

The University of Manitoba

A DESCRIPTION OF PROBLEMS AND PROCEDURES  
INVOLVED IN THE INITIATION OF A HIGHER  
HORIZONS PROGRAMME IN SEVEN SCHOOLS OF  
THE WINNIPEG SCHOOL DIVISION NO. 1

A Thesis

Presented to

The Faculty of Graduate Studies  
in Partial Fulfillment of the  
Requirements for the Degree  
Master of Education

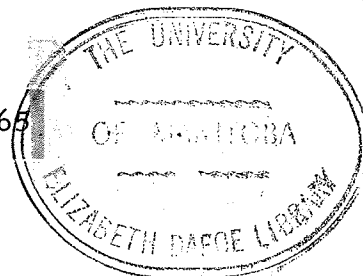
by

Michael John Mazur

Winnipeg, Manitoba

March, 1965

© Michael J. Mazur 1965



A DESCRIPTION OF PROBLEMS AND PROCEDURES INVOLVED IN  
THE INITIATION OF A HIGHER HORIZONS PROGRAMME IN  
SEVEN SCHOOLS OF THE WINNIPEG SCHOOL DIVISION NO. 1

by Michael John Mazur

ABSTRACT OF THESIS

This study provides an account of the problems and procedures involved in the initiation of the Higher Horizons programme in an area within the Winnipeg School Division. The programme is designed to stimulate pupils in culturally deprived and economically depressed areas, and to retain them in school until they have qualified for admission to college or to a technical or vocational school. Since there are schools in which large numbers of children have special educational needs, brought about by underprivileged homes, cultural deprivation, lack of intellectual stimulation, and difficult social conditions, many educators believe that educational opportunities should be provided to meet the needs of these children, as well as to raise the aspirations of children, parents and teachers, in order to improve the standards of education.

The operation of the Higher Horizons programme in New York and, to a lesser extent, in Detroit, is reviewed and

discussed, with major attention focussed on the activities and reasoning behind such activities. Some broad generalizations and conclusions are drawn, to enable other centres to overcome similar problems.

The schools designated as a suitable area for instituting a Higher Horizons programme in Winnipeg were the Hugh John Macdonald Junior High School and its six elementary feeder schools; namely, Victoria-Albert, Pinkham, Somerset, Isbister, Dufferin, and Montcalm.

The Winnipeg Higher Horizons programme is examined, regarding the problems encountered in educating the children of these schools, in order to justify the implementation of the project. An investigation examined: 1) the pupil drop-outs, 2) the grade expectancies of Grade V and VI pupils, and 3) the mobility of pupils in the area selected for the programme. Comparisons of mental ability, reading, and monthly attendance records were made between the pupils in the area and pupils in higher socio-economic areas of Winnipeg. A further comparison was made in relation to other areas in the city, with regard to social conditions as indicated by statistics supplied by the Child Guidance Clinic, juvenile delinquency, and social welfare agencies.

The procedures established in the operation of the

programme are discussed next. First, a historical background and the preliminary planning are outlined. Second, the resources required are noted. Third, the cultural activities and special academic projects are reviewed.

An important factor in conducting the varied programme of activities and projects was found to be the stimulation and encouragement given by the Coordinator and the administrative personnel to the principals, teachers, pupils and parents. Cultural activities such as Winnipeg Symphony Orchestra concerts, Royal Winnipeg Ballet performances, art displays, and tours are provided. The major academic emphasis is placed upon remedial reading and, to a lesser extent, upon arithmetic, in order to realize the Higher Horizon objectives.

Much of the success of the programme as a whole cannot be measured in statistical terms but, after more than two years of operation, the programme reveals certain strengths and weaknesses. Of the tangible results, procedures for better attendance, for improved home contacts, for good rapport between teachers and parents, and for increased awareness of special needs in the area, are moderately successful. Reports by the teaching staffs and principals to the Coordinator, while necessarily subjective in nature,



are invariably positive, and show a trend towards improvement in all areas.

The concentrated efforts of the teaching staff call for hard work and longer hours at their tasks, but the absence of negative attitudes and the growing enthusiasm of the staff in most cases, is justification, at this stage of the programme, for its continuance.

The children, in most cases, show increased enthusiasm for learning, better work habits and attitudes, and present fewer attendance problems.

The programme continues to labour under definite limitations, and a major factor contributing to lack of complete success is that of finance. Difficulties in selecting suitable staff arise, in most instances, directly from insufficient funds for the supply of suitable personnel. On the other hand, in some cases when funds are allocated for specialized personnel, qualified teachers have not been available. Lack of funds also limits the cultural phases of the programme. The problem of mobility of the school population is one which cannot be solved by the programme itself, and is, in turn, a limiting factor in the attainment of positive results.

## TABLE OF CONTENTS

| CHAPTER                                     | PAGE |
|---|------|
| I. INTRODUCTION . . . . .                   | 1    |
| Statement of the Problem and Purpose        |      |
| of the Study . . . . .                      | 1    |
| General Development of the Study . . . . .  | 3    |
| Setting of the Study . . . . .              | 4    |
| Definition of Terms . . . . .               | 4    |
| Sources of Data . . . . .                   | 7    |
| II. REVIEW OF SIMILAR PROGRAMMES . . . . .  | 9    |
| The Higher Horizons Programme in New        |      |
| York City . . . . .                         | 9    |
| Background and Organization . . . . .       | 9    |
| Objectives . . . . .                        | 18   |
| Special Services . . . . .                  | 21   |
| Teacher In-service Training . . . . .       | 24   |
| Guidance . . . . .                          | 27   |
| Instruction . . . . .                       | 31   |
| Cultural Enrichment . . . . .               | 36   |
| Community Education . . . . .               | 39   |
| Evaluation and Conclusions . . . . .        | 43   |
| The Great Cities Grey Areas School Improve- |      |
| ment Programme . . . . .                    | 45   |

| CHAPTER                                    | PAGE |
|--|------|
| Background and Organization . . . . .      | 45   |
| Objectives . . . . .                       | 47   |
| Basic Elements in the Detroit Project .    | 48   |
| III. THE SITUATION IN WINNIPEG . . . . .   | 51   |
| Investigation of Mobility and Pupil Drop-  |      |
| outs in the Higher Horizons Area . . . . . | 51   |
| Drop-outs . . . . .                        | 51   |
| Grade Expectancies of Grade V and          |      |
| Grade VI Pupils . . . . .                  | 52   |
| Mobility of Pupils in the Area . . . . .   | 63   |
| Comparison of Mental Ability, Reading,     |      |
| and Attendance of Pupils in the Higher     |      |
| Horizons Area with Pupils in Higher        |      |
| Socio-economic Areas . . . . .             | 67   |
| Survey of Group Tests of Mental            |      |
| Ability . . . . .                          | 67   |
| Survey of Reading Achievement Tests . .    | 77   |
| Correlation between the Group Tests        |      |
| of Mental Ability and the Reading          |      |
| Achievement Tests in One School . . .      | 87   |
| Survey of Monthly Attendance Records . .   | 95   |

## CHAPTER

## PAGE

|  |     |
|--|-----|
| Social Conditions in the Higher Horizons<br>Area in Relation to Other Areas of the<br>City of Winnipeg . . . . . | 99  |
| Referrals to the Child Guidance Clinic .   | 99  |
| Juvenile Delinquency . . . . .   | 101 |
| Social Welfare . . . . .   | 104 |
| Decision to Implement Higher Horizons . . . . .  | 106 |
| IV. THE WINNIPEG PROGRAMME IN OPERATION . . . . .  | 110 |
| Historical Background . . . . .  | 110 |
| Summer Seminar and Study Hall Project . . .  | 110 |
| Preliminary Planning for the Higher<br>Horizons Programme . . . . .  | 113 |
| Resources Provided for the Higher Horizons<br>Programme in Winnipeg . . . . .                                    | 120 |
| Budget . . . . .   | 120 |
| Administrative Personnel . . . . .   | 124 |
| Guidance, Counselling, and Remedial<br>Instructors . . . . .   | 127 |
| Cultural Activities and Special Academic<br>Projects . . . . .   | 129 |
| Stimulation of Principals, Teachers,<br>Pupils and Parents . . . . .   | 129 |

| CHAPTER                                    | PAGE |
|--|------|
| Cultural Activities . . . . .              | 132  |
| Remedial Courses in Basic Subjects . .     | 136  |
| Summary of Special Services . . . . .      | 141  |
| V. SUMMARY AND CONCLUSIONS . . . . .       | 143  |
| Summary . . . . .                          | 143  |
| Successes and Failures . . . . .           | 144  |
| Forecasts and Recommendations . . . . .    | 148  |
| BIBLIOGRAPHY . . . . .                     | 151  |
| APPENDIX "A". Personnel of Higher Horizons |      |
| Committees . . . . .                       | 155  |
| APPENDIX "B". Statements of Attendance for |      |
| Twelve Winnipeg Public Schools from        |      |
| September, 1962, to June, 1964 . . . . .   | 158  |
| APPENDIX "C". Specimens of Higher Horizons |      |
| Stamp and Bulletin . . . . .               | 179  |

## LIST OF TABLES

| TABLE |   | PAGE |
|-------|---|------|
| I.    | Differences between Higher Horizons and<br>the Demonstration Guidance Project . . . . .   | 13   |
| II.   | Expansion of Elementary School Higher Horizons<br>Services . . . . .  | 14   |
| III.  | Expansion of Junior High School Higher<br>Horizons Services . . . . .   | 14   |
| IV.   | Addition of Senior High School Higher<br>Horizons Services . . . . .  | 15   |
| V.    | Median I. Q. Scores in Four Grades . . . . .  | 25   |
| VI.   | The Number of Pupils, the Mean I.Q. and the<br>Standard Deviation of the Higher Horizons<br>Schools and Grosvenor School in Tests of<br>General Ability . . . . . | 55   |
| VII.  | Percentages of Pupils not Achieving Grade<br>Expectancy . . . . .   | 56   |
| VIII. | A Comparison between the Publishers' Data<br>and Groups Tested Locally with Respect<br>to Means and Standard Deviations . . . . .                                 | 59   |
| IX.   | The Records of Grade Attainment and Educa-<br>tional Aspirations of Three Hundred and<br>Thirteen Grade Seven Pupils of Hugh John<br>Macdonald School . . . . .   | 61   |

| TABLE   | PAGE |
|---|------|
| X. Enrolment and Transfers Occurring in Six<br>Higher Horizons Schools of Winnipeg School<br>Division No. 1, 1963-64 . . . . .  | 64   |
| XI. Mobility of Grade Six Pupils of Higher<br>Horizons Schools, Winnipeg School Division<br>No. 1, since the Beginning of Their Formal<br>Education . . . . .               | 64   |
| XII. Mobility of Grade Six Pupils of Higher<br>Horizons Schools, since the Beginning of<br>Their Formal Education, in Terms of Per-<br>centage of Enrolment . . . . .       | 65   |
| XIII. Percentiles, Means, Standard Deviations, and<br>the Number of Grade Three Pupils Taking<br>the Otis Quick-scoring Mental Ability Tests,<br>Alpha Short Form . . . . . | 69   |
| XIV. Percentiles, Means, Standard Deviations, and<br>Number of Grade Five Pupils Taking the<br>Henmon-Nelson Tests of Mental Ability . . .                                  | 70   |
| XV. Frequency Distribution, Otis Quick-scoring<br>Mental Ability Tests, Higher Horizons<br>Pupils, Grade Three . . . . .  | 71   |

| TABLE   | PAGE |
|---|------|
| XVI. Frequency Distribution, Otis Quick-scoring Mental Ability Tests, Control Schools Pupils, Grade Three . . . . .   | 72   |
| XVII. Frequency Distribution, Henmon-Nelson Tests of Mental Ability, Higher Horizons Pupils, Grade Five . . . . .   | 74   |
| XVIII. Frequency Distribution, Henmon-Nelson Tests of Mental Ability, Control Schools Pupils, Grade Five . . . . .  | 75   |
| XIX. Results of Stanford Achievement Test in Reading, Elementary Form J, Grade Three Pupils of Winnipeg School Division No. 1   | 78   |
| XX. Results of Stanford Achievement Test in Reading, Elementary Form K, Grade Six Pupils of Winnipeg School Division No. 1  | 79   |
| XXI. Average Reading Frequency Distributions, Number of Pupils and Medians on the Grade Three Stanford Achievement Test, Elementary Reading Test, Form J. for Six Higher Horizons Schools and Six Other Schools in June, 1962 . . . . . | 81   |



| TABLE  | PAGE |
|--|------|
| XXII. Average Reading Frequency Distributions,<br>Number of Pupils, and Medians on the<br>Grade Three Stanford Achievement Test,<br>Elementary Reading Test, Form J, for the<br>Six Higher Horizons Schools and Six Other<br>Schools in June, 1963 . . . . .           | 82   |
| XXIII. Average Reading Frequency Distributions,<br>Number of Pupils and Medians on the<br>Grade Three Stanford Achievement Test,<br>Elementary Reading Test, Form J, for the<br>Six Higher Horizons Schools and Six Other<br>Schools in June, 1964 . . . . .           | 83   |
| XXIV. Average Reading Frequency Distributions,<br>Number of Pupils, and the Medians on the<br>Grade Six Stanford Achievement Test,<br>Intermediate Reading Test, Form K, for the<br>Five Higher Horizons Schools and Five<br>Other Schools in February, 1963 . . . . . | 85   |
| XXV. Average Reading Frequency Distributions,<br>Number of Pupils and Medians on the<br>Grade Six Stanford Achievement Test,<br>Intermediate Reading Test, Form K, for the   |      |

| TABLE   | PAGE |
|---|------|
| Five Higher Horizons Schools and<br>Six Other Schools in February, 1964 . . . .   | 86   |
| XXVI. Intelligence Quotients and Average Reading<br>Grade Equivalents of Forty-seven Grade<br>Three Pupils of Somerset School . . . . .   | 93   |
| XXVII. Intelligence Quotients and Average Reading<br>Grade Equivalents of Thirty-four Grade<br>Six Pupils of Somerset School . . . . .  | 94   |
| XXVIII. The Number of Times a School Appeared in<br>a Ranking Position (Attendance) During<br>1962-63 and 1963-64 . . . . .   | 96   |
| XXIX. The Average Monthly and the Average Yearly<br>Percentage Attendances of each Group of<br>Schools . . . . .  | 98   |
| XXX. Reasons Given for Referral to Child<br>Guidance Clinic . . . . .   | 100  |
| XXXI. Referrals to the Social Work Department<br>of the Child Guidance Clinic by the<br>Seven Higher Horizons Schools . . . . .   | 101  |
| XXXII. Manitoba, Number of Juvenile Delinquents<br>Age 7-15, Dominion Bureau of Statistic<br>Juvenile Delinquents, 1952; Juvenile<br>Delinquents, 1961; Cat. No. 85-202 . . . . | 102  |

| TABLE  | PAGE |
|--|------|
| XXXIII. A Survey of the Total Number of<br>Juveniles arrested in Greater<br>Winnipeg, 1959 . . . . .                         | 103  |
| XXXIV. Elementary School Higher Horizons<br>Services, 1962-64 . . . . .  | 141  |
| XXXV. Junior High School Higher Horizons<br>Services, 1962-64 . . . . .  | 141  |
| XXXVI - LV. Statements of Attendance for Twelve<br>Winnipeg Public Schools, from September,<br>1962, to June, 1964 . . . . . | 158  |

## LIST OF FIGURES

| FIGURE |  | PAGE |
|--------|--|------|
| 1.     | Map of area Designated for Higher Horizons<br>Project. . . . .   | 5    |
| 2.     | The Coefficient of Correlation between the<br>Intelligence Quotients and Average Reading<br>Grade Equivalents of Forty-seven Grade<br>Three Pupils of Somerset School . . . . .  | 88   |
| 3.     | The Coefficient of Correlation between the<br>Intelligence Quotients and Average Reading<br>Grade Equivalents of Thirty-four Grade<br>Six Pupils of Somerset School . . . . .    | 91   |
| 4.     | Incidence of Juvenile Delinquency of the<br>Winnipeg Juvenile and Family Court Area,<br>with the Higher Horizons Area Outlined in<br>Red, April 1, 1955-March 31, 1956 . . . . . | 105  |

## CHAPTER I

### INTRODUCTION

#### I. STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

Equality of educational opportunity is a doctrine freely accepted and seldom questioned seriously. Based upon the principle that educational opportunity ought to be consistent with the needs of children, however, the operation of educational programmes can become complex and diverse. Small classes and special services are widely organized and available for handicapped and mentally retarded children, these having special needs which cannot be met by ordinary education. There are, however, whole schools in which the majority of children have special educational needs, brought about by underprivileged homes, cultural deprivation, lack of intellectual stimulation, and difficult social conditions.

