86	82	70	50	78	74	74	85	85	89	85						85			89.8					
113	82	84	73	75	88	85	85	85	80	80	80						75			71.0					
114	89	76	71	88	70	77	81	80	70	89	80						75			73.0					
115	87	73	76	60	50	80	75	85	85	85	85						71			88.3					
116	80	76	79	80	74	80	87	82	82	82	89						80			70.0					
117	78	88	71	88	70	80	85	87	87	80	80						80			86.7					
118	84	89	81	89	80	87	85	87	80	82	80		71				80			86.2					
119	84	84	84	74	89	88	88	88	83	83	85						80			89.7					
120	78	83	59	73	77	75	75	85	73	88	87						85			70.4					
121	88	84	78	87	82	82	82	85	82	88	83		87				80			77.1					
122	78	88	85	77	86	84	84	85	85	86	86						80			68.3					
123	85	74	77	75	70	84	84	81	81	82	82						80			77.0					
124	85	84	71	84	82	80	80	80	80	84	84						70			85.8					
125	82	86	88	88	82	88	88	88	88	87	88						78			81.8					
126	88	88	88	76	83	85	85	85	85	86	86						78			74.2					
127	86	88	76	76	83	70	70	84	84	84	80						80			83.0					
128	87	87	80	81	79	77	77	86	86	80	85						80			83.0					
129	88	80	85	80	71	71	71	87	87	82	82						80			70.3					
130	90	76	71	86	80	81	80	82	82	79	81						80			75.8					
131	88	72	80	81	75	89	89	80	80	81	80						88			74.0					

TABLE XVIII (cont'd)

Page	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Latin	French	Sporthand	Bookkeeping	Geography	Bus. Codes	Math	Art	Household Arts	Shops	Physical Education	Average Mark	Matriculation Course	General Course	3 Yr. for	2 Yr. for	No. of failures	No. of attempts
132	90	88	70	75	88		82		70	60	78					84			75	89	79.9				5	3	
133	75	70	72	74	74		80		80	88	88	84	90			72			80	80	87.0						
134	88	80	68	79	79		79		75	87	66					85			81	82	79.0						
135	85	87	56	55	90	66	71	87	82		28			87		62	50		37	75	56.0						
136	90	34	57	50	78	82	81		72		70					88	76		87	76	59.7						
137	76	88	80	80	80	80	70		80	85	70					60	82		75	82	79.9						
138	70	85	65	70	80	80	76		86	80	80				50	80			75	50	87.5						
139	94	80	88	66	54		89		88	80	72					81	76		83	83	83.3						
140	86	85	79	74	72		89		86	73	86					70	75		82	82	86.9						
141	90	85	67	68	87	84	84		86	88	86					74	75		85	85	84.1						
142	76	81	65	80	81	83	75		80	88	87					74	75		85	85	83.3						
143	88	81	81	79	85		88		84	88	87					95	84		84	85	86.8						
144	84	82	76	87	85		88		75	88	87					78	75		75	79	86.8						
145	90	86	88	83	78		89		85	80	79					90	88		84	84	79.4						
146	85	77	84	77	80		78		81	78	71					84	88		80	87	84.6						
147	96	86	82	89	81		88		79	75	76					84	88		80	87	82.7						
148	85	80	77	75	80	80	40		86	79	79					80	85		80	80	70.2						
149	94	88	74	70	88	88	45		80	80	85					80	85		80	81	82.4						
150	78	80	67	83	80	82	84		80	84	80					70	75		80	82	84.0						
151	89	86	76	82	71	87	87		80	87	40	70				88	80		70	84	74.0						
152	80	82	88	88	88	80	80		86	82	88					88	80		85	85	72.5						
153	82	85	72	75	84	81	81		72	82	82					82	80		80	80	68.5						
154	86	86	75	83	85	88	88		83	82	82					82	76		85	85	79.9						
155	87	84	72	87	70	80	80		76	70	70					80	80		81	85	80.9						
156	86	85	75	80	88	80	85		80	80	70					80	70		80	70	80.8						

