

THE UNIVERSITY OF MANITOBA

MEETING THE CURRICULAR DEMANDS OF PUPILS
ENROLLED IN A CITY HIGH SCHOOL.

Being a thesis submitted to the Committee
on Postgraduate studies in partial ful-
fillment of the requirements for the
degree of Master of Education.

- by -

Geo. Florence, B. A.,

Winnipeg, Manitoba,

May 1936.

TABLE OF CONTENTS

| Chapter | Page |
|---|------|
| I. Method of Enquiry | 1 |
| 1. Object | 1 |
| 2. Definition of Terms | 1 |
| 3. Method of Procedure | 2 |
| 4. Plan of Organization | 4 |
| 5. Collection of Data | 4 |
| a) Procuring Pupils' Statements | 5 |
| b) Outline of Procedure | 5 |
| 6. Organization of Data | 8 |
| a) Classification by course | 8 |
| b) Tabulations and Eliminations | 8 |
| c) Classification and Tabulation of Reasons for Course. | 10 |
| II. Assignment of Pupils to Courses and Subject Classes | 12 |
| A. Ascertaining Needs of Pupils | 12 |
| 1. Principal's visit to Contributory Intermediate Schools. | 12 |
| 2. Collecting Application Forms | 18 |
| 3. Summary of Procedure for Ascertaining Needs of Pupils Enrolled. | 24 |
| B. Providing Courses and Subjects Applied for by Pupils | 25 |
| 1. Eliminating Invalid Choices | 25 |

TABLE OF CONTENTS Continued:

| Chapter | Page |
|---|------|
| 2. Classification of Courses and Subjects. . . | 25 |
| 3. Assignment to Rooms for Registration and Subject-Teaching classes . . . | 26 |
| 4. Basis of Course and Subject Assignment. . . | 29 |
| 5. Exceptional Cases | 29 |
| 6. Pupil Time-tables | 30 |
| III. Pupil Choices in the Matriculation Course | 35 |
| A. Choice of the Matriculation Course | 35 |
| 1. Boys | 35 |
| 2. Girls | 38 |
| 3. Summary of Reasons for Choosing Matriculation Course. | 41 |
| B. Choices of Optional Subjects in Matriculation Course | 43 |
| 1. Academic or Professional Subjects | 43 |
| 2. Commercial Subjects | 64 |
| a) Boys | 65 |
| b) Girls | 72 |
| c) Summary of Reasons for Choice of Commercial Subjects in Matriculation Course | 74 |
| 3. Practical Subjects | 76 |
| a) Boys | 76 |
| b) Girls | 77 |
| c) Summary of Choices of Practical Subjects | 79 |
| 4. Cultural of Leisure-Time Subjects | 80 |
| a) Boys | 80 |
| b) Girls | 81 |
| c) Summary of Cultural Subject Choices. . . | 82 |

TABLE OF CONTENTS Continued:

| Chapter | Page |
|---|------|
| IV. Pupil Choices in Courses Other than Matriculation Course | 88 |
| 1. High School Leaving Course | 88 |
| A. Choice of Course | 88 |
| (i) Boys | 89 |
| (ii) Girls | 91 |
| (iii) Summary of Reasons for Choosing High School Leaving Course. | 93 |
| B. Choice of Optional Subjects | 94 |
| 1. Commercial Subjects | 94 |
| 2. Practical Subjects | 106 |
| 3. Cultural Subjects | 113 |
| 4. Academic Subjects | 118 |
| C. Occupations Preferred by Pupils in High School Leaving Course | 129 |
| II. Normal-Entrance Course | 131 |
| A. Choice of Course | 131 |
| B. Choice of Optional Subjects | 134 |
| C. Occupations Preferred | 136 |
| V. Summary of Findings and Conclusions | 138 |
| A. Regarding Assignment of Courses and Subjects to Pupils | 138 |
| B. Findings Regarding the Extent to Which Pupils Choices Represent Pupil Needs | 140 |
| C. Observations and Conclusions | 149 |

LIST OF TABLES

| Table | Page |
|--|------|
| I. Enrolment in the High School by Courses | 10 |
| II. Numbers and Percentages of Pupils Choosing Language Studies by Schools | 23 |
| III. Numbers of Pupils Enrolled by Courses and Contributory Schools | 26 |
| IV. Numbers of Pupils Choosing Optional Subjects by Courses | 28 |
| V. Reasons Given by 161 Boys for Choosing Matriculation Course | 36 |
| VI. Reasons Given by 150 Girls for Choosing Matriculation Course | 39 |
| VII. Summary of Reasons for Choosing Matriculation Course | 41 |
| VIII. Assignment and Eliminations in French Classes During Intermediate School Course | 48 |
| IX. Assignment and Eliminations in Latin Classes during Intermediate School Course | 49 |
| X. Reasons Given by 123 Boys for choosing French Language in Matriculation Course | 53 |
| XI. Reasons Given by 135 Girls for Choosing French Language in Matriculation Course | 55 |
| XII. Reasons Stated by 60 Boys for Choosing Latin Language in Matriculation Course | 57 |
| XIII. Reasons Stated by 60 Girls for Choosing Latin Language in Matriculation Course | 59 |
| XIV. Reasons Stated by 20 Boys for Choosing German Language in Matriculation Course | 61 |
| XV. Summary of Pupils Reasons for Choosing Languages in the Matriculation Course | 63 |

LIST OF TABLES Continued:

| Table | Page |
|--|------|
| XVI. Reasons stated by 19 Boys for Choosing Short-hand in the Matriculation Course | 65 |
| XVII. Showing Occupations Preferred by 19 Boys Choosing Shorthand, 12 as Business Course and 7 as useful in Occupation | 66 |
| XVIII. Reasons Stated by 39 Boys for Choosing Typewriting in Matriculation Course | 67 |
| XIX. Showing Preferred Occupations of 20 Boys Choosing Typewriting without Shorthand | 68 |
| XX. Reasons Stated by 22 Boys for Choosing Bookkeeping in Matriculation | 69 |
| XXI. Occupations Preferred by 22 Boys Choosing Bookkeeping in Matriculation Course | 70 |
| XXII. Reasons Stated by 20 Boys for Choosing Arithmetic in Matriculation Course | 71 |
| XXIII. Reasons Stated by 52 Girls for Choosing Shorthand in Matriculation Course | 72 |
| XXIV. Reasons Stated by 60 Girls for Choosing Typewriting in Matriculation Course | 73 |
| XXV. Summary of Reasons Stated for Choice of Commercial subjects in Matriculation Course | 74 |
| XXVI. Reasons Stated by 29 Boys for Choosing Shops In Matriculation Course | 75 |
| XXVII. Reasons Stated by 22 Girls for Choosing Household Arts in Matriculation Course | 77 |
| XXVIII. Reasons Stated by 10 Girls for Choosing Household Science in Matriculation Course | 78 |
| XXIX. Summary of Reasons Stated for Choosing Practical Subjects in Matriculation Course | 79 |
| XXX. Summary of Reasons Stated for Choice of Cultural Subjects | 82 |
| XXXI. Occupational Preferences of 160 Boys in Matriculation Course | 83 |
| XXXII. Occupational Preferences of 150 Girls in Matriculation Course | 85 |

LIST OF TABLES Continued:

| Table | Page |
|---|------|
| XXXIII. Summary of Occupational Preferences in Matriculation Course | 87 |
| XXXIV. Reasons Stated by 130 Boys for Choosing High-School-Leaving Course | 89 |
| XXXV. Reasons Stated by 126 Girls for Choosing High-School-Leaving Course | 91 |
| XXXVI. Summary of Reasons Stated for Choosing High-School-Leaving Course | 93 |
| XXXVII. Reasons Stated by 119 Boys for Choosing Typewriting in High-School-Leaving Course . . | 94 |
| XXXVIII. Reasons Stated by 117 Boys for Choosing Bookkeeping in High-School-Leaving Course . . | 96 |
| XXXIX. Reasons Stated by 35 Boys for Choosing Shorthand in High-School-Leaving Course. . . . | 97 |
| XL. Reasons Stated by 65 Boys for Choosing Geography in High-School-Leaving Course . . . | 98 |
| XLI. Reasons Stated by 119 Girls for Choosing Typewriting in High-School-Leaving Course . . | 99 |
| XLII. Reasons stated by 106 Girls for Choosing Shorthand in High-School-Leaving Course . . . | 100 |
| XLIII. Reasons Stated by 58 Girls for Choosing Bookkeeping in High-School-Leaving Course . . | 102 |
| XLIV. Reasons stated by 59 Girls for Choosing Arithmetic in High-School-Leaving Course . . . | 103 |
| XLV. Reasons stated by 12 Girls for Choosing Geography in High-School-Leaving Course . . . | 104 |
| XLVI. Summary of Reasons for Choice of Commercial Subjects in High School Leaving Course . . . | 105 |
| XLVII. Reasons stated by 92 Boys for Choosing Shops in High-School-Leaving Course | 107 |
| XLVIII. Reasons stated by 104 Girls for Choosing Household Arts in High-School-Leaving | 110 |
| XLIX. Reasons stated by 41 Girls for choosing Household Science in High-School-Leaving . . . | 111 |

LIST OF TABLES Continued:

| Table | Page |
|--|------|
| L. Summary of Reasons Stated for Choice of Household Subjects in High-School-Leaving . . . | 112 |
| LI. Reasons Stated by 5 Boys for Choosing Music in High-School-Leaving Course | 113 |
| LII. Reasons Stated by 22 Boys for Choosing Art in High-School-Leaving Course | 114 |
| LIII. Reasons Stated by 32 Girls for Choosing Music in High-School-Leaving Course | 115 |
| LIV. Reasons Stated by 20 Girls for Choosing Art in High-School-Leaving Course | 116 |
| LV. Summary of Reasons Stated for Choice of Cultural Subjects in High-School Leaving Subjects . . . | 117 |
| LVI. Reasons Stated by 32 Girls for Choosing French in High School Leaving Course | 119 |
| LVII. Summary of Reasons Stated for Choice of Language Studies in High-School Leaving Course | 121 |
| LVIII. Assignments and Eliminations in French during Intermediate School in High-School Leaving Course | 122 |
| LIX. Assignments and Eliminations in Latin during Intermediate School in High-School Leaving . | 122 |
| LX. Reasons Stated by 18 Boys for Choosing of Geometry in High-School-Leaving Course . . . | 125 |
| LXI. Reasons stated by 44 Boys for Choice of Biology in High-School-Leaving Course | 126 |
| LXII. Reasons stated by 34 Girls for Choice of Biology in High-School-Leaving Course | 127 |
| LXIII. Summary of Reasons for Choice of Geometry and Biology | 128 |
| LXIV. Occupations Preferred by 130 Boys in High-School-Leaving Course | 129 |
| LXV. Occupations Preferred by 126 Girls in High-School-Leaving Course | 130 |

LIST OF TABLES Continued:

| Table | Page |
|--|------|
| LXVI. Reasons Stated by 6 Boys and 6 Girls for Choosing Normal-Entrance Course | 131 |
| LXVII. Reasons Stated by 6 Boys and 6 Girls for Choice of Subjects in Normal-Entrance Course | 134 |
| LXVIII. Assignments and Eliminations in French during Intermediate School in Normal- Entrance Course | 135 |
| LXIX. Assignments and Eliminations in Latin during Intermediate School in Normal- Entrance Course | 136 |
| LXX. Occupations Preferred by Boys and Girls in Normal-Entrance Course | 137 |
| LXXI. Summary of Reasons for all Choices . . . | 140 |

CHAPTER I.

METHOD OF ENQUIRY

1. Object.--The object of this investigation is to ascertain in what manner and to what extent this particular High School is meeting the needs of the pupils in the district which it serves in the way of curriculum offerings.

2. Definition of Terms.--In this statement "needs" is taken to mean what the pupils of the district demand in the way of courses and subjects. No attempt is made to question the wisdom of these demands since only future experience will reveal this in the truest sense and that comes too late to be of value for this purpose. This, however, does not preclude the taking of proper precautions to see that requests are such as pupils may profit by and are made with this object in view.

Similarly "pupils in the district" is taken to mean the pupils for first time enrolled in the fall term 1935 who are living within that part of the City served by this particular High School and who have qualified for admission to this school by successful completion of any of the courses provided in contributory schools included in that part of the City. This definition would include pupils who have obtained similar training

in other similar schools in other parts of the City who have come to live in the District or those on the outskirts of the District and within the City limits who have successfully completed any of such courses and for some special reason are enrolled in this High School instead of one of the other High Schools of the City.

It would exclude pupils whose intermediate school training was received wholly or partly outside of the City system, i.e., in schools outside of the City or in private schools within the City limits. It would also exclude pupils who through failure in previous years are repeating the work of Grade X the lowest grade of work carried on in this school. These groups are not by any means neglected in the provision of curriculum offerings, but any estimate of the school's provision for the needs of the community must be based on its method of providing courses and subjects for its general student body. The method of dealing with repeaters and students from other institutions is another problem.

3. Method of Procedure.

- a) As the time-table of subject offered and assignments of pupils to classes is constructed by the Principal in accordance with Regulations and Programme of Studies issued by the Department of Education a statement was procured from the Principal setting forth in

detail his procedure:

- (i) for ascertaining the demands of the pupils of his district; and
- (ii) for deciding what subjects to offer in drafting the school time-table of classes for 1935-36.

This statement given verbally was subsequently written by the investigator and submitted for correction and approval of the Principal.

- b) As part of the procedure set out in the Principal's statement was carried out by the Principals of four contributory Intermediate Schools statements were procured from each of these of:

- (i) the procedure by which they collect from the pupils enrolled in their respective schools the choices of course and subject for enrollment in the High School; and
- (ii) the ground on which their pupils are qualified for enrollment in the various courses and subjects; and
- (iii) pupils' standing from record cards upon which such qualifications are based. This involved transcription from the cards of pupils' standing in French of grades VII, VIII and IX, Latin of grades VIII and IX; and general Mathematics of grade IX.

- c) As a means of ascertaining the basis of pupil needs from the pupil's viewpoint statements were procured by the investigator from all pupils enrolled in

grade X in this High School during September and early October of 1935. These statements include:

- (i) their reasons for choosing the course for which they had made application;
- (ii) their reason for choosing the optional subjects for which they had applied;
- (iii) the occupations towards which they were looking forward when their school courses were completed.

d) As a means of checking pupil enrollment in course and subject the standing obtained by all grade X pupils in the uniform school examinations in all subjects in December 1935 were procured from the Principal's School records.

4. Plan of Organization.--From the data supplied by the Principal of the High School, supplemented by reports of Principals of the contributory Intermediate Schools an account of the method of assigning pupils' courses and subjects of study in this High School is outlined in Chapter II.

The basis of pupil choices of course and subject will be considered in the light of their own statements in Chapters III and IV. Chapter III will deal with pupils enrolled in the Matriculation course; Chapter IV with those enrolled in the other courses.

5. Collection of Data.--As the data bearing upon the assignment of pupils' courses and subjects is embodied in reports of past procedure carried out by the Principal

of the High School assisted by the Principals of the four contributory Intermediate schools it is better incorporated in Chapter III where the method of making those assignments is described in detail.

Data upon the extent to which pupil-choices of course and subject were sought in the form of statements from pupils of their reasons for choosing course and subject and also of the occupations which they prefer to follow when their school course is completed.

a) Procuring Pupils' Statements.--Beginning about the

middle of September statements of this character were procured from all pupils enrolled in grade X by the investigator visiting each of the Grade X classes in the School, one each day, during the study period from 3:30 to 4:00 P.M. The personal method was adopted to ensure uniformity of procedure throughout the school. This end was also furthered by the use of a written form of statement to the classes both as to the objects of what they were asked to do and the instructions for doing it.

b) Outline of Procedure Followed.--After distributing

a half sheet of foolscap to each pupil in the room the following procedure was followed in every case.

(i) Instructions to Pupils.

"I am going to ask you to answer some questions for me today. I would like you to answer them as frankly as you can. You needn't be afraid to do so as the answers will not be used against you in any way whatever. They may not be of any great advantage to you either, but they might be so. They will, however, if you do your very best to

answer them frankly and truthfully help us to provide for pupils of this school the kind of courses and subjects that will be most helpful, most useful and most enjoyable for them. This can only be so, however, if every pupil does his or her best to answer the questions truthfully. We would like you to do the very best you can to answer all the questions to the very best of your knowledge.

First, at the top of the paper which I have given you, will you write your name, your age in years and months, and your class room number.

Next, You will recall the application form which you were asked, by Mr. Campbell, our Principal, to complete for him last June while you were in grade IX. A form like this (holding up copy so that pupils can see it). On that form you were asked to record which of three courses you wished to take in High School. The courses are Matriculation, High School Leaving, and Normal Entrance. The requirements for each as shown on the form were explained to you and you then made your choice. If you are still taking the course that you chose, then will you write the name of it on your paper. If you have changed your course since then, write the name of the course that you are taking now.

Next, When you decide what course to ask for you must have had some reason for choosing that one in preference to the others. Will you write, following the name of your course, as briefly and as frankly as you can, your real reason for choosing that particular course.

Next, having decided upon your course, you were then asked to record on your form by a check mark a required number of subjects from a list printed under the heading of the course you had selected. You were also asked to indicate by a circle an extra subject which you would prefer next in case it were impossible for you to take or to get one of those you had first chosen. You would, no doubt, have some reason for your choice in each case. In addition to these, there were subjects which you had to take to get standing in your course--English and History in all courses, Arithmetic for boys in the High School Leaving Course, and Geometry and Biology for all taking the Matriculation course. Let us forget about these compulsory subjects for the present and consider only those which you chose, what we call optional subjects."

"Will you write the name of each of those optional subjects which you are taking now followed by a brief but frank statement of your real reasons for choosing that subject."

Next, let us look forward a bit now. As most of you know these are difficult times. Business is not very good, wages are low, unemployment is very common. By the time that you complete the course which you have chosen things will probably have improved and have become more nearly normal. With that in mind will you write on your paper the name of the particular occupation that you would like to follow after you have completed your school course."

- (ii) Answering Pupils' Questions.---When questions were asked as to the manner of answering any question as they frequently were, a uniform answer was always given: "Write the real reason for choosing it. Make it as near the truth as you possibly can. Don't be afraid to do so."

The papers were then collected by pupils from back seat of each row to the front.

- (iii) This procedure was adopted believing that it would give a more nearly true picture of the actual conditions from pupils viewpoint than would be obtained if ready made classifications were given the pupils to choose from. The latter procedure, which might have been used, always makes possible the choosing of any one of the answers suggested by the instructor in order to get a job done which has no value in it for the doer. The procedure adopted, however, calls for a subsequent classification of responses into categories based on similarity of idea expressed in varying phraseology rather than an identical wording which departs from objective classification in that it involves some degree of interpretation on the part of the investigator.

6. Organization of Data.--

a) Classification by Courses.--The statements of the pupils were first classified on the basis of course selected with boys and girls in separate groups.

This yielded six groups:

- (1) 172 boys taking Matriculation Course;
- (2) 167 girls taking Matriculation Course;
- (3) 175 boys taking High School Leaving course;
- (4) 172 girls taking High School Leaving Course;
- (5) 8 boys taking Normal Entrance course; and
- (6) 8 girls taking Normal Entrance course.

b) Tabulation and Eliminations.--From these groups of statements list of pupils in each group were prepared on double foolscap sheets by rooms, the pupils of each room being arranged in alphabetical order as on registers and all other school records for ease of reference. Columns ruled to the right of names were then headed with the names of all subjects offered for grade X in the Programme of Studies and form of application for enrolment for that particular course. After the first term examinations in December 1935 each pupil's marks in all the subjects he had selected and written upon were procured from the Principal's records and entered in the proper columns. This device provided in one tabulation both pupil's choice of subject and the degree of his success in the study of it. This procedure also revealed the names of those who had withdrawn during the first

term and their names were deleted from the lists as not making use of the school's offerings.

Additional ruling provided for tabulation from the School records the initial letters of the schools where the pupils' Intermediate schooling had been obtained. By using this reference, the tabulation was further extended showing each pupils marks in French of grades VII, VIII, and IX; Latin of grades VIII and IX; and general mathematics of grade IX obtained in all cases from the Intermediate School records. This tabulation revealed the names of those pupils who had taken all or part of their intermediate schooling outside of the public school system of the City and those who were repeating the work of the grade. Both of these groups of names were deleted from the lists. The names of pupils in each group list were then numbered consecutively and the corresponding number placed on each pupils statement for ease of identification and reference. Table I shows the numbers in the various groups together with the numbers eliminated and the grounds on which each elimination is made.

TABLE I.

SHOWING ENROLMENT IN THE HIGH SCHOOL BY COURSES

| | Total Number Enrolled | With- drawals by Xmas | From Schools Outside City | Re- peat- ers. | Net Total |
|----------------------------------|-----------------------------|--------------------------------|------------------------------------|----------------------|--------------|
| Matriculation Boys | 172 | 2 | 7 | 2 | 161 |
| Matriculation Girls | 167 | 2 | 8 | 7 | 150 |
| High School Leaving --Boys-- | 175 | 3 | 5 | 37 | 130 |
| High School Leaving --Girls-- | 172 | 7 | 16 | 23 | 126 |
| Normal Entrance Boys | 8 | 1 | 1 | 0 | 6 |
| Normal Entrance Girls | 8 | 0 | 2 | 0 | 6 |
| Totals | 702 | 15 | 39 | 69 | 579 |

c) Classification and Tabulation of Reasons for Choice.

Additional ruling to the right provided columns for the tabulation of reasons for choice of course and of optional subjects as needed on the basis of categories decided upon from pupils' statements. The categories, in each case, were procured from the pupils' statements. In this step, as previously pointed out such interpretive judgment was applied as seemed justified

by similarity of idea underlying variations in the phraseology of pupils' statements of reasons. On this basis, the reasons of 161 boys for choosing the Matriculation course were arranged in twelve classes, those of 150 girls also in twelve, while those of 130 boys choosing the High School Leaving course were arranged in seventeen classes and those of 126 girls in thirteen.

The reasons given for choosing optional subjects were treated similarly and fell into varying numbers of categories according to the variations in the reasons given by the pupils rather than under headings suggested from any other source. Thus fifteen headings include all reasons given by 59 boys who chose Latin in the Matriculation course, seventeen include all reasons given by 123 boys who chose French, while only five are necessary to indicate reasons given by 20 boys who chose German in this course.

In each case the categories were indicated at the top of the column and the choices and reasons for choices of each pupil shown opposite his or her name horizontally. This method of tabulation presents a continuous and complete picture of all the data for each pupil from left to right and a similar picture of subject or category from top to bottom.

Examination of data so obtained will be made in Chapters III and IV, the former dealing with pupils enrolled in the Matriculation course, the latter with those in the other courses.

CHAPTER II.

ASSIGNMENT OF PUPILS TO COURSES AND SUBJECT CLASSES.

As the organization of the school and its work for the year embodies the assignment of pupils to course and subject this must be undertaken before the close of the preceding school year and completed in tentative form before the opening of the current school year. It consists, in this High School of two parts, first--ascertaining the needs of pupils in the way of course and subject, and secondly--providing these courses and subjects in class units of such size as will meet with the approval of Superintendent and School Board.

A. Ascertaining needs of Pupils.

1. Principal's visits to Contributing Schools.

(a) Arrangements.-- By previous arrangement with the principals of the four contributing intermediate schools within the district, each of these was visited early in June 1935. Announcement of the visit and its purpose--explanation of the courses and subjects provided in the High School for further education of pupils to be enrolled in the fall term--had previously been made. All the pupils of grade IX classes, who if successful in the examinations to be held later in

in the month, would be eligible for enrolment in the High School were assembled in the auditorium for the occasion. In one case where the group could not all be accommodated at one time, two such gatherings were arranged. In another case, the intermediate school Principal, in making his announcement to the classes, followed his usual practice of inviting any parents of pupils who might be interested to be present for the explanation. This principal stated that usually between twelve and twenty parents attend.

(b) Principal's Advice as to Courses.---Introductory remarks appropriate to the occasion present the general educational ideal of the High School.

"School is a place for learning not only about things, but also how to do things and through both of these experiences acquiring personal habits which are useful in doing other things. Good personal habits thus acquired have an important occupational value. Young people are frequently employed temporarily at first on trial. It is then that such habits as lack of neatness, or of punctuality, or the frequent making of petty careless mistakes leave bad impressions on employers, resulting in failure to obtain steady employment.

The occupational activity of the people of this community divides them into three main groups. First, there are a number, not a large number, who find employment in practical work with their hands. Shop work and other practical courses provide useful training for that group. Secondly, there are a very large number who are employed in the business life of the City. Although no definite requirements are laid down as qualifications for employment in this group, commercial courses with a variety of subjects from which to choose provide general training for this field of employment. Thirdly, there is another smaller group consisting of those who are known as the professional people--doctors, lawyers, druggists, teachers, architects,

nurses, dietitians, etc. For this group certain definite courses and subjects are required and provided in the High School usually known as the Matriculation course for entry upon the further special course in university or college as qualification for the particular profession to which entry is sought."

- (c) Explanation of Application Form.-- At this point forms of application (see I below) for enrollment in the High School are distributed to the pupils and any parents who may be present.

These forms bear a statement in tabulated form of the requirements for each of the High School courses as set forth in Regulations and Programme of Studies issued by the Department of Education. The form is then fully explained.

"The period on this form means the time division of the school day. The forenoon being divided into four class periods of approximately forty minutes, and the afternoon into three, making seven teaching or class periods in the school day. The unit value of a subject is considered as such an amount of work in a subject as would normally employ a pupil not less than four periods a week throughout the school term. The only exception to this is English, which has a two unit value in every grade."

Explanations are then made of the content of the various subjects offered in the High School curriculum, accompanied by such suggestions as may be of value in aiding to choose a course that

^I See Form of Application--Page 15.