The purpose of this study is to provide an account of the origin, development and operation of the Higher Horizons programme in the Winnipeg School Division No. 1, a programme designed to stimulate pupils in culturally deprived and economically depressed areas, and to retain pupils in school until they have qualified for admission to college or to technical school.

The study is limited by the very nature of its being a continuous process in which no particular time limits can be set for compilation of findings and observation of results. Also, any noticeable results may be due, in part, to certain other factors which might be operational in the enrichment of the area in question, such as changed social conditions, variations in mobility of pupils, and other factors which are not within the control of the schools themselves. However, the study is useful in that it provides a view of an attempt to change the direction of the learning processes and to alleviate some of the educational deprivations in one designated area of an urban community.

Comparisons can be made between the Winnipeg programme and similar projects in other cities and, at a time when educational programmes are in a ferment of change, some direction may be given to the thinking of educational planners in general. This report of the beginnings of the Higher Horizons programme, its gradual development and operation up to the present time (September, 1964,) may enable Winnipeg School Division No. 1 to assess the total picture with the view to expansion of the programme.

## II. GENERAL DEVELOPMENT OF THE STUDY

Chapter One sets forth the basic purposes of the study, together with its setting, definition of terms used, and the sources of data.

Chapter Two furnishes accounts of the Higher Horizons programme in New York City and of the Great Cities Grey Areas School Improvement Programme in Detroit, two of the fourteen largest cities of the United States which are presently carrying out similar projects.

The basis for instituting the Higher Horizons programme in a culturally deprived area of the City of Winnipeg is investigated in Chapter Three, providing an account of some early projects and a summation of events leading to the introduction of the programme. There follows, in Chapter Four, an account of the Winnipeg programme in actual operation, dealing with pilot projects, allocation of resources, and designation of personnel. Cultural activities and special academic programmes involving pupils, school staffs and parents are considered.

Chapter Five contains an assessment of some of the values of the programme, in the light of certain defined limitations, and some short-term forecasts for the future of the Higher Horizons programme.

### III. SETTING OF THE STUDY

Those schools designated as a suitable area for instituting a Higher Horizons programme were the Hugh John Macdonald Junior High School and its six elementary feeder schools, namely: Victoria-Albert, Pinkham, Somerset, Isbister,<sup>1</sup> Dufferin, and Montcalm schools. A map of the area involved is shown in Figure 1.

### IV. DEFINITION OF TERMS

A number of new or specially designated terms will be used in the report. They are defined as follows:

Committee: A group consisting of the principals of Hugh John Macdonald, Victoria-Albert, Pinkham, Somerset, Isbister, Dufferin and Montcalm schools, and certain designated personnel of the Superintendent's Department of the Winnipeg School Division No. 1.

Coordinator: a person who plans and coordinates the functions of the Higher Horizons programme, under the direction of the Superintendent's Department of the Winnipeg School Division No. 1.

Culturally deprived: children deprived of a way of life that encourages them to become contributing members

---

<sup>1</sup>Isbister School was closed on June 30, 1964, and its pupils were transferred to John M. King, Victoria-Albert and Somerset schools.





of our society, to achieve self-reliance as persons, and to have their own reasons for being. Other terms synonymous with it are: educationally deprived, economically depressed, underprivileged, disadvantaged, lower class, lower socio-economic, impoverished, economically deprived, culturally different, culturally depressed.

Division: all public schools situated within the boundaries of the city of Winnipeg, and known as The Winnipeg School Division No. 1.

Drop-outs: pupils who, for a number of reasons, fail to complete their high school education.

Elementary school: a school which offers instruction in Kindergarten and in grades one to six.

Great Cities Grey Areas School Improvement Programme, or Great Cities School Improvement Programme: includes the fourteen largest public school systems in the United States. Its purpose is to discover ways of providing better schooling for culturally deprived children.

Higher Horizons area: that portion of the City of Winnipeg School Division No. 1, providing education facilities through one designated junior high and six elementary schools, experimenting with the Higher Horizons programme. See Figure 1.

Higher Horizons programme: a programme designed to

encourage pupils, particularly in culturally deprived and economically depressed areas, to stay in school until they have qualified for admission to college or have acquired a trade or marketable skill.

Junior high school: a school where grades seven, eight and nine are taught.

Open House: an evening, designated several times during the year, for parents to visit the school and to discuss their children's progress with the teachers.

Programme: the Higher Horizons project or the Great Cities Grey Areas School Improvement programme, both of which aim for an optimal development of each pupil.

## V. SOURCES OF DATA

The following are the sources of data for this report:

1. The pamphlets, reports and bulletins on Higher Horizons, Board of Education of the City of New York, 110 Livingston Street, Brooklyn 1, New York.
2. Reports of the Detroit Great Cities School Improvement Project, 453 Stimson Avenue, Detroit, Michigan.
3. Phi Delta Kappan, a Journal for the Promotion of Research, Service, and Leadership in Education, Eighth Street and Union Avenue, Bloomington, Indiana.

4. "Education and the Disadvantaged American," the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D. C.

5. A report of the Committee on Services for Juvenile and Adult Offenders, Community Welfare Planning Council, 177 Lombard Avenue, Winnipeg 2, Manitoba.

6. School Board minutes and annual reports published by the Winnipeg School Division No. 1, 1577 Wall Street East, Winnipeg 3, Manitoba.

7. A report of a visit to a number of Higher Horizons schools in Metropolitan New York City, made by Mr. G. M. Newfield, Coordinator of Higher Horizons, the Winnipeg School Division No. 1, 1577 Wall Street East, Winnipeg 3, Manitoba.

8. Minutes of the Higher Horizons meetings, the Winnipeg School Division No. 1, 1577 Wall Street East, Winnipeg 3, Manitoba.

9. Personal consultation with the principals of the seven Winnipeg schools experimenting with the Higher Horizons programme.

10. Personal consultation with the City of Winnipeg Social Welfare Agency, the Winnipeg Juvenile and Family Court, and the Child Guidance Clinic of Greater Winnipeg.

## CHAPTER II

### REVIEW OF SIMILAR PROGRAMMES

#### I. THE HIGHER HORIZONS PROGRAMME IN NEW YORK CITY

##### Background and Organization

The New York City school system has traditionally played a leading role in developing human potential and in broadening democratic principles. The Higher Horizons programme is the most recent evidence of its leadership in the education of disadvantaged children. The programme aims to develop the potential achievement level of all children and to prevent the waste of human talent.

In the spring of 1956, the New York Board of Education's Commission on Integration, working through a sub-commission on Guidance, Educational Stimulation, and Placement, stated in its report:

It is well known that tests of mental ability usually do not measure the full intellectual potential of children who come from low status socio-economic homes, or homes in which there is cultural deprivation. Neither do such children demonstrate the academic achievement that other, more privileged children of comparable ability do, with the result that relatively few of the under-privileged children pursue post high school education, if indeed they complete even modified high school courses. In the concern for this type of child, it is proposed to institute a demonstration guidance programme for the early identification and stimulation of able students

who are not now identified, and to combine this guidance programme with one of teacher education in the identification and stimulation of able students of the type mentioned.<sup>1</sup>

The Demonstration Guidance Project evolved from this proposal and began at Junior High School 43, Manhattan, in December of 1956. The project was planned for a six-year period so that seventh grade pupils could be followed through graduation. In the beginning it included 717 of the 1,400 junior high school students in the seventh, eighth, and ninth grades. After further screening and the dispersion of many students to a variety of high schools, 379 students were placed in project classes at George Washington High School. Of this number, 240 students were ultimately graduated.

In the course of the project, many efforts were made to compensate for limitations caused by community factors. Expanded guidance and counselling staffs, special instructional and remedial services, broader cultural experiences, more contacts with parents, and clinical and financial assistance were provided.

The success of the project led to its extension into other junior high schools having the same problems. This

---

<sup>1</sup>Higher Horizons, Progress Report, Board of Education of the City of New York, 110 Livingston Street, Brooklyn 1, New York, January, 1963, p. 2.

expanded programme, known as the Higher Horizons programme, was launched in September, 1959.

Although the Higher Horizons programme developed from the Demonstration Guidance Project, there are differences between them as to purposes and organization. The pilot project was designed to identify and stimulate able students for college admission. The initial group consisted of only one-half of the junior high school population, and the number of children continuing in the project decreased for every year of operation. The Higher Horizons programme included all children in the grades affected, both the academically able and the academically disabled. Since it applied specifically to disadvantaged children, Higher Horizons became a quest for the kind of education which would enable them to compete with other children on the basis of equality, and to receive a fair share of the rewards of society. It therefore ceased to be a special project, and became a programme.

The Demonstration Guidance Project dealt, then, with a picked and constantly decreasing number of students in one junior high school and, later, in one high school. When chosen, they were in all grades--the seventh, eighth, and ninth--of the junior high school. As they progressed through the grades, a higher grade was added each year and the lowest

grade was dropped. On the other hand, the Higher Horizons programme adds new grades and pupils each year, and operates in many schools and on different school levels. In 1959, it was introduced in the third grade of the elementary school and the seventh grade of the junior high school. Each year, one elementary grade and one secondary grade have been added, so that at present the programme includes the third to sixth elementary grades, the seventh, eighth and ninth of junior high school, and the tenth grade of high school.

The reasons for beginning with one grade at a time were many. The introduction of the programme required time for planning, organization, and teacher training. The budgetary situation rendered it impossible to appropriate funds for all children in all grades of the selected schools. Growth of the programme was necessarily gradual in order to facilitate the evaluation of progress as preliminary to further expansion.

Table I summarizes the important differences between the initial project and its successor.

During the school year 1959-60, services were provided for seventh grade pupils in thirteen junior high schools and for third grade pupils in elementary schools feeding nine of these junior high schools. Later, the feeding elementary schools of the remaining four junior high



TABLE I  
DIFFERENCES BETWEEN HIGHER HORIZONS AND THE  
DEMONSTRATION GUIDANCE PROJECT\*

|                          | Higher Horizons<br>Programme  | Demonstration<br>Guidance Project                                       |
|--------------------------|---|---|
| Begun                    | September, 1959   | December, 1956  |
| Initial Grades           | 3 (elementary)<br>7 (junior high)   | 7, 8, 9 (junior<br>high school)   |
| Extension                | One elementary and<br>one secondary grade<br>added each year                      | To high school in<br>September, 1957                                    |
| Schools                  | 52 elementary<br>13 junior high<br>11 high schools                                | Junior High School<br>43, Manhattan<br>George Washington<br>High School |
| Target<br>Population     | All children  | The academically<br>able  |
| Goal                     | Better education<br>and wider fields<br>of choice for dis-<br>advantaged children | Graduation with<br>academic diploma,<br>college admission               |
| Method of<br>Operation   | Decentralized<br>operation  | Concentrated<br>control   |
| Present Status<br>(1963) | 64,075 pupils in<br>grades 3 to 10  | Completed in June,<br>1962  |

\*Higher Horizons, Progress Report, Board of  
Education of the City of New York, 110 Liv-  
ingston Street, Brooklyn 1, New York,  
January, 1963, p. 5.

schools were added to the programme. Tables II and III indicate the expansion of the programme since 1959.

TABLE II  
EXPANSION OF ELEMENTARY SCHOOL HIGHER HORIZON  
SERVICES, 1959-1962\*

| Year    | Schools | Grades           | Pupils | Programme<br>Teachers | Counsellors |
|---------|---------|------------------|--------|-----------------------|-------------|
| 1959-60 | 31      | 3                | 5,561  | 33                    | 30          |
| 1960-61 | 52      | 3, 4             | 18,342 | 61                    | 49          |
| 1961-62 | 52      | 3, 4, 5          | 25,039 | 81                    | 67          |
| 1962-63 | 52      | 3, 4, 5<br>and 6 | 33,757 | 168                   | 87          |

TABLE III  
EXPANSION OF JUNIOR HIGH SCHOOL HIGHER  
HORIZONS SERVICES, 1959-1962\*\*

| Year    | Schools | Grades  | Pupils | Programme<br>Teachers | Counsellors |
|---------|---------|---------|--------|-----------------------|-------------|
| 1959-60 | 13      | 7       | 6,769  | 25                    | 26          |
| 1960-61 | 13      | 7, 8    | 13,423 | 32                    | 29          |
| 1961-62 | 13      | 7, 8, 9 | 19,111 | 46                    | 50          |
| 1962-63 | 13      | 7, 8, 9 | 19,338 | 52                    | 50          |

\*Ibid.

\*\*Ibid.

In September, 1962, the tenth grades of nine academic high schools and two vocational high schools were added to the programme. In order that additional Higher Horizons services might be extended to the 10,980 students, seventy programme teachers and twenty guidance counsellors were added to the normal allotment. Table IV indicates the high school services.

TABLE IV  
ADDITION OF SENIOR HIGH SCHOOL HIGHER  
HORIZONS SERVICES, 1962-1963

| Year    | Schools                    | Grades | Pupils | Programme Teachers | Counsellors |
|---------|----------------------------|--------|--------|--------------------|-------------|
| 1962-63 | 9 academic<br>2 vocational | 10     | 10,980 | 70                 | 20          |

The programme, as of February, 1963, included 33,757 pupils in the third to sixth grades of 52 elementary schools, 19,338 pupils in the seventh to ninth grades of thirteen junior high schools, and 10,980 pupils in the tenth grade of nine academic high schools and two vocational high schools.

Although the goals and standards are the same for all schools and all districts, the Higher Horizons programme is a decentralized operation. Each principal, in consultation

with his assistant superintendent, determines his own specific programme. Programmes and procedures, therefore, vary widely from school to school, and from district to district. This decentralization is largely due to the heterogeneity of the population of New York City. There are degrees of disadvantage among the underprivileged. The problems of a segregated school in Harlem differ from those of a segregated school in Queens. Likewise, a school with a predominantly Puerto Rican population will have different problems from the school with a large immigrant Portuguese and Italian population.

In the elementary schools an additional number of teachers, known as programme teachers, was assigned. The nature of their assignment depended upon the needs of the school and district. In one district the programme teacher acted as curriculum assistant and teacher trainer. Another district employed teams of teacher-training specialists in subject matter such as reading, mathematics, science, and social studies. In a third district, the programme teachers were assigned to individual schools to carry out reading improvement programmes. In a fourth district, the duties of programme teachers were determined almost entirely by the principals. All of these teachers spent most of their time with parent and community education, cultural activities,

teacher training, curriculum improvement and enrichment, and remedial work. Again, local conditions in each school determined the programme to be followed.

Most schools received three programme teachers: two for academic improvement and one for cultural enrichment. The function of the academic teachers lay in the area of language arts, while the cultural enrichment teacher worked in the area of art and music, and supervised tours taken by the pupils. Each school had, in addition, a teacher of science and a teacher of library. Approximately one-half of the programme teacher's time was devoted to instruction of children, and the remainder of the time was appropriated for school and community activities.

In the junior high schools, principals made use of their programme teachers mainly for remedial reading, teacher training, curriculum enrichment, cultural activities, and administration. In the 1962-63 school year, the principals were asked to organize smaller classes in reading, mathematics, and foreign languages. Approximately one-half of the remedial services were available to children with greater academic potential.

In the high school, all tenth grade students received instructional or guidance services, or both. Principals, however, were given freedom to organize their own programmes to meet the conditions of their schools and the varying

needs of their pupils.

### Objectives

The objectives of the Higher Horizons programme are ultimately the same as those of the general school system. It assumes that disadvantaged children have as much innate ability as the advantaged, but that family circumstances and adverse environmental factors have prevented their potential from being realized. The long range goals remain the same in Higher Horizons schools but there are changes in programme, in emphases, and in procedures.

The main objectives of the Higher Horizons programme are: 1) to help teachers to set realistic goals for children, in terms of their potential rather than in terms of their past achievement; 2) to raise children's levels of aspiration and to stimulate them to attain these levels, commensurate with their ability; 3) to enrich the curriculum in academic and cultural areas in order to discover and develop pupil potential; 4) to provide remedial services for children with good academic potential, particularly in reading, and also in other academic subjects; 5) to provide inspiration to teachers and parents that faith in children will make progress possible, and to communicate this faith in themselves to the children; 6) to raise cultural sights of children by providing them with experiences not usually

attained in their home or community; 7) to develop methods which will encourage parents to cooperate with the school in raising educational, vocational, and aspirational levels of children; 8) to develop techniques for identifying and stimulating the educationally disadvantaged children.