TABLE XVIII (cont'd)

Page	Spelling	Grammar	Literature	Composition	History	Mathematics	Algebra	Geometry	Gen. Science	Latin	French	Spelling	Bookkeeping	Geography	Bus. Courses	Music	Art	Household Arts	Shops	Physical Education	Average Mark	Registration	General Course	2 Yr. Job	3 Yr. Job	No. of Failures	No. of Attempts
157	68	62	60	62	65	60	60		53	64											62.4				2		
158	74	61	61	60	66	75	75		59	60												69.6				4	
159	93	62	66	77	70	76	75		90	77	70											79.5				2	
160	92	64	91	69	66	70	70		73	82												66.0				2	
161	56	42	65	60	63	61	59		73	64												59.0				2	
162	100	70	60	65	65		66		66	75												61.8				2	
163	80	90	90	60	75	70	70		70	67												70.6				2	
164	92	88	65	77	66	71	71		74	92												64.0				2	
165	95	90	65	75	64	61	61		93	84												60.7				2	
166	75	67	53	67	76	71	71		75	67												66.0				2	
167	93	79	65	76	77	74	74		61	70	74											75.1				4	
168	62	75	62	63	64	53	53		65	61	66											62.7				2	
169	92	90	67	62	65	72	72		76	93	79											65.0				2	
170	66	67	62	56	77	66	66		51	50	54											63.3				2	
171	94	93	62	66	67	90	90		76	62	69											69.2				2	
172	67	61	74	70	69	70	70		96	60	62											79.7				2	
173	75	77	61	74	66	63	63		75	61	65											73.7				2	
174	92	64	67	70	64	60	66		64													62.0				2	
175	94	65	65	70	65	66	66		76													73.2				2	
176	60	62	76	67	60	74	73		69	76												64.0				2	
177	66	66	65	73	90	63	63		70	60	79											62.6				2	
178	60	66	66	62	66	66	67		34													56.9				2	
179	75	76	71	70	65	65	60		72													70.0				2	
180	60	65	60	69	76	73	69		63													74.0				2	
181	94	77	70	61	79	60	63		63	64												71.4				1	

TABLE XVIII (cont'd)

Year	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Latin	French	Shorthand	Bookkeeping	Geography	Bus. Courses	Music	Art	Household Arts	Shops	Physical Education	Average Mark	Restriction	Course	General	Course	Sp. For	Sp. For	No. of Failures	Sp. Attempts
182	76	75	61	50	50	53			54					53		59			55	55	55	59					1	1	
183	90	75	70	63	56	55			50		55			53		91		55	70	71	70	74.2					1	1	
184	83	67	70	72	66	69			67		69			77		60		55	57	57	74.0								
185	80	62	70	72	72	70			71		63					60			71	70	70	72.0							
186	92	97	93	73	75	63			60		64					69			70	77	70	79.8							
187	75	52	63	56	60	57			73		55					70			70	77	70	66.0							
188	93	97	90	69	66	61			75		55					94		71	75	78	70	83.0							
189	76	59	72	58	65	74			65		65					53			75	61	70	71.8							
190	92	84	94	81	87	77			75		65					69			67	70	70	82.5							
191	93	73	71	71	75	64			60		60					75			60	64	64	74.2							
192	93	53	60	74	82	63			65		55					60			60	62	62	78.0							
193	86	70	63	62	72	70			61		54					60			66	62	63	67.1							
194	30	76	82	60	64	60			70		32					50			62	79	60	78.0							
195	80	56	59	70	56	65			69		67					77			69	63	60	53.3							
196	96	76	85	70	80	76			64		60					69			73	44	63	60.4							
197	84	55	64	57	61	76			64		60					60			65	44	63	70.1							
198	90	69	90	68	62	61			64		64					62			63	63	63	64.0							
199	65	66	67	60	69	72			70		62					62			72	70	70	68.2							
200	96	70	73	71	73	65			63		75					62			60	61	61	73.1							
201	96	53	50	56	63	56			65		60					62			61	68	68	64.8							
202	66	67	69	65	71	65			61		14					60			60	75	75	66.5							
203	76	61	65	65	60	61			63		60					78			60	71	71	64.8							
204	60	61	65	73	75	60			73		60					65			60	63	63	76.1							
205	90	91	76	77	80	93			75		68					64			60	96	96	75.1							
206	68	92	82	74	87	71			63		75					70			67	74	74	78.9							