APPLICATION FOR REGISTRATION
 GRADE X. DANIEL MCINTYRE COLLEGIATE INSTITUTE
 COURSES 1935-36

| Periods per Week. | High School Leaving Girls' Subjects | Unit value | Check | Periods per week | High School Leaving Boys' Subjects | Unit value | Check | Periods per week | Matriculation Subjects Boys' or Girls'. | Unit value | check | Periods per week | Normal Entrance Boys' or Girls'. | Unit value | check |
|---|-------------------------------------|------------|-------|--|------------------------------------|------------|-------|---|---|------------|-------|------------------------------------|----------------------------------|------------|-------|
| 7 | English | 2 | x | 7 | English | 2 | x | 7 | English | 2 | x | 7 | English | 2 | x |
| 5 | History | 1 | x | 5 | History | 1 | x | 5 | History | 1 | x | 5 | History | 1 | x |
| 2 | P.T. | 1 | x | 4 | Arithmetic | 1 | x | 5 | Geometry | 1 | x | 5 | Geometry | 1 | x |
| | | | | 2 | P.T. | 1 | x | 5 | Biology | 1 | x | 5 | Biology | 1 | x |
| | | | | | | | | 2 | P.T. | 1 | x | 2 | P.T. | 1 | x |
| Select 18,19,20 or 21 periods from following: | | | | Select 15,16 or 17 periods from the following: | | | | Two of the following; one must be a language. | | | | Any two of the following subjects. | | | |
| 5 | Algebra | 1 | | 5 | Algebra | 1 | | 5 | Latin | 1 | | 5 | Latin | 1 | |
| 4 | Arithmetic | 1 | | 5 | Geometry | 1 | | 5 | French | 1 | | 5 | French | 1 | |
| 5 | Geometry | 1 | | 5 | Biology | 1 | | 5 | German | 1 | | 5 | German | 1 | |
| 5 | Biology | 1 | | 5 | Gen.Science | 1 | | 4 | Cookery | 1 | | 4 | Cookery | 1 | |
| 5 | Gen.Science | 1 | | 4 | Geography | 1 | | 4 | Sewing | 1 | | 4 | Sewing | 1 | |
| 4 | Geography | 1 | | 4 | Bookkeeping | 1 | | 4 | Shop Wk (Boys) | 1 | | 4 | S.W. (Bys) | 1 | |
| 4 | Bookkeeping | 1 | | 4 | Typewriting | 1 | | 4 | Music | 1 | | 4 | Music | 1 | |
| 4 | Typewriting | 1 | | 8 | Short & Typ | 2 | | 4 | Art | 1 | | 4 | Art | 1 | |
| 8 | Short & Typ. | 2 | | 4 | Shop Work | 1 | | 6 | Short & Typ | 1 | | 4 | Typing | 1 | |
| 4 | Cookery | 1 | | 4 | Art | 1 | | 4 | Bookkeeping | 1 | | 4 | Shorthand | 1 | |
| 4 | Sewing | 1 | | 4 | Music | 1 | | 4 | Arithmetic | 1 | | 4 | Bookk'pg | 1 | |
| 4 | Art | 1 | | 5 | Latin | 1 | | 4 | Geography | 1 | | 4 | Geography | 1 | |
| 4 | Music | 1 | | 5 | French | 1 | | 4 | Typewriting | 1 | | 4 | Arithmetic | 1 | |
| 5 | Latin | 1 | | 5 | German | 1 | | | | | | | | | |
| 5 | French | 1 | | | | | | | | | | | | | |
| 5 | German | 1 | | | | | | | | | | | | | |

Name of Pupil _____ (first name) (middle name) (surname)

Address _____ Home 'Phone _____

Date of birth _____ (month) (day of Month) (year) _____ Business 'Phone _____

Name of Parent _____
 School attended _____
 in Grade IX: _____ Year _____

Name of Teacher in Grade IX: _____ Room No. _____

I approve of the choice of subjects made in this application:

Signature of Student: _____
 Signature of Father _____ Signature of Mother _____

Dated _____ day of _____ 1935.

promises to be suitable to the pupils interests, to offer a prospect of success in his high school studies, and some training for the career he pictures for himself at the close of his school course.

(d) The Subjects in the Courses.

"English and History call for no explanation as these are required of all students in every course. They are the basis of training for general culture and citizenship expected of all apart from their particular calling in life. In the case of those who wish Matriculation standing the same is true of Geometry and Biology. This would include those looking forward to the professions of doctor, druggist, nursing, law, dentistry, architecture, and teaching where a university degree is desired. In certain of these professions too, the language chosen must be Latin--these are doctor, dentist or lawyer. For the other professions requiring Matriculation for entrance, any language may be selected. You will notice in the list of subjects a new language, German may be begun in grade X. The choice of this language is open to three groups of pupils only. First, pupils who desire Matriculation standing but have not had opportunity of studying a language previously, provided that their standing in the other work indicates ability to succeed in the language. Second, pupils who have shown ability in previous language work and wish to take German on account of it being a familiar language at home. Third, pupils of proved ability in language work who wish to take German for its value when engaged in business with German-speaking people. Besides your language you will choose one other subject from the list in the Matriculation column. The second subject may be another language if you so desire.

In the case of teachers who do not wish to go on and take a university degree, the Normal Entrance course is sufficient qualification. It differs from Matriculation only by not requiring a language among its subjects, although a language may be included if so desired. If you do not wish to take either of these courses, you may choose your subjects for High School Leaving course.

(e) Advice Concerning Choices in High School Leaving Course.

"Where no rigid requirements are laid down for you as is the case in the High School Leaving course a few suggestions may be helpful.

First, in the commercial subjects choice is free among shorthand, typewriting, bookkeeping, arithmetic, geography. In-so-far as girls are seldom employed as bookkeepers, it is usually more advantageous for them to select typewriting and shorthand, except in special cases where they know that it will be of value in some prospective employment. Bookkeeping is more likely to be of value to boys in commercial occupations.

Second, art should not be chosen by pupils who have not discovered some liking and aptitude for it. It would probably be a mistake for any one to choose art as one of his subjects if he has not had some success in it and some liking for it in elementary and intermediate school.

Third, the same is true of music. Only those who have definite taste for music and some aptitude for the study of it should select that subject.

Fourth, select subjects you are likely to continue throughout your high school course. If you have taken a language or mathematics and succeeded with it, you should continue it. Continuous mastery of a subject has a disciplinary value that is lost in frequent changes of subject. On the other hand, do not select language or mathematics unless you have some aptitude for them or require them for the profession you desire to enter.

Fifth, everyone should take some science."

The sciences are then outlined in turn, biology, physics, chemistry, geography.

"The last named being emphasized as its educational value is probably not realized in elementary school experience.

Sixth, consult every competent authority for advice in this matter.

- (a) If you have a certain occupation in mind and know some one engaged in that occupation ask their advice as to subjects that will be of value in that line of employment.
- (b) Talk the matter over with your parents before making your final decision on subjects as your application requires their approval.
- (c) In cases of uncertainty, consult your class teacher or the principal of your present school.

Seventh, and last. After you have indicated by a check mark the subjects you wish to take next year, select an extra subject indicating same by a circle mark so as to distinguish it from your other choices. This subject, is a reserve subject in case through failure to qualify for any of the other subjects selected, a new one has to be substituted. The circled subject will not be assigned you unless some such circumstance makes it necessary.

Finally, take every precaution to select the best possible course for yourself using this form. When it is completed, and signed by yourself and your parents return it as soon as possible to your class teacher who will see that it reaches the High School Principal in time for him to arrange a time-table for you in readiness for school opening in September."

- (f) Question Period.--By way of clearing up points that may not have been understood a fifteen minute period is then devoted to answering questions that may be raised by pupils or parents present. These, usually bring out many valuable points. The Principal also announces in closing that he will remain in the Principal's office of the school for half an hour at the close of the assembly period in case anyone present wishes to consult him regarding their choice of course or subjects for the following year. This time, he states is generally taken up with such interviews. He also announces that after this date inquiries may be made at any time by personal call or telephone message to the Principal's Office at the High School--a privilege of which, he states, numbers avail themselves every year.

2. Collecting Application Forms.--The collection of

application forms from the pupils when completed was left in the hands of the intermediate school staff, and here the practices vary to some extent among the four schools.

(a) Intermediate School Procedure.

INTERMEDIATE SCHOOL NO. I.

The Principal of this school stated that he makes use of the situation to advise his best pupils as to the course they should select. In order to do so he visits each of the two language classes in his school in turn. These classes, four in number out of the twelve, are ranked according to standing on the examinations of previous grades, and are named A, B, C, and D respectively in descending order of ability in terms of the examination standings obtained upon the preceding year's work. The pupils in the A and B classes are urged to complete their application forms by applying for Matriculation course with Latin and French. In cases where they insist on taking Commercial subjects for business training, they are urged to apply for French with them so as to obtain Matriculation standing. In the C class pupils are urged to continue at least one language and to apply for Matriculation course. In the D class this principal still urges the continuation of one language, although he does not press for the other matriculation requirements.

The best one-language French class, is urged to continue language and mathematics where they succeed in those subjects. The no-language classes are left to their own choices, based on the advice given by the High School Principal, except where parents or pupils come to the school asking for the advice of Principal or teacher in these matters. Almost every year, states this Principal, a few do come with questions regarding course and subject to be applied for in High School (see 2 below).

(b)

INTERMEDIATE SCHOOL NO. II.

The Principal of this school stated that the advice he gave to pupils regarding High School courses and subjects was of a very general sort and was given to his pupils at the time of announcing the date and purpose of the High School Principal's visit. The advice given, he stated was to note that the Matriculation course had the advantage of keeping the door open for them to certain professions which some of them might desire to enter upon at a later date. For those who have the necessary language and mathematics standing and the ability

²(This statement of procedure written down from notes made during personal interview was subsequently approved (April 7, 1936) by the Principal of the School concerned).

to continue successfully in that course, he told them, that was a very real advantage. He then enumerated for them the lines of occupation--doctor, druggist, nursing, law, dentistry, architecture, and teaching where a university degree is required--for which Matriculation with Latin, French or German are pre-requisite. This, as he stated, was only emphasizing on behalf of the school with which they were familiar, the advice offered later by the High School Principal on his visit. Occasionally pupils and parents came or telephoned asking for advice on course or subject to be applied for in High School. This Principal also stated that he never recommended a pupil to apply for German except in cases where German was spoken by his parents, or where he had lacked opportunity for language studies during his intermediate grades.

(c)

INTERMEDIATE SCHOOL NO. III.

The Principal of school No. III, stated in answer to question, that neither he nor any of his staff gave any advice to their pupils regarding choice of course or subject on High School Application Form, unless they were asked for it by pupil or parent. "An odd one" every year, he said, came to some of them for such advice, although the situation, he thought was very clearly placed before them by the High School Principal.

(d)

INTERMEDIATE SCHOOL NO. IV.

The Principal of school No. IV stated that he gave no advice concerning choice of course or subject to his pupils, but that on making announcement to his pupils of the High School Principal's intended visit he extended through them an invitation to their parents to attend the assembly and hear the advice given on that occasion. Every year he stated from twelve to twenty of the parents attended the gathering. He also announced that if after hearing the High School Principal's advice any pupil or parent still had any doubts on any point concerning their choice of course or subject they might come and see him personally. Usually, he said, a very few avail themselves of this consultation with Intermediate School Principal.

In this school too, the number asking for Latin in grade VIII was so small that no class had been organized. Pupils who desired Latin were transferred to Intermediate School No. I. This No. I school being so remote would probably still further reduce the number of applicants. In fairness to pupils of this school the High School Principal accepts pupils for German from this school on recommendation of its Principal.

(e)

GENERAL VIEW OF INTERMEDIATE SCHOOL PROCEDURE.

The Intermediate schools in practice therefore, in

general, support the advice given by the High School Principal on the occasion of his visits. A slight variation appears in Intermediate School No. I where stronger emphasis is placed upon the continuation of language studies than in the other schools and some attempt made to assure this. The High School Principal stated that some of these pupils choose languages probably under this influence, and at the time of enrolment make fresh application for courses without language.

TABLE II.

SHOWING NUMBERS AND PERCENTAGES OF PUPILS CHOOSING
LANGUAGE STUDIES BY SCHOOLS

| School | Two Language | | One Language | | No Language | | Total Pupils Language | | |
|--------|--------------|----|--------------|-----|-------------|-----|-----------------------|-----|-------|
| | No. | % | No. | % | No. | % | No. | % | |
| I. | 301 | 62 | 20.60 | 136 | 45.18 | 103 | 34.22 | 198 | 65.78 |
| II. | 112 | 11 | 9.82 | 44 | 39.29 | 57 | 50.89 | 55 | 49.11 |
| III. | 86 | 17 | 19.77 | 37 | 43.02 | 32 | 37.21 | 54 | 62.79 |
| IV. | 71 | 0 | 0 | 46 | 64.79 | 25 | 35.21 | 46 | 64.79 |
| Others | 9 | 0 | 0 | 6 | 66.67 | 3 | 33.33 | 6 | 66.67 |
| Totals | 579 | 90 | | 269 | | 220 | | 359 | |

Table II shows the number of pupils choosing language by schools in which Intermediate schooling

was obtained. While the actual percentage from school No. I even after some correction by fresh applications in September is the highest, it is not much higher than that of school No. IV and school No. III. School No. II, the lowest of the four, is situated in a section of the City where one would expect less interest in academic or professional subjects of study from the social level of the population.

3. Summary of Procedure for Ascertaining Needs of Pupils Enrolled.

- (a) The best advice that the High School can give as to choice of course and subject to meet the conditions of life in the City and within the regulations laid down by the Department of Education is presented to the prospective pupils by the Principal of the High School in person. This advice is generally reiterated by Principals and Staffs of contributory Intermediate Schools when they are asked for guidance as to choices of course or subject.
- (b) Parents' approval of choices of course and optional subject is required of all pupils making application for enrolment, this approval being indicated by signatures of both parents where possible on form of application.
- (c) Pupils are required to choose an additional subject

as a reserve choice in case they should be ineligible for some one of those first chosen.

B. Providing Courses and Subjects Applied for by Pupils.

Having ascertained the course and subject requirements of the prospective pupils the next problem is to provide these courses and subjects in a school timetable of classes for the ensuing year. The first step in this undertaking is:

1. Eliminating Invalid Choices.--At the close of the school term the High School Principal receives from the contributory Intermediate Schools the completed application forms of all pupils who have been promoted to the High Schools. He also receives from the Superintendent's office lists of all pupils assigned to this High School with their standing by subjects in final examinations, and grouped according to school last attended. By comparing these two he is able to eliminate choices of subject for which pupils are ineligible by failing to obtain standing substituting therefor the reserve subject chosen by the pupil to provide against this contingency.

2. Classification of Courses and Subjects.--With all items on application forms certified as valid choices the forms are then classified in groups according to course. The forms in each group are marked with significant letters for ready identification--MA for Matriculation

girls, MB--Matriculation boys, LA--High School Leaving girls, LB--High School Leaving boys, NEA--Normal-Entrance girls, and NEB--Normal Entrance boys. Each group is then sub-divided according to similarity of final subject choice. These distinctions within the courses are indicated on the forms by numbers. Course MA 1, Course MA 2, etc.

Table III shows the number of pupils enrolled by courses and contributory schools.

TABLE III.
SHOWING NUMBERS OF PUPILS ENROLLED BY COURSES
AND CONTRIBUTORY INTERMEDIATE SCHOOLS.

| School | MA | MB | LA | LB | NEA | NEB | Total Girls | Total Boys | Total |
|--------|-----|-----|-----|-----|-----|-----|-------------|------------|-------|
| I | 97 | 83 | 54 | 59 | 4 | 4 | 155 | 146 | 301 |
| II | 21 | 26 | 24 | 38 | 1 | 2 | 46 | 66 | 112 |
| III | 15 | 33 | 23 | 14 | 1 | 0 | 39 | 47 | 86 |
| IV | 16 | 16 | 22 | 17 | 0 | 0 | 38 | 35 | 71 |
| Others | 1 | 3 | 3 | 2 | 0 | 0 | 4 | 5 | 9 |
| Totals | 150 | 161 | 126 | 130 | 6 | 6 | 282 | 297 | 579 |

3. Assignment to Rooms for Registration and Subject-Teaching Classes.

The next step is to form these groups into classes for registration and other "Home-room" activities. Where a sub-division of a course taking the same

subjects is large enough, 35 to 42, to form one class, they are retained as a unit for all class purposes. Smaller groups are registered together in units approximating 35 for registration and home-room. This tentative size of unit makes allowance for late-comers from outside schools and pupils required to repeat the grade, as the opening of school has always brought a sufficient number of these to bring the class units up to the standard size. The same procedure is followed in assigning classes for subject-teaching by periods and rooms. The groups in this case not necessarily being the same as those for registration and "home-room" activities, and due allowance being made for late registrations. Grouping of pupils for subject-teaching is not restricted to those within the same course as subject-content is approximately the same in all courses. Choices of subjects in this school so far have made possible the assignment to each pupil of all the subjects chosen (with the exceptions already noted for reason). The smallest number in any subject this year, 1935-36, was the language group selecting German which numbered 29. This would in all probability be balanced by slightly larger classes in one or more other subjects which is from the viewpoint of the administrator, an advantage as the flexibility of the grouping system permits varying the size of class as desired to suit nature of subject, type of

pupil in class, or even the varying capabilities of the members of the staff.

TABLE IV.
 NUMBERS OF PUPILS CHOOSING OPTIONAL
SUBJECTS BY COURSES.

| | Totals | Matric. Boys | Matric. Girls | High School Leaving Boys | H. S. Leaving Girls | Normal Entrance Boys | Normal Entrance Girls |
|-------------------|--------|--------------|---------------|--------------------------|---------------------|----------------------|-----------------------|
| No. in Course: | | 161 | 150 | 130 | 127 | 6 | 6 |
| <u>Subject</u> | | | | | | | |
| French | 295 | 121 | 134 | 5 | 32 | - | 1 |
| German | 29 | 20 | 4 | 1 | 4 | - | - |
| Latin | 121 | 59 | 60 | - | 2 | - | - |
| Arithmetic | 81 | 20 | 1 | - | 59 | - | 1 |
| Geometry | 18 | - | - | 18 | - | - | - |
| Biology | 78 | - | - | 44 | 34 | - | - |
| Geography | | 3 | 1 | 65 | 12 | 2 | 3 |
| Art | | 6 | 0 | 22 | 20 | - | - |
| Music | | 2 | 4 | 5 | 32 | - | 1 |
| Household Arts | | - | 22 | - | 104 | - | 3 |
| Household Science | | - | 10 | - | 41 | - | 1 |
| Shop Work | | 26 | - | 92 | - | 4 | - |
| Bookkeeping | | 22 | 1 | 117 | 58 | 2 | - |
| Shorthand | | 19 | 52 | 35 | 106 | - | 1 |
| Typewriting | | 39 | 60 | 119 | 119 | 4 | 1 |

4. Basis of Course and Subject Assignment.

It will be seen from this outline of procedure that pupil demand for course and subject within the regulations of the Department of Education is the sole basis on which assignments are made. The only qualifying condition is that pupils must be eligible by previous training to take the courses and subjects for which they apply.

5. Exceptional Cases.---To this general principle two exceptions must be noted. One Matriculation boys class is assigned physics instead of biology in grade X. The grounds on which this is done are these. A considerable number of matriculation boys are looking forward to the professions. Matriculation for medicine requires Latin and advises physics and chemistry. By special arrangement with Toronto University medical matriculation for Manitoba admits holders to the second of the five year course in dentistry at the Toronto Dental College. Engineering courses all advise physics besides a language. Architecture course requires a language and advises physics. It is therefore highly desirable that students looking forward to any of these professions or who may later turn to them should be qualified to do so. It is impossible to get both physics and chemistry in grade XI if two languages are taken, and most of those with professional prospects are in the two language class.

Then too, there must be a sufficient number to make up a whole teaching class for reasons of economy. The two language boys matriculation class is therefore assigned physics instead of biology. This provision also makes it possible to include with them for this subject any odd ones in other courses or classes who may wish such qualification. It was also possible to group any pupil who preferred biology to physics with another class for the subject, but no one asked for the change during the year 1935-36.

The other exception is one due to limited equipment and accommodation for typewriting. A few this year whose initial application was for that subject were unable to get it for lack of these facilities and were assigned to alternate choices on that ground. The total number in this situation would not exceed ten pupils (see 3 below).

6. Pupil Time-tables.--This system of deciding subjects and courses to be offered during the school year necessitates a different time-table for each combination of subjects in each course. Theoretically this would involve the preparation of an immense number of pupil time-tables as examination of the possible combinations will show.
-

³NOTE: By organizing two additional typewriting classes which used the typing equipment and rooms during the daily study period from 3:30 to 4:00 p.m. no pupil was placed at this disadvantage for the 1936-37 school session.

The possible combinations in Matriculation course include any one of the seven options open to both boys and girls together with any one of the three languages Latin, French or German, 21 combinations; either of two options, sewing and cooking open to girls only with any one of the languages, 6 more combinations; one option, shops, open to boys only with any one of the languages, 3 more combinations; any two languages, 3 more combinations; or 33 in all.

In the Normal Entrance course, the possible combinations include any two of the ten options open to both girls and boys, 45 combinations; either of the two options sewing and cooking open to girls only together with any one of the ten common options and also the two girls' options as a combination, 21 combinations; and the option, shops, open to boys only together with any one of the common options, 10 combinations; 45, 21, and 10 or 76 in all.

In the High School Leaving course the possible combinations include for girls all combinations of the 14 options in groups of 5, 2002 combinations. The combinations of 4 options for boys, arithmetic being a required subject for them, together with the arithmetic are all included in the groups of 5 options for girls except those which include shops. This subject therefore with any 3 of the other 11 options for boys adds 165 possible combinations, 2167 in all.

The preparing and issuing of 2276 time-tables would be an impossible addition to the administrative duties of Principal of a large High School or even individual time-tables for its 1218 pupils, but in actual practice this is not what happens. Nothing like either of these numbers has ever been asked for. Selections of subjects within courses tend to run in groups selected to meet the possible needs of general fields of occupation such as commercial subjects, practical training subjects, academic subjects with occasional leisure-time subjects. The total number of time-tables for all the courses in grade X for each of the past two years approximates 200 according to the Principal's report. Even this exceeds the actual number of different time-tables in use as a considerable number prepared for boys are the same as those prepared for girls in the same course who made the same optional choices. As the practice however is to classify pupils and prepare time-tables for the sexes separately, except where room space and time prevent, the actual problem involves the preparation of approximately 200 time-tables for grade X pupils each year. These are prepared during the summer recess and distributed to pupils in their respective class rooms on the opening day of the school term in September.

LATECOMERS

Places being thus reserved and time-tables prepared for all who have made regular application, provided that they are qualified by school achievement for enrolment, there remains the problem of latecomers. These are of several types. There are pupils from Winnipeg Schools who have moved into this High School area during the summer recess, there are pupils from outside the City school system entirely, who are now residing in the City or are seeking enrolment as non-resident pupils, and there are pupils who were in this school the year before, but failed to obtain grade X standing on their year's work. All of these except the last group are given the same advice, required to fill same application form, secure parental approval, and present completed application in same manner as was done by Winnipeg pupils before the summer recess. Time-tables are then prepared for each and enrolment made in school classes to which they are assigned.

One concession made to those who apply to repeat the grade necessitates separate treatment. On the opening morning of school those desiring to repeat grade X work are gathered in two assigned rooms, boys and girls separately for class enrolment. Here they are in turn presented with form of application for enrolment as in the previous year. They are then told

that in choosing their optional subjects this year, where a subject that they took last year is continued in grade XI, they may choose and apply for the grade XI course and class in that subject, provided they obtained a standing of sixty per cent or higher in that subject in the previous year. This would apply, for example, in the case of bookkeeping, typewriting, geometry admitting to algebra of XI, biology admitting to chemistry or physics of XI. Where this privilege is made use of, they are asked to insert on the form the subjects so chosen, have the application completed, approved, and presented to the School Office in the regular manner. Time-tables are then prepared for them, followed by assignment to and enrolment in regular classes. This is usually completed and all in classes on the fourth day of the school term.

While these latecomers are outside the lines of the main point of this investigation, this statement is included to show that the principles involved in the main issue are applied wherever the problem of curriculum arises in this High School. All pupils are assigned the course and optional subjects for which they make application, with approval of parents, and proper qualifications to profit by the studies they propose to follow.

CHAPTER III.

PUPIL CHOICES IN THE MATRICULATION COURSE

Having shown that the programme of courses and subjects assigned to pupils in this High School is, with only two exceptions, that which pupils themselves chose with the best advice of the school, and the approval of their parents or guardians, we must now investigate to what extent these pupil-choices embody the needs of the pupils. In this chapter we shall confine our inquiries to pupils--161 boys and 150 girls--enrolled in the Matriculation course. The evidence available on this problem consists of the data collected in statements from pupils of (1) their reasons for choosing the course, (2) their reasons for choosing each optional subject, and (3) the occupations they prefer to follow when their school course is completed. These statements were procured in the manner described in Chapter I.

A. Choice of Matriculation Course.

1. Boys.

Table V shows reasons given by 161 boys for choosing the Matriculation course.

TABLE V.