Most of the children in the Higher Horizons schools live in slum areas or on the borders of them, and come from low income families without an education. They suffer from all the ills which a modern society inflicts upon them. Welfare assistance, free school lunches, broken homes, latch keys on strings around their necks, and single room occupancy are characteristics of the life of these children. The rate of pupil turnover in the average school is nearly fifty per cent. The number of pupils transferring into many schools exceeds those who have remained.

As a result of these conditions, the median retardation in reading of New York City seventh grade children in November, 1959, was one year and seven months. This meant that one-half of the children were below their grade level by more than two years. The poorest rated school was two years and nine months behind; the best school was eight months behind. In arithmetic, the results were approximately the same.

The success of the Higher Horizons programme must be

judged by these academic criteria. While the objectives to raise the self-image, to broaden the cultural horizons, to improve the school climate, or to make teachers happier are commendable, they are not enough. The academic functioning of a school must be improved as well.

The Higher Horizons programme is based on the proposition that improvement in a pupil must be accomplished by influencing the child, the teacher, and the parent. The child's educational, vocational, or aspirational goals can be raised by first convincing him that it is possible. Improvement in motivation and in achievement is necessary. The child's experiences with academic work have often been frustrating, and his association with others of the same minority group or the same member of a racial stereotype are constant reminders of inability to acquire academic virtues.

The objectives of the programme can be attained only through the teacher, who plays a key role in the process of improvement. She must have confidence in the child's ability and faith in the existence of a potential in all children.

The total programme can succeed only if both teachers and parents are stimulated so that pupil achievement is made. Parents accustomed to depressed conditions are prone



to lower their expectations of their children's success. Their apathy and discouragement must be assaulted. They must be persuaded to accept their responsibility in the programme by desiring a better education for themselves, better working conditions and a better life for their children.

### Special Services

Children who are unable to reach their potential achievement levels because of unfavourable environments are largely represented in the following groups:

- 1) the drop-outs from high school before its completion;
- 2) the brightest young people who terminate their formal education at high school graduation;
- 3) the children of average ability or better, who do not learn to read properly.

For these children, equality of services in the regular school system is inadequate to overcome unfavourable social and economic conditions. Additional services are absolute necessities.

In 1962-63, the Higher Horizons programme cost \$3,800,000, or about sixty-one dollars per pupil. This money was spent for 290 programme teachers, 157 guidance counsellors, and for materials, and does not take into

account the hundreds of teachers supplied to reduce the size of classes. An independent source estimated that the City was spending between one hundred and fifty and one hundred and seventy-five dollars per pupil per year for the additional services, so that the total additional cost of educating Higher Horizons pupils was over two hundred dollars per pupil each year.

The difference in cost of operation between a regular school and a Higher Horizons school results from smaller class size and from the many special programmes provided. Two elementary schools, first to sixth grades, have approximately 860 pupils in each. In one regular school in a middle-class area, there are twenty-five classroom teachers, a reading teacher, a teacher of health education, an assistant-to-principal, and a principal, making a total professional staff of twenty-nine. In a Higher Horizons school there are thirty-two classroom teachers, three programme teachers, a reading improvement teacher, a corrective reading teacher, a guidance counsellor, two guidance positions for early identifications, a one-half position for attendance teacher, a substitute auxiliary teacher of Spanish, seven teachers for an all-day neighbourhood school programme, a library teacher, two assistants-to-principal, and a principal, bringing the total professional staff positions to fifty-two and one-half.

Other Higher Horizons schools provide services such as teacher trainers, non-English speaking coordinators who assist teachers of non-English speaking children, and junior guidance classes registering as few as ten emotionally disturbed children.

In the thirteen Higher Horizons junior high schools (seventh to ninth grades) 664 classes were organized, with an average class size of twenty-eight pupils. This figure does not include the low enrolment of special classes for the handicapped and mentally retarded. This average is considerably lower than that of schools located in middle-class areas. The thirteen junior high schools have, in addition, 533 other positions, together with seventy-two supervisory positions, which brings the total of professional workers to 1,269.

In the high schools, guidance service was doubled for Higher Horizons purposes. Programme teachers, assigned at the rate of one teacher to 157 pupils, have enabled high schools to reduce their class size.

Special services in the Higher Horizons schools make it possible for teachers to carry out the normal activities of any good school. They are relieved of some of the burdens of teachers in depressed areas, such as discipline problems with threats to the self-esteem of the teacher, the

differing sets of values and expectations between the school and the community, the high transiency rate of pupils, the high rate of staff turnover, the large number of transfers into these schools, the difficulties of getting parental support, and the greater travel time for teachers to these schools.

As a result of the special services of the Higher Horizons programme it is hoped by the authorities that in time there will be very little difference between Higher Horizons schools and the other schools in terms of activities and academic achievement.

#### Teacher In-service Training

One of the most important aspects of the Higher Horizons programme has been the in-service training of teachers. Programme teachers prepare the new teachers for Higher Horizons. They give demonstration lessons, conduct in-service courses, hold individual and group discussions, arrange inter-visitation schedules, organize professional libraries in schools, and recommend readings to teachers. All in-service training activities of teachers are conducted by programme teachers.

Closed circuit television makes it possible for teachers to observe the best teachers at work with disadvantaged children, to identify latent abilities, to use individual and group guidance procedures, and to learn techniques

for parent interviews. Programme teachers organize the publication of bulletins, prepare exhibits, and provide the enthusiasm and inspiration to keep the programme functioning.

Efforts have been made to convince teachers that children can raise their achievement levels and go on to high school and to college. A lack of faith in the learning ability of children has been caused by a mistaken belief in the validity of group verbal tests of intelligence administered in the schools. The New York Higher Horizons programme has sought to dispel the notion that the intelligence quotient predestines a child's future. The phenomenon of the diminishing I.Q. is demonstrated by median scores in some schools of disadvantaged children, and follows the pattern shown in Table V.

TABLE V  
MEDIAN SCORES IN FOUR GRADES<sup>\*</sup>

| Grade  | I.Q. |
|--------|------|
| First  | 94   |
| Third  | 91   |
| Sixth  | 84   |
| Eighth | 81   |

<sup>\*</sup>Ibid., p. 23.

These facts, and their implications, had to be impressed upon the teachers. If a teacher relies wholly upon the verbal I.Q. scores, then little can be expected from children. If the teacher has a low expectation for children's learning, then pupils seldom exceed her expectations. One of the main emphases in teacher in-service training has been to raise the aspiration levels of teachers for children.

A major goal of the teacher in-service training has been the interpretation of the community to the teachers. Since most teachers are middle-class and white, the gulf between them and the poor, the coloured, and the immigrant is often wide, and only a sympathetic understanding can bridge the gap. Very often community leaders are invited to speak to groups of teachers and to discuss the problems of the neighbourhood.

It became a matter of great importance that prospective teachers receive their training in the kinds of schools in which they were likely to teach. Hunter College in New York now provides student teachers as substitutes in Higher Horizons schools. At graduation they are more adequately prepared to cope with the problems they are likely to encounter. Specifically, they are trained at this college in projects and activities which stimulate language and

reading of the disadvantaged pupils.

Teachers need continuous help and reinforcement from supervisors and parents in order to avoid frustration and defeatism. Superintendents and principals continue to meet for purposes of organization and planning, and this programme is applied by the principals to the schools, by means of a planning committee composed of supervisors, programme teachers, guidance counsellors, classroom teachers, and parents. Members of the committee are rotated in order to give all an opportunity to plan procedures. The entire staff is supplied with copies of minutes of the meetings.

The coordinator also assists in teacher in-service training. He provides and distributes printed materials and conducts city-wide meetings of Higher Horizons personnel.

### Guidance

One of the highlights of the Higher Horizons programme has been the introduction and expansion of guidance and counselling services to solve such matters as disciplinary problems and absenteeism, as well as to provide general administrative reinforcement. The role of the guidance counsellors has been developed and outlined cooperatively by the school staff. Pupils are counselled individually and in groups. Teachers and parents are also considered in

the guidance programme.

Individual counselling of pupils receives the most attention. More than ninety-five per cent of the pupils in one junior high school had one or more interviews. Approximately fifty per cent of the parents or guardians were interviewed one or more times. More than sixty per cent of the elementary pupils were interviewed one or more times during 1961-62. Emphasis was placed upon third grade children entering the programme, and upon new admissions to the other grades of the programme in the Area schools. All children within the programme received group counselling during the year. The individual counselling service was, however, extended to those pupils having serious difficulties relating to economic, social, educational, emotional, vocational, and family problems. All cases were recorded by the counsellors.

Group counselling is divided into three main categories: classroom group guidance, assemblies or large-group guidance, and small-group guidance.

In junior high schools, each class receives one period of group guidance per week. A manual of procedure is used in these periods. Much attention is given to motivation and to information regarding jobs. The greatest attention is given to raising the pupil's aspiration level. Each elementary school has developed its own group guidance programme, with the help of the guidance counsellors. A



regularly scheduled period, conducted weekly by each classroom teacher, deals with such activities as inter-class visiting, practice in speaking to groups, and audience behaviour.

Assemblies and large-group guidance have been programmed in junior high schools in particular. Graduates who have done well have been asked to address assemblies and to lead group discussions. However, these large-group assemblies have not always promoted the most effective pupil participation or behaviour.

Small-group counselling has been found to be more effective than that undertaken in larger groups. Groups of children composed of from four to ten pupils, meeting once a week, usually brought about more noticeable and positive results. Pupil participation in these groups has been flexible, and sometimes the groups have even been disbanded when the need for further guidance no longer existed. Those groups most frequently organized were of the following types: belligerent pupils, bright underachievers, newcomers to school, those with special talents, and withdrawn children.

Occupational information is usually lacking among the disadvantaged pupils. Higher Horizons schools have organized programmes, beginning in the elementary grades, to inform these children about occupations and the relationship between school and work. Efforts have been made to raise the pupil's

self-image and to show him, as examples, persons who have been successful in their chosen fields. Pupils must be convinced, however, that they too can be successful in life. Schools must compensate these children with a programme which they cannot possibly receive at home, and this programme cannot be postponed until they reach high school.

In the imparting of occupational information, repeated emphasis is placed upon the relationship between what pupils learn in school and the job requirements of society. Some of the activities of the elementary schools have included talks by outstanding people such as state senators, famous athletes or noted singers, as well as professional persons, clerks, nurses, and businessmen. Junior and senior high school produce elaborate "Career Days," in which former pupils have been featured speakers. These are the people who seem to be most successful in explaining the values of school to the pupils. Other resources tapped by guidance counsellors include libraries of occupational literature, career bulletin boards, and visual materials. Visits are made to colleges, scientific laboratories, assembly plants, factories, machine shops, department stores, and restaurants. In some cases, pupils are led to make realistic appraisals of their strengths and weaknesses. In most

cases they are inspired to raise their sights in order to enable them to match their job requirements with their true potential.

Teacher counselling is also a concern of the guidance counsellors. They have the problem of bridging not only the gap between children and their parents, but also that between the teachers and the home. Counsellors give direction and assistance to those teachers who do not realize the full impact of the difficulties of disadvantaged children. In general, this assistance is concerned with individual and group guidance techniques, interviewing parents, and with the maintenance and use of records.

Parent counselling is the major objective of a counsellor in the Higher Horizons programme. This entails encouraging and assisting parents to stimulate their own children towards success, and all schools have established programmes to educate parents. Special groups are organized and are taught how they might help their children, as well as how they might help themselves. Discussion in workshops deals with such topics as educational and vocational betterment, how to help with school work, and how to discipline.

### Instruction

The instructional programme has become the chief

focus of attention in Higher Horizons schools. Achievement in basic skills of reading, writing, and arithmetic is one of the main deficiencies of disadvantaged pupils. Progress in school is impossible without improvement in these skills.

At the same time, recognition of talent and the stimulation of wholesome interests are of great importance in Higher Horizons, but these are not meant to substitute for academic stimulation. Rather, they supplement and contribute to the realization of sound academic achievement. Accordingly, children have received instruction in musical instruments such as the violin, recorder, and tonette. This type of learning tends to satisfy pupil needs as well as to move the pupils into cultural activities. Recognition of leaders of student government or club leaders, as well as those proficient in athletics, art, or music, is an important factor in school success and continuance. Successes in these fields of endeavour are not intended to diminish the necessity of maintaining high levels of academic work. They are meant only to reinforce the desire of pupils to become proficient in academic fields.

Efforts have been made to attach values and rewards to academic success. Honour rolls showing high academic achievement are printed and posted on bulletin boards. Awards are made to pupils who pass all subjects, and to

those showing the greatest progress. Bulletin boards carry names of students whose academic excellence is on a par with athletic achievement. Pupils are praised publicly and in assemblies, for high achievement in specific subjects.

On the other hand, a controlled spirit of competition is engendered by other activities. Many of the junior high schools have mathematics teams, debating teams, science fairs, and book fairs which generate interest within the school, as well as in inter-school competition. The object is to give to the pupil who is academically able, a position similar to, say, the college football hero. The aspirations and achievement of any pupil are greatly influenced by the educational climate within the school. Competition levels and avenues must be many and varied in order that rewards might be available, to some extent, to each pupil. Higher Horizons attempts to create a climate which will favour academic success through competition, so that there will be a reasonable chance of success for all.

Along with academic success, the schools are also directing their attention more systemically to attendance, punctuality, work habits, neatness, attention in class, orderliness, and time limits. Pupils are also constantly encouraged to complete work attempted.

Greater time allotments are made to curricular areas which promote such verbal facilities as listening, speaking, reading, and writing. In the elementary schools, the greater portion of the day is devoted to language arts, particularly to reading. Most junior high schools give small groups of students between two and five additional periods of reading each week.

One of the greatest needs in deprived areas is for the provision of quiet places to study. Owing to an increased emphasis upon homework, many schools maintain study rooms, before or after school and during the lunch hour. The after-school community club, college students, high school students, and future-teacher clubs perform the work under supervision of the teacher. Study centres are frequently organized by community groups, churches, or neighbourhood organizations. The extension of the school day has become a necessity in overcoming the language deficit so marked in these areas.

The reading improvement programme has become the basis for raising the levels of academic achievement. In thirteen Higher Horizons junior high schools, a total of twenty-eight carefully selected special teachers of reading have been given this task. Remedial reading instruction, given in groups of twelve to fifteen, was provided for 6,850 pupils during the 1961-62 school year. Besides this, five

hundred non-English speaking pupils received special help in groups ranging in size from three to ten. Approximately forty per cent of the pupils received, on a regular basis, some systematic programmed help in reading.

In the fifty-two elementary schools, during 1961-62, there were seventy-three teachers of reading and ten non-English speaking coordinators. In addition, some part-time teacher assistance and the bulk of the teaching time of the Higher Horizons programme teachers were used in the field of reading. Together, all of these teachers gave special reading service to 4,500 pupils, and special language help was given to 830 non-English speaking pupils.

The Higher Horizons programme also attempts to increase the use of both school and public libraries. Book fairs, reading-to-other clubs, book lists, and library workshops have increased the use of the library by both pupils and parents.

The formation of interest groups has become widespread in all Higher Horizons schools. Clubs in science, creative writing, choral speaking, mathematics, dramatics, art, music, literature, French, and Spanish have been formed at the elementary level. The junior high schools have formed future teachers' clubs, future nurses' clubs, debating societies, and groups for literature, mathematics, language, and creative writing.

Special services were also made available to academically able students whose achievement was relatively low at the junior high school level. This group of under-achievers was chosen because the group with more serious academic deficiencies was already receiving special services. Most educators have noted that the remedial help is most effective with children of high potential who are not too far behind in their achievement level.

#### Cultural Enrichment

Cultural enrichment for both children and adults has been regarded by Higher Horizons planners as an educational necessity and, therefore, activities have been planned to enrich both the curriculum and the environment of the children. Activities such as tours provide basic experiences for disadvantaged children who have had little or no opportunity for such experiences as children in better communities enjoy as everyday occurrences. It is usual for more favoured children to be exposed to activities which develop interest in worthwhile use of leisure time, which stimulate the imagination, challenge the creative intelligence, and improve vocabulary and general knowledge. A great many of the parents of Higher Horizons children rarely have the time, money, knowledge or background to provide similar experiences. Since most of the elementary and junior high school



children have never been outside of their districts, a programme of planned experiences has become a virtual necessity.