4 51411

TABLE XVIII (cont'd)

Flight	Spelling	Grammar	Literature	Compositions	History	Mathematics	Algebra	Geometry	Sci. Science	Latin	French	Sporthand	Bookkeeping	Geography	Bus. Courses	Music	Art	Household Arts	Shops	Physical Education	Average Mark	Institution	General Course	S. St. Cor	S. St. Cor	No. of Exams	Exat attempt
207	83	72	55	66	62	70	74	79	79	70	76					70	65		98	98	72.0	X			4	4	
208	95	86	76	75	85	83	75	84	84	91						91			64	66	82.1				2	2	
209	60	79	73	50	60	75	79	55	55	80						80		75	64	62	68.0				2	2	
210	90	80	85	75	91	87	87	91	91	97						97		93	75	94	86.1				2	2	
211	82	73	82	70	75	75	78	77	77	75						80		50	75	94	72.7				2	2	
212	54	70	60	53	74	71	71	71	71	80						80		97	75	88	65.4				1	1	
213	87	70	76	82	81	83	83	82	82	86						91			75	74	76.5				2	2	
214	94	84	80	86	90	77	85	87	87	90						76			74	82	83.8				2	2	
215	80	85	74	67	80	80	80	85	85	73						73			70	85	74.6				2	2	
216	82	75	83	83	70	60	65	61	61	80						80			70	72	71.5				2	2	
217	90	85	87	79	79	84	84	88	88	75						75		85	65	69	77.7				2	2	
218	76	77	74	81	70	86	86	80	80	77						77		75	75	65	74.3				2	2	
219	90	84	82	80	70	76	76	70	70	87						87		69	70	70	70.7				2	2	
220	99	91	87	79	92	86	86	90	90	100						100		69	69	90	87.7				2	2	
221	96	71	90	80	75	75	75	58	58	82						82		76	55	55	75.0				2	2	
222	75	61	73	72	70	86	86	76	76	82						82		76	69	69	56.8				2	2	
223	59	55	57	50	50	52	52	55	55	50						50		50	50	75	53.5				2	2	
224	57	72	73	73	55	75	75	50	50	81						81		50	75	75	66.5				2	2	
225	92	94	80	82	83	91	91	80	80	90						90		90	75	75	86.5				2	2	
226	76	74	64	62	64	71	54	56	56	90						90		75	73	50	67.0				2	2	
227	84	70	65	77	70	82	70	73	73	75						75		75	73	65	71.2				2	2	
228	73	76	70	69	64	74	74	83	83	70						70		65	65	63	70.5				2	2	
229	82	77	60	65	61	85	74	86	86	82						82		65	64	64	76.2				2	2	
230	82	70	58	67	69	60	60	75	75	76						76		65	64	77	67.5				2	2	
231	80	86	66	80	70	80	80	60	60	50						50		70	64	68	72.0				2	2	

TABLE XVIII (cont'd)