Reasons Given by 161 Boys for Choosing Matriculation.

| | First | Percentage | University | Employment Advantage | Profession Required | Home Advice | School Influence |
|-------------------------|-------|------------|------------|-------------------------|------------------------|----------------|---------------------|
| 1. Parents Advised | 11 | 6.83 | -- | -- | -- | 11 | -- |
| 2. Father " | 2 | 1.24 | -- | -- | -- | 2 | -- |
| 3. Mother " | 5 | 3.11 | -- | -- | -- | 5 | -- |
| 4. Family " | 1 | .62 | -- | -- | -- | 1 | -- |
| 5. Friends " | 7 | 4.35 | -- | -- | -- | 7 | -- |
| 6. Principal " | 2 | 1.24 | -- | -- | -- | -- | 2 |
| 7. J. H. Principal | 2 | 1.24 | -- | -- | -- | -- | 2 |
| 8. Teacher Advised | 2 | 1.24 | -- | -- | -- | -- | 2 |
| 9. University Requires | 64 | 39.75 | 64 | -- | -- | -- | -- |
| 10. Continue Course | 13 | 8.07 | -- | -- | -- | -- | 13 |
| 11. Profession Requires | 18 | 11.18 | -- | -- | 18 | -- | -- |
| 12. Better Standing | 33 | 20.50 | -- | 33 | -- | -- | -- |
| 13. Others Taking it | 1 | .62 | -- | -- | -- | -- | 1 |
| | 161 | 100% | 64 | 33 | 18 | 26 | 20 |

1. Of the 161 boys, 64, almost 40 per cent, selected the course to meet university requirements with intention or hope of proceeding to a university course although these do not reveal any specific reason for doing so.
2. The next largest group, 33 or 20.5 per cent of the number, consists of those who desire matriculation standing on the ground that it will give them social prestige and preference over others when they come to solicit employment. A number of them believe that their language accomplishment--French--will be of value to them and to their employers in the business or profession at which they are aiming.
3. A third group of 18, or 11 per cent, consists of pupils whose desired profession requires matriculation standing. It must be borne in mind, however, that a considerable number of group 1 above, may also have had this reason in mind though not having stated it (no discriminating categories were given to insist on this distinction being made). That this is the case is revealed when we consider the occupations aimed at as stated by these pupils in answering the last question of their statement. There we find 10 of the group aiming at becoming doctors, 7 dentists, 4 pharmacists, 39 engineers of various types, 7 research chemists and 4 accountants; 71 in all or 44.1 per cent of the total number of boys choosing matriculation course, although only 18 gave

this directly as their reason for choice. No less than 30 of the 64 group 1. choices have so recorded their "occupation preferred."

Although this reveals considerable overlapping between these groups of choices, this fact adds to rather than detracts from the validity of these choices.

4. Another group of 26 or 16.15 per cent, attributes choice to home advice given by parents, family or friends. Again there may be considerable overlapping here as there are in both groups 1. and 2., pupils whose choice was influenced by parents presenting to them the very reasons which they have stated as the grounds for their choice. Parents too were required to endorse all of the choices.
5. The last group of 20 or 12.41 per cent, presents school influence as the basis on which selection is made. It includes 2 following advice of High School Principal, 2 that of Intermediate School Principal, and 2 that of teachers. It also includes 13 who decided to "continue the course" into which successful school experience had led them and one who followed the example of his classmates.

II. Girls.

Table VI shows reasons given by 150 girls for choosing the Matriculation course.

TABLE VI.

Reasons Given by 150 Girls for Choosing
Matriculation Course on Entering High
School. Grade X. 1935 - 1936.

| | Number | Percentage | University Course | Employment or Social prestige | Profession Required | Home Advice | School Influence |
|---------------------------|--------|------------|----------------------|----------------------------------|------------------------|----------------|---------------------|
| 1. Parents Advised | 14 | 9.33 | -- | -- | -- | 14 | -- |
| 2. Father " | 3 | 2.00 | -- | -- | -- | 3 | -- |
| 3. Mother " | 7 | 4.67 | -- | -- | -- | 7 | -- |
| 4. Members of Family | 3 | 2.00 | -- | -- | -- | 3 | -- |
| 5. Friends Advised | 4 | 2.67 | -- | -- | -- | 4 | -- |
| 6. Principal " | 1 | .67 | -- | -- | -- | -- | 1 |
| 7. Intermediate Principal | 5 | 3.67 | -- | -- | -- | -- | 5 |
| 8. Teacher Advised | 1 | 2.67 | -- | -- | -- | -- | 1 |
| 9. University Requires | 40 | 26.67 | 40 | -- | -- | -- | -- |
| 10. Continue Course | 16 | 10.67 | -- | -- | -- | -- | 16 |
| 11. Profession Requires | 26 | 17.33 | -- | -- | 26 | -- | -- |
| 12. Better Standing | 30 | 20.00 | -- | 30 | -- | -- | -- |
| | 150 | 100% | 40 | 30 | 26 | 31 | 23 |

1. Of the 150 girls selecting the matriculation course, 40 or over 26 per cent stated that they did so to meet university requirements, as in the case of the boys with the expectation or hope at least, of going on to institutions of higher learning.
2. The second group, 30 or 20 per cent, selected the course believing that success in it would give them better standing for preference in employment or social prestige.
3. A third group, 26 or 17.33 per cent, selected the course because their preferred occupation or profession called for this standing. As in the case of the boys, this does not include all of the girls in this course so motivated. Examination of the occupations preferred columns of the girls' statements show 29 planning to be teachers, 28 nurses, 8 doctors, 1 lawyer, 8 dietitians, 2 household science instructors, 1 scientific researcher, 1 chiropractor, 1 accountant--79 in all. Of the 40 girls in group 1. no less than 27 have indicated aiming at professions or occupations from this list where matriculation is required for admission, thus showing double reason for choice.
4. The second largest number, 31 or 20.67 per cent, is made up of those whose choice was determined by "Home advice"--from parents, family or friends. Again this is not the outside limit of parental influence as

as many in other groups may have been advised by parents or friends, though not stating that as direct reason for choice. As in the case of the boys too, parental approval was required and acceded for all choices. Parental influence is probably much greater than answers would indicate.

5. School influence accounts for 23 choices or 16.68 per cent. This included 16 who continue the course in which they had succeeded in the past, one so advised by High School Principal, 5 by Intermediate School Principal and one by teacher.

TABLE VII.

Summary of Reasons for Choosing Matriculation Course. (Boys and Girls).

| | (1) University Course | | (2) Employment or Social Prestige | | (3) Professional Requirements | | (4) Home Advice | | (5) School Influence. | | Totals | |
|----------------------------|-----------------------|-------|-----------------------------------|-------|-------------------------------|-------|-----------------|-------|-----------------------|-------|--------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Numbers | 64 | 40 | 33 | 30 | 18 | 26 | 26 | 31 | 20 | 23 | 161 | 150 |
| Totals | 104 | | 63 | | 44 | | 57 | | 43 | | 310 | |
| Percentage of Total Number | 33.55% | | 20.32% | | 14.19% | | 18.39% | | 13.87% | | 100% | |

Table VII summarizes 310 pupils' reasons for choosing matriculation course.

Column (1) shows that 104 or 33.55 per cent chose the course to meet university requirements in hope of proceeding to institutions of higher learning.

Column (2) shows that 63 or 20.32 per cent chose the course for the prestige of better standing for employment and social advantage.

Column (3) shows that 44 or 14.19 per cent chose the course to meet the requirements of the profession or occupation at which they are aiming.

Column (4) shows that 57 or 18.39 per cent chose the course on the advice given at home by parents, family or friends.

Column (5) shows that 43 or 13.87 per cent chose the course on the advice of school authorities or under the guidance of these authorities in assignment of and success in previous courses leading to High School.

There is ample evidence of a good deal of overlapping as the categories of this classification are not mutually exclusive, but this only augments the validity of the choices if all of the five grounds of choice used in this classification are valid.

B. Choices of Optional Subjects in Matriculation Course.

A further inquiry into the extent to which pupil-choices embody the needs of the pupils may be made by examining the reasons given by pupils for choice of optional subjects within the chosen course. For this purpose the subjects may be divided into four groups-- academic or professional studies, commercial subjects, practical subjects, such as shop training for boys and household training for girls, and subjects of leisure time or cultural interest like music and art. We shall examine them in this order.

1. Academic or Professional Subjects.

(a) Languages.--The choice of these subjects is limited by requirement of certain qualifications obtainable in previous school experience. A ruling of the Superintendent's Department forbids pupils who have not been successful in Latin or French during their Intermediate school course being enrolled for these studies in High School. The practices of the Intermediate Schools contributory to this High School population were therefore investigated; first by interview with the Principals and secondly by examination of the Intermediate School Record card of all the pupils whose names appeared on our lists of grade X enrolment for 1935-36.

(1) Principal's Report on Assignment of Languages and General Mathematics in Intermediate Schools.

SCHOOL NO. I.

The Principal of School No. I stated that he tested his pupils' language ability by assigning French in grade VII to all who enrolled in his school. Those who showed decided weakness in this subject in the mid-term tests were grouped in a no-French class. Those who failed in the subject at the end of the year did not continue it in grade VII in compliance with a regulation laid down by the Superintendent. Exceptions are occasionally made in both cases, he said, where parents and pupils are anxious to continue the language for some special reason. If their general standing is good, they may be continued in the language class on trial for the next term. If general standing is low they are advised to improve it and gain standing in their language by repeating the grade or to drop the language and look forward to High School Leaving course without a language in High School.

Of the pupils who pass Grade VII examinations in French, those who obtain average standing of 65 per cent or higher in all subjects are assigned Latin in grade VIII as well as continuing their French. If the average standing is under 65 per cent they continue French, but do not take Latin in grade VIII. Pupils who fail in either or both languages are transferred to one-language or no language classes after mid-term examination or at the beginning of

grade IX.

All the language classes are assigned general mathematics. With these are included any no-language pupils who wish to have normal-entrance standing for which course general mathematics is a required subject.

SCHOOL NO. II.

The Principal of School No. II assigns French to pupils in grade VII on the basis of their standing in the work of grade VI. He states that this is not always a reliable basis as the standing awarded them sometimes appears a too high estimate of their ability. A few drop the language during the year, but change is usually left until the end of the year in this school. The reason stated for this is that change from class to class involves the pupils passing into the hands of a different set of teachers in other subjects which may lead to confusion and even failure to succeed where formerly they were succeeding. The same discretion is exercised here as in school No. I in dealing with cases where continuation of the language is desired for some special reason.

Latin is assigned in grade VIII in this school to pupils who obtained high average standing in grade VII, including pass mark or better in French. Those who pass in French, but do not obtain average standing of 65 or over continue with French, but do not take up

Latin which is begun in this grade by the more successful students. Here again a special reason for wishing to take Latin is considered justification for permitting it on trial. General mathematics is also assigned to all language and normal entrance pupils in this school.

SCHOOL NO. III.

The Principal of School No. III, according to his statement, follows the same procedure as No. I throughout. A slight modification appears at end of grade VIII where a pupil who fails in either language is dropped from the Latin class, unless special request for reason is made by parents. This practice is based on Principal's stated belief that as they proceed Latin is heavier to carry than French.

SCHOOL NO. IV.

The Principal of this school, assigns French to pupils on basis of grade VI standing in doubtful cases calling teachers and parents into conference. Only one of the three grade VII classes this year is taking French.

Pupils who succeed in French and other subjects in grade VII continue it in grade VIII. There is no Latin taught in this school as the demand for it is too limited to form a class. Anyone who insists on Latin

for some special reason, may take it out of school, or be transferred to Intermediate School No. I. As this school--No. I.--is a considerable distance from district No. IV, it is possible that this situation may lead to some not taking Latin who would otherwise do so, although no such cases have come to the notice of the Principal.

SUMMARY OF PRINCIPALS' REPORTS ON ASSIGNMENT OF
LANGUAGE AND MATHEMATICS STUDIES.

Intermediate School Principals' reports show little variation in their practices of assignment to pupils of language studies or in the basis of allowing them to continue or to abandon them according as their tests indicate success or failure. There is no significant difference in assignment of general mathematics.

- (i) Practically all pupils have opportunity of attempting language studies.
- (ii) Those who for any reason (lack of ability, aptitude, or interest) are not successful in the school tests are eliminated from the language study classes.
- (iii) Those who succeed in language studies may continue them if they desire to do so throughout the Intermediate school course.
- (iv) General mathematics are assigned to all language study pupils, and to those no-language pupils who wish Normal Entrance standing.

(2) Record of Language and Mathematics studies in

INTERMEDIATE SCHOOLS

Another means of ascertaining practices of Intermediate Schools in assignment of language and mathematics studies to their pupils, is examination of the pupils' record cards on file in the schools where these pupils obtained their Intermediate schooling. The marks obtained by pupils of this High School in French, Latin and General Mathematics were transcribed from these record cards and tabulated as described in Chapter I.

(1) French.

TABLE VIII.

ASSIGNMENT AND ELIMINATIONS IN FRENCH CLASSES
DURING INTERMEDIATE SCHOOL COURSES BY SCHOOLS

| SCHOOL | | 1. Enrolment | 2. Assigned in French in Grade VII. | 3. Continued in French in Grade VIII. | 4. Continued in French in Grade IX | 5. Continued in French in High School | 6. Failed in French Grade IX | Passed, but Discontinued |
|--------|-------|-----------------|--|--|---|--|---------------------------------------|-----------------------------|
| I | Boys | 83 | 83 | 83 | 79 | 66 | 6 | 7 |
| | Girls | 97 | 96 | 96 | 96 | 88 | 6 | 2 |
| II | Boys | 26 | 26 | 26 | 24 | 17 | 2 | 5 |
| | Girls | 21 | 20 | 19 | 18 | 15 | 1 | 2 |
| III | Boys | 33 | 32 | 29 | 29 | 27 | 0 | 2 |
| | Girls | 15 | 15 | 15 | 15 | 15 | 0 | 0 |
| IV | Boys | 16 | 14 | 13 | 13 | 12 | 0 | 1 |
| | Girls | 16 | 16 | 16 | 16 | 16 | 0 | 0 |
| V | Boys | 2 | 2 | 2 | 1 | 1 | 0 | 0 |
| | Girls | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| Totals | | 310 | 305 | 300 | 292 | 258 | 15 | 19 |

Table VIII shows the assignment and eliminations of pupils to and from French classes during Intermediate School Course by schools. There is little variation from school to school.

- (1) Only 5 pupils out of 310 were not assigned French. All four schools shared in the distribution and it applies about equally between boys and girls.
- (2) Eliminations are few, 5 between grades VII and VIII; and 8 between grades VIII and IX, a total of 13 out of 310 just over 4 per cent; and 15 in grade IX making a total of 28 or 9.03 per cent.
- (3) Of the 47 who did not continue French in High School, 19 or 6.13 per cent of original classes were successful in the study and might have continued had they chosen to do so.

(ii) Latin.

TABLE IX.

ASSIGNMENT AND ELIMINATIONS IN LATIN CLASSES
DURING INTERMEDIATE COURSES BY SCHOOLS

| SCHOOL | | 1. Enrolment French VIII | 2. Assigned Latin in Grade VIII | 3. Continued Latin in Grade IX | 4. Continued Latin in High School | 5. Failed in Latin Grade IX | 6. Passed, but Discon- tinued. |
|--------|-------|--------------------------------|--|---|--|--------------------------------------|--|
| I | Boys | 83 | 66 | 63 | 37 | 16 | 21 |
| | Girls | 96 | 85 | 84 | 42 | 2 | 40 |
| II | Boys | 26 | 23 | 22 | 11 | 6 | 5 |
| | Girls | 19 | 20 | 20 | 10 | 4 | 6 |
| III | Boys | 29 | 15 | 14 | 10 | 7 | 3 |
| | Girls | 15 | 10 | 10 | 7 | 1 | 2 |
| IV | Boys | 13 | 13 | 13 | 13 | 13 | 13 |
| | Girls | 16 | 0 | 0 | 1 | 0 | 0 |
| Other | Boys | 2 | 2 | 2 | 0 | 0 | 2 |
| | Girls | 1 | 1 | 0 | 0 | 0 | 0 |
| Totals | | 300 | 222 | 215 | 118 | 36 | 79 |

Table IV shows assignment and Eliminations of pupils to and from Latin classes during Intermediate course by schools. Here there is considerable apparent difference from school to school in original assignment of Latin.

School No. I continues 179 in French classes grade VIII, but assigns only 151 to Latin classes, a drop of 28 or 15.64 per cent. Eliminations at end of VIII are 4 raising the drop to 32 or 17.88 per cent.

School No. II continues 45 in French classes grade VIII, but assigns only 42 to Latin classes, a drop of 3 or 6.67 per cent. One elimination at end of VIII, raising the drop to 4 or 8.89 per cent.

School No. III continues 44 in French classes grade VIII, but assigns only 35 to Latin classes, a drop of 9 or 20.45 per cent. Eliminations of one at end of VIII raising the drop to 10 or 22.73 per cent.

School No. IV does not offer a course in Latin.

(1) The differences here, however, are only apparent and quite in agreement with the Principal's reports that only those who obtained average standing of 65 per cent as well as succeeding in French studies were assigned to Latin class studies. The drop in numbers and per centage is greatest in the school having the largest number of pupils in the subjects which is not at all improbable.

(2) Eliminations are few, VIII to IX, 7 or 3.15 per cent, shared by all schools teaching the subject,

but a little heavier, 5 to 2 as between boys and girls. This is augmented by 36 in IX, making 43 in all or 19.37 per cent (see 4 below)

(3) Of the 104 who did not continue Latin in High School, 79 or 35.59 percent of the original classes were successful in the study, but did not wish to continue it.

Records of Mathematics Studies in Contributory Intermediate Schools.

The standings in general mathematics as shown by the pupils' record cards in contributory Intermediate schools are in complete agreement with Principals' statements. Of the total number of 305 pupils, two only have not taken the subject. These were both from school number IV where no Latin was taught and are both taking German to obtain Matriculation standing. One of them is of German-speaking parentage.

Four others, two boys and two girls, failed to obtain standing in the subject, but as this standing is no longer compulsory, they are being given an opportunity to obtain the matriculation standing which they desire.

⁴A few of those who failed in the subject got special help during summer vacation, or for special reasons made request for an additional chance to continue the subject so that number continuing the subject was increased to 113.

SUMMARY OF INTERMEDIATE SCHOOL PRACTICE IN ASSIGNMENT
AND ELIMINATION IN LANGUAGES AND MATHEMATICS.

Reports of contributory Intermediate School Principals and Intermediate school record cards agree that

- (i) Practically all pupils have opportunity to qualify in language and mathematical studies required for matriculation course.
- (ii) The number of pupils who through lack of interest, aptitude or ability, fail to succeed is small, 9.03 per cent in French, 19.37 per cent in Latin, 13.23 per cent in mathematics.
- (iii) A considerable number who obtain standing in languages do not wish to continue them or the matriculation course for which they are prerequisite (General Mathematics of grade IX is no longer prerequisite for matriculation course 1935-36).

(3) Pupils Reasons for Continuing Language Studies in Matriculation Course.

The pupils who do continue language studies are evidently those who not only succeed but desire to continue them. The pupils' statements show their stated reasons for doing so.

French.

(a) Boys.

TABLE X.
 REASONS GIVEN BY 123 BOYS FOR CHOOSING FRENCH
 IN MATRICULATION COURSE

| | Number | Percentage | University Requires | Prestige | Professional Requirement | Home Advice | School Influence |
|-----------------------|--------|------------|------------------------|----------|-----------------------------|-------------|---------------------|
| 1. Parents Advised | 4 | 3.25 | -- | -- | -- | -- | -- |
| 2. Father " | 1 | .81 | -- | -- | -- | 1 | -- |
| 3. Mother " | 2 | 1.62 | -- | -- | -- | 2 | -- |
| 4. Family " | 3 | 2.44 | -- | -- | -- | 3 | -- |
| 5. Friends " | 3 | 2.44 | -- | -- | -- | 3 | -- |
| 6. Principal " | 2 | 1.62 | -- | -- | -- | -- | 2 |
| 7. Intermediate | 2 | 1.62 | -- | -- | -- | -- | 2 |
| 8. Medical Matric. | 3 | 2.44 | -- | -- | 3 | -- | -- |
| 9. Engineering " | 4 | 3.25 | -- | -- | 4 | -- | -- |
| 10. Prof. Preparation | 10 | 8.12 | -- | -- | 10 | -- | -- |
| 11. Better Standing | 12 | 9.75 | -- | 12 | -- | -- | -- |
| 12. Special Study | 1 | .81 | -- | 1 | -- | -- | -- |
| 13. Continue Course | 25 | 20.33 | -- | -- | -- | -- | 25 |
| 14. Spoken Use | 7 | 5.69 | -- | 7 | -- | -- | -- |
| 15. Best Course | 8 | 6.5 | -- | 8 | -- | -- | -- |
| 16. Easier than Latin | 28 | 22.76 | 28 | -- | -- | -- | -- |
| 17. Like it | 8 | 6.5 | -- | -- | -- | -- | 8 |
| Totals | 123 | | 28 | 28 | 17 | 13 | 37 |
| Percentage | | 100% | 22.76% | 22.76% | 13.82% | 10.57% | 30.08% |

Table X shows reasons stated by 123 boys for choosing French in the Matriculation course.

1. Of this number 28 or 22.76 per cent state "easier than Latin" as their reason. Matriculation standing is evidently the objective the language in which greater success had been attained being chosen to secure the language qualification.
2. Another 28 or 22.76 per cent chose the subject with desire for better training and the prestige which they believe language-training gives.
3. Another 17 or 13.82 per cent chose the subject as preparation or required training for the profession or occupation which they expect to follow.
4. A group of 13 chose the subject on "Home advice" of parents, family members, or friends, whatever the ultimate object in their minds may have been.
5. The largest group 37 or 30.08 per cent chose the subject upon advice of school authorities or as result of school experience--classed together as school influence.

(b) Girls

TABLE XI.

TABLE SHOWS REASONS STATED BY 135 GIRLS
FOR CHOOSING FRENCH IN THE MATRICULATION COURSE

| | Numbers | Percentage | University Requires | Prestige | Professional Requirement | Home Advice | School Influence | NO |
|------------------------------|---------|------------|------------------------|----------|-----------------------------|-------------|---------------------|------|
| 1. Parents Advised | 3 | 2.24 | -- | -- | -- | 3 | -- | - |
| 2. Father " | 1 | .75 | -- | -- | -- | 1 | -- | - |
| 3. Mother " | 1 | .75 | -- | -- | -- | 1 | -- | - |
| 4. J.H.Principal | 1 | .75 | -- | -- | -- | - | 1 | - |
| 5. Teacher Advised | 1 | .75 | -- | -- | -- | - | 1 | - |
| 6. Friends " | 4 | 2.99 | -- | -- | -- | 4 | -- | - |
| 7. For Teaching | 8 | 5.97 | -- | -- | 8 | - | -- | - |
| 8. For Household Science | 3 | 2.24 | -- | -- | 3 | - | -- | - |
| 9. Use of Spoken Language | 10 | 7.46 | -- | 10 | -- | - | -- | - |
| 10. Science Course | 1 | .75 | -- | -- | 1 | - | -- | - |
| 11. Two Language Course | 7 | 5.22 | -- | -- | -- | - | 7 | - |
| 12. Prefer this Language | 45 | 32.84 | 45 | -- | -- | - | -- | - |
| 13. I Like it | 23 | 17.16 | -- | -- | -- | - | 23 | - |
| 14. Continue Course | 25 | 18.66 | -- | -- | -- | - | 25 | - |
| No Reason | 2 | 1.49 | -- | -- | -- | - | -- | 2 |
| Totals | 135 | 100% | 45 | 10 | 12 | 9 | 57 | 2 |
| Percentage | | | 33.33 | 7.40 | 8.88 | 6.66 | 42.22 | 1.48 |

Table XI shows reasons stated by 135 girls for choosing French in their Matriculation Course.

1. Of this total 45 or 33.32 per cent chose the subject as preferred language. Evidently matriculation standing was the objective, the language requirement being met by taking the language preferred.
2. A small group 10 or 7.4 per cent seem to be influenced by the social prestige of language studies expressed in their statements as "desire to speak the language."
3. A group of 12 or 8.88 per cent chose the subject to equip them for their chosen profession or occupation
4. The smallest group 9 or 6.66 per cent chose this language on Home advice of parents or friends whatever the objective in the minds of the advisors may have been.
5. The largest group 57 or 42.22 per cent of choices is attributed to school influence--25 continuing assigned course, 23 having learned to like it, and 7 continuing assigned two language course and 2 advised by school men.
6. Only 2 could give no reason for choice.

Latin

(a) Boys

TABLE XII.

REASONS GIVEN BY 60 BOYS FOR CHOOSING LATIN
IN MATRICULATION COURSE.

| | Number | Percentage | University Requires | Prestige | Profession Requires | Home Advice | School Influence |
|------------------------|--------|------------|------------------------|----------|------------------------|-------------|---------------------|
| 1. Parents Advised | 3 | 5.08 | -- | -- | -- | 3 | -- |
| 2. Brother " | 3 | 5.08 | -- | -- | -- | 3 | -- |
| 3. Friends " | 3 | 5.08 | -- | -- | -- | 3 | -- |
| 4. Principal " | 3 | 5.08 | -- | -- | -- | -- | 3 |
| 5. Intermediate | 2 | 3.39 | -- | -- | -- | -- | 2 |
| 6. Law Matriculation | 2 | 3.39 | -- | -- | 2 | -- | -- |
| 7. Pharmacy " | 4 | 6.78 | -- | -- | 4 | -- | -- |
| 8. Medical " | 7 | 11.86 | -- | -- | 7 | -- | -- |
| 9. Prof. Preparation | 3 | 5.08 | -- | -- | 3 | -- | -- |
| 10. Better Standing | 4 | 6.78 | -- | 4 | -- | -- | -- |
| 11. Improve English | 4 | 6.78 | -- | 4 | -- | -- | -- |
| 12. Good Course | 4 | 6.78 | -- | 4 | -- | -- | -- |
| 13. Useful Later | 1 | 1.69 | -- | 1 | -- | -- | -- |
| 14. Easier than French | 16 | 27.11 | 16 | -- | -- | -- | -- |
| 15. Like it | 1 | 1.69 | -- | -- | -- | -- | 1 |
| Totals | 60 | | 16 | 13 | 16 | 9 | 6 |
| Percentage | | 100% | 27.11 | 22.04 | 27.11 | 15.24 | 10.16 |

Table XII shows reasons stated by 60 boys for choosing Latin in the Matriculation Course.