New York City has a wealth of opportunities for these planned cultural experiences. Rapid and free transportation privileges are provided to children and teachers during school hours. However, in the past, teachers of disadvantaged children have been unable or reluctant to consider the possibilities for cultural enrichment, owing to such reasons as disciplinary problems, lack of parental consent, collection of money, pre-planning and follow-up procedures. Since the programme was instituted, however, the number of tours has increased tremendously. This increase has resulted mainly from the assignment of additional personnel. Programme teachers and coordinators of cultural activities assist the classroom teachers to make the necessary arrangements and to plan the preparatory and follow-up lessons. Thousands of children have visited such places as Town Hall, City Center, Carnegie Hall, and the Academy of Music. They attended ballets, operas, concerts, plays, and puppet shows. They made trips to parks, museums, banks, libraries, railroad stations, and post offices. Each child made, on the average, between two and three tours a year. In addition, tours sponsored by the schools were made by children in

company with their parents.

Children's theatre groups, individual artists, singers, choral groups, and dance troupes have performed in school auditoriums. Besides providing curriculum enrichment, some discovery of talent among the pupils has taken place. This, of course, has led to the formation of glee clubs, band classes, and art classes and clubs.

The great majority of these cultural activities are offered free or with reasonable discounts, but in some cases an admission fee must be charged. In many instances, activities have been subsidized by various organizations, after the goals of Higher Horizons have been explained to them.

Parents have given very enthusiastic support to the cultural phases of the programme, after some initial doubt as to the soundness of this practice, in terms of education. As more parents became involved in helping the teachers to manage classes, they gradually became educated themselves, with respect to the cultural centres where they might have taken their children but had failed to do so. They also learned of the desirability of tours, and obtained knowledge which they had never themselves possessed, or could not hitherto impart to their children. Finally, tours were arranged for parents only, by some of the schools.

Enlistment of parent participation in the cultural programme has resulted in additional weekend tours for children. For instance, many thousands of children have attended Saturday performances at Town Hall.

Educators have concluded that, for disadvantaged children, initial experiences must be direct and personal, and that the children must become actively involved. Consequently, plays, ballets, and concerts will be of value to them when later viewed on television, rather than becoming merely time fillers. In viewing a live performance, the child is given an opportunity to identify with the larger community. Tours provide children with a relationship between their own restricted world and the greater outside world, and with the opportunity to compare their standards with those of other children. These tours are also instrumental in providing the children with both the incentive and the will to talk spontaneously, and this is an added help in the important development of language.

#### Community Education

Higher Horizons aims to have its programme accepted freely and wholly by the parents, if maximum success can be expected with the children. Parents must be inspired in order to supply the necessary economic and psychological support. All parents wish their children to be successful

in school, and their dissatisfaction with educational procedures usually stems from disappointment with their own lot in life. Higher Horizons strives to reduce to a minimum any impediments that might stand in the way of normal contacts between the children and parents on one hand, and between teachers and administrators on the other. Special programmes are made available to the whole community, not merely for the unfortunate or retarded members of it.

During 1961-62, all schools made attempts to enlarge memberships and extend the activities of the already established Parents' Associations. Some of the topics for discussion have been: assignment of home chores, privacy and time for study, how to help children with reading, getting children to bed, getting children to school, educational opportunities for adults, and the meaning of marks. An important outcome of these associations has been the discovery and recognition of the helpfulness and talent which exists amongst parents. They helped with tours, remedial reading, library work, science fairs, cultural projects, and exhibits.

Although large group meetings have their inspirational purposes as well as the transmission of simple information, they do not make it possible to have much intercommunication between instructional staffs and parents.

Consequently, workshops and small-group meetings are taking their place. Attendance at these small meetings has increased by more than fifty per cent. The meetings deal with the needs of particular groups of children, such as the retarded readers, the gifted, the holdovers, and the potential drop-outs. The workshops serve as combined educational and social events which break down the barriers between school and parents, and therefore they establish a feeling of identification with the school. This identification has resulted in better parent-pupil relationship.

Numerous community agencies have assisted the Higher Horizons schools with various phases of the programme. Some of these services existed before the introduction of new ones but, all told, a tremendous amount of public goodwill and interest has been engendered in order to help children who need help. Dozens of centres for reading, homework and study have been opened for Higher Horizon students. These are found in churches, schools, community centres, libraries, and private homes. The pupils are supervised and instructed by volunteer high school and college students, parents, teachers, ministers, and others. Some of the students receive no more than the quiet, warmth, light, and space which are missing from their homes.



Others are given help with their homework. Many receive instruction in reading and basic skills from qualified teachers.

The office of the Coordinator has initiated and carried out many of the aspects of the programme, and serves as a clearing house for information. A strong programme of public relations has been found necessary, to mobilize public support and to inspire the participants. The press is instrumental in raising the public image of these schools. Visitors from all over the United States and from many parts of the world have come to observe this programme. The coordinator and his assistants have spoken to college faculties, parents' associations, civic groups, labour unions and other interested organizations. Special bulletins are published and distributed to the public to acquaint them with the programme. Radio stations have broadcast reports of activities undertaken in each of the Higher Horizons schools. The onus of public relations rests with each local school and it employs such media as bulletins, newsletters, magazines, workshops, and meetings. Higher Horizons stamps, letterheads and term calendars are devices used on literature going out to parents. The main objective of the school officials is the constant selection of programmes for securing reinforcement for pupils, teachers and parents.

### Evaluation and Conclusions

New York City began to evaluate the Higher Horizons programme in June, 1961, with the aid of a federal grant of \$81,000, which was matched by City funds, in the hope of completing the study by May, 1964. This study was supervised by the Bureau of Educational Research of the Office of Research and Evaluation. The Higher Horizons office is independent of the Bureau and has no part in the evaluation, except on a consultative basis. The evaluation is concerned with three main questions:

1. Does a planned programme such as Higher Horizons develop pupil potential more effectively than the conventional instructional programme?
2. To what extent does a variety of techniques, including teacher and counsellor ratings, identify more culturally deprived potentially able students than are now identified by the use of standardized aptitude and academic tests?
3. To what extent does the part played by the parent and the community raise the aspirational level of children's education and vocational plans?

The following is a brief outline of the procedures used in the evaluation:

1. A survey of the status of pupils is made before

they enter the programme, and a follow-up study is made for two or more years. Approximately 1,000 pupils were selected at the third grade level and another 1,000 were included at the seventh grade level.

2. An intensive experimental control study of class samples is made over a period of years. Class samples from the third grade and the seventh grade have been selected from participating experimental schools, and from control schools, totalling 1,000 pupils per grade from each type of school.

3. Various scales and questionnaires have been prepared for use in the evaluation project.

4. Subjective evaluation by the instructional staff of the schools is also being considered.

No decisive or definitive conclusions have yet been drawn as to the effectiveness of the programme in the New York schools, but it is recognized as a programme of collective action to salvage the potential abilities of children. There is no procedure in the programme that is new, but it inspires hope and supplies the personnel to make this hope a reality. The programme has provided a powerful weapon to overcome despair and deprivation in the fight for disadvantaged children.



## II. THE GREAT CITIES GREY AREAS SCHOOL IMPROVEMENT PROGRAMME

### Background and Organization

The prime problem faced by urban teachers of the United States today is how to offer culturally deprived youth an education that meets their needs. "In 1950, about one child out of ten attending public schools in the nation's fourteen largest cities was culturally disadvantaged. In 1960, the proportion had risen to one of three."<sup>1</sup>

Formerly, suburban-bound citizens were replaced in the core cities by Europeans who provided the chief source of unskilled urban labour.

Today, trans-Atlantic immigration has been reduced to a trickle, and the principal newcomers are natives from the Western hemisphere. Thousands of Puerto Ricans and Negroes from our southern states have settled in such north-eastern cities as Newark and New York. Southern Negroes and Appalachian Whites have migrated to Baltimore, Detroit, Cincinnati, Chicago, and other cities in the middle west. Mexican-American and reservation Indians have flocked to western cities such as Oakland, California, and Phoenix, Arizona. Between 1950 and 1960, New York City lost about 1,300,000 middle-class whites, a population greater than that of Cleveland, Ohio. They were replaced by 800,000 Negroes

---

<sup>1</sup>Phi Delta Kappan, a Journal for the Promotion of Research, Service, and Leadership in Education, Vol. XLV, No. 2, November, 1963, p. 91.

and Puerto Ricans, an underprivileged group larger in size than Washington, D.C. New York's experience in the fifties was not typical in numbers, but it was characteristic of population shifts other major cities have experienced.<sup>1</sup>

The neighbourhoods in which these migrants settle are very often characterized by bad housing, high population density, and a lack of privacy. Incomes are low and many residents are on public relief rolls. Most have low social and economic expectancy. Crime rates are high and conditions for juvenile delinquency are ripe. Such neighbourhoods have a marked impact on their schools, since the children who live in such areas are poorly prepared and motivated for formal education. The resulting situation has brought about enormous problems for the teaching force in the schools located in the affected areas.

In 1957, the superintendents and board members of fourteen large city (population over 600,000) school systems met in Atlantic City and concluded that immediate steps should be taken to find ways to improve the education of children with limited backgrounds. From this beginning grew the nation-wide educational experiment called the "Great Cities Grey Areas School Improvement Programme."

---

<sup>2</sup>Ibid., pp. 91-92.

The "great cities" include the fourteen largest public school systems in the United States. Ten of them are now experimenting with the Grey Areas programme, assisted by the Ford Foundation. The fourteen school systems participating in the programme are located in the cities of Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Milwaukee, New York, Philadelphia, Pittsburgh, San Francisco, St. Louis, and Washington.

To meet the special education requirement of the children with limited backgrounds, each of the "great cities" has developed and implemented a different programme. Through a cooperative effort, however, they hope to divide the tasks, the different approaches which must be tried and evaluated, and to share the results. In this way, it is hoped that more can be accomplished and learned in less time.

### Objectives

The different programmes of the Great Cities have identical objectives, these being designed to 1) accelerate the achievement of all disadvantaged children; 2) to identify and assist the talented among them; 3) to heighten their aspirations; 4) to develop in them the competencies necessary for successful living in the modern world; 5) to

increase parental responsibility; 6) to mobilize community resources to help disadvantaged children.

#### Basic Elements in the Detroit Project

The pilot project began in the public schools of Detroit in 1959. The basic elements in the Detroit project were: 1) reinforcing the teacher's work, 2) involving parents, 3) involving the community as a whole, 4) providing special appropriations for the programme.

The classroom teacher's work was reinforced by assistance from specialized professional workers and by reduction in class size. Competent consultants in areas of education, social work, sociology, and psychology gave in-service courses. Workshops concerning local school curricular problems were organized. Each school involved in the project added three full-time specialized persons to its staff: a school-community agent, a visiting teacher, and a coaching teacher. The school-community agent acted as a liaison officer between the community and the school, interpreting the school to the community, and vice versa. Some agents worked with the parents' groups, while others took charge of after-school and evening programmes for youths and adults. The visiting teacher was a social worker trained in case work, and handled children and parents of those children who had serious school adjustment problems. The coaching

teacher was concerned with children who had pronounced reading disabilities, working with small groups of from five to fifteen children, to overcome reading deficiencies. She also helped to train other teachers for work in this area.

The Detroit project attempted to involve parents in school activities in order to raise the educational and social aspirations for their children, and to give them a better understanding of the educational process. Free classes in practical subjects such as speech, shorthand, typing, sewing and millinery, were offered at first. Later, refresher courses in reading and arithmetic were organized. Parents were thus enabled to help their children with school work. Other instruction in household tasks, how to budget, food preparation, furniture repairing, and in family relations, helped to bolster the parents' self-esteem and to raise family aspirations.

To serve the needs of the community, comprehensive programmes of after-school and evening activities were organized. Some of them emphasized afternoon enrichment programmes for youth; others were concerned with evening adult programmes. In addition, public and private agencies offered the help of their personnel and resources. The Neighbourhood Service Organization of Detroit conducted day

camps for fifty-five emotionally disturbed children from the project schools, during the summer. The Y.M.C.A. and Y.W.C.A. offered the use of their physical facilities and carried on a variety of programmes. Public libraries took children to distant libraries by bus.

All these activities and projects required more funds than were generally provided for in conventional schools. The extra cost, however, usually did not exceed ten per cent of the normal costs of providing schooling in Detroit.

## CHAPTER III

### THE SITUATION IN WINNIPEG

#### I. INVESTIGATION OF MOBILITY AND PUPIL DROP-OUTS IN THE HIGHER HORIZONS AREA

##### Drop-outs

The trustees of The Winnipeg School Division No. 1 became concerned in 1961 with the increasing number of students who dropped out of school before completing high school. They suspected that the situation was particularly serious in the low socio-economic areas of the city, and suggested that a Higher Horizons programme, similar to the project introduced in the slum areas of New York, be tried on an experimental basis in Winnipeg, if the plan appeared to be feasible.

Four thousand dollars was allocated in the 1962 budget for initial expenses connected with the study and probable introduction of a Higher Horizons programme. The area served by Hugh John Macdonald Junior High School and its six feeder schools was designated as the experimental unit. A committee of administrative personnel and the principals of the participating schools was appointed.

The committee studied the problem by reviewing the literature describing the New York programme, and discussed it in relation to the local situation. They noted that

about one-third of Winnipeg young people dropped out of school before reaching Grade X. Some left because they could not cope with high school work. Others left simply because the temptation of money, the possession of a car, and the independence of holding down a job seemed more important in a teenager's world than a high school diploma.

Detecting a potential drop-out is not too difficult. General reasons given by pupils or their parents for terminating school attendance are: 1) not interested in school, 2) prefer work to school, 3) need to help support the home, 4) wants to get married, 5) pregnancy, 6) wants to enlist in the armed forces. The actual termination of attendance usually coincides with certain stress experiences associated with either the school or the home. Often the true reason may not be evident from the explanation given.

#### Grade Expectancies of Grade V and Grade VI Pupils

The Committee next investigated certain matters pertinent to the experimental area which might affect introduction of the proposed programme. The following questions arose:

1. What grade expectancies can be anticipated from the pupils of Grades V and VI in the Area?
2. How would grade expectancies of the experimental area compare with those in a more favoured socio-economic



area?

3. What has happened in the past to students from the Hugh John Macdonald Junior High School?

4. To what extent have students dropped out before completing high school?

5. What percentage went on to education beyond high school?

6. What percentage dropped out before entering high school?

A survey was made by means of general ability testing, to determine the grade expectancies of Grades V and VI pupils in the experimental area, and the results were compared with those of another school, outside the area. Also, a follow-up study was made on 313 students who attended Grade VII in Hugh John Macdonald school during 1955-56, to determine the grade attained and the educational aspirations of the students who might be in Grade XII or First Year at university in 1961-62, if they had passed a grade each year. The details of the survey and the findings were reported by the Bureau of Measurements of the Winnipeg School Division No. 1.

On May 22, 1962, at the instance of a committee convened to give consideration to the Higher Horizons project, tests were administered to pupils in Grade V in six schools: Dufferin, Isbister, Montcalm, Pinkham, Somerset, and

Victoria-Albert, and to pupils in Grade VI in these schools except Dufferin, which does not enrol Grade VI. These are the schools from which pupils go forward to Hugh John Macdonald Junior High School; these are the pupils who will in September be, for the most part, in Grade VI and Grade VII, the grades initially taking part in the project. The tests used were the Tests of General Ability (TOGA), published by Science Research Associates (S.R.A.); Form A of the Grade IV-VII test was used for Grade V, and Form A of the Grade VI-IX test was employed for Grade VI pupils.

In addition, tests were given to Grade VI pupils in Grosvenor school, in an entirely different part of the city, for purposes of comparison.

A major feature of TOGA is the division of the tests into two parts, each with a different type of item. Part I purports to measure the pupil's acquisition of information and knowledge, and his understanding of concepts through his experiences in his environment--family, school, community. The items require verbal knowledge but do not require reading, arithmetic, or other kinds of school achievement. They relate to the pupil's general knowledge of his surroundings. Part II has a series of items of a reasoning type, designed to measure intelligence uninfluenced or little influenced by the cultural background of the pupil. These

items are intended to present a challenge that is independent of environment and general culture, and to measure the pupil's ability to develop concepts.

Although the publishers do not give the I.Q.'s for the complete norms sample, the data are treated to maintain a normal distribution of I.Q.'s with a mean score of one hundred and a standard deviation of seventeen, for groups ranging in age from four to fifteen years, for the various forms and levels of the series of tests. By way of comparison, the following data are presented in Table VI.