Page	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Latin	French	Bookkeeping	Geography	Bus. Courses	Math	Art	Household Arts	Gross	Artistic	Average Mark	Mathematics	General	Courses	M & M	M & M	M & M	No. of Letters	First Attempt	No. of Letters
232	93	60	51	52	79	65	65	69	69	65	65				90	51	51	51	68	70.0									
233	89	70	52	76	86	65	70	70	70	75	65				59	75	75	75	90	75.0									
234	86	87	74	75	78	78	78	78	78	74	78				85	78	78	78	70	73.1									
235	77	72	78	52	77	65	70	70	70	66	72	68			67	66	71	70	54	67.2									
236	91	76	70	66	71	60	60	74	74	50	72				85	71	78	75	82	74.0									
237	88	66	65	64	75	70	70	81	81	68	68		90		78	78	78	75	83	77.5									
238	85	70	70	70	78	71	80	80	83	83	83				78	68	68	73	83	76.6									
239	82	70	95	79	90	70	51	51	51	64	69				83	88	88	83	85	79.6									
240	75	75	85	73	54	70	64	64	64	64	69				72	79	79	79	72	83.6									
241	74	74	87	60	71	69	60	60	60	60	69				82	73	73	71	70	87.4									
242	84	63	73	60	59	76	76	50	50	64	63				64	65	73	73	67	87.2									
243	94	68	84	70	85	66	66	55	55	64	60				87	65	75	70	78	87.5									
244	87	73	82	60	65	68	62	70	70	59	59				87	50	70	70	80	80.3									
245	94	66	82	72	76	69	71	77	77	73	73				75	58	70	70	61	82.8									
246	85	74	73	77	80	69	53	78	78	70	70				81	84	84	80	80	76.5									
247	80	74	60	55	50	66	65	65	65	63	63				59	69	69	70	70	63.0									
248	82	81	60	60	80	60	63	63	63	10	10				64	70	77	65	69	62.0									
249	80	73	70	70	79	70	70	77	77	77	77				80	70	88	88	77	74.5									
250	80	70	73	73	75	61	61	77	77	77	77				80	88	88	75	75	72.0									
TOTAL																				150	100	251	19						

NO. OF LETTERS
FIRST ATTEMPT
NO. OF LETTERS

CHAPTER VI

FINDINGS AND CONCLUSIONS

Findings and conclusions may be classified into three groups: (1) those of definite significance pertaining to pupil study-load, (2) those pertaining to problems of guidance and broadening of the curriculum which appear to be significant and (3) related but less significant observations.

The evidence of this thesis shows that 42.2 per cent of 500 Matriculation pupils had some difficulty with the two-year programme and that 31.3 per cent had definite difficulty. It also shows that 43.7 per cent of 402 General Course pupils had some difficulty with the two-year programme and 30.3 per cent had definite difficulty. For the entire group of 1000 pupils 42.9 per cent had serious difficulty. Under existing conditions pertaining to selection of courses and limitations of the curriculum in this school it would appear that the study-load was too heavy for a very large number of the pupils enrolled therein during the six-year period, 1932-38.

In Chapters I and II it was shown that the choice of course was made by the pupil mainly upon the advice of parents, friends, teachers and principal, and without doubt the prestige accorded the Matriculation Course by the public influenced many in their choice. Evidence in Chapter V indicates that many took the more difficult course though unequipped to complete it within the allotted time. It appears that many others took the less difficult course who by virtue of their abilities could have successfully attempted a greater range of subject

matter. It would seem, therefore, that such evidence is of sufficient significance to suggest a need for an effective educational guidance programme in this school.

Evidence of less significance suggests the following observations:

- (1) The selective principle with respect to occupational status of parents appears to operate within the school area.
- (2) The amount of retardation in terms of chronological age is very small in the Matriculation group.
- (3) Retardation, in terms of chronological age is evident in the General Course group.
- (4) In Grade XI, Departmental examinations were more difficult than school examinations.
- (5) The content of the Matriculation Course was more difficult than that of the General Course.
- (6) On the whole, pupils of the General Course were more successful than those of the Matriculation Course.

In view of the findings and conclusions re the pupil study-load of the Gordon Bell High School it is important to consider that this school is representative in point of size, of a great many high schools of this province. The evidence of this thesis would suggest that few, if any, small urban high schools in Manitoba would have more satisfactory working conditions or a more highly selected school population. It would follow, in the light of these findings that the same causes of pupil failure would exist in all similar or smaller high schools. If such were the case then the findings and conclusions above

stated would pertain, in varying degree, to all such institutions of the province.