1. Of these 16 or 27.11 per cent chose it as being "easier than French". This may fairly be taken to mean that the language qualification for Matriculation is the object of the choice--University requirements.
2. A smaller group 13 or 22.04 per cent chose it for the "better standing" or social prestige that language study is believed to confer.
3. Another group of 16 or 27.11 per cent chose the subject to equip themselves for the profession or occupation which they desire to follow in later life.
4. A group of 9 or 15.24 per cent chose the subject on the "Home advice" of parents, brothers, or friends, whatever the ultimate object of the advice may have been.
5. The smallest group of all 6 or 10.16 per cent, attribute their choice to school influence--advice of school authorities or liking developed from school assignment of subject.

(b) Girls

TABLE XIII.

REASONS GIVEN BY 60 GIRLS FOR CHOOSING
LATIN IN MATRICULATION COURSE

| | Number | Percentage | University Requires | Prestige | Profession Requires | Home Advice | School Influence |
|--------------------------|--------|------------|------------------------|----------|------------------------|----------------|---------------------|
| 1. Father advised | 2 | 3.33 | -- | -- | -- | 2 | -- |
| 2. Mother " | 2 | 3.33 | -- | -- | -- | 2 | -- |
| 3. J. H. Principal | 1 | 1.67 | -- | -- | -- | -- | 1 |
| 4. Friends advised | 3 | 5.00 | -- | -- | -- | 3 | -- |
| 5. Useful for Doctor | 2 | 3.33 | -- | -- | 2 | -- | -- |
| 6. " " Nurse | 14 | 23.33 | -- | -- | 14 | -- | -- |
| 7. " " Chiro- practor | 1 | 1.67 | -- | -- | 1 | -- | -- |
| 8. " for Teacher | 3 | 5.00 | -- | -- | 3 | -- | -- |
| 9. Special Study | 1 | 1.67 | -- | 1 | -- | -- | -- |
| 10. Better standing | 2 | 3.33 | -- | 2 | -- | -- | -- |
| 11. General Education | 7 | 11.67 | -- | 7 | -- | -- | -- |
| 12. Continue Course | 8 | 13.33 | -- | -- | -- | -- | 8 |
| 13. Like It | 9 | 15.00 | -- | -- | -- | -- | 9 |
| 14. Easier than French | 5 | 8.33 | 5 | -- | -- | -- | -- |
| Totals | 60 | | 5 | 10 | 20 | 7 | 18 |
| Percentage | | 100 | 8.34 | 16.67 | 33.34 | 11.67 | 30.01 |

Table XIII shows reasons stated by 60 girls for choosing Latin in Matriculation course.

1. Of this number 5 or 8.34 per cent chose it as "easier than French." The object is evidently to obtain matriculation standing, obtaining the language requirement in the language previously carried with greater success.
2. A somewhat larger group of 10 or 16.67 per cent chose the subject for the "better standing" or social prestige which language studies are believed to confer.
3. No less than 20 or 33.33 per cent chose the subject to obtain the necessary qualifications for the profession or occupation which they desire to follow in later life.
4. Another small group of 7 or 11.67 per cent chose the subject on the "Home advice" of parents or friends whatever object these advisors may have had in mind.
5. School influence from advice or continuing previously assigned courses accounts for 18 or 30.01 per cent of choices.

German.

(a) Boys

TABLE XIV.
REASONS GIVEN BY 20 BOYS FOR CHOOSING
GERMAN IN MATRICULATION COURSE

| | First | Second | Percentage | University Requires | Profession Requires | Home Advice | School | |
|------------------------------|-------|--------|------------|------------------------|------------------------|----------------|--------|---|
| 1. Parents advised | 1 | - | 5.00 | 1 | 1 | 1 | 1 | - |
| 2. Father " | 1 | - | 5.00 | 1 | 1 | 1 | 1 | - |
| 3. Matric standing | 11 | 3 | 55.00 | 11 | 1 | 1 | - | - |
| 4. Occupation Advan- tage | 4 | - | 20.00 | 1 | 1 | 4 | - | - |
| 5. Spoken at Home | 3 | - | 15.00 | 1 | 3 | 1 | - | - |
| Totals | 20 | . | | 11 | 3 | 4 | 2 | 0 |
| Percentage | | | 100% | 55 | 20 | 10 | 0 | |

Table XIV shows reasons stated by 20 boys for choosing German in the Matriculation course.

1. Of this number 11 or 55 per cent chose the subject to obtain Matriculation standing. As was pointed out in the introduction this may be due to inability or neglect to obtain language training in Intermediate School grades or desire for two language standing after having done badly in one of the others attempted. In either case

there is now special reason for wishing to obtain Matriculation standing.

2. Another 3 or 15 per cent chose it desiring the social accomplishment and prestige of being able to speak the language.
3. Another 4 or 20 per cent chose the subject to obtain this special qualification for profession or occupation.
4. The smallest group, 2 or 10% chose it on the advice of parents, whatever the object of the advice might be. Of the 20 pupils, 16 or 80% have German as their only language study, 4 take French also.

(b) Girls.

Of the 4 girls who chose German in the Matriculation course, one chose it wishing to learn her father's native language. The three others dropped Latin to take the modern language, stating that they like it better than Latin.

1. The chief motive seems to be Matriculation standing, combined with social prestige or advantage of modern language.

The small number taking this language is due to the limitations placed upon the choice of German as stated by the Principal in his advice and instructions to pupils in Intermediate Schools described in Chapter I, Page 16

FINDINGS.

The need of pupils in language studies have been classified into five groups on basis of their stated reasons for choosing them. These are (1) Matriculation standing, (2) Professional requirements, (3) Social or employment prestige, (4) School guidance, (5) Parental advice, and are summarized in Table XV.

(c) Languages in Matriculation Course.

TABLE XV.

SUMMARY OF PUPILS' REASONS FOR CHOOSING LANGUAGES
IN MATRICULATION COURSE.

| | | No Reason. | 1. No. % | 2. No. % | 3. No. % | 4. No. % | 5. No. % | Totals No. % |
|------------|-------|------------|----------|----------|----------|----------|----------|--------------|
| LATIN | Boys | - - - - | 16 - | 16 - | 13 - | 9 - | 6 - | 60 - |
| | Girls | - - - - | 15 | 20 | 9 | 7 | 19 | 60 |
| FRENCH | Boys | - - - - | 28 | 17 | 28 | 37 | 13 | 123 |
| | Girls | 2 - - - | 45 | 22 | 7 | 50 | 9 | 135 |
| GERMAN | Boys | - - - - | 11 | 3 | 4 | 2 | 0 | 20 |
| | Girls | - - - - | - | 4 | - | - | - | 4 |
| Totals | | 2 | 105 | 82 | 61 | 105 | 47 | 402 |
| Percentage | | | 25.94% | 20.45% | 15.21% | 26.18% | 11.72% | |

This summary, Table XV shows that of the 402 pupils selecting languages in Matriculation course, 104 or 25.94 per cent choosing language in order to obtain matriculation standing, 82 or 20.45 per cent choosing in order to meet requirements

of their chosen profession, 61 or 15.21 per cent choosing for the social or employment prestige which they believe this course will give them, 105 or 26.18 per cent choosing under school guidance, and 47 or 11.72 per cent choosing on advice of their parents or friends.

As was pointed out in discussion of reasons for choosing courses, these classes are not mutually exclusive and are in all probability capable of being classified in two groups, viz: professional requirements and social prestige or advantage.

(b) Academic Studies other than Languages.

In the Mathematics field both Algebra and Geometry are compulsory and therefore need not be considered here. In the case of science, biology too was required, except in the case already noted in Chapter I where many in one class--the two language boys--require both physics and chemistry and would be unable to carry both in grade XI. These were assigned physics instead of biology with the option of requesting a transfer if desired. No one asked for the change, while a few in other classes who wished physics were permitted to join this class in that study.

2. Commercial Subjects.

A second group of subjects offered for students in the matriculation course appear to meet a need of particular practical value in the commercial life of the community towards

which those who select them are looking for employment. These are shorthand, typewriting, bookkeeping and arithmetic.

(a) Boys

(1) Shorthand

TABLE XVI.

REASONS GIVEN BY 19 BOYS FOR CHOOSING SHORTHAND
IN MATRICULATION COURSE.

| | First Choice | Second Choice | Perce- tage. |
|-------------------------|-----------------|------------------|-----------------|
| 1. Business Course | 12 | -- | 63.16 |
| 2. Useful in Occupation | 7 | 2 | 36.84 |
| Totals | 19 | | 100 |

(1) Table XVI shows 12 of the 19 boys selecting this subject doing so as part of a business course, while the 7 others considered it a subject useful in occupation. The distinction made in assigning to categories was that the larger group, from the phrasing appeared to think of the use of shorthand as their main employment, whereas the others had incidental use of it in mind.

Corroboration of this distinction was sought in the pupils' statements of "occupation" preferred, but was not found there.

Table XVII shows the preferred occupations stated by the pupils of these two groups.

TABLE XVII

SHOWING OCCUPATIONS PREFERRED BY 12 BOYS
SELECTING SHORTHAND AS BUSINESS COURSE
AND 7 BOYS SELECTING IT AS "USEFUL IN
OCCUPATION."

| | Business Course | Useful in Occupation | |
|---------------------|-----------------|----------------------|--------------------|
| | Nos. | 1st Choice Nos | 2nd Choice Nos. |
| 1. Chemist Research | 1 | - | - |
| 2. Secretary | 2 | 1 | - |
| 3. Aviation | 1 | 1 | - |
| 4. Reporter | 2 | 1 | - |
| 5. Civil Engineer | 1 | - | 1 |
| 6. Pharmacy | 1 | - | 1 |
| 7. Banker | 1 | - | - |
| 8. Business Clerk | 1 | 1 | - |
| 9. Insurance | - | 1 | - |
| 10. Draftsman | - | 1 | - |
| 11. No Idea | 2 | 1 | - |
| Totals | 12 | 7 | 2 |

Seven of the nine choices under "Business Course" also appear under "use in occupation."

All classes, except two, under "Useful in occupation" also appear under "Business Course".

Two second choices in the "Useful in occupation" group fall upon two of the three classes not represented in first choices.

As it is difficult to see any direct use of the subject except in the case of 3 prospective reporters and 3 prospective secretaries one is forced to the conclusion that the other 13 if not all 19 were selecting this subject for possible commercial employment of any available type.

The overlapping of categories in this case therefore is not less than 68.42 per cent.

(2) Typewriting

TABLE XVIII.

REASONS GIVEN BY 39 BOYS FOR CHOOSING
TYPEWRITING IN MATRICULATION.

| | Number | Percentage | Professor Requires | Commercial Training | Home Advice | School Influence | No Reason |
|-------------------------------------|--------|------------|--------------------|---------------------|-------------|------------------|-----------|
| 1. Mother Advised | 1 | 2.56 | -- | -- | 1 | -- | -- |
| 2. Use in Employment (incidentally) | 17 | 43.59 | -- | 17 | - | -- | -- |
| 3. Stenographer | 10 | 25.64 | 10 | -- | - | -- | -- |
| 4. Best Course Offer | 6 | 15.38 | -- | 6 | - | -- | -- |
| 5. Like It | 4 | 10.25 | -- | 4 | - | -- | -- |
| 6. No Reason | 1 | 2.56 | -- | -- | - | -- | 1 |
| Totals | 39 | | 10 | 27 | 1 | -- | 1 |
| Percentage | | 100% | 25.64 | 69.23 | 2.56 | | 2.56 |

Table XVIII shows reasons stated by 39 boys for choosing typewriting in the Matriculation course.

1. Of these 10 or 25.64 per cent state direct occupational training as their reason.
2. The largest number, 27 or 69.23 per cent give commercial training or incidental use in occupation as their reason for choice.
3. Only 1 or 2.56 per cent attributes choice to "Home advice" whatever reason there may be for the advice.
4. None attribute choice to school influence.
5. One gives no reason for choice.

TABLE XIX.

SHOWING PREFERRED OCCUPATION OF 20 BOYS TAKING TYPEWRITING WITHOUT SHORTHAND IN THE MATRICULATION COURSE.

| OCCUPATION PREFERRED | NUMBER |
|----------------------|--------|
| Auto-mechanic | 1 |
| Teach French | 1 |
| Civil Engineer | 4 |
| Lawyer | 2 |
| Business Clerk | 1 |
| Pharmacy | 1 |
| Machinist | 3 |
| Reporter | 1 |
| Secretary | 1 |
| Physical Instructor | 1 |
| Research-Chemist | 1 |
| No Idea | 4 |

Table XIX shows preferred occupations of the 20 boys taking typewriting without shorthand in the matriculation course. The wide variety of occupations named in this and in a similar table for those choosing shorthand would indicate a high per centage of overlapping among the categories. Evidently it is incidental use of typewriting in a wide variety of occupations rather than whole time employment at typewriting as a means of earning a living, that motivates these choices. This is not out of keeping with the very widespread use of the typewriter in both social and business life today.

(3) Bookkeeping

TABLE XX
REASONS GIVEN BY 22 BOYS FOR CHOOSING BOOKKEEPING IN
MATRICULATION COURSE.

| | Number | Percentage | Occupation Preferred | | | | No Reason |
|----------------------|--------|------------|----------------------|-----------------|-------------|------------------|-----------|
| | | | Occupation | Comm'l Training | Home Advice | School Influence | |
| 1. Parents Advised | 3 | | | | | | |
| 2. Mother " | 1 | | | | | | |
| 3. Brother " | 1 | | | | | | |
| 4. For Accountancy | 3 | | | | | | |
| 5. Office Work | 3 | | | 3 | | | |
| 6. Use in Occupation | 3 | | | 3 | | | |
| 7. Best offered | 4 | | | 4 | | | |
| 8. Good in Maths. | 1 | | | 1 | | | |
| 9. Like It | 2 | | | 2 | | | |
| 10. No Reason | 1 | | | | | | 1 |
| Total | 22 | | | | | | |
| Percentage | | | 13.64 | 59.09 | 22.73 | | 4.41 |

Table XX shows reasons stated by 22 boys for choosing Bookkeeping in the Matriculation course.

1. Of these 3 or 13.64 per cent, give direct use in occupation as their reason for choice.
2. Another 13 or 59.09 per cent give some form of incidental use in employment as their reason.
3. Another 5 or 22.73 per cent have parental or family advice as their reason for choice whatever object the advisors had in mind.
4. School influence does not appear as a reason.
5. One pupil can give no reason for choice.

TABLE XXI.

OCCUPATIONS PREFERRED BY 22 BOYS WHO CHOSE
BOOKKEEPING IN MATRICULATION COURSE.

| OCCUPATION PREFERRED | NUMBER |
|--------------------------|--------|
| 1. Accountancy | 5 |
| 2. Auto-mechanic | 1 |
| 3. Aviation | 2 |
| 4. Bookkeeper | 4 |
| 5. Business Clerk | 1 |
| 6. Doctor | 1 |
| 7. Engineer | 3 |
| 8. Farmer | 1 |
| 9. Livestock Broker | 1 |
| 10. Machinist | 1 |
| 11. Varnish Manufacturer | 1 |
| 12. No idea | 1 |

Table XXI showing occupations preferred by these 22 boys reveals that in all but 9 cases which have bookkeeping

or accountancy as their prospective employment, it is training for incidental use in a wide variety of occupation that these boys asked for in their school course. This reveals possible overlapping in 59.09 per cent of cases.

(4) Arithmetic

TABLE XXII.

REASONS GIVEN BY 20 BOYS FOR CHOOSING ARITHMETIC
IN MATRICULATION COURSE.

| | Number | Percent- age | Occupation. | Comm. Training. | Home Advice | School | No Reason |
|-----------------------|--------|-----------------|-------------|--------------------|----------------|--------|--------------|
| 1. Parents Advised | 1 | 5 | - | - | 1 | - | - |
| 2. Father " | 2 | 10 | - | - | 2 | - | - |
| 3. Mother " | 1 | 5 | - | - | 1 | - | - |
| 4. Friends " | 1 | 5 | - | - | 1 | - | - |
| 5. For Accountancy | 1 | 5 | 1 | - | - | - | - |
| 6. Use in Business | 6 | 30 | - | 6 | - | - | - |
| 7. Practical Training | 3 | 15 | - | 3 | - | - | - |
| 8. Did it well before | 4 | 20 | - | 4 | - | - | - |
| 9. Best offered | 1 | 5 | - | 1 | - | - | - |
| Totals | 20 | | 1 | 14 | 5 | 0 | 0 |
| Percentage | | 100% | 5% | 70% | 25% | 0 | 0 |

Table XXII shows reasons stated by 20 boys for choosing Arithmetic in Matriculation course.

1. Of these only 1 or 5 per cent have direct occupational use as the motive.
2. The great majority, 14 or 70 per cent declare incidental use in occupations as their motive.

3. The other 5 or 25 per cent chose the subject on "Home advice" of parents or friends.

The possibility of overlapping here is at least 95 per cent

(b) Girls

(1) Shorthand

TABLE XXIII.

REASONS GIVEN BY 52 GIRLS FOR CHOOSING SHORTHAND
IN MATRICULATION COURSE.

| | Number | Percentage | Occupation | Comm. Training | Home Advice | School Influence |
|------------------------------|--------|------------|------------|----------------|-------------|------------------|
| 1. Parents advised | 1 | 1.92 | -- | -- | 1 | -- |
| 2. Father " | 1 | 1.92 | -- | -- | 1 | -- |
| 3. Training for Stenographer | 23 | 44.23 | 23 | -- | -- | -- |
| 4. Part of Business Course | 5 | 9.62 | -- | 5 | -- | -- |
| 5. Useful in Occupation | 22 | 42.31 | -- | 22 | -- | -- |
| Totals | 52 | | 23 | 27 | 2 | 0 |
| Percentage | | 100% | 44.23 | 51.93 | 3.84 | 0 |

Table XXIII shows reasons given by 52 girls for choosing shorthand in the matriculation course.

1. Of these 23, or 44.23 per cent state directly the vocational reason for choice as "training for stenographers."
2. Another 27, or 51.93 per cent, chose it as part of their

general "business training" or as incidentally "useful in occupation."

3. Only 2, or 3.84 per cent, attribute their choice to parental advice.
 4. None acknowledge school influence as bearing upon choice.
- (2) Typewriting

TABLE XXIV.

REASONS GIVEN BY 60 GIRLS FOR CHOOSING TYPE WRITING IN MATRICULATION COURSE.

| | Number | Percentage | Occupation | Commercial Training | Home Advice | School Influence |
|------------------------------|--------|------------|------------|---------------------|-------------|------------------|
| 1. Parents Advised | 1 | 1.67 | -- | -- | 1 | -- |
| 2. Father " | 1 | 1.67 | -- | -- | 1 | -- |
| 3. Training for Stenographer | 22 | 36.67 | 22 | -- | -- | -- |
| 4. Part of Business Course | 6 | 10. | -- | 6 | -- | -- |
| 5. Useful in Occupation. | 30 | 50 | -- | 30 | -- | -- |
| Totals | 60 | | 22 | 36 | 2 | 0 |
| Percentage | | | | | | |

100%

Table XXIV shows reasons given by 60 girls for choosing typewriting in matriculation course.

1. Of these 22, or 36.67 per cent, state directly the vocational reason for choice as "training for stenographers."
2. Another 36, or 60 per cent of the total chose it as part

of their general "business training" or as incidentally "useful in occupation."

3. Only 2, or 3.34 per cent, attribute choice to parental advice.
4. AS in shorthand, none acknowledge school influence as bearing upon choice.

(3) Bookkeeping

One girl chose bookkeeping because she "likes it", which probably indicates belief in its value for business purposes in many types of position.

(4) Arithmetic

One girl chose arithmetic because she "likes it" which like the bookkeeping choice is backed by idea of usefulness in many positions.

TABLE XXV.

SUMMARY OF REASONS STATED FOR CHOICE OF
COMMERCIAL SUBJECTS IN MATRICULATION COURSE.

| | Direct Occupation | | Commercial Training | | Home Advice | | School Influence | | No Reason | |
|-------------|-------------------|-------|---------------------|-------|-------------|-------|------------------|-------|-----------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Shorthand | 12 | 23 | 7 | 27 | 0 | 2 | 0 | 0 | 0 | 0 |
| Typewriting | 10 | 22 | 27 | 36 | 1 | 2 | 0 | 0 | 1 | 0 |
| Bookkeeping | 3 | 0 | 13 | 1 | 5 | 0 | 0 | 0 | 1 | 0 |
| Arithmetic | 1 | 0 | 14 | 1 | 5 | 0 | 0 | 0 | 0 | 0 |
| Totals | 26 | 45 | 61 | 65 | 11 | 4 | 0 | 0 | 2 | 0 |
| 214 | | 71 | | 126 | | 15 | | 0 | | 2 |
| Percentage | | 35.33 | | 58.69 | | 7.04 | | 0 | | .94 |

1. Table XXV shows that out of a total of 214 choices of commercial subjects 71, or 33.33 per cent was stated as vocational in objective.
2. The largest number 126 or 58.69 per cent chose for general commercial training with a view to the subjects being of use in whatever occupation was available.
3. Home advice, without disclosing the objects of the advice accounted for 15 choices or 7.04 per cent.
4. School influence is nowhere acknowledged as a reason for choice.
5. Only 2 choices, both boys, could give no reason for choice.

Investigation of Occupational Preferences, and comparing these with stated reasons for choice, support the logical view that there is a great deal of overlapping among these categories with general commercial training dominating the choices to a much greater extent than the figures of this summary would indicate.

TABLE XXVI
REASONS GIVEN BY 29 BOYS FOR CHOOSING SHOPS IN
MATRICULATION COURSE.

| | Number | Occupation | Use in Life | Home Advice | School Influence |
|-----------------------|--------|------------|-------------|-------------|------------------|
| 1. Father Advised | 1 | - | - | 1 | - |
| 2. Occupation Elected | 3 | 3 | - | - | - |
| 3. " " M. Drawing | 3 | 3 | - | - | - |
| 4. " " Engineering | 3 | 3 | - | - | - |
| 5. Helpful in Life | 8 | - | 8 | - | - |

(Continued on next page)

TABLE XXVI Continued:

| | Number | Occupation | Use in Life | Home Advice | School Influence |
|-----------------------|--------|------------|-------------|-------------|------------------|
| 6. Interested in work | 5 | - | 5 | - | - |
| 7. Like Machines | 2 | - | 2 | - | - |
| 8. " Making things | 3 | - | 3 | - | - |
| 9. Given it in Course | 1 | - | - | - | 1 |
| Totals | 29 | 9 | 18 | 1 | 1 |
| Percentage | | 31.02 | 62.06 | 3.45 | 3.45 |

3. Practical Subjects

(a) Boys Shops.

Table XXVI shows reasons stated by 29 boys for choosing shops in the Matriculation course.

1. Of these 9, or 31.02 per cent, made the choice for direct vocational reason; 3 for training contributory to electrical work, 3 for mechanical drawing, and 3 for engineering.
2. Another 8, or 27.59 per cent, made the choice believing shop experience to be "helpful in life" without specifying whether at home or place of employment. With these should be grouped another 10, (categories 6, 7, and 8) or 34.47 per cent have a common reason in a liking for the type of work done in the various shops. This would seem to indicate some aptitude for the work with a possibility of drifting into some type of occupation where these

skills are of value.

3. Parental advice accounts for one case.
4. School influence is stated for one case, claiming to have been assigned it with class in absence of another choice.

(b) Girls.

(1) Household Arts--sewing, etc.

TABLE XXVII.

REASONS GIVEN BY 22 GIRLS FOR CHOOSING HOUSEHOLD ARTS IN MATRICULATION COURSE.

| | Number | Percentage | Occupation | Personal Use | Home Advice | School |
|---------------------------|--------|------------|------------|--------------|-------------|--------|
| 1. Mother Advised | 2 | 9.09 | 1 | 1 | 2 | 1 |
| 2. Friends " | 3 | 13.64 | 1 | 1 | 3 | 1 |
| 3. Dressmaking Occupation | 2 | 9.09 | 2 | 1 | 1 | 1 |
| 4. Personal Use at Home | 1 | 4.55 | 1 | 1 | 1 | 1 |
| 5. I like it | 14 | 63.64 | 1 | 14 | 1 | 1 |
| Totals | 22 | | 2 | 15 | 5 | 0 |
| Percentage | | 100% | 9.09 | 68.19 | 22.73 | 0 |

Table XXVII shows reasons given by 22 girls for choosing Household Arts in the matriculation course.

1. The vocational motive is represented here by 2, or 9.09 per cent of choices, the dressmaking occupation being stated as the objective of these girls.

2. Only one gave the direct object of "personal use at home". It is highly probably, however, that this is a very large element in the 14 choices indicated under "I like it". This somewhat ambiguous statement of reason might also justify the classification of this subject under cultural or leisure time interests. Pleasure in neat appearance in dress, millinery, etc., and the proper use of materials together with skill and good taste in making them up is a very pleasurable and profitable way of using leisure time. We shall allow the practical interest to dominate, the group of 15, or 68.19 per cent of the whole number taking the subject.

3. Advice of parents or friends is stated as reason in 5 cases or 22.73 per cent of the number taking the subject.

(ii) Household Science

TABLE XXVIII
REASONS GIVEN BY 10 GIRLS FOR CHOOSING HOUSE-
HOLD SCIENCE IN MATRICULATION COURSE

| | Number | Percentage | Occupation | Personal Use | Home Advice | School Influence |
|----------------|--------|------------|------------|--------------|-------------|------------------|
| 1. Use at Home | 2 | 20 | - | 2 | - | - |
| 2. Dietition | 4 | 40 | 4 | - | - | - |
| 3. I Like It | 4 | 40 | - | 4 | - | - |
| Totals | 10 | | 4 | 6 | - | - |
| Percentage | | 100% | 40% | 60% | 0 | 0 |

Table XXVIII shows reasons stated by 10 girls for taking household science in the matriculation course.

1. The vocational motive is stated by 4 or 40 per cent of those taking the subject.
2. As in the Household Arts choice, a number give the somewhat ambiguous reason "I like it." As in the former case we are considering the practical "Use at home" element in this case to dominate and classify these 4 with the 2 who state this as their object. This interpretation puts 6 or 60 per cent of those taking the subject in this group.
3. Parental advice like school influence does not appear at all in this group of choices.
4. School influence is not referred to as a reason for choice.