TABLE VI

THE NUMBER OF PUPILS, THE MEAN I.Q., AND THE STANDARD DEVIATION OF THE HIGHER HORIZONS SCHOOLS AND GROSVENOR SCHOOL IN TESTS OF GENERAL ABILITY

|                       | N   | M     | S.D. |
|-----------------------|-----|-------|------|
| Grade V group, H. H.  | 280 | 93.0  | 18.3 |
| Grade VI group, H. H. | 250 | 91.2  | 16.6 |
| Grade VI, Grosvenor   | 80  | 114.7 | 22.1 |

The normative data of the publishers yield a grade expectancy, a statistically derived measure by which comparisons can be made between test levels, between parts of a test, and often between different tests. From these data

it is observed that the pupils in the Grade V and the Grade VI group do not reach grade expectancy, either in the parts of the tests or in the tests as a whole. Table VII shows the percentages of pupils in the samples who do not achieve up to the prescribed levels, compared with percentages of pupils in Grosvenor School.

TABLE VII  
PERCENTAGES OF PUPILS NOT ACHIEVING  
GRADE EXPECTANCY

|                  | Part I<br>(Verbal) | Part II<br>(Reasoning) | Total<br>Test |
|------------------|--------------------|------------------------|---------------|
| Grade V (H. H.)  | 61.6               | 58.8                   | 60.4          |
| Grade VI (H. H.) | 75.6               | 52.4                   | 68.0          |
| Grosvenor School | 40.0               | 16.3                   | 26.3          |

In the sample of six schools in Grade V and five schools in Grade VI, well over half of the pupils do not reach grade expectancy on this test. It is interesting to note that the discrepancy is greater in Grade VI than in Grade V. One conclusion might be that pupils who may lack a broad cultural base fall further behind as they proceed to higher grades.

One of the questions that must be asked is whether

the differences between grade expectancy on the verbal and that on the reasoning part of the test are significant. To test the significance, the groups have been dichotomized at the grade expectancies, G.X. 5.8 for the Grade V, and G.X. 6.8 for the Grade VI.

Grade V:

$$\sigma_D = \sqrt{\sigma_{p_1}^2 + \sigma_{p_2}^2 - 2r p_1 p_2 \sigma_{p_1} \sigma_{p_2}}$$

In this case

$$\sigma_{p_1} = \sqrt{\frac{61.6 \times 38.4}{280}} = 2.906$$

$$\sigma_{p_2} = \sqrt{\frac{58.8 \times 41.2}{280}} = 2.929$$

$$r = .43$$

$$\begin{aligned} \sigma_D &= \sqrt{2.906^2 + 2.929^2 - 2(.43)(2.906)(2.929)} \\ &= 3.42 \end{aligned}$$

$$C.R. = \frac{2.8}{3.42} = .82$$

This ratio makes it possible to reject the null hypothesis well beyond the five per cent level of confidence.

Grade VI: In this case,

$$\sigma_{p_1} = \sqrt{\frac{75.6 \times 24.4}{250}} = 2.716$$

$$\sigma_{p_2} = \sqrt{\frac{52.4 \times 47.6}{250}} = 3.158$$

$$r = .43$$

$$\sigma_D = \sqrt{2.716^2 + 3.158^2 - 2(.43)(2.716)(3.158)} = 3.13$$

$$C.R. = \frac{23.2}{3.13} = 7.41$$

This ratio is highly significant and would occur only once in many thousands of times because of sampling fluctuations. The only tenable conclusion is that there are real and large differences between the verbal and reasoning levels of the Grade VI pupils as revealed by this test; that is, the pupils are not achieving in the school area at a level consistent with their reasoning ability.

By way of comparison, the data for Grosvenor school are as follows:

$$\sigma P_1 = \sqrt{\frac{40 \times 60}{80}} = 5.477$$

$$\sigma P_2 = \sqrt{\frac{83.7 \times 16.3}{80}} = 4.130$$

$$r = .43$$

$$\begin{aligned} \sigma D &= \sqrt{5.477^2 + 4.13^2 - 2(.43)(5.477)(4.130)} \\ &= 5.253 \end{aligned}$$

$$C.R. = \frac{23.7}{5.253} = 4.5$$

Here too, the discrepancy between the two parts of the test is much too great to be attributable to chance fluctuations in sampling.

Table VIII shows another comparison which can be made between the publishers' data and the groups tested locally, with respect to means and standard deviations (raw scores) on the test as a whole.

TABLE VIII  
A COMPARISON BETWEEN THE PUBLISHERS' DATA  
AND GROUPS TESTED LOCALLY WITH RESPECT  
TO MEANS AND STANDARD DEVIATIONS

|                    | Mean | S.D. |
|--------------------|------|------|
| Publisher Grade V  | 56.3 | 10.3 |
| Local Grade V      | 52.8 | 10.9 |
| Publisher Grade VI | 42.6 | 10.0 |
| Local Grade VI     | 36.3 | 8.5  |

From these data it appears that 62.2 per cent of local Grade V pupils and 69.2 per cent of local Grade VI pupils score below the mean score of the publishers' norms groups.

In summary, let it be said that at no time did the two local groups--Grade V pupils from six schools and Grade VI pupils from five schools--score as well as the norms groups in the publishers' samples.

In terms of percentages reaching grade expectancies, the difference between parts of the tests for Grade V pupils was not significant, but for Grade VI pupils it was highly significant.

The following statements represent a brief summary of the results of tests of general ability administered to the

Grade V and VI classes:

1. The phenomenon of the diminishing I.Q. appears between the Grade V group (93.0) and the Grade VI group (91.2), just as it did in the New York project.
2. The majority of the children living in depressed areas do not obtain high rating on I.Q. tests and do not reach grade expectancies in the tests.
3. Children living in more favourable socio-economic areas, such as those attending Grosvenor school, obtain higher I.Q. ratings and reach higher grade expectancies, because of greater verbal knowledge and facility.
4. The results obtained by these tests are significant and valid for purposes of future testing and comparison.
5. This testing programme may be used as another method of evaluating the Higher Horizons project in the future.

In an effort to determine the grade attained and the educational aspirations of those pupils who, at the rate of a grade per year, could have completed Grade XII in June, 1961, the records of 313 pupils who attended Hugh John MacDonald school for Grade VII in 1955-56, were examined. Table IX shows the results of this investigation.



TABLE IX

THE RECORDS OF GRADE ATTAINMENT AND EDUCATIONAL  
ASPIRATIONS OF THREE HUNDRED AND THIRTEEN GRADE  
SEVEN PUPILS OF HUGH JOHN MACDONALD SCHOOL, 1955-56

|   | Girls | Boys | Total |
|---|-------|------|-------|
| Transferred to other Winnipeg<br>Schools: |       |      |       |
| Grade VII                                 | 17    | 24   | 41    |
| VIII                                      | 2     | 1    | 3     |
| IX  | 1     | 2    | 3     |
|   | 20    | 27   | 47    |
| Moved out of school division:             |       |      |       |
| Grade VII                                 | 7     | 11   | 18    |
| VIII                                      | 4     | 2    | 6     |
| IX  | -     | 2    | 2     |
|   | 11    | 15   | 26    |
| Withdrew from school:                     |       |      |       |
| Grade VII                                 | 23    | 25   | 48    |
| VIII                                      | 21    | 19   | 40    |
| IX  | 13    | 11   | 24    |
| Terminal                                  | 2     | 7    | 9     |
| IX, Tech.-Voc.                            | 1     | 3    | 4     |
| X Matriculation                           | -     | 5    | 5     |
| X Commercial                              | 8     | 1    | 9     |
| X Industrial                              | -     | 5    | 5     |
|   | 68    | 76   | 144   |
| Left School to go to work:                |       |      |       |
| XI Commercial                             | 23    | -    | 23*   |
| XI Industrial                             | -     | 3    | 3**   |
| XI Alternate Industrial                   | -     | 1    | 1     |
| XI Matriculation                          | 2     | 7    | 9**   |
| XII Matriculation                         | 6     | 1    | 7     |
| XII Alternate Commercial                  | 1     | -    | 1     |
| XII Commercial                            | 6     | -    | 6     |
| XII Industrial                            | -     | 5    | 5*    |
| XII Alternate Industrial                  | -     | 2    | 2     |
|   | 38    | 19   | 57    |

\*: 1 left during term

\*\* : 2 " " "

TABLE IX (continued)

|                                | Girls | Boys | Total |
|--------------------------------|-------|------|-------|
| Left school for other reasons: |       |      |       |
| XI, Moved                      | 2     | 1    | 3     |
| XI, Marriage                   | 1     | -    | 1     |
|                                | 3     | 1    | 4     |
| a. At school in 1961-62:       |       |      |       |
| XI                             | 1     | 6    | 7     |
| XII Matriculation              | 1     | 7    | 8     |
| XII Commercial                 | 1     | 1    | 2     |
| XII Industrial                 | -     | 2    | 2     |
|                                | 3     | 16   | 19    |
| b. University                  |       |      |       |
| United College                 | 5     | 4    | 9     |
| St. Paul's College             | -     | 1    | 1     |
| Commercial College             | -     | 1    | 1     |
| Accounting, private college    | 2     | 1    | 3     |
| Nursing                        | -     | 1    | 1     |
|                                | 1     | -    | 1     |
|                                | 8     | 8    | 16    |
| Totals                         | 151   | 162  | 313   |

The following is a brief summary of the survey of the 313 students attending Hugh John Macdonald School in Grade VII, during 1955-56:

1. Eleven per cent were attending Grade XII or First Year university.

2. Seven per cent withdrew in their third year of high school (Grade XII.)

3. Eleven per cent withdrew in their second year of high school (Grade XI.)

4. Eleven per cent withdrew in their first year of high school. This includes Terminal and Special courses, as well as regular Grade X Matriculation and General courses.

5. Eight per cent withdrew in Grade IX.

6. Twelve per cent withdrew in Grade VIII.

7. Fifteen per cent withdrew in Grade VII. This includes ungraded classes.

8. Twenty-five per cent transferred to other schools and could not be traced.

9. Thirty-five per cent of the students who started Grade VII at Hugh John Macdonald school did not reach high school.

#### Mobility of Pupils in the Area

The data contained in the succeeding tables will illustrate the mobility of the pupils in the six elementary schools in the Higher Horizons area for the year 1963-64. Table X sets forth the enrolment as of September 30, 1963 and numbers of pupils transferred in or out. Tables XI and XII indicate the amount of mobility within the Higher Horizons area, as well as outside it, in terms of pupils involved, and percentage of the total enrolment.

TABLE X

ENROLMENT AND TRANSFERS OCCURRING IN SIX HIGHER HORIZONS  
SCHOOLS OF WINNIPEG SCHOOL DIVISION NO. 1, 1963-64

| School          | Enrolment,<br>September 30,<br>1963 | Transfers      |                  |
|-----------------|-------------------------------------|----------------|------------------|
|                 |                                     | into<br>school | out of<br>school |
| Somerset        | 322                                 | 126            | 134              |
| Pinkham         | 391                                 | 181            | 172              |
| Montcalm        | 237                                 | 69             | 84               |
| Isbister        | 265                                 | 89             | 118              |
| Victoria-Albert | 631                                 | 363            | 223              |
| Dufferin        | 266                                 | 189            | 221              |
| Totals          | 2,112                               | 1,017          | 952              |

TABLE XI

MOBILITY OF GRADE SIX PUPILS OF HIGHER HORIZONS  
SCHOOLS, WINNIPEG SCHOOL DIVISION NO. 1, SINCE  
THE BEGINNING OF THEIR FORMAL EDUCATION

|                             | No. of Schools Attended |    |    |    |   |   |           | Total No.<br>of pupils |
|-----------------------------|-------------------------|----|----|----|---|---|-----------|------------------------|
|                             | 1                       | 2  | 3  | 4  | 5 | 6 | Over<br>6 |                        |
| No. of pupils<br>attending: |                         |    |    |    |   |   |           |                        |
| Somerset                    | 9                       | 7  | 9  | 2  | 5 | 1 | 1         | 34                     |
| Pinkham                     | 21                      | 12 | 10 | 3  | 2 | 1 | 1         | 50                     |
| Montcalm                    | 12                      | 5  | 1  | 0  | 2 | 3 | 1         | 24                     |
| Isbister                    | 4                       | 6  | 9  | 5  | 3 | 2 | 3         | 32                     |
| Vict.-Alb.                  | 18                      | 27 | 17 | 16 | 3 | 4 | 6         | 91                     |
| Dufferin*                   |                         |    |    |    |   |   |           |                        |

\*Since Dufferin School has no Grade VI classes, no figures regarding mobility are available.

TABLE XII

MOBILITY OF GRADE SIX PUPILS OF HIGHER HORIZONS  
SCHOOLS, SINCE THE BEGINNING OF THEIR FORMAL  
EDUCATION, IN TERMS OF PERCENTAGE OF ENROLMENT

|  | School*  |         |          |          |                  |
|--|----------|---------|----------|----------|------------------|
|  | Somerset | Pinkham | Montcalm | Isbister | Vict.-<br>Albert |
| Percentage attending more than one school  | 73.53    | 58.00   | 50.00    | 87.50    | 80.22            |
| Percentage attending one school            | 26.47    | 42.00   | 50.00    | 12.50    | 19.78            |
| No. of schools attended within H. H. Area  | 46       | 71      | 29       | 51       | 153              |
| No. of schools attended outside H. H. Area | 50       | 41      | 31       | 66       | 121              |
| Total no. of schools attended              | 96       | 112     | 60       | 117      | 274              |
| Percentage mobility within H.H. Area       | 47.92    | 63.39   | 48.33    | 43.59    | 55.84            |
| Percentage mobility outside H.H. Area      | 52.08    | 36.61   | 51.67    | 56.41    | 44.16            |

\*Since Dufferin School has no Grade VI classes, no figures regarding mobility are available.

The foregoing information serves to indicate the tremendous pupil turnover in the elementary grades. Some schools reported an average of over thirty transfers in and transfers out, within a month. However, it may be noted that just over

fifty per cent of the mobility took place within the Higher Horizons area. Upon checking the record cards of the pupils, many instances of this movement were found to be on the borders of the Area. Early in 1962, a similar study had revealed almost the identical percentage and had convinced the Committee that a pilot project was justified.

A survey of the student population at Hugh John MacDonald Junior High School revealed considerable mobility of the student population, as follows:

Grade IX: Forty-two per cent had been in the Area for nine years or more; twenty-three per cent had been in the local area for less than four years.

Grade VIII: Thirty-eight per cent had been in the Area for eight years or more; thirty-five per cent had been in the local area less than four years.

Grade VII: Forty per cent had been in the Area for seven years or more; forty per cent had been in the local area less than four years.

Again, in spite of the non-static nature of the junior high school population, the evidence suggested that a Higher Horizons programme was justified.

## II. COMPARISON OF MENTAL ABILITY, READING AND ATTENDANCE OF PUPILS IN THE HIGHER HORIZONS AREA WITH PUPILS IN HIGHER SOCIO-ECONOMIC AREAS

### Survey of the Group Tests of Mental Ability

During past years the Winnipeg School Division No. 1 has administered group tests of mental ability to all the pupils in Grade III and Grade IV, in the latter part of September each year. The Otis Quick-Scoring Mental Ability Tests, New Edition, Alpha Short Form, designed for Grades I to IV, were administered to Grade III pupils. The Henmon-Nelson Tests of Mental Ability, Revised Edition, designed for Grades III to VI, were administered to Grade V pupils.

The purpose of the Otis Quick-Scoring Mental Ability Tests is "to measure mental ability, that is, the thinking power or the degree of maturity of the mind."<sup>1</sup> The test is used as a basis "for estimating ability to handle school-work successfully."<sup>2</sup> Since reading continues to be essential to academic and vocational success, the Otis test was correlated with the Metropolitan Achievement Test, and a correlation of .62 was obtained. Also, the correlation between the

---

<sup>1</sup> Otis Quick Scoring Mental Ability Tests, New Edition, Manual of Directions, Arthur S. Otis, World Book Company, Yonkers-on-Hudson, New York, 1954, p. 1.

<sup>2</sup> Ibid., p. 12

Alpha Short Form A and the Stanford Achievement in Reading, Paragraph Meaning and Word Meaning for Grade III were .56 and .55 respectively. These scores will substantiate results between the correlation of the Otis Quick-Scoring Mental Test and the Stanford Achievement Reading Test scores later in this chapter. The reliability coefficients, corrected by the Spearman-Brown formula, were .87 and .88.