An extension of the time limit for the present Grades X and XI courses from two to three years together with enrichment of the curriculum should have a marked effect towards decreasing the high school failure rate.

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APPENDIX A. LETTER: H. B. KING,
CHIEF INSPECTOR OF SCHOOLS, BRITISH COLUMBIA

OFFICE OF THE CHIEF INSPECTOR OF SCHOOLS
DEPARTMENT OF EDUCATION
VICTORIA, B.C.

406 Pemberton Building,
625 Fort Street.

11th August, 1942.

Mr. Carl S. Gow,
1182 McMillan Avenue,
Winnipeg, Manitoba.

Dear Sir:

Your letter of 21st July to the Registrar of this Department of Education has been passed to me for reply. Your question is "How closely does the present three-year high school course in a particular city situation approximate to a four-year course?"

For ten years British Columbia has had a four-year high school course from Grade IX to University Entrance (a term we now employ instead of Junior Matriculation). Your question therefore is not applicable to British Columbia.

Formerly we had a three-year high school course and I was a member of the committee which brought about our present organization. Data which I compiled at that time, which is no longer to be found, indicated that our three-year course was really a four-year course for many students. It was a crowded course which left no time for study periods, library periods, club activities, Art, Music, Guidance and counselling.

You might get a clue to the effect of a three-year high school course by studying the age-grade tables published by the Dominion Bureau of Statistics.

Yours very truly,

(Signed) H. B. King.

Chief Inspector of Schools.

HEB:SW

APPENDIX B. COPY OF ORIGINAL DATA SHEET # 8

Pupil	Year of Birth	Grade	Year in Attendance	Boys in Attendance	School	Spelling	German	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Biology	Myology	Geography	Latin	French	German	Portland	Typing	Bookkeeping	Geography	Bus. Comp.	Music	Art	Household Arts	Shops	P. I.	Average Grade IX	No. Failures	Course *			
A	1916	IX	81-82 82-83 83-84	180 181 185	Gordon Bell " " " "	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	76.0				
B	1917	IX	82-83 83-84 84-85 85-86	174 178 183 176	Gordon Bell " " " " " "	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	68.0			
C	1919	IX	85-86 86-87 87-88	185 188 177	Gordon Bell " " " "	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	69.0		
D	1920	IX	84-85 85-86 86-87	180 164 196	Gordon Bell " " " "	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	79.5		
E	1920	IX	85-86 86-87 87-88	178 188 188	Laura Secord Gordon Bell " "	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	68.0		
F	1918	IX	82-83 83-84 84-85	170 169	Gordon Bell " " " "	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	78.5		

APPENDIX B. (cont'd)

Roll No.	Year of Birth	Grade	Term In Attendance	Days In Attendance	School	Spelling	Grammar	Literature	Composition	History	Arithmetic	Algebra	Geometry	Gen. Science	Biology	Physics	Chemistry	Latin	French	German	Shorthand	Typing	Bookkeeping	Geography	Bus. Courses	Music	Art	Household Arts	Shop	P. E.	Average Grade IX	Mark	Course * No. in Lanes						
H 1019		IX	82-88	175	Gordon Bell	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	81.8	81	Y1			
		X	88-84	182	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
		XI	84-85	190	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
						Grade IX Mark 86 95 84 80 86																																	
H 1017		IX	81-82	172	Gordon Bell	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	86.2	80	Y1
		X	82-88	161	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		XI	88-84	179	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
						Grade IX Mark 81 78 84 78																																	
O 1010		IX	82-88	185	Gordon Bell	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	88-84	188	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		XI	84-88	184	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
						Grade IX Mark 74 76 60 70 81																																	
P 1016		IX	81-88	184	Gordon Bell	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	82-88	187	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		XI	88-84	182	"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
						Grade IX Mark 80 72 76 77 80																																	

* H represents Matriculation Student.
 L represents General Course Student.