(c) Summary of Choices of Practical Subjects

TABLE XXIX

SHOWING BOYS AND GIRLS REASONS FOR CHOICE OF PRACTICAL SUBJECTS

| | Occupational | | Personal Use | | Home Advice | | School Influence | | Totals | |
|-------------------|--------------|---|--------------|----|-------------|---|------------------|---|--------|----|
| | B | G | B | G | B | G | B | G | B | G |
| Shops | 9 | - | 18 | - | 1 | - | 1 | - | 29 | - |
| Household Arts | - | 2 | - | 15 | - | 5 | - | - | - | 22 |
| Household Science | - | 4 | - | 6 | - | 0 | - | 0 | - | 10 |
| Totals | 9 | 6 | 18 | 21 | 1 | 5 | 1 | 0 | 29 | 32 |
| | 15 | | 39 | | 6 | | 1 | | 61 | |
| Percentage | 24.59 | | 63.93 | | 9.84 | | 1.64 | | 100% | |

Table XXIX shows reasons stated by 29 boys and 32 girls for choice of practical training subjects in matriculation course

1. Only 15 in all, 9 boys and 6 girls, or 24.59 per cent chose them for direct vocational use.
 2. The largest group 39 in all, 18 boys and 21 girls, or 63.93 per cent chose them for personal use in home or business life, a large proportion doing so on account of liking for this sort of work.
 3. Home advice accounts for 6 or 9.84 per cent of choices.
 4. School influence is charged with only one choice.
4. Cultural or Leisure-Time Subjects.

(a) Boys.

The boys choices in this group are eight in all; three in geography and five in art, no boys selecting music for matriculation credit.

(i) Geography.

Only three of the 161 boys chose the subject of geography out of the nine possible choices of subject. Each of the three gives "interest in the subject" as his special reason for doing so. It was this statement that led to the classification of these in the cultural rather than the commercial group. This was supported by investigation of the occupational preferences of these three pupils--aviation, farming, carpentry--with little direct occupational grounds for selecting the subject. All these students obtained good

standing in the subject in the December uniform tests. They also obtained median and better marks in history which suggests a real interest in human activities in other places and other times-- social studies, humanizing and broadening studies.

(ii) Art

Another 5 of the 161 chose art. Of these 2 have an element of practical use in reason stated "may follow it."

The other 3 chose it for the more cultural reason of "liking it".

The distinction is borne out by the occupation preferred choices, the former group stating-- cartoonist and undecided. The three others hope to find employment, two in aviation and one in draftsmanship.

(b) Girls.

The girls choice in this group are also few, five in all; one in geography and four in music. No one taking art for matriculation credit.

(i) Geography.

The one selecting geography like the boys, doing so has the reason "like it" and for this reason probably ought to be included here, though not a particularly successful student of the subject, she is not taking commercial subjects. As she prefers the occupation of a teacher it is probable that the practical use of the subject in this

employment may have been behind the choice, in which case it is well placed here or among the academic subjects.

(ii) Music

One pupil is following music as a career and chose this option subject to obtain all the help available in the subject, while working for matriculation standing, and the social status it gives in the community.

One other chose the subject to get additional "help in theory" of music to accompany practical piano playing lessons which she is taking out of school.

Two, asked for the course because they "like it"--the cultural motive probably arising out of earlier training and the honourable place given to music in this city.

(c) Summary of Cultural Subject Choices.

TABLE XXX.

SHOWING CHOICES OF BOYS AND GIRLS IN:

| | Practical use | Cultural value |
|-----------|---------------|----------------|
| Geography | - | 4 |
| Art | 2 | 3 |
| Music | 2 | 2 |
| Totals | 4 | 9 |

Table XXX shows that of the eight boys and five girls who chose the cultural subjects, 4 did so with some expectation of its being of practical use in life. The other 9 choices were made for cultural reasons.

TABLE XXXI.

OCCUPATIONS PREFERRED BY 160 BOYS IN MATRICULATION COURSE.

| | Number | Profes- sional | Commer- cial. | Prac- tical | No Idea |
|-----------------------|--------|-------------------|------------------|----------------|------------|
| 1. Accountancy | 4 | - | 4 | - | - |
| 2. Archaeology | 1 | 1 | - | - | - |
| 3. Art-Commercial | 1 | - | 1 | - | - |
| 4. Astronomer | 1 | 1 | - | - | - |
| 5. Auto-Mechanics | 3 | - | - | 3 | - |
| 6. Aviation | 16 | - | - | 16 | - |
| 7. Banking | 2 | - | 2 | - | - |
| 8. Bookkeeping | 3 | - | 3 | - | - |
| 9. Building | 1 | - | - | 1 | - |
| 10. Carpenter | 1 | - | - | 1 | - |
| 11. Cartoonist | 1 | - | - | 1 | - |
| 12. Chemist-Research | 7 | 7 | - | - | - |
| 13. Clerk-Business | 4 | - | 4 | - | - |
| 14. Doctor | 10 | 10 | - | - | - |
| 15. Draftsman | 3 | - | - | 3 | - |
| 16. Engineer-Civil | 15 | 15 | - | - | - |
| 17. " " -Electric | 11 | 11 | - | - | - |
| 18. " " -Mechanic | 5 | 5 | - | - | - |
| 19. " " -Mining | 4 | 4 | - | - | - |
| 20. " " -Radio | 5 | 5 | - | - | - |
| 21. Farming | 4 | - | - | 4 | - |
| 22. Geologist | 1 | 1 | - | - | - |
| 23. Insurance | 1 | - | 1 | - | - |
| 24. Lawyer | 7 | 7 | - | - | - |
| 25. Livestock Broker | 1 | - | 1 | - | - |
| 26. Machinist | 4 | - | - | 4 | - |
| 27. Pharmacy | 4 | 4 | - | - | - |
| 28. Physical Instruct | 1 | 1 | - | - | - |

(Continued on next page)

TABLE XXXI Continued:

| | Number | Profes- sional | Commer- cial | Prac- tical | No Idea |
|-------------------------------|--------|-------------------|-----------------|----------------|------------|
| 29. Politician | 1 | 1 | " | " | " |
| 30. Printer | 1 | " | " | 1 | " |
| 31. Reporter | 3 | 3 | " | " | " |
| 32. Secretary | 7 | " | 7 | " | " |
| 33. Teacher-French | 1 | 1 | " | " | " |
| 34. Varnish-Manufac- turer | 1 | " | 1 | " | " |
| 35. No definite Idea | 26 | " | " | " | 26 |
| Totals | 161 | 77 | 24 | 34 | 26 |
| Percentage | | 47.5 | 15. | 21.25 | 16.25 |

(c) Occupational Preferences.

(1) Boys.

Table XXI shows the occupation preferred as stated by 160 boys when entering upon High School course. The facts have already been used where they cast additional light upon the needs of the pupils in the way of course or subject open to choice. This statement is merely added by way of completing the statement of facts collected.

1. Of the 161 boys, 77 or 47.5 per cent, aim at professional careers as here classified. Here we have included those careers requiring more or less length of college or other training course by way of preparation. (In the doubtful case of aviation we have left it among the practical careers).

2. In the commercial field, 24 or 15 per cent, are looking for employment.
3. Into the more practical employment, 34 or 21.25 per cent expect to enter and make their living.
4. No less than 26 or 16.25 per cent, have at this stage no idea as to their future occupation--among these, some of the pupils in every range of ability.

(2.) Girls.

TABLE XXXII.

OCCUPATIONAL PREFERENCES OF 150 GIRLS SELECTING
THE MATRICULATION COURSE.

| | First | Second | Percentage | Profession Demands | Commercial | Practical | No Idea |
|----------------------------------|-------|--------|------------|--------------------|------------|-----------|---------|
| 1. Accountancy | 1 | - | .67 | - | 1 | - | - |
| 2. Bookkeeping | 1 | - | .67 | - | 1 | - | - |
| 3. Chiropractor | 1 | - | .67 | 1 | - | - | - |
| 4. Clerk-store | 1 | 1 | .67 | - | 1 | - | - |
| 5. Comptometrist | 1 | 2 | .67 | - | 1 | - | - |
| 6. Dancing Teacher | 1 | 2 | .67 | 1 | - | - | - |
| 7. Decorator-Interior | 3 | - | 2. | - | - | 3 | - |
| 8. Dietition | 8 | - | 5.33 | 8 | - | - | - |
| 9. Dressmaker | 1 | 1 | .67 | - | - | 1 | - |
| 10. Doctor | 8 | - | 5.33 | 8 | - | - | - |
| 11. Household-Science Teacher | 2 | 1 | 1.33 | 2 | - | - | - |
| 12. Interpreter | 1 | - | .67 | 1 | - | - | - |
| 13. Journalist | 3 | - | 2. | 3 | - | - | - |
| 14. Lawyer | 1 | - | .67 | 1 | - | - | - |
| 15. Music Teaching | 4 | - | 2.67 | 4 | - | - | - |
| 16. Nursing | 28 | 4 | 18.67 | 28 | - | - | - |

(Continued on next page)

TABLE XXXII Continued:

| | 1st | 2nd | Percentage | Prof. Demands | Commercial | Practical | No Idea |
|-------------------------|-----|-----|------------|---------------|------------|-----------|---------|
| 17. Physical Instructor | 3 | 3 | 2. | 3 | - | - | - |
| 18. Science-Research | 1 | - | .67 | 1 | - | - | - |
| 19. Secretary | 8 | 7 | 5.33 | - | 8 | - | - |
| 20. Stenographer | 27 | 7 | 18. | - | 27 | - | - |
| 21. Singer | 3 | - | 2. | 3 | - | - | - |
| 22. Teacher | 29 | 4 | 19.33 | 29 | - | - | - |
| 23. Telephone Operator | 1 | - | .67 | - | - | 1 | - |
| 24. No Idea | 13 | - | 8.67 | - | - | - | 13 |
| Totals | 150 | | | 93 | 39 | 5 | 13 |
| Percentage | | | 100% | 62% | 26% | 3.33% | 8.67% |

Table XXXII shows occupations preferred by 150 girls when entering upon their High School course in September 1935. As in the case of the boys, the choices where significant have already been used in estimating need of course or subject and are added here for the use of completeness.

Of the 150 girls, 93 or 62 per cent, are looking forward to professional careers as here classified.

In the commercial field, 39 or 26 per cent look for employment.

Five pupils or 3.33 per cent expect to look for employment along practical lines.

Only 13 or 8.67 per cent, as contrasted with double the number of boys had at the time no idea as to their future

occupational preference.

TABLE XXXIII.

SUMMARY OF OCCUPATIONS PREFERRED BY MATRICULATION PUPILS, SHOWING CLASSES OF OCCUPATION PREFERRED BY BOYS AND GIRLS ENROLLED IN MATRICULATION COURSE
1935 - 1936.

| | Professional | Commercial | Practical | No Idea |
|------------|--------------|------------|-----------|---------|
| Boys | 77 | 24 | 34 | 26 |
| Girls | 93 | 39 | 5 | 13 |
| Totals | 170 | 63 | 39 | 39 |
| Percentage | 54.66% | 20.26% | 12.54% | 12.54% |

Table XXXIII shows that 170, 77 boys and 93 girls--or 54.66 per cent of the 311 pupils enrolled in matriculation course in this high school for the 1935-36 school year were looking forward to occupations of the professional type.

The next largest number 63, 24 boys and 39 girls--or 20.26 per cent of the 311 are looking forward to employment in the commercial enterprises of the community.

Another, 39. 34 boys and 5 girls--or 12.54 per cent of the 311 expect to find employment of a practical sort.

Approximately one eighth, 39. 26 boys and 13 girls--or 12.54 per cent of the group have no idea as to their line of employment when entering upon their high school course.

CHAPTER IV.

We have now to investigate the extent to which pupil-choices embody the needs of the pupils in courses other than Matriculation Course. These consist of 130 boys and 126 girls who chose the High School Leaving course, and 6 boys and 6 girls who chose the Normal Entrance Course. The evidence available as in the case of pupils choosing the Matriculation course consists chiefly of the statements procured from all grade X pupils early in the term of:

- (1) their reasons for their choice of course,
- (2) their reasons for choosing each of the optional subjects which they are taking, and
- (3) the occupations which they prefer to follow when their school course is completed.

These statements were procured in the manner described in Chapter I. There is also on hand the marks of the pupils in French, Latin and General Mathematics throughout their Intermediate School Course.

1. High School Leaving Course.

(A) Choice of High School Leaving Course.

(i) Boys

TABLE XXXIV.

REASONS GIVEN BY 130 BOYS FOR CHOOSING HIGH SCHOOL
LEAVING.

| | Number | Percentage | School Influence | Home Advice | Commercial Employment | Practical Employment |
|-------------------------------------|--------|------------|---------------------|----------------|--------------------------|-------------------------|
| 1. Parents Advised | 8 | 6.15 | - | 8 | - | - |
| 2. Father " | 1 | .77 | - | 1 | - | - |
| 3. Mother " | 1 | .76 | - | 1 | - | - |
| 4. Friends " | 1 | .77 | - | 1 | - | - |
| 5. Principal " | 1 | .76 | 1 | - | - | - |
| 6. J. H. " " | 1 | .77 | 1 | - | - | - |
| 7. Teacher " | 2 | 1.53 | 2 | - | - | - |
| 8. No Language | 67 | 51.54 | 67 | - | - | - |
| 9. Weak in Maths. | 3 | 2.31 | 3 | - | - | - |
| 10. Business College Preparation | 2 | 1.53 | - | - | 2 | - |
| 11. Commercial Course | 17 | 13.08 | - | - | 17 | - |
| 12. Suits Employment | 12 | 9.23 | - | - | - | 12 |
| 13. Grade X Limit | 5 | 3.85 | - | - | - | 5 |
| 14. " XI " | 6 | 4.62 | - | - | - | 6 |
| 15. Easiest Course | 1 | .76 | - | - | - | 1 |
| 16. Best Course for me | 2 | 1.53 | - | - | - | 2 |
| Totals | 130 | | 74 | 11 | 19 | 26 |
| Percentage | | 100% | 56.21% | 8.45% | 14.61% | 17.99% |

Table XXXIV shows reasons stated by 130 boys for choosing the High School Leaving Course.

1. The largest group, 74 or 56.21 per cent, have based their

choice on school experience. It includes 67 who through lack of interest, aptitude, or other causes have abandoned their language studies, 3 others who have abandoned mathematical studies for other studies not necessarily easier or inferior. With these must be included four others whose advisors--principal or teacher--in the light of their interests and school achievements have advised them to choose the course that best suits their abilities and interests.

2. Close to this is a group of 11, or 8.45 per cent, who have chosen on advice of parents. It is highly probable that this advice is indirectly the outcome of pupils school experience as observed by the parents or advisors with or without advice of school authorities.
3. Another group of 19, or 14.61 per cent, based their choice on definite plans for commercial employment, 2 of them planning to round off their school trainings with a business college course, 17 others expecting their school training to equip them for commercial employment. The occupational preferences will probably show this motive more general.
4. A fourth group of 26 or 17.99 per cent, appear to choose upon the grounds of getting what practical training for employment or living they can profit by in the courses and subjects offered. This group includes 12 who state that the course is suited to employment. This very general term is made specific in their statements of occupation preferred which includes motor mechanic, journalism, bookkeeper, aviation, telephone lineman, electrician, clerk, projec-

tionist, fruit farmer, and one undecided. Bookkeeper and aviator each claim two preferences. This group also includes the 11 (6 / 5) whose circumstances necessitate a shortened school course in order to hasten employment as a means of supplementary family income. The last 3 are obviously trying to get from the school programme subject matter which they are capable of profiting by and which may be of practical value to them in employment or living.

(ii) Girls.

TABLE XXXV.

REASONS GIVEN BY 126 GIRLS FOR CHOOSING
HIGH SCHOOL LEAVING COURSE 1935 - 1936.

| | Number | Per- centage | School Influence | Parents Advice | Commer- cial Employ- ment | Practical Employ- ment |
|---------------------------------|--------|-----------------|---------------------|-------------------|------------------------------------|------------------------------|
| Parents Advised this Course | 17 | 13.49 | -- | 17 | -- | -- |
| Father " " " | 2 | 1.57 | -- | 2 | -- | -- |
| Mother " " " | 2 | 1.57 | -- | 2 | -- | -- |
| Older Members of Family Advised | 1 | .79 | -- | 1 | -- | -- |
| Friends Advised | 1 | .79 | -- | 1 | -- | -- |
| Had no Language | 26 | 20.63 | 26 | -- | -- | -- |
| Weak in Mathematics | 3 | 2.38 | 3 | -- | -- | -- |
| Preparation for Bus. College | 4 | 3.14 | -- | -- | 4 | -- |
| Wanted A Commercial Course | 36 | 28.57 | -- | -- | 36 | -- |
| Course Prepares for Employment | 10 | 7.94 | -- | -- | -- | 10 |
| Can go no further than Gr. X | 5 | 3.97 | -- | -- | -- | 5 |
| " " " " " " XI | 12 | 9.52 | -- | -- | -- | 12 |
| Useful and Interesting | 7 | 5.64 | -- | -- | -- | 7 |
| Totals | 126 | | 29 | 23 | 40 | 34 |
| Percentage | | 100% | 23.01% | 18.21% | 37.71% | 27.07% |

Table XXXV shows the reasons stated by 126 girls for choosing the High School Leaving Course.

1. The group influenced by school experience here is 29, or 23.01 per cent. As in the case of the boys those girls through lack of interest, aptitude, or for other reasons, abandoned their language (26) or mathematical (3) studies for different--not necessarily easier or inferior--subjects of study.
2. A second group, is that advised by parents, older members of the family, or friends as to choice. This may be but an indirect outcome of school experience, as the advisors would to a considerable extent be guided in their judgment by school reports if not school advice. This group consists of 23 girls or 18.21 per cent of the choices.
3. The largest group, 40 or 31.71 per cent were directly motivated by choice of commercial training; 4 looking forward to business college training, while 36 expect their school training to fit them for employment in this line. Occupational preference will show this group to be very much larger.
4. The fourth group, 34 or 27.07 per cent, are looking for what values for practical employment or life they can obtain and profit by in the practical subjects offered in the High School. It includes 10 who claim this course "suitable for employment." Of these five prefer stenography as employment and probably belong in the group seeking commercial training. The others look towards

reporter, dietitian, nurse, dressmaker, and secretary as their prospective employment. Others (57) who can remain but one, and (12), two years in High School are seeking the course with subjects most useful in employment or living as are the (7) who chose the course as "useful and interesting."

(iii) Summary-Choices of Course.

TABLE XXXVI.

SUMMARY OF REASONS STATED FOR CHOICE OF HIGH SCHOOL LEAVING COURSE.

| | School Influence | | Home Advice | | Commercial Employment | | Practical Employment | | Totals | |
|-----------------------|------------------|-------|-------------|-------|-----------------------|-------|----------------------|-------|--------|------|
| | No. | % | No. | % | No. | % | No. | % | | |
| Boys | 74 | 56.21 | 11 | 8.45 | 19 | 14.61 | 26 | 17.99 | 130 | 100% |
| Girls | 29 | 23.01 | 23 | 18.21 | 40 | 37.71 | 34 | 27.07 | 126 | 100% |
| Totals | 113 | | 34 | | 59 | | 60 | | 256 | |
| Percentage of Totals. | 40.23% | | 13.28% | | 23.05% | | 23.44% | | 100% | |

Table XXXVI shows that:

1. School experience and advice appears to account for 74 boys' and 29 girls' choices, or 40.23 per cent of the total number.
2. Advice of parents, older members of family and friends accounts for 11 of boys and 23 of girls choices or 13.28 per cent of the total.
3. Preparation for commercial employment accounts for 19 of the boys and 40 of the girls choices, or 23.44 per cent of total.

It ought to be noted here that the classes of choice in this summary are not mutually exclusive, and the recorded subject choices and occupational preferences may indicate a much larger proportion of choices in class (3 and 4) augmented from classes (1 and 2). This is to say that the choice is made on more than one of the grounds, any one of which would appear to justify the choice.

(B) Choice of Subjects in High School Leaving Course.

(1) Commercial Subjects.

(i) Boys

a) Typewriting.

TABLE XXXVII.

REASONS GIVEN BY 119 BOYS FOR CHOOSING TYPEWRITING
IN HIGH SCHOOL LEAVING COURSE.

| | Number Enrolled. | Home Advice | Commercial | Use in Occupation | School Influence | No Reason |
|----------------------|------------------|-------------|------------|-------------------|------------------|-----------|
| 1. Parents Advised | 6 | 6 | -- | -- | -- | -- |
| 2. Father " | 2 | 2 | -- | -- | -- | -- |
| 3. Mother " | 2 | 2 | -- | -- | -- | -- |
| 4. Sister " | 1 | 1 | -- | -- | -- | -- |
| 5. Teacher " | 2 | - | -- | -- | 2 | -- |
| 6. Others " | 4 | 4 | -- | -- | -- | -- |
| 7. Stenography | 20 | - | 20 | -- | -- | -- |
| 8. Business Course | 43 | - | 43 | -- | -- | -- |
| 9. Use in Occupation | 28 | - | -- | 28 | -- | -- |
| 10. Business College | 2 | - | 2 | -- | -- | -- |
| 11. Like it | 4 | - | - | 4 | -- | -- |
| 12. No Reason | 5 | - | - | - | -- | 5 |
| Totals | 119 | 15 | 65 | 32 | 2 | 5 |
| Percentage | 100% | 12.61% | 54.62% | 26.89% | 16.8% | 4.2% |

Table XXXVII shows reasons stated by 119 boys for choosing typewriting in the High School Leaving Course.

1. Commercial training is the objective in 65 cases, or 54.62 per cent. This includes 20 looking for stenographic employment, 2 who expect to take business college course, and 43 who chose the subject as part of a business course.
2. A separate group, 32 or 26.89 per cent, includes 28 who state "use in occupation" as grounds of choice. The occupations preferred by members of this group are of wide variety including few of the commercial type, although the very general use of the typewriter nowadays may well justify the claim. Close enough to be included in this group is the choice of the 4 who "like it."
3. A third group of 15 or 12.61 per cent is made up of those who chose the subject on the advice of parents or friends.
4. School advice accounts for only 2 cases.
5. Five others had no reason for choice.

(b) Bookkeeping.

Table XXXVIII shows reasons stated by 117 boys for choosing Bookkeeping in High School Leaving Course.

1. Commercial training is the objective here in 55 or 46.99 per cent of the choices.
2. Incidental use in occupation accounts for 40 or 34.19 per cent of choices.
3. Home advice from parents, older members of family and friends for 13 or 11.10 per cent of cases.

TABLE XXXVIII

REASONS GIVEN BY 117 BOYS FOR CHOOSING BOOKKEEPING
IN HIGH SCHOOL LEAVING COURSE.

| | Num- ber | Commercial Employ- ment | Use in Occupation | Parents (Home) Advice | School Influe- nces. |
|-------------------------|-------------|-------------------------------|----------------------|-----------------------------|----------------------------|
| 1. Parents Advised | 4 | -- | -- | 4 | -- |
| 2. Father " | 2 | -- | -- | 2 | -- |
| 3. Mother " | 2 | -- | -- | 2 | -- |
| 4. Sister " | 1 | -- | -- | 1 | -- |
| 5. Teacher " | 1 | -- | -- | -- | 1 |
| 6. Others " | 4 | -- | -- | 4 | -- |
| 7. For Accountancy | 2 | 2 | -- | -- | -- |
| 8. Bookkeeper | 53 | 53 | -- | -- | -- |
| 9. Use in Occupation | 33 | -- | 33 | -- | -- |
| 10. Like it | 7 | -- | 7 | -- | -- |
| 11. Good in Maths. | 1 | -- | -- | -- | 1 |
| 12. Easy subject | 1 | -- | -- | -- | 1 |
| 13. No reason | 6 | -- | -- | -- | -- |
| Totals | 117 | 55 | 40 | 13 | 3 |
| Percentage | 100 | 46.99 | 34.19 | 11.10 | 2.56 |

4. School influence by advice or experience accounted for only 3 or 2.56 per cent of the cases.

(c) Shorthand.

TABLE XXXIX.

REASONS GIVEN BY 35 BOYS FOR CHOOSING SHORTHAND
IN HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Home Advice | Commer- cial Employment | Use in Occupation | School Influence |
|----------------------|--------|------------|----------------|-------------------------------|----------------------|---------------------|
| 1. Father Advised | 2 | 5.71 | 2 | - | - | - |
| 2. Mother " | 1 | 2.86 | 1 | - | - | - |
| 3. Sister " | 1 | 2.86 | 1 | - | - | - |
| 4. Stenographer | 5 | 14.43 | - | 5 | - | - |
| 5. Use in Occupation | 25 | 71.43 | - | - | 25 | - |
| 6. Business College | 1 | 2.86 | - | 1 | - | - |
| Totals | 35 | | 4 | 6 | 25 | 0 |
| Percentage | | 100% | 10.42% | 17.29% | 71.43% | |

Table XXXIX shows reasons given by 35 Boys for choosing Shorthand in the High School Leaving Course.

1. Commercial employment appears to account for only 6 or 17.29 per cent of the choices.
2. Use in employment, a larger proportion, 25 or 71.43 per cent.
3. Advice of parents or older members of family accounts for 4 or 10.42 per cent of the choices.

School influence appears to play no part in choice, probably the whole truth of this is a subject which is being attempted by these pupils for the first time with no past

experience as a guide.

(d) Geography

TABLE XL.