"The Henmon-Nelson Tests of Mental Ability, Revised Edition, are designed to measure those aspects of mental ability which are important for success in academic work and in similar endeavours outside the classroom."<sup>3</sup> The correlation of the Henmon-Nelson Tests of Mental Ability with the following scores on the Stanford Reading Achievement Test, Form A, Grade VI, were .624 for Paragraph Meaning, .602 for Word Meaning, and .653 for Average Reading. The odd-even reliability coefficients for Grade V forms A and B were .968 and .955, and for Grade VI, forms A and B, were .936 and .941 respectively. These scores will also substantiate results of a correlation in this chapter.

Table XIII outlines the results obtained by Grade III pupils of the Winnipeg School Division No. 1, on the Otis Quick-Scoring Mental Ability Tests, New Edition, during the years 1961, 1962, and 1963.

---

<sup>3</sup>The Henmon-Nelson Tests of Mental Ability, Examiner's Manual, V.A.C. Henmon and M. J. Nelson, Houghton Mifflin Co., Boston, Mass., 1944, p. 2.



TABLE XIII

PERCENTILES, MEANS, STANDARD DEVIATIONS, AND THE NUMBER  
OF GRADE THREE PUPILS TAKING THE OTIS QUICK-SCORING  
MENTAL ABILITY TESTS: ALPHA SHORT FORM

|                      | Year   |        |        |
|----------------------|--------|--------|--------|
|                      | 1961   | 1962   | 1963   |
| 90 Percentile        | 121.72 | 122.21 | 121.45 |
| 75 Percentile $Q_3$  | 112.48 | 112.55 | 112.31 |
| 50 Percentile Median | 103.43 | 103.43 | 103.61 |
| 25 Percentile $Q_1$  | 94.61  | 94.93  | 95.01  |
| Mean                 | 103.77 | 104.00 | 103.82 |
| Standard Deviation   | 13.23  | 16.85  | 13.24  |
| No. of Pupils        | 3766   | 3769   | 3935   |

These results for the three years show a high degree of consistency, suggesting that the Otis Alpha Short Form is a reliable test for measuring the mental ability of Grade III pupils.

Table XIV outlines the results obtained by Grade V pupils of the Winnipeg School Division No. 1, on the Henmon-Nelson Tests of Mental Ability, during the years 1961, 1962, and 1963.

TABLE XIV  
PERCENTILES, MEANS, STANDARD DEVIATIONS, AND NUMBER  
OF GRADE FIVE PUPILS TAKING THE HENMON-NELSON  
TESTS OF MENTAL ABILITY

|                      | Year   |        |        |
|----------------------|--------|--------|--------|
|                      | 1961   | 1962   | 1963   |
| 90 Percentile        | 127.10 | 127.20 | 128.23 |
| 75 Percentile $Q_3$  | 120.00 | 120.32 | 121.68 |
| 50 Percentile Median | 111.03 | 111.21 | 113.03 |
| 25 Percentile $Q_1$  | 101.03 | 101.48 | 103.05 |
| Mean                 | 101.18 | 110.41 | 111.97 |
| Standard Deviation   | 13.32  | 13.30  | 13.18  |
| No. of Pupils        | 3796   | 3636   | 3712   |

These results also show a high degree of consistency for the three years. Although the median score is quite high, nevertheless it is considered to be a reliable test for measuring the mental ability of Grade V pupils.

Table XV shows the frequency distributions, number of pupils, and the medians of the Otis Quick-Scoring Mental Ability Tests, Grade III, for Dufferin, Isbister, Montcalm, Pinkham, Somerset, and Victoria-Albert schools for the years 1961, 1962, and 1963. A comparison may be made with Table XVI,

TABLE XV

FREQUENCY, OTIS QUICK-SCORING MENTAL ABILITY TESTS, HIGHER HORIZONS PUPILS, GRADE III

| I. Q.<br>Scores | September, 1961 |       |        |       |       |       | September, 1962 |       |        |        |       |       | September, 1963 |        |        |       |       |       |
|-----------------|-----------------|-------|--------|-------|-------|-------|-----------------|-------|--------|--------|-------|-------|-----------------|--------|--------|-------|-------|-------|
|                 | School          |       |        |       |       |       | School          |       |        |        |       |       | School          |        |        |       |       |       |
|                 | D               | I     | M      | P     | S     | VA    | D               | I     | M      | P      | S     | VA    | D               | I      | M      | P     | S     | VA    |
| 150 and up      |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| 145-149         |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| 140-144         |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| 135-139         |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| 130-134         |                 | 1     |        |       |       | 1     |                 | 1     |        |        | 1     |       |                 |        |        |       |       |       |
| 125-129         |                 |       | 2      |       | 1     |       | 1               | 3     |        |        | 1     | 1     |                 |        | 1      |       |       |       |
| 120-124         | 2               |       | 3      |       |       | 1     | 1               | 6     |        |        | 1     | 3     |                 | 3      | 1      |       | 2     | 3     |
| 115-119         | 3               |       | 4      | 4     | 4     |       | 7               | 2     | 9      | 3      | 1     | 1     |                 | 1      | 2      |       | 1     | 3     |
| 110-114         | 3               | 2     | 6      | 4     | 6     | 5     | 8               | 2     | 4      | 6      | 4     | 4     |                 | 3      | 3      | 7     |       | 4     |
| 105-109         | 3               |       | 2      | 6     | 8     | 7     | 12              | 3     | 9      | 9      | 2     | 7     | 3               | 3      | 1      | 2     | 6     | 2     |
| 100-104         | 5               | 7     | 6      | 7     | 4     | 16    | 9               | 8     | 11     | 14     | 6     | 18    | 3               | 3      | 2      | 5     | 14    | 14    |
| 95- 99          | 7               | 5     | 4      | 8     | 6     | 17    | 14              | 9     | 5      | 6      | 8     | 7     | 9               | 5      | 4      | 6     | 11    | 8     |
| 90- 94          | 3               | 4     | 1      | 10    | 4     | 16    | 12              | 11    | 2      | 8      | 3     | 11    | 8               | 3      | 4      | 11    | 10    | 11    |
| 85-89           | 2               | 1     | 4      | 9     | 4     | 12    | 4               | 7     | 5      | 7      | 3     | 9     | 5               | 2      | 1      | 6     | 6     | 14    |
| 80- 84          | 5               | 5     | 1      | 5     | 7     | 7     | 9               |       | 4      | 4      | 1     | 9     | 6               | 3      | 1      | 6     | 3     | 15    |
| 75- 79          | 1               | 1     |        |       | 3     | 4     | 5               | 1     |        | 3      | 3     | 4     | 6               | 2      | 2      | 6     | 4     | 10    |
| 70- 74          |                 |       |        | 1     |       | 1     | 3               |       |        |        | 2     | 1     | 5               | 1      |        | 2     | 2     | 6     |
| 65- 69          |                 |       |        |       |       |       |                 |       |        |        |       |       | 2               |        | 2      |       | 2     | 4     |
| 60- 64          |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| 55- 59          |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       | 1     |
| 50- 54          |                 |       |        |       |       |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| Below 50        |                 |       |        |       | 1     |       |                 |       |        |        |       |       |                 |        |        |       |       |       |
| Total           | 34              | 26    | 33     | 54    | 48    | 87    | 84              | 45    | 59     | 60     | 41    | 75    | 47              | 26     | 18     | 55    | 45    | 93    |
| Median          | 98.79           | 96.50 | 105.75 | 95.75 | 98.67 | 95.53 | 97.72           | 95.44 | 105.89 | 100.21 | 96.69 | 97.00 | 94.00           | 101.50 | 100.75 | 97.00 | 98.25 | 93.25 |

TABLE XVI  
FREQUENCY, OTIS QUICK-SCORING MENTAL ABILITY TESTS, CONTROL PUPILS, GRADE III

| September, 1961 |        |        |        |        |        |        | September, 1962 |        |        |        |        |       |        | September, 1963 |       |        |       |        |  |  |
|-----------------|--------|--------|--------|--------|--------|--------|-----------------|--------|--------|--------|--------|-------|--------|-----------------|-------|--------|-------|--------|--|--|
| I. Q.<br>Scores | C      | School |        |        |        |        | C               | School |        |        |        |       | C      | School          |       |        |       |        |  |  |
|                 |        | G      | RB     | RHS    | R      | SSS    |                 | G      | RB     | RHS    | R      | SSS   |        | G               | RB    | RHS    | R     | SSS    |  |  |
| 150 and up      |        | 1      |        |        |        |        |                 | 1      |        | 1      |        |       |        |                 |       |        |       |        |  |  |
| 145-149         | 1      | 2      |        |        |        |        | 1               |        |        |        |        |       |        | 1               |       |        |       |        |  |  |
| 140-144         | 1      | 1      |        |        | 1      |        |                 | 2      |        |        | 1      |       |        | 1               |       |        |       |        |  |  |
| 135-139         |        | 1      |        | 2      | 3      |        | 1               | 3      | 1      |        | 4      |       |        | 2               | 3     |        | 1     |        |  |  |
| 130-134         | 3      | 1      |        | 3      | 2      |        | 1               | 2      | 1      | 2      | 2      | 1     |        | 1               | 1     |        | 2     |        |  |  |
| 125-129         | 5      | 3      |        | 5      | 5      |        | 3               | 6      |        | 2      | 5      |       |        | 1               | 8     |        | 3     |        |  |  |
| 120-124         | 6      | 2      | 2      | 7      | 4      | 1      | 4               | 7      | 4      | 1      | 1      | 1     |        | 2               | 11    | 1      | 8     | 6      |  |  |
| 115-119         | 6      | 9      | 2      | 14     | 6      | 4      | 5               | 5      | 3      | 3      | 2      | 2     |        | 3               | 3     | 5      | 3     | 3      |  |  |
| 110-114         | 8      | 7      | 5      | 10     | 12     | 4      | 7               | 7      | 3      | 8      | 13     | 6     |        | 5               | 16    | 5      | 8     | 7      |  |  |
| 105-109         | 13     | 9      | 16     | 11     | 17     | 11     | 13              | 11     | 8      | 15     | 16     | 8     |        | 16              | 7     | 4      | 14    | 13     |  |  |
| 100-104         | 6      | 6      | 11     | 7      | 7      | 11     | 8               | 8      | 14     | 6      | 11     | 5     |        | 14              | 7     | 3      | 8     | 14     |  |  |
| 95- 99          | 5      | 3      | 7      | 9      | 15     | 9      | 6               | 6      | 4      | 7      | 3      | 10    |        | 8               | 4     | 9      | 11    | 16     |  |  |
| 90- 94          | 2      | 1      | 10     | 3      | 7      | 3      | 2               | 3      | 7      | 2      | 6      | 3     |        | 1               |       | 10     | 1     | 12     |  |  |
| 85- 89          | 1      | 2      | 6      | 1      | 9      | 4      | 2               | 3      | 5      | 3      | 1      | 4     |        | 1               | 4     | 6      | 1     | 9      |  |  |
| 80- 84          | 2      |        | 6      |        | 3      | 5      | 1               | 1      |        | 2      |        | 6     |        |                 | 1     | 2      |       | 6      |  |  |
| 75- 79          | 1      | 1      | 2      |        | 2      |        |                 |        |        | 1      |        | 2     |        |                 |       | 2      |       | 3      |  |  |
| 70- 74          |        |        |        |        |        |        | 1               |        |        |        |        |       |        |                 |       | 2      |       | 1      |  |  |
| 65- 69          |        |        |        |        |        |        |                 |        |        |        |        |       |        |                 |       |        |       |        |  |  |
| 60-64           |        |        |        |        |        |        |                 |        |        |        |        |       |        |                 |       |        |       |        |  |  |
| 55-59           |        |        |        |        |        |        |                 |        |        |        |        |       |        |                 |       |        |       |        |  |  |
| 50-54           |        |        |        |        |        |        |                 |        |        |        |        |       |        |                 |       |        |       |        |  |  |
| Below 50        |        |        |        |        |        |        |                 |        |        |        |        |       |        |                 |       |        |       |        |  |  |
| Total           | 60     | 49     | 67     | 71     | 93     | 52     | 55              | 65     | 50     | 53     | 65     | 48    | 54     | 67              | 50    | 67     | 93    | 53     |  |  |
| Median          | 109.50 | 111.29 | 100.64 | 111.75 | 105.53 | 101.77 | 107.38          | 109.86 | 102.71 | 106.33 | 108.09 | 99.00 | 105.44 | 112.78          | 96.17 | 108.96 | 99.34 | 103.88 |  |  |

showing these scores obtained in the same years from Clifton, Grosvenor, Ralph Brown, Robert H. Smith, Robertson, and Sir Sam Steele, the six elementary schools selected as control schools, outside the central area of the City of Winnipeg.

In 1961, only Montcalm school in the Higher Horizons area showed a median I.Q. score above that of some of the other schools outside the central area, namely, Ralph Brown, Sir Sam Steele, and Robertson, by a fraction. In 1962, the Montcalm school median again exceeded that of Ralph Brown and Sir Sam Steele schools. Pinkham school also exceeded the Sir Sam Steele median. In 1963, both Isbister and Montcalm school medians exceeded those of Ralph Brown and Robertson schools. The Ralph Brown median is also exceeded by Pinkham and Somerset schools. With the foregoing exceptions, the median intelligence quotients are generally higher in the schools outside the Higher Horizons area.

Table XVII shows the frequency distributions, number of pupils, and the medians on the Henmon-Nelson Tests of Mental Ability, Grade V, for Dufferin, Isbister, Montcalm, Pinkham, Somerset, and Victoria-Albert schools for the years 1961, 1962, and 1963. A comparison may be made with Table XVIII, which shows these scores, obtained in the same three years, for Clifton, Grosvenor, Ralph Brown, Robert H. Smith,

TABLE XVII

FREQUENCIES, HENMON-NELSON TESTS OF MENTAL ABILITY, HIGHER HORIZONS PUPILS, GRADE V

| I. Q.<br>Scores | September, 1961 |        |        |        |        |       | September, 1962 |        |        |        |        |       | September, 1963 |        |        |        |        |        |
|-----------------|-----------------|--------|--------|--------|--------|-------|-----------------|--------|--------|--------|--------|-------|-----------------|--------|--------|--------|--------|--------|
|                 | School          |        |        |        |        |       | School          |        |        |        |        |       | School          |        |        |        |        |        |
|                 | D               | I      | M      | P      | S      | VA    | D               | I      | M      | P      | S      | VA    | D               | I      | M      | P      | S      | VA     |
| 150 and up      |                 |        |        |        |        |       |                 |        |        |        |        |       |                 |        |        |        |        |        |
| 145-149         |                 |        |        |        |        |       |                 |        |        |        |        |       |                 |        |        |        |        |        |
| 140-144         |                 |        |        |        |        |       | 2               |        |        |        |        |       |                 |        |        |        |        |        |
| 135-139         |                 |        |        |        |        |       | 1               |        |        |        |        |       | 1               |        | 1      |        |        | 1      |
| 130-134         |                 |        |        | 1      |        |       | 7               | 1      |        |        |        |       | 1               |        |        | 2      |        |        |
| 125-129         | 1               | 1      | 5      |        | 3      | 1     | 11              | 1      | 2      |        | 1      |       |                 |        | 2      | 4      | 2      |        |
| 120-124         | 3               | 3      | 5      | 1      | 4      | 3     | 1               | 2      | 5      | 6      | 2      | 3     | 2               | 3      | 2      | 5      | 2      | 7      |
| 115-119         | 2               | 4      | 1      | 5      | 8      | 9     | 5               | 4      | 3      | 5      | 2      | 1     | 4               | 5      | 6      | 2      | 4      | 8      |
| 110-114         | 3               | 6      | 1      | 8      | 8      | 4     | 6               | 1      | 2      | 10     | 10     | 4     | 2               | 3      | 1      | 3      | 5      | 7      |
| 105-109         | 8               | 5      | 5      | 3      | 5      | 10    | 6               | 8      | 7      | 3      | 8      | 7     | 5               | 6      | 3      | 5      | 10     | 10     |
| 100-104         | 8               | 5      | 4      | 16     | 4      | 5     | 5               | 4      | 6      | 6      | 6      | 9     | 3               | 5      | 1      | 8      | 6      | 14     |
| 95-99           | 4               | 3      | 1      | 5      | 9      | 11    | 2               | 5      | 2      | 7      | 5      | 8     | 4               | 6      |        | 6      | 2      | 5      |
| 90-94           | 6               | 2      | 5      | 9      | 2      | 7     | 3               | 5      | 1      | 8      | 2      | 9     | 7               | 3      | 3      | 5      | 1      | 6      |
| 85-89           | 4               | 3      | 1      | 7      | 4      | 5     | 2               | 3      | 2      | 3      | 1      | 6     | 4               | 3      |        | 6      | 3      | 4      |
| 80-84           | 2               | 3      | 4      | 4      | 3      | 6     | 3               |        | 2      | 4      | 2      | 3     | 1               | 2      |        | 1      | 2      | 2      |
| 75-79           | 1               |        |        | 2      |        | 2     | 1               |        |        | 2      | 1      | 4     | 3               |        |        |        | 1      | 1      |
| 70-74           |                 |        | 1      |        |        | 2     | 1               |        |        |        | 1      | 3     |                 |        |        |        |        |        |
| 65-69           |                 |        |        |        |        | 1     |                 | 1      |        |        | 1      |       |                 | 1      |        |        |        | 1      |
| 60-64           |                 |        |        |        |        |       |                 |        |        |        |        |       |                 |        |        |        |        |        |
| 55-59           |                 |        |        |        |        |       |                 |        |        |        |        |       |                 |        |        |        |        |        |
| 50-54           |                 |        |        |        |        |       |                 |        |        |        |        |       |                 |        |        |        |        |        |
| Below 50        |                 |        |        |        |        |       |                 |        |        |        |        |       |                 |        |        |        |        | 1      |
| Total           | 42              | 35     | 33     | 61     | 50     | 66    | 35              | 54     | 32     | 56     | 41     | 59    | 35              | 37     | 18     | 44     | 42     | 69     |
| Median          | 102.00          | 106.00 | 105.50 | 100.59 | 107.50 | 99.05 | 104.92          | 114.50 | 106.64 | 102.83 | 105.44 | 96.69 | 97.63           | 103.00 | 115.33 | 102.00 | 107.50 | 104.75 |

TABLE XVIII

FREQUENCIES, HENMON-NELSON TESTS OF MENTAL ABILITY, CONTROL SCHOOLS PUPILS, GRADE V

| I. Q.<br>Scores | September, 1961 |        |        |        |        |        | September, 1962 |        |        |        |        |        | September, 1963 |        |        |        |        |        |
|-----------------|-----------------|--------|--------|--------|--------|--------|-----------------|--------|--------|--------|--------|--------|-----------------|--------|--------|--------|--------|--------|
|                 | School          |        |        |        |        |        | School          |        |        |        |        |        | School          |        |        |        |        |        |
|                 | C               | G      | RB     | RHS    | R      | SSS    | C               | G      | RB     | RHS    | R      | SSS    | C               | G      | RB     | RHS    | R      | SSS    |
| 150 and up      |                 |        |        |        |        |        |                 |        |        |        |        |        |                 |        |        |        |        |        |
| 145-149         |                 | 1      |        |        |        |        |                 |        |        |        | 1      |        | 1               | 2      |        | 1      |        |        |
| 140-144         |                 | 2      |        |        |        | 1      |                 |        |        | 2      | 3      |        |                 | 1      |        | 6      |        |        |
| 135-139         |                 | 8      |        | 2      |        |        |                 | 2      |        | 11     | 1      | 1      | 4               | 8      |        | 10     | 5      |        |
| 130-134         | 3               | 9      | 3      | 9      | 7      | 1      | 3               | 4      | 3      | 12     | 2      |        | 7               | 13     | 2      | 18     | 12     | 1      |
| 125-129         | 5               | 10     | 6      | 7      | 5      | 3      | 8               | 7      | 4      | 8      | 9      | 3      | 15              | 7      | 1      | 13     | 9      | 2      |
| 120-124         | 10              | 8      | 10     | 13     | 12     | 5      | 10              | 14     | 6      | 16     | 3      | 2      | 15              | 11     | 4      | 13     | 16     | 8      |
| 115-119         | 9               | 9      | 9      | 10     | 13     | 2      | 6               | 9      | 4      | 15     | 6      | 6      | 8               | 8      | 4      | 13     | 20     | 9      |
| 110-114         | 11              | 7      | 11     | 9      | 13     | 10     | 7               | 9      | 6      | 6      | 21     | 10     | 9               | 9      | 5      | 9      | 12     | 6      |
| 105-109         | 8               | 7      | 6      | 7      | 14     | 5      | 5               | 3      | 11     | 4      | 10     | 7      | 6               | 4      | 4      | 7      | 16     | 3      |
| 100-104         | 3               | 3      | 6      | 1      | 11     | 9      | 8               | 5      | 7      | 1      | 21     | 4      | 3               | 2      | 5      | 3      | 10     | 10     |
| 95-99           | 4               | 1      | 5      |        | 12     | 3      | 1               |        | 8      | 3      | 8      | 4      | 2               | 1      | 6      |        | 4      | 3      |
| 90-95           | 1               | 2      | 4      |        | 1      | 1      | 1               |        | 5      |        | 8      | 5      | 5               | 4      | 2      | 1      | 5      |        |
| 85-89           | 2               |        | 2      |        | 5      |        | 1               | 1      | 5      |        | 5      | 1      |                 | 1      | 4      |        | 1      | 1      |
| 80-84           |                 |        | 1      |        |        |        |                 |        |        |        | 2      |        |                 |        | 2      |        | 1      | 3      |
| 75-79           |                 |        |        |        |        | 1      |                 |        |        |        | 3      |        |                 |        |        |        |        |        |
| 70-74           |                 |        |        |        |        |        |                 |        |        |        | 1      |        |                 |        |        |        |        |        |
| 65-69           |                 |        |        |        |        |        |                 |        |        |        |        |        |                 |        |        |        |        |        |
| 60-64           |                 |        |        |        |        |        |                 |        |        |        |        |        |                 |        |        |        |        |        |
| 55-59           |                 |        |        |        |        |        |                 |        |        |        |        |        |                 |        |        |        |        |        |
| 50-54           |                 |        |        |        |        |        |                 |        |        |        |        |        |                 |        |        |        |        |        |
| Below 50        |                 |        |        |        |        |        |                 |        |        |        |        |        |                 |        |        |        |        |        |
| Total           | 56              | 67     | 63     | 58     | 93     | 41     | 50              | 54     | 59     | 78     | 104    | 43     | 75              | 71     | 39     | 94     | 111    | 46     |
| Median          | 114.05          | 122.31 | 112.91 | 120.27 | 110.85 | 110.35 | 116.17          | 119.50 | 106.55 | 122.63 | 106.50 | 109.75 | 121.00          | 122.45 | 105.13 | 124.81 | 116.13 | 112.00 |

Robertson, and Sir Sam Steele, the six elementary schools selected as control schools, outside the central area of the city of Winnipeg.

In 1961, all median intelligence quotients for the Higher Horizons schools are lower than those for the six schools outside the central area. In 1962, the Isbister school median I.Q. exceeded those of Ralph Brown, Robertson, and Sir Sam Steele schools. The median for Montcalm school exceeded the Ralph Brown and Robertson medians by only a slight margin. In 1963, the Montcalm school median I.Q. exceeded both the Ralph Brown and Sir Sam Steele medians. Also, the Somerset school median I.Q. was greater than that of Ralph Brown school. Again, with a few exceptions, the median intelligence quotients are generally higher in the schools which lie outside the Higher Horizons area.



### Survey of the Reading Achievement Tests

For a number of years the Winnipeg School Division No. 1 has been administering group tests in reading to all the pupils in Grade III during the latter part of May, and to all the pupils in Grade VI during the latter part of January.

The Stanford Achievement Test, Elementary Reading Test, Form J, designed for Grades III and IV, is administered to the Grade III pupils. The Stanford Achievement Test, Intermediate Reading Test, Form K, designed for Grades V and VI, is administered to the Grade VI pupils. Each of these tests consists of paragraph meaning and word meaning items. Only the average reading scores, calculated to grade equivalents, will be used for the purpose of this study.

The tests are used to appraise and to guide the reading of each pupil. Also, they provide an analysis of class performance, so that the teacher will know the deficiencies and will be able to plan instruction more suitably. Administrators and supervisors use these tests to determine the reading status of a class as well as of the school.

The grade placements at the time of testing the Grade III class was 3.9, and for Grade VI was 6.5.

The reliability coefficients for paragraph meaning and word meaning of the Elementary Stanford Achievement Test

in Reading, Form J, Grade III, are .914 and .909 respectively. The reliability coefficients for paragraph meaning and word meaning of the Intermediate Stanford Achievement Test in Reading, Form K, Grade VI, are .920 and .917. The reliability coefficients of both tests were corrected by the usual Spearman-Brown formula.

Table XIX outlines the results obtained by Grade III pupils of the Winnipeg School Division No. 1, on the Stanford Achievement Test in Reading, Elementary Form J, during the years 1962, 1963, and 1964. These results are highly consistent, particularly those of the average reading scores, which are of chief importance to this study.

TABLE XIX  
RESULTS OF STANFORD ACHIEVEMENT TEST IN READING, ELEMENTARY FORM J, GRADE III PUPILS OF WINNIPEG SCHOOL DIVISION NO. 1

| Median Scores     | Year  |       |       |
|-------------------|-------|-------|-------|
|                   | 1962  | 1963  | 1964  |
| M. A.             | 4.80  | 4.50  | 4.50  |
| C. A.             | 4.10  | 4.10  | 4.12  |
| Word Meaning      | 4.75  | 4.65  | 4.60  |
| Paragraph Meaning | 4.60  | 4.62  | 4.60  |
| Average Reading   | 4.57  | 4.55  | 4.60  |
| Grade Expectancy  | 3.90  | 3.90  | 3.90  |
| Number of Pupils  | 3,707 | 3,644 | 3,469 |

Table XX is an outline of the results obtained by Grade VI pupils of the Winnipeg School Division No. 1, on the Stanford Achievement Test in Reading, Intermediate Form K, during the years 1962, 1963, and 1964.

TABLE XX

RESULTS OF STANFORD ACHIEVEMENT TEST IN  
READING, ELEMENTARY FORM K, GRADE VI  
PUPILS OF WINNIPEG SCHOOL  
DIVISION NO. 1

| Median Scores     | Year  |       |       |
|-------------------|-------|-------|-------|
|                   | 1962  | 1963  | 1964  |
| M. A.             | 8.17  | 8.18  | 8.18  |
| C. A.             | 6.68  | 6.64  | 6.56  |
| Word Meaning      | 7.79  | 7.79  | 7.71  |
| Paragraph Meaning | 7.17  | 7.17  | 7.04  |
| Average Reading   | 7.56  | 7.60  | 7.56  |
| Grade Expectancy  | 6.5   | 6.5   | 6.5   |
| Number of Pupils  | 3,600 | 3,608 | 3,461 |

Here again, the results are consistent during the three years, particularly the average reading and the mental age scores.

Tables XXI, XXII and XXIII contain the average reading frequency distributions, number of pupils, and the medians on the Grade III Stanford Achievement Test in Reading, Elementary Reading Test, Form J, for the six elementary schools within the Higher Horizons area, and for the six control schools outside the area, during 1962, 1963, and 1964.

In making comparisons, Table XXI shows that Montcalm school had a higher average reading grade equivalent median than Ralph Brown, Robertson, and Sir Sam Steele schools in 1962. Also, Dufferin, Isbister, and Somerset schools had higher medians than did Ralph Brown school. This would indicate that Ralph Brown school, which is situated on the fringe or partially within the borders of another depressed area north of the Canadian Pacific Railway, has pupils who, in many cases, require reading adjustment. This need may be associated with their cultural deprivation.

In 1963, the average reading medians of Isbister, Montcalm, and Somerset schools were higher than the scores of Robertson and Sir Sam Steele schools, as noted in Table XXII.

TABLE XXI

AVERAGE READING FREQUENCY DISTRIBUTIONS, NUMBER OF PUPILS AND MEDIANS ON THE GRADE III STANFORD ACHIEVEMENT TEST, ELEMENTARY READING TEST, FORM J, FOR SIX HIGHER HORIZONS SCHOOLS AND SIX OTHER SCHOOLS IN JUNE, 1962

| Grade<br>Equivalent | Duff-<br>erin | Isbis-<br>ter | Mont-<br>calm | Pink-<br>ham | Som-<br>erset | Vic.-<br>Alb. | Clif-<br>ton | Gros-<br>venor | Ralph<br>Brown | R. H.<br>Smith | Rob't<br>son | S.Sam<br>Steele |
|---------------------|---------------|---------------|---------------|--------------|---------------|---------------|--------------|----------------|----------------|----------------|--------------|-----------------|
| 8.6-8.8             |               |               |               |              |               |               |              |                |                | 1              |              |                 |
| 8.3-8.5             |               |               |               |              |               |               |              |                |                | 1              |              |                 |
| 8.0-8.2             |               |               |               |              |               |               |              |                |                |                |              |                 |
| 7.7-7.9             | 1             |               |               |              |               |               |              |                |                | 3              | 2            |                 |
| 7.4-7.6             |               |               |               | 1            |               | 2             |              | 1              |                | 2              |              |                 |
| 7.1-7.3             |               |               | 1             |              | 1             | 1             | 3            |                | 1              | 4              | 3            |                 |
| 6.8-7.0             |               |               |               |              |               |               | 3            | 3              | 1              | 6              | 2            | 1               |
| 6.5-6.7             |               |               | 1             |              | 1             | 1             | 2            | 2              | 1              | 10             | 4            |                 |
| 6.2-6.4             |               | 3             | 1             |              | 3             | 1             | 4            | 3              | 1              | 8              | 5            | 3               |
| 5.9-6.1             |               | 1             | 3             |              |               |               | 5            | 2              | 4              | 7              | 4            | 3               |
| 5.6-5.8             | 3             | 4             | 2             | 2            | 1             | 1             | 7            | 7              | 2              | 10             | 2            | 3               |
| 5.3-5.5             | 3             |               | 3             | 2            | 2             | 2             | 4            | 2              | 5              | 3              | 6            | 6               |
| 5.0-5.2             | 6             |               | 3             | 2            | 4             | 3             | 9            | 7              | 4              | 4              | 8            | 3               |
| 4.7-4.9             | 3             | 2             | 5             | 4            | 5             | 4             | 10           | 6              | 2              | 7              | 9            | 3               |
| 4.4-4.6             | 4             | 3             | 6             | 6            | 10            | 8             | 3            | 3              | 5              | 9              | 13           | 8               |
| 4.1-4.3             | 10            | 4             | 2             | 15           | 3             | 13            | 7            | 4              | 15             | 1              | 10           | 8               |
| 3.8-4.0             | 1             | 2             | 4             | 4            | 8             | 11            | 1            | 1              | 6              | 6              | 9            | 5               |
| 3.5-3.7             | 2             | 3             | 2             | 7            | 3             | 11            | 1            | 3              | 5              |                | 7            | 2               |
| 3.2-3.4             | 1             | 3             | 1             | 6            | 3             | 11            |              | 3              | 5              |                | 6            | 4               |
| 2.9-3.1             |               |               |               | 3            |               | 5             |              |                | 3              |                | 3            | 1               |
| 2.6-2.8             |               |               | 1             | 2            |               | 5             |              |                | 1              |                | 1            |                 |
| 2.3-2.5             | 1             | 1             |               |              |               | 2             |              |                |                |                |              |                 |
| 2.0-2.2             |               |               |               | 1            |               | 2             |              |                | 1              |                |              |                 |
| Total               | 32            | 26            | 35            | 55           | 44            | 83            | 59           | 47             | 62             | 82             | 94           | 50              |
| Median              | 4.5           | 4.4           | 4.7           | 4.1          | 4.5           | 3.9           | 5.2          | 5.2            | 4.3            | 5.9            | 4.6          | 4.5             |