REASONS GIVEN BY 65 BOYS FOR CHOOSING GEOGRAPHY
IN HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Home Advice | School Advice | Comm'l Employment | Use in Occupation | Cultural |
|-------------------------|--------|------------|-------------|---------------|-------------------|-------------------|----------|
| 1. Parents Advised | 1 | 1.54 | 1 | - | - | - | - |
| 2. Principal " | 2 | 3.08 | - | 2 | - | - | - |
| 3. Teacher " | 1 | 1.54 | - | 1 | - | - | - |
| 4. Others " | 2 | 3.08 | 2 | - | - | - | - |
| 5. Value in Business | 12 | 18.46 | - | - | 12 | - | - |
| 6. Useful in Life | 6 | 9.23 | - | - | - | 6 | - |
| 7. Knowledge of World | 16 | 24.62 | - | - | - | - | 16 |
| 8. For Stamp Collection | 1 | 1.54 | - | - | - | - | 1 |
| 9. Good Marks | 2 | 3.08 | - | - | - | - | 2 |
| 10. Like it | 11 | 16.92 | - | - | - | - | 11 |
| 11. Best Offered Subj. | 4 | 6.15 | - | 4 | - | - | - |
| 12. Easy | 1 | 1.54 | - | 1 | - | - | - |
| o. o. o. | 6 | 9.23 | - | - | - | - | - |
| Totals | 65 | | 3 | 8 | 12 | 6 | 30 |
| Percentage | | 100% | 4.62% | 12.30% | 18.46% | 9.23% | 46.16% |

Table XL shows reasons stated by 65 boys for choosing Geography in the High School Leaving Course.

1. Value in commercial employment here accounts for a comparatively small number of cases, 12 or 18.45 per cent of choices.
2. Use in Occupation accounts for 6 or 9.23 per cent, half as many.

3. Home advice motivates a still smaller number, 3 or 4.62 per cent.
4. School experience or advice dominates 8 or 12.30 per cent of choices.
5. The largest single group, 30 or 46.16 per cent of choices appears to be dominated by what one can only classify as cultural, hobby, or general interest objective. This appears to justify inclusion of this among the cultural subjects as was done tentatively in the matriculation course.

(ii) Girls

(a) Typewriting

TABLE XLI.

REASONS GIVEN BY 119 GIRLS FOR CHOOSING TYPEWRITING
IN HIGH SCHOOL LEAVING COURSE.

| | Number: First | Second | Percent- age | Home Advice | Comm'l Occupation | Use in Employ- ment | School Influence |
|--|------------------|--------|-----------------|----------------|----------------------|---------------------------|---------------------|
| 1. Parents Advised | 1 | - | .84 | 1 | -- | -- | -- |
| 2. Mother " | 1 | - | .84 | 1 | -- | -- | -- |
| 3. Qualify for Steno- grapher | 69 | 4 | 57.98 | - | 69 | -- | -- |
| 4. Useful in Many Occupations | 37 | - | 31.09 | - | -- | 37 | -- |
| 5. I Like it | 2 | - | 1.68 | - | -- | 2 | -- |
| 6. Preparation for Business College | 7 | - | 5.87 | - | 7 | - | -- |
| 7. No Reason | 2 | - | 1.68 | - | - | - | -- |
| Totals | 119 | | | 2 | 76 | 39 | 0 |
| Percentage | | | 100% | 1.68% | 63.85 | 32.77 | 0 |

Table XLI shows the reasons stated by 119 girls for choosing typewriting in the High School Leaving Course.

1. By far the largest group, 76 or 63.85 per cent chose this subject to fit them for stenographic work in office employment. A number of these, 7 directly and 4 as second choice indicated their intention of finishing their training by a course in one of the Business Colleges.
2. The next largest group, 39 or 32.77 per cent, consists of those who expect to find this training useful in business of whatever sort they find available or completing their school course.
3. Two others, or 1.68 per cent, who may also belong to one or other of the former groups chose the subject on parental advice. Two could give no reason for choice.

(b) Shorthand

TABLE XLII

REASONS GIVEN BY 106 GIRLS FOR CHOOSING SHORTHAND
IN THE HIGH SCHOOL LEAVING COURSE

| | First | Second | Percentage | Parents Advice | Comm'l Employment | Use in Business | 0 |
|-------------------------------------|-------|--------|------------|----------------|-------------------|-----------------|-----|
| 1. Parents Advised | 2 | - | 1.89 | 2 | 1 | 1 | 1 |
| 2. Mother " | 4 | - | 3.77 | 4 | 1 | 1 | 1 |
| 3. Qualify for Stenographer | 66 | 7 | 62.26 | - | 66 | 1 | 1 |
| 4. " for Reporter | 2 | - | 1.89 | - | 2 | 1 | 1 |
| 5. Use in Occupation | 26 | - | 24.53 | - | - | 26 | 1 |
| 6. Preparation for Business College | 5 | 1 | 4.72 | - | 5 | 1 | 1 |
| 7. No Reason | 1 | - | 1.88 | - | - | 1 | 1 |
| Totals | 106 | | | 6 | 73 | 26 | 1 |
| Percentages | | | 100% | 6.6% | 69.87 | 24.53 | .94 |

Table XLII shows reasons given by 106 girls for choosing Shorthand in the High School Leaving Course.

1. Of this number, 73 or 68.87 per cent, chose this subject with typewriting looking forward to stenography in employment. Five of them expect to finish training at Business College.
2. Another group of 26 or 24.53 per cent of all choices, expect to find this subject useful in business of one sort or another. The fact that these choices are made by pupils whose preferred occupations are spread over a range of twenty choices suggests that with many of them "useful in business" probably means an alternate occupation training in addition to what is stated. This means that there is probably a good deal of overlapping between this group and group (1).
3. Another 6 or 6.6 per cent, chose this subject on the advice of parents. These of course may also be eligible for inclusion in either (1) or (2).

Only one could give no definite reason for choice.

(c) Bookkeeping

Table XLIII shows the reasons stated by 58 girls for choosing Bookkeeping in the High School Leaving Course.

1. The largest group again is of those looking forward to commercial employment, 39 or 67.24 per cent.
2. The incidental, "Use in business" of many kinds motive accounts for 5 or 8.62 per cent of choices.
3. Parental advice determine 10 or 17.24 per cent of choices, which may be included in either of the other two groups.

TABLE XLIII
 REASONS GIVEN BY 58 GIRLS FOR CHOOSING BOOKKEEPING
 IN HIGH SCHOOL LEAVING COURSE.

| | Num- ber | Perce- tage | % Advice of Parents | Comml Empl ment | Use in Busi- ness | (0) |
|--|-------------|----------------|---------------------------|-----------------------|-------------------------|-----|
| 1. Parents Advised | 1 | 1.72 | 1 | - | - | - |
| 2. Father " | 4 | 6.9 | 4 | - | - | - |
| 3. Mother " | 5 | 8.62 | 5 | - | - | - |
| 4. Part of Commercial Course | 38 | 65.52 | - | 38 | - | - |
| 5. Valuable in Many Businesses | 5 | 8.62 | - | - | 5 | - |
| 6. Preparation for Business College | 1 | 1.72 | - | 1 | - | - |
| 7. No Reason | 4 | 6.9 | - | - | - | 4 |
| Totals | 58 | | 10 | 39 | 5 | 4 |
| Percentage | | 100 | 17.24 | 67.24 | 8.62 | 6.9 |

3.

All of this group of 58 except one, are also taking typewriting, which gives a broader basis of commercial training for incidental service in many types of business occupation.

Four could give no reason for choice.

(d) Arithmetic.

TABLE XLIV.

REASONS GIVEN BY 59 GIRLS FOR CHOOSING ARITHMETIC
IN HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Advice of Parents | Comm'l Employ- ment | Use in Business | School Influence |
|-------------------------------|--------|------------|----------------------|---------------------------|--------------------|---------------------|
| 1. Parents Advised | 1 | 1.69 | 1 | - | - | - |
| 2. For Commercial Training | 21 | 35.60 | - | 21 | - | - |
| 3. A help in Book- keeping | 2 | 3.39 | - | 2 | - | - |
| 4. Useful in any Business | 22 | 37.29 | - | - | 22 | - |
| 5. I Like it | 9 | 15.24 | - | - | 9 | - |
| 6. Easy subject | 4 | 6.73 | - | - | 4 | - |
| Totals | 59 | | 1 | 23 | 35 | 0 |
| Percentage | | 100% | 1.69% | 38.99% | 59.31% | 0 |

Table XLIV shows the reasons stated by 59 girls for choosing Arithmetic in High School Leaving course.

1. Of these, commercial employment accounts for 23 or 38.99 per cent of choices.
2. General use in business dominates 35 or 59.31 per cent of the choices, including those whose aptitude for the subject makes them like it or consider it easy.
3. Parental advice accounts for one only choice in this subject.

As in other classifications, allowance must be made here for overlapping of choices.

(c) Geography.

TABLE XLV.

REASONS GIVEN BY 12 GIRLS FOR CHOOSING GEOGRAPHY
IN HIGH SCHOOL LEAVING COURSE.

| | First | Second | Percentage | Advice of Parent | Use in Business | Like it |
|-------------------------|-------|--------|------------|------------------|-----------------|---------|
| 1. Parents Advised | 1 | - | 8.33 | 1 | - | - |
| 2. Useful in business | 2 | - | 16.67 | - | 2 | - |
| 3. I Like it | 5 | - | 41.67 | - | - | 5 |
| 4. Prefer it to Science | 2 | - | 16.67 | - | - | 2 |
| No Reason | 2 | - | 16.67 | - | - | - |
| Total | 12 | | | 1 | 2 | 7 |
| Percentage | | | 100% | 8.33% | 16.66% | 58.34% |

Table XLV shows the reasons for choosing Geography given by 12 girls in the High School Leaving Course, and is quite different from the other subjects of commercial interest in spite of the name and the content of the course Commercial Geography.

1. Only 2, or 16.67 per cent of the cases--category 2--shows anything like a direct use in business motive. This may, but not with certainty, be augmented by the one choosing on parental advice.

2. The largest single ground of choice, 5 cases or 41.67 per

cent, is a liking for it. When the 2 cases that prefer this subject to science are added, this group becomes 7 or 58.34 per cent of the cases. This makes the predominant ground of choice, cultural or leisure time interest rather than commercial or occupational value.

3. Parental advice accounts for one choice, or 8.33%.

Two others have no reason to give for choice. One of these has no idea of preferred occupation, the other looks forward to commercial art.

III. Summary of Choices in Commercial Subjects.

TABLE XLVI.

SHOWING SUMMARY OF BOYS AND GIRLS CHOICES OF COMMERCIAL SUBJECTS IN HIGH SCHOOL LEAVING COURSE.

| | Commercial Employment | | Use in Business | | Parental Advice | | School Influence | | Cultural | |
|-----------------------|-----------------------|-----|-----------------|-----|-----------------|-----|------------------|-----|----------|-----|
| | Boy | Gr1 | Boy | Gr1 | Boy | Gr1 | Boy | Gr1 | Boy | Gr1 |
| Typewriting | 65 | 76 | 32 | 39 | 15 | 2 | 2 | - | - | - |
| Shorthand | 6 | 73 | 25 | 26 | 4 | 6 | - | - | - | - |
| Bookkeeping | 55 | 39 | 40 | 5 | 13 | 10 | 3 | - | - | - |
| Arithmetic | - | 23 | - | 35 | - | 1 | - | - | - | - |
| Geography | 12 | - | 6 | 2 | 3 | 1 | 8 | - | 30 | 7 |
| Totals | 138 | 211 | 103 | 107 | 35 | 20 | 13 | - | 30 | 7 |
| Total Boys and Girls. | 349 | | 210 | | 55 | | 13 | | 37 | |
| Percentage | 50.75 | | 50.52 | | 7.99 | | 1.89 | | 5.33 | |

Table XLVI shows summary of reasons for choice of commercial subjects by both boys and girls in the High School Leaving Course.

1. Out of a total of 688 choices, 349 or 50.73 per cent were made, believing the training in that subject to be of direct value in obtaining employment in the commercial life of the city.
 2. Similarly, 210 of the 688 choices, or 30.52 per cent, were made in the belief that the training in that subject would be of value in almost any line of employment to which they might turn.
 3. Of the 688, 55 or 7.99 per cent, were made on parental advice which might in addition be based on beliefs underlying either (1) or (2).
 4. A similar possible overlapping appears in the 13 of the 688 choices--1.89 per cent--based on school advice or experience; the smallest group of all.
 5. A small proportion, 37 or 5.38 per cent of the 688 choices were made on cultural grounds. These are confined to Geography and would be better classified under cultural or leisure time interest subjects in this case.
 6. Another small proportion, 24 or 3.49 per cent of the 688 choices were made with no definite reason which pupils could state.
2. Practical Subjects.
- (a) Practical work for Boys in Shops.

TABLE XLVII

REASONS GIVEN BY 92 BOYS FOR CHOOSING SHOPS IN
HIGH SCHOOL LEAVING COURSE.

| | Number | Percent- age | Home Advice | Vocation Use | Incidental Use-- Shop or Work | Agreeable Work | No Reason |
|--|--------|-----------------|----------------|-----------------|--|-------------------|--------------|
| 1. Mother Advised | 2 | 2.17 | 2 | - | -- | - | - |
| 2. Draftsman | 5 | 5.43 | - | 5 | -- | - | - |
| 3. Electrician | 3 | 3.26 | - | 3 | -- | - | - |
| 4. Mechanic | 8 | 8.70 | - | 8 | -- | - | - |
| 5. Woodworker | 2 | 2.17 | - | 2 | -- | - | - |
| 6. Select Trade | 9 | 9.78 | - | 9 | -- | - | - |
| 7. Learn Handy Jobs | 14 | 15.22 | - | - | 14 | - | - |
| 8. Best for Me | 4 | 4.35 | - | - | -- | 4 | - |
| 9. Like It | 26 | 28.26 | - | - | -- | 26 | - |
| Holiday from School | 2 | 2.17 | - | - | -- | 2 | - |
| Assigned Me | 1 | 1.09 | - | - | -- | 1 | - |
| No Reason | 16 | 17.39 | - | - | -- | - | 16 |
| Totals | 92 | | 2 | 27 | 14 | 33 | 16 |
| Percentage | | 100% | 2.17 | 29.35 | 15.22 | 43.01 | 4.35 |
| Occupations Preferred --Transfers-- | | | 0 | -15 | -20 | -23 | -12 |
| New Totals | | | 2 | 42 | 34 | 10 | 4 |
| Percentages | | | | | | | |

Table XLVII shows reasons stated by the 92 boys choosing practical work in the shops among their optional subjects in

the High School Leaving Course.

1. Of this number, 27 or 29.35 per cent state definite vocational reasons for their choice--categories 2 to 6 inclusive. An examination of the stated "occupation preferred" of those in all the other categories of this table shows 15 others who are looking forward to trades, although they have not given that as their reason for choice. This raises the percentage of those who expect to make occupational use of shop training up to 45.65 per cent of the number taking it--nearly half.
2. Another group of 14 or 15.22 per cent, chose the subject in order to "learn handy jobs", evidently jobs incidental to occupation or home life, closely akin to hobby or personal use activities. The examination of those in other categories mentioned in previous paragraph, also revealed five looking forward to aviation, one to motor mechanics, one to truck driving and one to farming which would place them all well within this group, thus raised to 22 or 23.9 per cent of the number taking the subject.
3. The 26 cases in category, 9 have probably given the best of reasons for taking the subject "like it". This might be taken to indicate that they will in all probability follow occupations to which this training would be contributory or that they would at least find the training incidentally valuable as the second group above. The examination of this category referred to in discussing group (1) showed 10 looking forward to trades for which shop experience

would be direct training, and 6 others who had not yet decided upon preferred employment. The 4 in category 8 are in the same position, expressing the idea that the course is in their estimation suited to their abilities and aptitudes. The examination of occupations show one tradesman, one farmer, and two commercial occupations. Even one of the two who welcome the shop periods--category 10--as a holiday from school work, give under occupation preference that of mechanic. The other who states that he was assigned shops without his choice also states mechanics as his preferred occupation.

4. Of the 16 who give no reason for choice of subject here, category 12, only 4 indicate "undecided" under occupational preference. Of the others, 2 hope to become mechanics, 3 aviator mechanics, one a motor mechanic, and one a radio engineer. The other 5 are looking to commercial employments so that this phase of their training--these 12--will fall into the class of incidental or personal usefulness.

REDISTRIBUTION OF CHOICES ON THIS BASIS WOULD

CLASSIFY THEM AS:

- (1) 2 or 2.17% made on "Home Advice"
- (2) 42 or 45.65% " for "Occupational Use"
- (3) 34 or 36.96% " " "Incidental or Personal Use"
- (4) 10 or 1.09% " as "Agreeable or Recreational Employment"
- (5) 4 or 4.34% " "Without stated reason".

Practical Subjects.

(b) Girls

(i) Household Arts

TABLE XLVIII.

REASONS GIVEN BY 104 GIRLS FOR CHOOSING HOUSEHOLD ARTS
IN HIGH SCHOOL LEAVING COURSE.

| | First | Second | Percent- age | Parents Advice | Occupational Use | Personal Use | No Reason |
|-------------------------|-------|--------|-----------------|-------------------|---------------------|-----------------|--------------|
| 1. Parents Advised | 1 | - | .96 | 1 | - | - | - |
| 2. Mother " | 3 | - | 2.88 | 3 | - | - | - |
| 3. For Occupational Use | 8 | 2 | 7.69 | - | 8 | - | - |
| 4. For Personal Use | 57 | - | 54.81 | - | - | 57 | - |
| 5. I Like It | 30 | - | 28.85 | - | - | 30 | - |
| 6. No Reason | 5 | - | 4.81 | - | - | - | 5 |
| Totals | 104 | | | 4 | 8 | 87 | 5 |
| Percentage | | | 100% | 3.84% | 7.69% | 83.66% | 4.81% |

Table XLVIII shows reasons given by 104 girls for choosing Household Arts in the High School Leaving Course.

1. Of the 104 choices, only 8 or 7.69 per cent give "Occupational Use" as reason for choice augmented by 2 who state this as a second reason.
2. Category 4, on the other hand, includes 57 or 54.81 per cent of the cases choice made for "personal use". This is stated in a wide variety of ways such as "handy later", useful, "to learn to make my own clothes", "saves money",

"to learn household duties", "to help when I get married."

If we include with these, as the most probable class for them, the group who "like it", 30 in number or an additional 28.85 per cent, this class is increased to 87 or 83.66 per cent of the total number of choices. There is an element of aesthetic or leisure time interest in this choice that gives it a social value in addition to the practical usefulness of the training in itself.

3. Parental advice accounts for only 4 cases here, or 3.84 per cent. Probably because it was not required. The voice of Mother behind all cases had probably an element of the "personal use" behind it.
4. Five only or 4.81 per cent of choices gave no reason for making it.

(ii) Household Science.

TABLE XLIX.

REASONS GIVEN BY 41 GIRLS FOR CHOOSING HOUSEHOLD SCIENCE IN HIGH SCHOOL LEAVING COURSE.

| | First | Second | Percentage | Occupational Use | Personal Use | No Reason |
|----------------------------|-------|--------|------------|------------------|--------------|-----------|
| 1. Training for Dietition | 4 | -) | 12.2 | 4 | - | - |
| 2. Teach Household Science | 1 | -) | | 1 | - | - |
| 3. For use at Home | 6 | -) | 53.66 | - | 6 | - |
| 4. For Housekeeping | 16 | 2) | | - | 16 | - |
| 5. I Like It | 10 | 1) | 24.39 | - | 10 | - |
| 6. No Reason | 4 | - | 10. | - | - | 4 |
| Totals | 41 | | | 5 | 32 | 4 |
| Percentage | | | 100% | 12.2% | 78.05% | 10% |

Table XLIX shows reasons given by 41 girls for choosing Household Science in the High School Leaving Course.

1. Only 5 of the 41, or 12.2 per cent give occupational reasons for choice.
2. As many as 22 or 53.66 per cent of the choices are made for "personal use" under categories "use at home" or "for housekeeping." An additional 10, or 24.39 per cent, may best be included in this group as the "I like it" motive is so near to "personal use". Some evidence of this appears in that the 2 second reasons of "for housekeeping" have both "like it" as their first reason, while the one second reason of "like it" has "for housekeeping" as the first one. This makes the group 32 or 78.05 per cent of the total, 41.
3. Four only, or slightly less than 10 per cent give no reason for choice.

(iii) Summary of Practical Subjects for Girls.

TABLE I.
SUMMARY OF REASONS FOR CHOICE OF HOUSEHOLD
SUBJECTS.

| | Parents' Advice | Occupational Use | Personal Use | No Reason | Total |
|-------------------|-----------------|------------------|--------------|-----------|-------|
| Household Arts | 4 | 8 | 87 | 5 | 104 |
| Household Science | - | 5 | 32 | 4 | 41 |
| Totals | 4 | 13 | 119 | 9 | 145 |
| Percentage | 2.76% | 8.97% | 82.06% | 6.21% | 100% |

Table I shows that:

1. Of 145 choices in these subjects, 119 or 82.06 per cent were made for "personal use" of the training and experience in later life.
 2. "Occupational use" accounted for only 13 or 8.97 per cent of the choices.
 3. Parental advice--apparently unnecessary--accounted for only 4 or 2.76 per cent of choices.
 4. Nine choices or 6.21 per cent were not defended by any reason.
3. Cultural, or Leisure-time Subjects.

(a) Boys

(i) Music

TABLE LI.

REASONS GIVEN BY 5 BOYS FOR CHOOSING MUSIC IN HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Spare Time Employment. | Enjoyment. |
|------------------|--------|------------|------------------------|------------|
| 1. Helps playing | 2 | 40% | 2 | - |
| 2. " singing | 1 | 20 | 1 | - |
| 3. Interested | 1 | 20 | - | 1 |
| 4. Easy to pass | 1 | 20 | - | 1 |
| Total | 5 | | 3 | 2 |
| Percentage | | 100% | 60% | 40% |

Table LI shows reasons stated by the 5 boys (out of 130) who chose music as a subject in the High School Leaving Course.

1. Three of the five may have some spare time employment in view. Under "occupation preferred" one gives "musician". This however may not be due to any school course, although out-of-school training or experience in musical work might well influence choice.
2. The one who gives "interested" as his reason probably finds enjoyment in the subject. The other "easy to pass" appears to have examination mark in mind, although even here the proficiency that makes mark-getting easy may assure some pleasure in the study.

Where the numbers are so small, percentage means very little

(ii) Art

TABLE LIII.

REASONS GIVEN BY 22 BOYS FOR CHOOSING ART
IN HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Occupational | Enjoyment | No Reason |
|--------------------------|--------|------------|--------------|-----------|-----------|
| 1. Advised to | 1 | 4.55 | 1 | -- | -- |
| 2. Will Follow it | 1 | 4.55 | 1 | -- | -- |
| 3. Good at it | 1 | 4.55 | - | 1 | -- |
| 4. Like It | 16 | 72.72 | - | 16 | -- |
| 5. Spare Time Occupation | 1 | 4.55 | 1 | -- | -- |
| 6. Best Offer | 1 | 4.55 | - | 1 | -- |
| 7. No Reason | 1 | 4.55 | - | - | 1 |
| Total | 22 | | 3 | 18 | 1 |
| Percentage | | 100% | 13.65% | 81.82% | 4.41% |

Table LII shows the reasons stated by 22 boys for choosing Art as a subject in their High School Leaving Course.

1. Of the 22 so choosing, 3 or 13.65 per cent, have suggestion of occupational use. In occupations preferred, two definitely state "commercial art" as their prospect.
2. The largest number, 16, chose the subject because they "like it"; the best of all reasons for such a choice. With these belong, one who is "good at it", and one who thought it the "best offered subject." This brings the group to 18 or 81.82.
3. Only one could give no reason for choice.

(b) Girls

(i) Music

TABLE LIII.

REASONS GIVEN BY 32 GIRLS FOR CHOOSING MUSIC IN HIGH SCHOOL LEAVING COURSE.

| | First | Second | Percentage | Occupational | Enjoyment | No Reason |
|------------------------|-------|--------|------------|--------------|-----------|-----------|
| 1. I may teach Music | 1 | 2 | 3.12 | - | - | - |
| 2. I enjoy singing | 23 | - | 71.88 | - | 23 | - |
| 3. Need Help in Theory | 4 | - | 12.5 | 4 | - | - |
| 4. I can pass in it | 1 | - | 3.12 | - | 1 | - |
| 5. Prefer it to Art | 1 | - | 3.13 | - | 1 | - |
| 6. No Reason | 2 | - | 6.25 | - | - | 2 |
| Totals | 32 | | | 5 | 25 | 2 |
| Percentage | | | 100% | 15.63 | 78.13 | 6.25 |

Table LIII shows reasons stated by 32 girls for choosing music as a subject in their High School Leaving course.

1. Of these 5, or 15.63 per cent have a suggested occupational use of the subject matter or training. The fact that they are studying music outside of school as well as choosing it as a school subject probably implies enjoyment of the subject. Two second choices in category, 1 from "enjoy singing" is additional evidence that these classes are not mutually exclusive.
2. The best of all cultural reasons "enjoy singing" accounts for 23 or 71.88 per cent of the choices. The one who "prefers it to art", though finding less enjoyment in the subject, probably belongs to this group as well as the one who has aptitude for the subject enables him to pass in it with ease. This brings the group to 25 or 78.13 per cent of the choices.

Only 2 gave no reason for choice--6.25 per cent.

(ii) Art.

TABLE LIV.

REASONS GIVEN BY 20 GIRLS FOR CHOOSING ART IN HIGH SCHOOL LEAVING COURSE.

| | First | Second | Percentage | Occupation | Enjoyment | No Reason |
|-----------------------|-------|--------|------------|------------|-----------|-----------|
| 1. Occupation Value | 7 | - | 35. | 7 | 11 | - |
| 2. Leisure time value | 1 | - | 5. | - | 1 | - |
| 3. I Like It | 10 | - | 50. | - | 10 | - |
| 4. No Reason | 2 | - | 10. | - | - | 2 |
| Totals | 20 | | | 7 | 11 | 2 |
| Percentage | | | 100% | 35% | 55% | 10% |

Table LIV shows the reasons stated by 20 girls for choosing Art as a subject in their High School Leaving Course.

1. Of these, 7 or 35 per cent had in mind some occupational value of the training. Occupational choices show this to mean, Artist, interior-decorator, clothes designer-- (3 cases)--cartoonist, and commercial art.
2. Enjoyment of it is evidently the motive in 11 cases or 55 per cent of the 20 choices a genuine cultural ground for choice.

Two were unable to state a definite reason for their choice.

Summary--Cultural or Leisure-Time Subjects.

TABLE LV.

SHOWING REASONS STATED BY BOYS AND GIRLS FOR CHOOSING THE CULTURAL SUBJECTS IN HIGH SCHOOL LEAVING COURSE.

| | Occupational | | Spare Time Occupation | | Enjoyment | | No Reason | | Totals | |
|---------------------|--------------|------|-----------------------|------|-----------|------|-----------|------|--------|------|
| | Boys | Girl | Boys | Girl | Boys | Girl | Boys | Girl | Boys | Girl |
| Music | 1 | 5 | 3 | - | 2 | 25 | 1 | 2 | 5 | 32 |
| Art | 3 | 7 | - | - | 18 | 11 | 1 | 2 | 22 | 20 |
| Totals | 3 | 12 | 3 | - | 20 | 36 | 1 | 4 | 27 | 52 |
| Total Boys & Girls. | 15 | | 3 | | 56 | | 5 | | 79 | |
| Percentage | 18.99% | | 3.8% | | 70.89% | | 6.33% | | 100% | |

Table LV shows in summary form the reasons stated by boys and girls for 79 choices of cultural or leisure-time subjects

in their High School Leaving course.

1. The most noticeable feature of this summary is the large proportion, 56 of the 79 or 70.89 per cent of choices made because of the enjoyment these studies give to the participants.
 2. Occupational use of the subjects which almost certainly also involves the cultural enjoyment feature of the study accounts for only 15 or 18.99 per cent of the choices.
 3. Close to this, as it may at any time pass into it should experience bring any marked degree of success are 3 choices or 3.8 per cent of the total number.
 4. Only 5 or 6.33 per cent were unable to give a definite reason for their choice.
4. Academic Subjects.

(a) Boys

(1) Languages--French.

Seven boys chose to continue French in the High School Leaving Course.

1. Of these, 2 desire to master it, and 3 hope for positions where it might be useful. These seem to be animated by prestige which language studies confer. This makes 5 cases in all.
2. The other 2, like the subject which school assignments carried them into in previous years.

(ii) German.

One boy dropped French for German on the ground that it would be useful in the occupation which he intends to follow.

(b) Girls

(i) French

TABLE LVI.

REASONS GIVEN BY 32 GIRLS FOR CHOOSING FRENCH
IN THE HIGH SCHOOL LEAVING COURSE.

| | Number | Per- cen- tage | Prestige | Home In- fluence | School Influence | No Reason |
|----------------------------------|--------|----------------------|----------|---------------------|---------------------|--------------|
| Father Advised | 2 | 6.06 | - | 2 | - | - |
| Intermediate School Principal | 1 | 3.03 | - | - | 1 | - |
| Easier to get Job | 2 | 6.06 | 2 | - | - | - |
| Good marks | 2 | 6.06 | - | - | 2 | - |
| Continue Course | 15 | 45.45 | - | - | 15 | - |
| Like It | 5 | 15.15 | - | - | 5 | - |
| Master it | 2 | 6.06 | 2 | - | - | - |
| Father Speaks | 2 | 6.06 | - | 2 | - | - |
| No Reason | 1 | 3.03 | - | - | - | 1 |
| Totals | 32 | | 4 | 4 | 23 | 1 |
| Percentage | | 100% | 12.12 | 12.12 | 69.7 | 3.03 |

Table LVI shows the reasons given by 32 girls for choosing French in the High School Leaving Course.

1. Of these, 2 desire to master the language; 2 others expect to find it "easier to obtain employment" with than without language training and standing--a group of 4 or 12.12 per cent with the prestige of language standing as their motive.
2. Advice of parents or home influence, accounts for another 4 or 12.12 per cent, 2 advised by father and 2 others

whose fathers speak the language.

3. School influence is behind 23 or 69.7 per cent of choices: 1 advised by intermediate school principal; 2 who obtained good marks in the subject; 15 who continue subject they have taken for some years back; 5 who have learned to like the subject.
4. Only 1 continues the study though unable to give definite reason for doing so.

(ii) German

1. Of the 4 girls who chose German in this course, 2 speak the language and wish to have academic standing with it.
2. The other two had taken little interest in French when first started in it in grade VII and as a result of failure in it had no further opportunity for language studies until grade X. On special request they were given this new opportunity of obtaining language standing.

(iii) Latin

1. Of the 2 girls choosing Latin, one "thinks it useful". She has indicated nursing as her "preferred occupation" and probably has continued with a view to admission for training in that profession.
2. The other girl "likes it", a situation arising from school influence in previous years.

Summary of Language Studies.

TABLE LVII.

SUMMARY OF LANGUAGE CHOICES IN HIGH SCHOOL LEAVING
COURSE.

| | Parental Influence | | Employment Prestige | | School Influence | | No Reason | | Totals | |
|-----------------------|--------------------|-------|---------------------|-------|------------------|-------|-----------|-------|--------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| French | 0 | 4 | 5 | 4 | 2 | 23 | 0 | 1 | 7 | 32 |
| German | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 4 |
| Latin | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Total | 0 | 6 | 6 | 7 | 2 | 24 | 0 | 1 | 8 | 38 |
| Totals Boys and Girls | 6 | | 13 | | 26 | | 1 | | 46 | |
| Percentage | 12.77 | | 27.66 | | 55.32 | | 2.17 | | 100% | |

Table LVII shows that:

1. By far the largest number, 26 (2 boys and 24 girls) or 55.32 per cent chose language studies under school influence.
2. The next largest group, 13 (6 boys and 7 girls) or 27.66 per cent chose them for their supposed advantage in obtaining or carrying on employment.
3. Six, all girls, or 12.77 per cent, chose them under parental influence.
4. One, or 2.17 per cent was unable to give any reason for choice.

Number of Language Choices.

In view of the large number of pupils in this course giving as their reason "school influence" a large element in which was

the lack of standing in language studies, investigation of the Intermediate school records showed the following facts:

TABLE LVIII.

ASSIGNMENT AND ELIMINATIONS IN FRENCH CLASSES DURING INTERMEDIATE SCHOOL COURSE.

| | 1. Enrol- ment | 2. Assigned French in Gr. VII | 3. Cont'd in Gr. VIII | 4. Cont'd in Gr. IX | 5. Cont'd in High School | 6. Failed in Grade IX | 7. Passed, but dis- continued |
|--------|----------------------|---|--------------------------------|------------------------------|-----------------------------------|--------------------------------|--|
| Girls | 126 | 119 | 97 | 85 | 32 | 25 | 28 |
| Boys | 130 | 123 | 75 | 45 | 7 | 24 | 14 |
| Totals | 256 | 242 | 172 | 130 | 39 | 49 | 42 |

TABLE LIX.

ASSIGNMENT AND ELIMINATIONS IN LATIN CLASSES DURING INTERMEDIATE SCHOOL COURSE.

| | 1. Assigned French in Gr. VIII | 2. Assigned Latin in Grade VIII. | 3. Cont'd Latin in Gr. IX | 4. Cont'd in High School | 5. Failed in Latin Grade IX | 6. Passed, but dis- continued. |
|--------|--|--|---------------------------------------|-----------------------------------|---|---|
| Girls | 97 | 41 | 28 | 2 | 9 | 17 |
| Boys | 75 | 43 | 23 | 0 | 15 | 8 |
| Totals | 172 | 84 | 51 | 2 | 24 | 25 |

Tables LVIII and LIX show the assignments and eliminations in French and Latin respectively during their Intermediate school course of the boys and girls enrolled in the High School Leaving Course in this High School.

1. Of the total group 14, 7 boys and 7 girls, had not been assigned French in grade VII. As the Principals reports indicated (see Chapter II) this was done only when pupils' standing on work of elementary grades was so low as to indicate low ability, we must conclude that this accounts for the situation. The records, however, also reveal that one of these boys and one of these girls were subsequently permitted to take Latin. The boy continued it successfully through grades VIII and IX, and also succeeded in general mathematics of grade IX. The girl tried Latin for one year, grade VIII, and failed to reach the standard required for continuing the study.
2. The eliminations in French from grade VII to VIII are heavy, 60-22 girls and 48 boys. Of those who continue the study in grade VIII, 272-97 girls and 75 boys--only 84-41 girls and 43 boys have sufficiently high standing to be assigned to Latin classes in addition to continuing the study of French.
3. The eliminations in French from grade VIII to IX are also heavy 42-12 girls and 30 boys. The eliminations in Latin are likewise heavy 33-13 girls and 20 boys.
4. The eliminations between Intermediate and High School are even greater in French 91-53 girls and 30 boys--in Latin 49--26 girls and 23 boys.
5. The decreasing number of pupils carrying on language studies cannot with fairness be assumed as due to lack of ability to carry on these studies as the records also show that 67 of the number enrolled--22 boys and 45 girls--

26.17 per cent have all the qualifications to continue them and take the matriculation course, but for their own reasons choose the High School Leaving course instead. Twenty of these--4 boys and 16 girls--have standing in two languages and general mathematics, and 47-18 boys and 29 girls have standing in one language and general mathematics. In addition to these, 25 others--14 boys and 11 girls--or 9.77 per cent of this group had abandoned language studies before entering grade IX, although they still had the required standing to continue them.

6. The facts do seem to indicate a lack of interest, or of confidence in the usefulness or cultural value of language studies on the part of this group. This may also account for the large number in this group who attribute their choice of High School Leaving course to School Influence--especially where that is specified as lack of language qualification or weakness in general mathematics.

Mathematics and Science.

Another part of the difference between Matriculation and High School Leaving course is that mathematics and science are required subjects in the former, whereas they are optional in the latter course. In this high school the mathematics are divided between grades X and XI, geometry being offered in grade X and algebra in grade XI. In the case of the sciences, biology is offered in grade X with the exception of one class assigned to physics for reasons previously stated in Chapters I and II. The mathematics open to choice in this course and grade is therefore limited to geometry and the science to biology or

physics. No student in this course asked for physics.

(1) Boys

(a) Geometry

TABLE IX.

REASON GIVEN BY 18 BOYS FOR CHOOSING GEOMETRY IN HIGH SCHOOL LEAVING COURSE.

| | First | Second | Percentage | Home Advice | Educational Value | Educational Interest | No Reason |
|---------------------|-------|--------|------------|-------------|-------------------|----------------------|-----------|
| 1. Parents Advised | 2 | - | 11.11 | 2 | - | - | - |
| 2. Father " | 3 | - | 16.67 | 3 | - | - | - |
| 3. Others " | 1 | - | 5.56 | 1 | - | - | - |
| 4. Like Mathematics | 8 | - | 44.44 | - | - | 8 | - |
| 5. Valuable | 2 | - | 11.11 | - | 2 | - | - |
| 6. No Reason | 2 | - | 11.11 | - | - | - | 2 |
| Totals | 18 | | 100% | 6 | 2 | 8 | 2 |
| Percentage | | | | 33.33 | 11.11 | 44.44 | 11.11 |

Table IX shows reasons stated by 18 boys for choosing geometry in their High School Leaving course.

1. Of these 6, or $33\frac{1}{3}$ per cent, chose the subject on advice of parents or friends outside of school.
2. Educational appeal accounts for 10 or 55.56 per cent, of these 2 think the subject of value in life, while 8 others have a liking for it which suggests some aptitude for the subject.
3. Two can give no reason for choice. This is 11.11 per cent of the group.

(b) Biology

TABLE LXI.

REASONS GIVEN BY 44 BOYS FOR CHOOSING BIOLOGY IN
HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Out of School Advice | Educational Value | Educational Interest | No Reason |
|----------------------|--------|------------|----------------------------|----------------------|-------------------------|--------------|
| 1. Principal Advised | 2 | 4.55 | • | 2 | • | • |
| 2. Others " | 1 | 2.27 | 1 | • | • | • |
| 3. Valuable | 12 | 27.27 | • | 12 | • | • |
| 4. Like Science | 21 | 47.72 | • | • | 21 | • |
| 5. Had Text | 1 | 2.27 | • | • | • | 1 |
| 6. Looks Interesting | 2 | 4.55 | • | • | 2 | • |
| 7. Looks Easy | 2 | 4.55 | • | • | • | 2 |
| 8. No Reason | 3 | 6.82 | • | • | • | 3 |
| Totals | 44 | | 1 | 14 | 23 | 6 |
| Percentage | | 100% | 2.27 | 31.82 | 52.27 | 13.64 |

Table LXI shows reasons stated by 44 boys for choosing biology as a subject in their High School Leaving Course.

1. Of these out-of-school advice accounts for 1 or 2.27 per cent.
2. A large proportion, 39 have educational reasons: 14 or 31.82 per cent consider it a valuable study, while 23 or 52.27 per cent enjoy or find interest in scientific studies of this kind.
3. Only 6 or 13.64 per cent can give no reason for their

choice, one stating that he had a textbook for this subject, and two others that it looked easy.

(2) Girls

(a) Biology

TABLE LXII.

REASONS GIVEN BY 34 GIRLS FOR CHOOSING BIOLOGY IN HIGH SCHOOL LEAVING COURSE.

| | Number | Percentage | Out of School Advice | Educational value | Educational Interest | No Reason |
|--------------------------|--------|------------|----------------------|-------------------|----------------------|-----------|
| 1. Teacher Advised | 1 | 2.94 | . | 1 | . | . |
| 2. Friends " | 1. | 2.94 | 1 | . | . | . |
| 3. Useful in Profession | 2 | 5.89 | . | 2 | . | . |
| 4. Helps in Physiology | 4 | 11.77 | . | 4 | . | . |
| 5. Interested in Science | 14 | 41.19 | . | . | 14 | . |
| 6. I Like it | 8 | 23.53 | . | . | 8 | . |
| 7. No Reason | 4 | 11.77 | . | . | . | 4 |
| Totals | 34 | | 1 | 7 | 22 | 4 |
| Percentage | | 100% | 2.94 | 19.60 | 64.72 | 11.77 |

Table LXII shows reasons stated by 34 girls for choosing Biology as a subject in their High School Leaving Course.

1. Only 1 owed her selection to out-of-school advice.
2. Educational reasons account for 29 cases: 7 or 19.6 per cent because subject is considered of educational value; and 22 or 64.72 per cent because of pupils interest in the subject itself or scientific subjects in general.
3. Only 4 or 11.76 per cent have no reason to offer for their

choice of the subject.

Summary of Mathematics and Science Studies.

TABLE LXIII.

SUMMARY OF REASONS FOR CHOICE OF GEOMETRY AND BIOLOGY
IN HIGH SCHOOL LEAVING COURSE.

| | Out of School Advice | | Educational Value | | Educational Interest | | No Reason | | Total | |
|-----------------------|----------------------|------|-------------------|------|----------------------|------|-----------|------|-------|------|
| | Boy | Girl | Boy | Girl | Boy | Girl | Boy | Girl | Boy | Girl |
| Geometry | 6 | - | 2 | - | 8 | - | 2 | - | 18 | 0 |
| Biology | 1 | 1 | 14 | 7 | 23 | 22 | 6 | 4 | 44 | 34 |
| Totals | 7 | 1 | 16 | 7 | 31 | 22 | 8 | 4 | 62 | 34 |
| Totals Boys and Girls | 8 | | 23 | | 53 | | 12 | | 96 | |
| Percentage | 8.34% | | 23.98 | | 55.21 | | 12.5 | | 100% | |

Table LXIII shows that:

1. Out-of-School advice accounts for 8 out of 96, or 8.34 per cent of choices.
2. Belief in educational value of the subject accounts for 23, or 23.98 per cent of choices (including 2 cases of school advice).
3. Interest in mathematical or scientific studies accounts for 53 or 55.21 per cent of the choices the largest and most important factor of all.
4. Only 12 choices or 12.5 per cent ever made with no reason which could be stated.

TABLE LXIV.

OCCUPATIONS PREFERRED BY 130 BOYS IN HIGH SCHOOL

LEAVING COURSE.

| | Number | Trades | Commer- cial | Unclassi- fied |
|------------------------|--------|--------|-----------------|-------------------|
| 1. Architecture | 1 | - | - | 1 |
| 2. Art | 2 | - | 2 | - |
| 3. Aviation | 10 | 10 | - | - |
| 4. Bookkeeper | 29 | - | 29 | - |
| 5. Brakeman | 1 | 1 | - | - |
| 6. Cabinet Maker | 2 | 2 | - | - |
| 7. Chemist | 1 | - | - | 1 |
| 8. Clerk | 3 | - | 3 | - |
| 9. Draftsman | 3 | 3 | - | - |
| 10. Electrician | 11 | 11 | - | - |
| 11. Engineer | 4 | 4 | - | - |
| 12. Farmer | 1 | - | - | 1 |
| 13. Fruit Farmer | 1 | - | - | 1 |
| 14. Journalist | 3 | - | 3 | - |
| 15. Machinist | 9 | 9 | - | - |
| 16. Motor Mechanic | 5 | 5 | - | - |
| 17. Musician | 1 | - | - | 1 |
| 18. Pattern Maker | 1 | 1 | - | - |
| 19. Pressman | 1 | 1 | - | - |
| 20. Printer | 1 | 1 | - | - |
| 21. Projectionist | 1 | - | - | 1 |
| 22. Prospector | 1 | - | - | 1 |
| 23. Radio Engineer | 2 | 2 | - | - |
| 24. Ranch Operator | 1 | - | - | 1 |
| 25. Reporter | 1 | - | 1 | - |
| 26. Stenographer | 8 | - | 8 | - |
| 27. Salesman | 3 | - | 3 | - |
| 28. Sports Director | 2 | - | - | 2 |
| 29. Surveyor | 4 | - | - | 4 |
| 30. Telephone Linesman | 1 | 1 | - | - |

(Continued on next page)

TABLE LXIV Continued:

| | Number | Trades | Commer- cial | Unclassi- fied |
|-------------------------|--------|--------|-----------------|-------------------|
| 31. Telephone Switchmen | 1 | 1 | - | - |
| 32. Taxi owner | 1 | - | - | 1 |
| 33. Tradesman | 1 | 1 | - | - |
| 34. Truckdriver | 1 | - | - | 1 |
| 35. Undecided | 12 | - | - | 12 |
| Totals | 130 | 53 | 49 | 28 |
| Percentage | | 40.77% | 37.69% | 21.54% |

(C) Occupations Preferred.

As in the previous chapter, the data under this heading has already been used where it had special significance bearing on the pupils choice of course or subject, but is here added for completeness of treatment.

(1) Boys

Table LXIV shows "occupational preferences" stated by 130 boys who chose the High School Leaving Course.

1. Of this number, 53 or 40.77 per cent are looking forward to employment at the various trades indicated.
2. Another 49, or 37.69 per cent, are looking forward to employment that is usually classified as commercial in character.
3. The remainder, 28 or 21.54 per cent are unclassified for various reasons. The one in architecture, one in chemistry, and 4 in surveying are at present without the qualifications which these employments demand. The largest number 12, who have "not decided" obviously belong

here. The other 10 are choices of occupations so varied as to be usually classed as unclassified.

(2) Girls.

TABLE LXV.

OCCUPATIONAL PREFERENCES OF 126 GIRLS SELECTING THE HIGH SCHOOL LEAVING COURSE 1935-36.

| | First | Profes- sional | Commer- cial | Unclassi- fied. |
|-------------------------------|-------|-------------------|-----------------|--------------------|
| 1. Artist | 1 | 1 | - | - |
| 2. Art-Commercial | 3 | - | 3 | - |
| 3. Bookkeeper | 1 | - | 1 | - |
| 4. Clerk--General Store | 2 | - | 2 | - |
| 5. Clerk--Music Store | 1 | - | 1 | - |
| 6. Cartoonist | 1 | 1 | - | - |
| 7. Comptometrist | 2 | - | 2 | - |
| 8. Dancer | 1 | 1 | - | - |
| 9. Decoration--Interior | 2 | - | - | 2 |
| 10. Designer of Clothing | 3 | - | - | 3 |
| 11. Dietition | 4 | 4 | - | - |
| 12. Dressmaker | 2 | - | - | 2 |
| 13. Hairdresser | 4 | - | - | 4 |
| 14. Household Science Teacher | 1 | 1 | - | - |
| 15. Lawyer | 2 | 2 | - | - |
| 16. Missionary | 1 | 1 | - | - |
| 17. Music Teacher | 2 | 2 | - | - |
| 18. Nurse | 14 | 14 | - | - |
| 19. Physical Instructor | 1 | 1 | - | - |
| 20. Reporter | 2 | - | - | 2 |
| 21. Saleswoman | 1 | - | 1 | - |
| 22. Secretary | 8 | - | 8 | - |
| 23. Stenographer | 62 | - | 62 | - |
| 24. Singer | 3 | 3 | - | - |
| 25. Social Worker | 1 | 1 | - | - |
| 26. Have no idea | 1 | - | - | 1 |
| Totals | 126 | 32 | 80 | 14 |
| Percentage | 100% | 25.40% | 63.49% | 11.11% |

Occupations Preferred.

(2) Girls

Table LXV shows the occupational preferences of 126 girls who chose the High School Leaving Course.

1. Of these 32 or 25.4 per cent are aiming at occupations of a more or less professional character. A considerable proportion of these, 4 dietitians, 1 household science teacher, 2 lawyers, 14 nurses--21 in all--will require further preparation than this course provides in order to enter their professional course.
2. Of the largest group, 80 or 63.49 per cent, are looking forward to employment in the commercial activities of the community.
3. Unclassified occupations attract 14 or 11.11 per cent, including one who has no idea as to a particular line to follow.

II. Normal-Entrance Course.

(A) Choice of Course.

The number choosing this course was small: only 6 boys and 6 girls, or 2.07 per cent of the whole number.

TABLE LXVI.

SHOWING REASONS STATED BY 6 BOYS AND 6 GIRLS WHO
 CHOSE THE NORMAL ENTRANCE COURSE.

| | Numbers | | Home Influence | | School Experience | | Occupation | | Totals |
|------------------------|---------|------|----------------|-----|-------------------|-----|------------|-----|--------|
| | Girls | Boys | Girl | Boy | Girl | Boy | Girl | Boy | |
| 1. Parents Advised | 2 | - | 2 | - | - | - | - | - | 2 |
| 2. Qualify for Teacher | 3 | 5 | - | - | - | - | 3 | 5 | 8 |
| 3. " " Nurse | 1 | - | - | - | - | - | 1 | - | 1 |
| 4. No Language | - | 1 | - | - | - | 1 | - | - | 1 |
| Totals | 6 | 6 | 2 | - | - | 1 | 4 | 5 | |
| | | 12 | | 2 | | 1 | | 9 | 12 |
| Percentage | 100% | | 16.67 | | 8.33 | | 75. | | 100% |

Table LXVI shows reasons stated by 6 boys and 6 girls for choosing the Normal Entrance Course.

1. Of the 12 in the course, Home Advice accounts for two of the choices--both girls.
2. School experience in the form of dropping the language study is stated as reason for one choice--a boy's.
3. Occupational interest appears as the incentive in 9 or 75 per cent of the choices--4 girls and 5 boys.

(B) Choices of Optional Subjects.

In this course each pupil was required to select two subjects besides those that were compulsory:

1. French.--Only one person--a girl--chose a language--
French--giving reason desire for the language training.
2. Cooking.--One girl only chose the subject for personal
use.
3. Sewing.--Three girls chose this subject; 2 for personal
use, 1 because she likes it.
4. Shops.--Four boys selected shops: one thinks it useful,
one desires electrical training, one "likes it"; one
has no reason.
5. Typewriting.--One girl and four boys chose this subject.
One boy advised by father. The girl and three boys for
office use.
6. Shorthand.--One girl chose this for "office use".
7. Bookkeeping.--Two boys chose this one--considers it
"useful", the other calls it "best subject".
8. Arithmetic.--One girl chooses it as "useful in course".
9. Geography.--Three girls and two boys chose this subject.
One boy and two girls state "interested" as reason.
One girl calls it a "suitable" subject. One boy "needed
in business".
10. Music.--One girl chose music because she "likes it".

TABLE LXVII.

SHOWING REASONS STATED BY 6 BOYS AND 6 GIRLS FOR
CHOICE OF SUBJECTS IN NORMAL ENTRANCE COURSE

| SUBJECT | (1) | | (2) | | (3) | | (4) | | (5) | | (6) | | (7) | | (8) | | (9) | | (10) | | Totals |
|-------------------------|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|------|---|--------|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | |
| BOYS--GIRLS | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | |
| 1. Father Advised | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | 1 |
| 2. Language Training | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 |
| 3. Useful in Course | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 1 |
| 4. Suitable Subj. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | 1 |
| 5. Personal Use | - | - | 1 | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3 |
| 6. Useful in Life | - | - | - | - | - | 1 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | 2 |
| 7. Like it | - | - | - | - | 1 | 1 | - | - | - | - | - | 1 | - | - | 1 | 2 | - | 1 | - | 1 | 7 |
| 8. Needed in Business | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | 1 |
| 9. Office Use | - | - | - | - | - | - | 3 | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | 5 |
| 10. Electrical Training | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 |
| No Reason | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 |
| Totals | 0 | 1 | 0 | 1 | 0 | 3 | 4 | 0 | 4 | 1 | 0 | 1 | 2 | 0 | 0 | 1 | 2 | 3 | 0 | 1 | |
| Boys & Girls | 1 | | 1 | | 3 | | 4 | | 5 | | 1 | | 2 | | 1 | | 5 | | 1 | | 24 |

Table LXVII shows that:

- Of the 24 choices of optional subjects made in the Normal Entrance Course see table above.
 - 8 are of practical subjects--columns (2), (3) and (4);
 - 8 " " commercial " " " (5), (6) " (7);
 - 8 " " professional " " " (1), (8), (9) & (10)

2. These 24 choices may also be classified as in other courses under motivating influences behind them:
 - (1) 1 is attributed to Home Influence;
 - (2) 15 are " " " Occupational usefulness;
 - (3) 7 " " " " personal usefulness, and
 - (4) 1 could give no reason for choice.

3. In above summaries, school influence does not appear as a contributing factor in choice of subject and in only one case as reason for choice of course. Tabulation and summary of the school experiences recorded in other courses is included here to make the study complete for the whole group of pupils considered.

TABLE LXVIII.

SHOWING ASSIGNMENT AND ELIMINATIONS IN FRENCH CLASSES
DURING INTERMEDIATE COURSE--NORMAL ENTRANCE PUPILS.

| | Enrol- ment | Assigned French in VII | Contd. French in VIII | Contd. French in IX | Contd. French in High School | Failed in Grade IX | Passed but Discon- tinued. |
|--------|----------------|------------------------------|-----------------------------|---------------------------|---------------------------------------|-----------------------------|-------------------------------------|
| Boys | 6 | 5 | 5 | 3 | 0 | 3 | 0 |
| Girls | 6 | 6 | 6 | 6 | 1 | 2 | 3 |
| Totals | 12 | 11 | 11 | 9 | 1 | 5 | 3 |

Table LXVIII shows the assignment and eliminations in French Classes during Intermediate School grades of pupils in the Normal Entrance Course. Of the 12 pupils enrolled in this course all except one boy had opportunity of pursuing language studies--French--for matriculation requirements.

1. All of them continued the study in grade VIII.
2. All 6 of the girls and 3 of the boys continued it in grade IX.
3. Two of the girls and all 3 boys failed in IX French.
4. Of the four girls who passed, only one continued the study in High School.

TABLE LXIX.

SHOWING ASSIGNMENT AND ELIMINATIONS IN LATIN CLASSES
DURING INTERMEDIATE COURSE--NORMAL ENTRANCE PUPILS

| | Assigned French in VIII | Assigned Latin in VIII | Contd. Latin in IX | Contd. Latin in High School | Failed Latin in IX | Passed but discon- tinued |
|--------|-------------------------------|------------------------------|--------------------------|--------------------------------------|--------------------------|------------------------------------|
| Boys | 5 | 2 | 2 | 0 | 2 | 0 |
| Girls | 6 | 1 | 1 | 0 | 1 | 0 |
| Totals | 11 | 3 | 3 | 0 | 3 | 0 |

Table LXIX shows assignment and eliminations in Latin classes during intermediate school grades of pupils enrolled in Normal Entrance course.

1. Of the 11 taking French in grade VIII, only 3--2 boys and 1 girl--were assigned Latin.
2. All continued the study in grade IX and failed.
3. None of them chose it in High School.

(C) Occupations Preferred--Normal Entrance Course.

TABLE LXX.

SHOWING THE OCCUPATIONS PREFERRED BY 6 BOYS AND
6 GIRLS WHO CHOSE THE NORMAL ENTRANCE COURSE

| | Boys | Girls |
|-----------------|------|-------|
| 1. Aviator | 1 | - |
| 2. Broker | 1 | - |
| 3. Dentist | 1 | - |
| 4. Dietitian | - | 1 |
| 5. Electrician | 1 | - |
| 6. Lawyer | 1 | - |
| 7. Nurse | - | 1 |
| 8. Stenographer | - | 1 |
| 9. Teacher | 1 | 3 |
| Totals | 6 | 6 |

Table LXX shows the occupations preferred by the 6 boys and 6 girls who chose the Normal Entrance course.

1. Of the 6 boys, only one states teaching as his first choice. All 5 of the others, however, state teaching as their second choice.
2. Of the 6 girls, 3 state teaching as their preferred employment. None of the others state a second choice. As this course qualifies for entry upon training for nursing and used to qualify for the dietitian course, the others may have had these in mind with teaching as an alternative though nowhere indicated. The girl who prefers stenography takes commercial subjects, shorthand and typewriting and with Normal Training could qualify for teaching these.

CHAPTER V.

SUMMARY OF FINDINGS AND CONCLUSIONS.

This investigation was undertaken "to ascertain in what manner and to what extent this particular High School is meeting the needs of the pupils in the district which it serves in the way of curriculum offerings."

The enquiry has revealed the following:

A. Regarding Assignment of pupils to Courses and Subject classes:

1. The pupils make their own choice of course from those authorized by the Department of Education of the Province of Manitoba.
2. The consent of both parents where possible and at least the one available is required by signature before application for enrolment is considered.
3. The best advice that the school can offer pupils as to choices is given them by the Principal in person when the application form and the various choices open for their selection are explained to them near the close of the intermediate school course.
4. This advice is re-iterated by intermediate school staff when collecting forms of application from their enrolled pupils.

5. That strict caution is observed that all pupils are capable of profiting by the instruction offered by insisting on adequate preparation and genuine desire to obtain standing or training in the subject.
6. That choices of course and optional subject made under these conditions are granted to pupils and used as basis of the school time-table of teaching classes. To facilitate this, pupils are required to make an additional reserve choice to be granted in substitution for any one of the first choices for which they fail to qualify.
7. That assignment of physics instead of biology is made to one class, with option of applying for transfer to biology class, to meet needs of professional pre-requisites otherwise unobtainable in the next grade.
8. That a few pupils--less than ten--who could not be accommodated in typewriting classes for lack of space and equipment were assigned the alternate subject which they had chosen. (see 5 below).

Conclusion

These facts lead one to the conclusion that this High School provides as completely as possible for the needs of its pupils so far as these needs are represented by the demands of the pupils, made, with the approval of their parents and in the light of the best advice the High School can offer.

⁵A way to overcome this defect has been devised for the 1936-37 pupils by making use of typewriting rooms and machines for regular classes during the daily school periods from 3:30 to 4:00 p.m.

B. Regarding the Extent to Which Pupil Choices Represent Pupil Needs.

TABLE LXXI.

SHOWING SUMMARY OF REASONS FOR ALL CHOICES.

| Choice: | I Univer- sity | II Profes- sional | III Prestige | IV Home Advice | V School Influence | VI Commer- cial | VII Occupa- tional | VIII Persona- Use | IX Enjoy- ment | X No Reason | Total |
|---------------------------|----------------------|-------------------------|-----------------|----------------------|--------------------------|-----------------------|--------------------------|-------------------------|----------------------|----------------|-------|
| A. | | | | | | | | | | | |
| <u>MATRICULATION</u> | | | | | | | | | | | |
| 1. Course | 104 | 44 | 63 | 57 | 43 | 0 | 0 | 0 | 0 | 0 | 311 |
| 2. Language | 105 | 82 | 105 | 61 | 47 | 0 | 0 | 0 | 0 | 2 | 402 |
| 3. Commercial | 0 | 0 | 0 | 15 | 0 | 197 | 0 | 0 | 0 | 2 | 214 |
| 4. Practical | 0 | 0 | 0 | 6 | 1 | 0 | 15 | 39 | 0 | 0 | 61 |
| 5. Leisure | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 9 | 0 | 13 |
| Total | 209 | 126 | 168 | 139 | 91 | 197 | 19 | 39 | 9 | 4 | 1001 |
| Percentage | 20.9 | 12.6 | 16.8 | 13.9 | 9.1 | 19.7 | 1.9 | 3.9 | .9 | .4 | 100% |
| B. | | | | | | | | | | | |
| <u>H. S. LEAVING</u> | | | | | | | | | | | |
| 1. Course | 0 | 0 | 0 | 34 | 103 | 59 | 60 | 0 | 0 | 0 | 256 |
| 2. Commercial | 0 | 0 | 0 | 55 | 13 | 559 | 0 | 0 | 37 | 24 | 688 |
| 3. Practical Boys | 0 | 0 | 0 | 2 | 0 | 0 | 42 | 34 | 10 | 4 | 92 |
| 4. Household Girls | 0 | 0 | 0 | 4 | 0 | 0 | 13 | 119 | 0 | 9 | 145 |
| 5. Leisure | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 3 | 56 | 5 | 79 |
| 6. Languages | 0 | 0 | 13 | 6 | 26 | 0 | 0 | 0 | 0 | 1 | 46 |
| 7. Geometry | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 0 | 8 | 2 | 18 |
| 8. Biology | 0 | 0 | 21 | 2 | 0 | 0 | 0 | 0 | 45 | 10 | 78 |
| Total | 0 | 0 | 36 | 109 | 142 | 618 | 130 | 156 | 156 | 55 | 1402 |
| Percentage | | | 2.57 | 7.77 | 10.13 | 44.03 | 9.27 | 11.13 | 11.13 | 3.92 | 100% |
| C. | | | | | | | | | | | |
| <u>NORMAL ENTRANCE</u> | | | | | | | | | | | |
| 1. Course | 0 | 9 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 12 |
| 2. Opt. Subjects | 0 | 15 | 0 | 1 | 0 | 0 | 0 | 7 | 0 | 1 | 24 |
| Total | 0 | 24 | 0 | 3 | 1 | 0 | 0 | 7 | 0 | 1 | 36 |
| Percentage | | 66.67 | | 8.33 | 2.78 | | | 19.44 | | 2.78 | 100% |
| Grand Totals | 209 | 150 | 204 | 251 | 234 | 815 | 149 | 202 | 165 | 60 | 2439 |
| Percentage of Grand Total | 8.53% | 6.15 | 8.34 | 10.3 | 9.59 | 33.42 | 6.11 | 8.23 | 6.77 | 2.46 | 100% |

Table LXII shows a summary of all reasons stated for all pupil choices.

1. The first column shows that of desire to obtain matriculation standing with intention or hope at least of proceeding to a university course. This reason logically appears only in the choice of matriculation course, 104 choices, and in the language qualifications therefore 105 choices, 209 in all, or 8.54 per cent of the grand total of all choices.

As the oldest of reasons for the founding and maintaining of secondary schools, the pursuit of qualifications for entry to institutions of higher learning cannot be refused recognition as a legitimate need of those qualified to profit by instruction, leading to matriculation standing.

2. The second column shows that of meeting the requirements of the chosen profession. This appears in both matriculation and normal entrance courses, and therein both in choice of courses--53 choices--and in optional subjects 97 choices, 150 in all or 6.15 per cent of the grand total of all choices.

Like the first, this is among the oldest reasons for the maintenance of secondary schools and continued to be a legitimate need of pupils qualified for admission to the required courses, a condition which as we have shown is insisted upon in this school.

3. The third column shows that of prestige in social status or in preference for employment. This appears in matriculation course as reason for choice of course--63 choices--

and of languages 105 choices, and in high school leaving course for choice of languages 13 choices, of geometry 2 choices and of biology 21 choices--168 in matriculation and 36 in normal entrance--204 in all or 8.34 of the grand total of all choices.

The fact that institutions of higher learning require certain subjects of study, such as foreign languages, mathematics, and science for admission to their courses inclines pupils, their parents, evidently a considerable number of employers, and even school authorities to regard these studies as having a superior educational value and the standing based on them as carrying a prestige desirable for social status and employment preference. So long as this academic standing confers--as it appears to do in this community from the frequent use of it as a reason of choice--a better social standing or any preference when soliciting employment the desire to obtain it constitutes a legitimate need in those who are eligible by ability and school achievements to pursue the course, which is always required in this school.

4. The fourth column shows that of advice of parents and close friends outside of the school system. This reason appears in all courses: in matriculation for choice of course 57, of language 61, of commercial subjects 15, and of practical subjects 6, in all 139; in high school leaving for choice of course 34, of commercial subjects 55, of boys practical subjects 2, of girls household subjects 4, of language 6, of geometry 6 and of biology

2, in all 109; in normal entrance for choice of course 2, and of optional subjects 1, in all 3; or a grand total of 251 in all or 10.3 per cent of the grand total of all choices.

As friends of the family or the pupils with an interest in their welfare and some knowledge of the community as well as the pupil, or as parents and legal guardians charged with the responsibility of providing for their needs until such times as they can be guided into self-supporting and desirable occupation in society, these advices when within the range of pupils ability and possible with his preparation of school achievements have a high probability of being in line with the pupil's needs.

5. The fifth column shows that of school experience or guidance. This reason, too, appears in all courses: in matriculation for choice of course 43 choices, of languages 47 choices, of practical subjects 1 choice or 91 in all; in high school leaving for choice of course 103 choices; of commercial subjects 13 choices, of languages 26 choices or 142 in all; in normal entrance courses only 1 for choice of course; or a grand total of 234 choices or 9.59 per cent of grand total of all choices.

School experience or guidance as reason for choice is of two sorts. First, direct advice of school authorities as embodied in the advice given by the Principal to pupils when distributing and explaining the forms of application for enrolment. The second sort of guidance

or experience operates in school assignment of studies such as languages and general mathematics, which pupils attempt and continue or discontinue according as their achievements in the subject are satisfactory to the school authorities, parents and pupils themselves. This exploratory function of the intermediate school course serves a valuable purpose in revealing to school authorities, parents, and pupils their abilities and aptitudes for the various lines of study which they attempt under these conditions. Successful experience of this sort and desire to continue along lines of course and subject which promise success must be regarded as legitimate need of pupil training in line with his powers and interests.

6. The sixth column shows choices made to obtain training for employment in commercial activities of the community. This reason appears in the matriculation and high school leaving courses; in matriculation only for choice of commercial subjects 197 choices; in high school leaving for choice of course 59 choices, and of commercial subjects 559 choices, in all 618 or a grand total of 815 choices, 33.45 per cent of the grand total of all choices.

That general education can be obtained from and through studies or experiences of value in business occupations has long been recognized in many countries, especially when conducted in a general education institution and along with subjects of a more general or common human interest such as the history and English subjects requi-

red of all high school students in Manitoba. The desire to combine these in a high school course must therefore be regarded as a real need of the community expressed in the applications of those who plan to find their employment in that field. This use of training for employment as an instrument of general education is only in appearance a departure from well established principles as basic preparation for a profession is as much occupational training as general commercial training is for business life.

7. The seventh column shows choices made for their value in the more practical occupations of the community. This reason also appears in matriculation and high school leaving courses: in matriculation for choice of practical subjects, 15 choices, and of leisure time subjects, 4 choices, in all 19 choices; of boys' practical subjects 42 choices, of girls household subjects 13 choices, of leisure-time subjects 15 choices, in all 130 choices; or a grand total of 149 choices, 6.11 per cent of the grand total of all choices.

The case for occupational training even of a trade or practical sort is in principle not different from that for professional preparation or general commercial training in each case assuming the natural ability and aptitude for the chosen manner of life. Not only so, but the recognition of the practical interests of the pupil often provides an avenue of approach that makes the general education element in the programme intelligible and of vital

interest to him or her. The case for this group and the next one is well stated in a British Government report on the re-organization of secondary education published in 1926 under the title "The Education of the Adolescent" (see 6 below), and now being used as a basis for the rapid transformation of the secondary schools of England and Wales.

"It is a mistake to suppose that any form of work inclining towards industry is necessarily opposed to true educational development. So long as it is not too specialized and is carried on in conjunction with an adequate measure of cultural studies it often tends to raise rather than lower the standard of what we commonly call general education."

- - - - - and

"We use the expression "vocational education" as meaning a course of teaching and training which gives to the pupil's studies a definite direction towards the requirements of some particular calling or some group of callings. Such a form of education for older pupils is not only legitimate and reasonable, in view of the conditions of modern life, but for many pupils may also be the best for personal development, since it not infrequently releases the finer energies of mind, which a more general education would leave inert."

8. The eighth column shows choices of subjects made for personal use. The reason appears in all courses: in matriculation for choice of practical subjects--39 choices; in high-school-leaving for choice of practical subjects for boys--34 choices, of household subjects for girls--119 choices, of leisure-time subjects--3 choices, in all 156 choices; in normal-entrance for choice of subjects--7 choices; a grand total of 202 choices or 8.28 per cent of the grand total of all choices.

As education is by its very nature a personal achievement the validity of this reason as a need can hardly be questioned and is very widely recognized in practice today.

⁶Board of Education, The Education of the Adolescent, A Report Prepared by the Consultative Committee (London, 1926) Pages 110 and 120.

There is also the justification of this training proving an avenue of approach to general education by stimulating new interests in pupils as well as carrying in itself a large element of genuine culture.

9. The ninth column shows choice made for the enjoyment they afford, developing a leisure time interest of a worthy type from both personal and public viewpoint. This reason appears in both matriculation and high school leaving courses: in matriculation for choice of leisure time subjects--9 choices; in high school leaving for choice of commercial subjects--37 choices, of boys' practical subjects--10 choices, of leisure time subjects 56 choices, of geometry--8 choices, of biology--45 choices, in all 156 choices; a grand total of 165 choices or 6.77 per cent of the grand total of all choices.

With the general increase in leisure time for all in recent years there has come a very strong public advocacy of training for a wise use of leisure which has resulted in a very much greater place for music and the fine arts in schools and a greater element of cultural interest with this object in many subjects both practical and academic. This was made one of the objectives in the statement of the Objectives of Secondary Education (see 7 below) by a large and rep-

⁷Bureau of Education, Cardinal Principles of Secondary Education, A Report of the Commission on the Reorganization of Secondary Education (Washington, Bul. No. 35, 1918)

representative committee of the American National Educational Association in 1918 and is very forcefully stated in *The Education of the Adolescent* already quoted.

"Finally, we would urge the desirability of generating from the school studies interests which will continue through after-life and will enlarge the opportunities for a fuller enjoyment of leisure. Among these we attach much importance to interest in those arts and crafts whose practice demands only a relatively easy technique, but which provide boys and girls with a valuable means of self-expression and cultivate in them an appreciation of simple beauty and sound workmanship in housefittings, dress and other things in common use. Several of our witnesses stated that one of the weak points in courses for older children at the present time (1926) was that the pupils talked about things instead of doing them, and assimilated information without acquiring interests:---

-----It was not sufficient, they argued, to read a number of books, unless the habit of reading for pleasure and information was formed, it was not enough to teach scientific principles unless a scientific and critical interest in the world around was created.---

Similar considerations apply to history, geography, music, physical exercises and games, which---may arouse permanent interests in those pupils who have natural aptitude and taste for any of these branches of the curriculum." (see 8 below).

10. The tenth column shows choices made with no reason which pupil could state. These too appear in all courses, although less in number than any group of the choices made under one reason: in matriculation course for choice of language--2 cases; of commercial subjects--2 cases, in all 4 cases; in High School Leaving course for choice of commercial subjects--24 cases; of boys' practical subjects--4 cases, of girls' household

⁸The Education of the Adolescent, Op. Cit. Pages 110-111.

subjects--9 cases, of leisure time subjects--1 case, of geometry--2 cases; of biology--10 cases, in all 55 cases; in Normal Entrance Course for choice of optional subjects--1 case; or a grand total of 60 cases, 2.46 per cent of the grand total of all choices.

Besides the need expressed in the valid reason stated for each of the choices of course and subject in the columns I to IX inclusive it has appeared at every stage of the inquiry that in a very large number of cases choices made on one quite valid ground might with equal validity have been made on other grounds. A large number of demands made by pupils on their own stated reasons, for example, have quite evidently the whole-hearted support of both parents and school authorities. This is inevitable so long as the categories are not mutually exclusive, but it serves only to increase rather than to diminish the validity of the demand as being a genuine need of the community.

C. Observations and Conclusions:

1. While the proportion (33.42 per cent of the grand total) of the choices motivated by the prospect of commercial employment appears extremely large, it is offset by two considerations. First, the choices in this field are numerous, whereas in the matriculation course few choices are permitted. This is reflected in the table, LXXI, where in the matriculation course the commercial training motive ranks second, 19.7 per cent, in number

of choices to that of desire to obtain admission requirements for a university course, 20.9 per cent. Secondly, it appears obvious that among the occupational motives in a community of lower middle class population in this City, commercial training would naturally be a dominant need.

2. Next in order of dominance is the motives of home advice, 10.3 per cent of grand total which as evidence has shown is a minimum statement of its weight. Two facts support this: first all choices of pupils had the signed approval of parents before being presented as completed applications for enrolment, and secondly a large proportion of pupils evidently discussed their choices with parents and stated as other reasons for choice those which had been agreed upon with them as the reasons for making the selection rather than parental advice.
3. The third place in weight of influence appears as school influence, 9.59 per cent of grand total of all choices, which like home advice would be even more highly placed if it could be truly estimated. All choices were, and must be subject to eligibility for choice as shown by school achievements. Then again school advice is supported with reasons which are frequently adopted by both parents and pupils as reasons for choice.
4. The other influences, academic--16.88 per cent, professional--6.15 per cent, occupational--39.53 per cent and personal--15.05 per cent, appear in the approximate

proportions to be expected in a lower middle class district of this City, a large distributing centre with manufacturing as a secondary source of employment.

5. The most striking fact of all, and of primary concern in this investigation is the very large proportion of pupils who state valid reasons for their choice of subject and course--97.54 per cent of all choices, only 60 choices or 2.46 per cent of the grand total of 2439 being unsupported by valid reason for choice. That such choices made in application for enrolment in the High School are genuine needs of the pupils of the community--as far as it is ever possible to estimate human needs before they become immediate wants--is a conclusion warranted by the evidence.

Final Conclusion

With the facts established: first, that the courses offered and subjects taught are those for which the pupils enrolled asked on their application for enrolment which had the approval of the parents and what benefit might be derived from the best advice the school could offer; and secondly that these requests embody to a very great extent, 97.54 per cent, genuine needs of the pupils of the community, there can be no doubt that this High School is meeting the needs of the pupils in the district which it serves.

Additional Note

The practice of basing curriculum offerings on pupils' objective by ascertained and recorded preferences has much

to commend it in both educational experience and theory.

With a method of organizing secondary school work so that the pupils are studying what they feel they ought to be studying in their own interests, and the parents signifying their approval of pupils course from the outset both having had the benefit of best school advice, it seems logical to expect a wholesome spirit of co-operation between pupils and teaching staff. The Principal of this school states that since the inauguration of this plan, four years ago, there has been a very marked improvement in the co-operation of student body and teaching staff which he attributes very largely to the practices embodied in this plan. That this outcome is in line with the ideals of post-war educational reformers is seen in the following extracts from British Government reports on Educational problems.

- (a) "the chief criticism directed, whether by parents or pupils, against our present system, is a practical one; it amounts when coherently stated, to a charge that our education has for a long time past been too remote from life---the majority are right in feeling that education should directly bear upon life, that no part of the process should be without a purpose intelligible to everyone concerned."

"A quasi-scientific theory has long been accepted that the process of education is the performance of compulsory hard-labour, a "grind" or "stiffening process", a "gritting of the teeth" upon hard substances with the primary object not of acquiring a particular form of skill or knowledge, but of giving the mind a general training and strengthening. This theory has now been critically examined and declared to be of less-wide application than was thought. Its abandonment would do much to smooth the road of education, it would make

it possible to secure for the child a living interest and a sense of purpose in his work, and it would replace the old wasteful system of compulsion and mere obedience by a community of interest between pupil and teacher." (see 9 below).

- (b) "To the period of education which follows upon it (primary) we would give the name secondary; and we would make this name embrace all forms of post-primary education,---. On such a scheme there will be two main kinds of education--primary and secondary; and the latter of these two kinds fall into two main groups--that of the grammar school type, and that of the type of the modern school.- - - - -
The scheme--is that--all the children of the country who do not go forward to "secondary education" in the present and narrow sense of the word, should go forward none the less to what is, in our view, a form of secondary education, in the truer and broader sense of the word, and----should spend the last three or four years of their school life in a well-equipped and well-staffed modern school (or senior department) under the stimulus of practical work and realistic studies, and yet, at the same time, in the free and broad air of a general and humane education, which, and, if it cherishes natural science, fosters also linguistic and literary studies."

"there are three great ends of human life and activity which we trust that our scheme will help to promote. One is the forming and strengthening of character--individual and national character-----. Another is the training of boys and girls to delight in pursuits and rejoice in accomplishments--work in music and art; work in wood and metals; work in literature and the record of human history--which may become the recreations and the ornaments of hours of leisure in maturer years. And, still another is the awakening and guiding of the practical intelligence, for the better and more skilled service of the community in all its multiple business and complex affairs." (see 10 below)

⁹ Board of Education, The Teaching of English in England, Report of Departmental committee appointed by the President of the Board of Education, (London, 1924) P. 7.

¹⁰ The Education of the Adolescent, Op. Cit. Introduction Pages XXI to XXIII.

(c) "The inequality of opportunity--has been the subject of much anxious thought. The remedy most widely proposed has been the expansion of secondary education, with an extended and improved use of the Free Place and Scholarship system. Advocates of this policy have all assumed that the further development of higher education is necessarily beneficial, and that improvement will certainly result from a more equitable spread of opportunities. One point they certainly have proved, that the chances of gaining higher education do not vary proportionately with capacity."

"But the validity of this assumption is nowadays less certain than it was. Where as a boy or girl who passed successfully through a secondary school, and still more a university graduate, was formerly pretty certain of more or less suitable employment, that is far from true now.--Children, in fact, consider themselves lucky if they get any job at all."- - - - -

- - - "Are the students helped to gain a living by their education, or are they merely diverted to black-coated occupations that are already hopelessly overcrowded? ---Schools very naturally encourage their promising pupils to go on with further study, and many university professors like to see their Honours School large."

"The problem bristles with difficulties. There is no possible method of adjusting supply to demand, short of some quota system that would be repellent to our sense of freedom. The Board of Education's recent "Special Place" regulations were perhaps a clumsy attempt in this direction. A more hopeful line of approach lies in a wider interpretation of secondary education. If the recommendation of the Hadow Report were followed, and the term "secondary" used to mean "post-primary", there might be less insistence on the academic education to which secondary schools now confine themselves. People might then come to regard other types of study (which would all be labelled secondary) as equally honourable. It would be an advantage if these different courses were included in the same institution, partly to satisfy public opinion, partly to avoid the segregation of types, and particularly of a budding intelligentsia. It is true that human relationships suffer in an over-large school; but the ideal arrangement, that of smallish schools with heterogeneous courses, is impracticable on the ground of expense." (see 11 below)

11 Board of Education, The Year Book of Education, Editor-in-Chief Lord Eustace Percy, M.P. (London, 1936) Pp.288-290.