TABLE XXII

AVERAGE READING FREQUENCY DISTRIBUTIONS, NUMBER OF PUPILS, AND MEDIAN ON THE GRADE  
III STANFORD ACHIEVEMENT TEST, ELEMENTARY READING TEST, FORM J, FOR THE SIX  
HIGHER HORIZONS SCHOOLS AND SIX OTHER SCHOOLS IN JUNE, 1963

| Grade<br>Equivalent | Duff-<br>erin | Isbis-<br>ter | Mont-<br>calm | Pink-<br>ham | Som-<br>erset | Vic.-<br>Alb. | Clif-<br>ton | Gros-<br>venor | Ralph<br>Brown | R. H.<br>Smith | Rob't<br>-son | S.S<br>Steele |
|---------------------|---------------|---------------|---------------|--------------|---------------|---------------|--------------|----------------|----------------|----------------|---------------|---------------|
| 8.9-9.1             |               |               |               |              |               |               | 1            |                |                |                |               |               |
| 8.6-8.8             |               |               |               |              |               |               |              |                |                |                |               |               |
| 8.3-8.5             |               |               |               |              |               |               |              |                |                |                |               |               |
| 8.0-8.2             |               |               |               |              |               |               |              |                |                |                |               |               |
| 7.7-7.9             |               |               | 1             |              |               |               |              |                |                |                |               |               |
| 7.4-7.6             |               |               |               |              | 1             |               | 1            |                |                |                | 1             |               |
| 7.1-7.3             | 1             |               |               |              |               |               | 2            | 3              | 2              | 3              | 1             |               |
| 6.8-7.0             |               |               | 1             |              |               |               |              | 3              |                | 2              | 2             | 2             |
| 6.5-6.7             | 1             | 2             | 2             |              | 1             |               | 6            | 1              |                | 4              |               | 2             |
| 6.2-6.4             | 2             |               | 1             |              | 2             | 2             | 3            | 1              | 1              | 8              | 1             | 2             |
| 5.9-6.1             |               | 2             | 1             |              | 3             | 2             | 4            | 6              | 2              | 5              | 2             | 1             |
| 5.6-5.8             | 1             | 2             | 2             | 1            | 3             | 2             | 1            | 7              | 5              | 3              | 4             | 2             |
| 5.3-5.5             | 2             | 2             | 3             |              | 1             | 7             | 4            | 11             | 1              | 7              | 6             | 1             |
| 5.0-5.2             | 1             | 1             | 6             | 4            | 3             | 9             | 2            | 7              | 4              | 4              | 9             | 4             |
| 4.7-4.9             | 9             | 6             | 2             | 7            | 4             | 4             | 5            | 6              | 10             | 9              | 7             | 2             |
| 4.4-4.6             | 1             | 5             | 5             | 5            | 6             | 10            | 6            | 8              | 4              | 6              | 10            | 7             |
| 4.1-4.3             | 9             | 4             | 8             | 10           | 4             | 10            | 6            | 6              | 12             | 4              | 13            | 4             |
| 3.8-4.0             | 6             |               | 5             | 5            | 4             | 8             | 4            | 3              | 3              | 1              | 7             | 9             |
| 3.5-3.7             | 2             | 1             | 1             | 9            | 5             | 11            | 1            |                | 1              | 2              | 8             | 2             |
| 3.2-3.4             | 3             | 1             | 1             | 3            | 2             | 4             | 1            | 3              | 3              | 1              | 3             | 4             |
| 2.9-3.1             | 7             | 1             |               | 3            | 1             | 3             |              | 1              | 1              |                | 4             | 2             |
| 2.6-2.8             | 1             | 1             |               | 2            |               | 2             |              |                |                |                | 2             |               |
| 2.3-2.5             |               |               |               |              |               |               |              |                | 1              |                |               |               |
| Total               | 46            | 28            | 39            | 49           | 40            | 74            | 47           | 66             | 50             | 59             | 80            | 46            |
| Median              | 4.2           | 4.7           | 4.6           | 4.1          | 4.6           | 4.3           | 5.0          | 5.2            | 4.7            | 5.4            | 4.5           | 4.4           |

TABLE XXIII

AVERAGE READING FREQUENCY DISTRIBUTIONS, NUMBER OF PUPILS AND MEDIANS ON THE GRADE III STANFORD ACHIEVEMENT TEST, ELEMENTARY READING TEST, FORM J, FOR THE SIX HIGHER HORIZONS SCHOOLS AND SIX OTHER SCHOOLS IN JUNE, 1964

| Grade<br>Equivalent | Duff-<br>erin | Isbis-<br>ter | Mont-<br>calm | Pink-<br>ham | Som-<br>erset | Vic.-<br>Alb. | Clif-<br>ton | Gros-<br>venor | Ralph<br>Brown | R. H.<br>Smith | Rob't<br>-son | S. Sam<br>Steele |
|---------------------|---------------|---------------|---------------|--------------|---------------|---------------|--------------|----------------|----------------|----------------|---------------|------------------|
| 7.7-7.9             |               |               |               |              |               | 1             |              |                |                |                |               |                  |
| 7.4-7.6             |               |               |               |              | 1             |               | 1            | 1              |                |                |               |                  |
| 7.1-7.3             | 1             |               |               |              |               |               | 1            |                |                | 1              |               |                  |
| 6.8-7.0             |               |               |               |              |               |               |              |                |                |                |               |                  |
| 6.5-6.7             |               |               | 1             |              | 2             | 1             | 1            | 4              | 1              | 4              |               |                  |
| 6.2-6.4             | 1             |               | 1             | 1            | 1             | 3             | 6            | 3              | 1              | 7              | 2             | 1                |
| 5.9-6.1             |               | 2             | 1             | 1            | 1             | 3             | 2            | 3              | 1              | 7              | 3             |                  |
| 5.6-5.8             | 1             |               | 1             | 5            | 2             | 2             | 6            | 5              | 2              | 9              | 4             | 1                |
| 5.3-5.5             | 3             |               | 5             | 3            | 4             | 6             | 6            | 4              | 3              | 7              | 1             | 4                |
| 5.0-5.2             | 3             | 1             | 1             | 3            | 3             | 5             | 6            | 13             | 5              | 12             | 17            | 5                |
| 4.7-4.9             | 3             | 3             | 3             | 3            | 8             | 2             | 4            | 5              | 6              | 10             | 17            | 10               |
| 4.6-4.4             | 7             | 3             | 6             | 4            | 4             | 6             | 7            | 13             | 3              | 10             | 13            | 5                |
| 4.1-4.3             | 6             | 6             | 4             | 6            | 4             | 9             | 4            | 3              | 5              | 2              | 12            | 8                |
| 3.8-4.0             | 4             | 2             | 2             | 6            | 5             | 11            | 3            | 4              | 3              | 5              | 11            | 7                |
| 3.5-3.7             | 3             | 2             | 4             | 4            | 7             | 11            | 3            |                | 8              |                | 10            | 3                |
| 3.2-3.4             | 3             | 5             | 3             | 2            | 3             | 8             | 1            | 1              | 6              |                | 5             | 4                |
| 2.9-3.1             | 3             | 1             | 1             | 5            | 2             | 5             |              | 2              | 2              |                |               | 2                |
| 2.6-2.8             | 1             | 1             |               | 2            |               | 1             |              |                | 1              | 1              |               |                  |
| 2.3-2.5             |               |               | 1             |              |               | 1             |              |                |                |                | 1             | 1                |
| 2.0-2.2             |               |               |               |              |               |               |              |                |                |                |               | 1                |
| Total               | 39            | 26            | 35            | 45           | 47            | 75            | 51           | 62             | 48             | 78             | 96            | 52               |
| Median              | 4.3           | 4.2           | 4.5           | 4.2          | 4.5           | 4.1           | 5.1          | 5.0            | 4.3            | 5.2            | 4.6           | 4.4              |

Table XXIII shows that, in 1964, Montcalm and Somerset schools had higher average reading grade equivalent medians than either Ralph Brown or Sir Sam Steele schools.

The foregoing comparisons point out that, generally, the reading results of Ralph Brown and Sir Sam Steele schools are slightly below those of Montcalm and Somerset schools. With the exception of Robertson school in four instances, the medians of Clifton, Grosvenor, and Robert H. Smith schools are higher than those of the six Higher Horizons schools for the three year period.

Tables XXIV and XXV show the average reading frequency distributions, number of pupils, and the medians for the Grade VI Stanford Achievement Test in Reading, Intermediate Reading Test, Form K, for five<sup>4</sup> elementary schools in the Higher Horizons area and for the six<sup>5</sup> schools outside the area for the years 1963 and 1964. No scores were available for 1962.

In Table XXIV, only the reading median for Montcalm school in 1963 is shown to surpass the medians of Ralph Brown and Robertson schools. The reading medians of Clifton,

---

<sup>4</sup>Dufferin school did not have a grade six class during 1963 and 1964.

<sup>5</sup>Sir Sam Steele school did not have a grade six class during 1963.



TABLE XXIV

AVERAGE READING FREQUENCY DISTRIBUTIONS, NUMBER OF PUPILS, AND THE MEDIANS ON THE GRADE VI STANFORD ACHIEVEMENT TEST, INTERMEDIATE READING TEST, FORM K, FOR THE FIVE HIGHER HORIZONS SCHOOLS AND FIVE OTHER SCHOOLS IN FEBRUARY, 1963

| Grade<br>Equivalent | Isbis-<br>ter | Mont-<br>calm | Pink-<br>ham | Som-<br>erset | Vic.-<br>Alb. | Clif-<br>ton | Gros-<br>venor | Ralph<br>Brown | R. H.<br>Smith | Rob't-<br>son |
|---------------------|---------------|---------------|--------------|---------------|---------------|--------------|----------------|----------------|----------------|---------------|
| 11.6-11.8           |               |               |              |               |               |              | 5              |                |                |               |
| 11.3-11.5           |               |               |              |               |               | 2            | 3              |                | 2              | 1             |
| 11.0-11.2           |               |               |              |               |               |              | 3              |                | 1              |               |
| 10.7-10.9           |               |               |              |               | 1             |              | 6              | 1              | 1              |               |
| 10.4-10.6           | 1             |               | 1            | 3             | 1             | 4            | 6              | 1              | 2              |               |
| 10.1-10.3           |               | 1             |              | 2             | 1             | 2            | 4              | 1              | 2              | 4             |
| 9.8-10.0            |               |               |              | 1             |               | 1            | 6              |                | 3              |               |
| 9.5- 9.7            | 1             | 1             |              |               | 3             | 2            | 5              | 1              | 5              | 1             |
| 9.2- 9.4            | 1             | 1             | 2            | 2             |               |              | 6              | 1              | 6              | 2             |
| 8.9- 9.1            |               | 2             |              | 2             |               | 2            | 5              | 2              | 4              | 6             |
| 8.6- 8.8            |               | 5             | 2            | 1             | 3             | 5            | 3              | 2              | 3              | 4             |
| 8.3- 8.5            | 1             |               |              |               | 3             | 4            | 2              | 3              | 4              | 2             |
| 8.0- 8.2            | 4             | 2             | 2            | 2             | 2             | 7            | 3              | 2              | 5              | 3             |
| 7.7- 7.9            | 6             | 3             | 1            | 4             | 5             | 8            | 6              | 4              | 5              | 7             |
| 7.4- 7.6            |               | 1             | 5            | 1             | 7             | 4            | 2              | 4              |                | 9             |
| 7.1- 7.3            | 4             | 5             | 4            | 2             | 6             | 1            | 1              | 7              | 4              | 4             |
| 6.8- 7.0            | 3             | 4             | 3            | 6             | 5             | 2            |                | 4              | 1              | 7             |
| 6.5- 6.7            | 3             | 2             | 2            | 4             | 9             | 1            | 3              | 4              | 1              | 7             |
| 6.2- 6.4            | 7             | 1             | 3            | 8             | 10            |              |                | 5              | 4              | 15            |
| 5.9- 6.1            | 2             | 1             | 5            |               | 6             | 1            |                | 5              | 4              | 4             |
| 5.6- 5.8            | 1             | 4             | 5            | 3             | 9             |              |                | 3              | 3              | 7             |
| 5.3- 5.5            | 3             |               | 3            |               | 6             |              |                | 1              |                | 2             |
| 5.0- 5.2            | 3             | 1             | 6            | 2             | 3             | 1            |                | 2              |                |               |
| 4.7- 4.9            | 1             |               | 3            |               | 5             |              |                | 1              |                |               |
| 4.4- 4.6            | 1             |               | 1            | 1             | 2             |              |                |                |                | 1             |
| 4.1- 4.3            |               |               | 2            |               | 1             |              |                | 1              |                |               |
| 3.8- 4.0            |               |               | 1            |               | 1             |              |                |                |                |               |
| 3.5- 3.7            |               |               |              |               |               |              |                |                |                |               |
| 3.2- 3.4            |               |               |              |               | 1             |              |                |                |                |               |
| Total               | 42            | 34            | 51           | 44            | 90            | 47           | 69             | 55             | 60             | 85            |
| Median              | 6.8           | 7.3           | 6.1          | 7.0           | 6.5           | 8.2          | 9.7            | 7.1            | 8.5            | 7.0           |

TABLE XXV

AVERAGE READING FREQUENCY DISTRIBUTIONS, NUMBER OF PUPILS AND MEDIANS ON THE GRADE VI STANFORD ACHIEVEMENT TEST, INTERMEDIATE READING TEST, FORM K, FOR THE FIVE HIGHER HORIZONS SCHOOLS AND SIX OTHER SCHOOLS IN FEBRUARY, 1964

| Grade<br>Equivalent | Isbis-<br>ter | Mont-<br>calm | Pink-<br>ham | Som-<br>erset | Vic.-<br>Alb. | Clif-<br>ton | Gros-<br>venor | Ralph<br>Brown | R. H.<br>Smith | Rob't-<br>son | S. S.<br>Steele |
|---------------------|---------------|---------------|--------------|---------------|---------------|--------------|----------------|----------------|----------------|---------------|-----------------|
| 11.6-11.8           |               |               |              |               |               |              |                |                | 1              |               |                 |
| 11.3-11.5           | 1             |               |              |               |               |              | 1              |                | 3              |               |                 |
| 11.0-11.2           |               |               |              |               |               |              |                |                | 4              |               |                 |
| 10.7-10.9           |               |               |              |               |               | 1            | 1              | 1              | 12             | 1             | 1               |
| 10.4-10.6           | 1             |               |              |               |               | 1            | 1              | 1              | 1              |               | 1               |
| 10.1-10.3           | 5             | 1             |              |               |               | 1            | 2              |                | 8              | 2             | 1               |
| 9.8-10.0            |               | 1             | 1            | 1             | 1             | 4            | 1              | 1              | 7              | 5             |                 |
| 9.5-9.7             | 5             |               | 2            | 3             | 1             | 4            | 4              | 2              | 7              |               | 2               |
| 9.2- 9.4            | 8             | 1             | 1            |               |               | 5            | 5              | 1              | 7              |               | 1               |
| 8.9- 9.1            | 3             | 1             | 2            | 1             | 2             | 2            | 4              | 3              | 4              | 3             |                 |
| 8.6- 8.8            | 3             | 1             | 3            |               |               | 2            | 2              |                | 8              | 1             | 2               |
| 8.3- 8.5            | 2             | 3             | 2            | 3             | 2             | 3            | 5              | 4              | 4              | 4             | 2               |
| 8.0- 8.2            | 4             | 1             | 3            | 1             | 2             | 2            | 5              | 1              | 3              | 6             |                 |
| 7.7- 7.9            | 3             | 2             | 2            | 6             | 3             | 3            | 5              | 2              | 5              | 7             | 5               |
| 7.4- 7.6            | 5             | 1             | 3            | 2             | 2             | 3            | 3              | 5              |                | 3             | 2               |
| 7.1- 7.3            | 3             | 1             | 5            | 2             | 7             | 6            | 3              | 2              | 4              | 8             | 3               |
| 6.8- 7.0            | 1             | 3             | 5            | 3             | 10            | 3            | 1              | 3              | 2              | 8             | 4               |
| 6.5- 6.7            | 3             | 3             | 4            | 2             | 11            | 1            | 3              |                |                | 8             |                 |
| 6.2- 6.4            | 2             | 1             | 4            | 3             | 10            | 5            |                | 8              |                | 13            | 2               |
| 5.9- 6.1            | 4             | 2             |              | 1             | 8             | 2            | 1              | 1              |                | 6             | 3               |
| 5.6- 5.8            | 6             | 1             | 2            |               | 10            |              | 1              | 1              |                | 5             | 2               |
| 5.3- 5.5            | 2             | 1             | 3            | 1             | 7             |              | 1              | 1              |                | 9             | 2               |
| 5.0- 5.2            |               | 1             | 4            | 3             | 11            |              | 1              | 1              |                | 5             | 1               |
| 4.7- 4.9            |               |               | 2            | 1             | 2             |              |                | 2              |                | 2             |                 |
| 4.4- 4.6            |               |               |              |               | 2             |              |                |                |                |               |                 |
| 4.1- 4.3            | 2             |               | 1            |               | 1             |              |                |                |                | 1             |                 |
| 3.8- 4.0            |               |               | 1            | 1             | 1             |              |                | 1              |                | 1             |                 |
| 3.5- 3.7            | 1             |               |              |               |               |              |                |                |                |               |                 |
| 3.2- 3.4            | 1             |               |              |               | 1             |              |                |                |                |               |                 |
| Total               | 65            | 25            | 50           | 34            | 94            | 48           | 47             | 41             | 80             | 98            | 36              |
| Median              | 7.9           | 7.2           | 7.0          | 7.4           | 6.3           | 8.1          | 8.4            | 7.4            | 9.6            | 6.7           | 7.3             |

Grosvenor, and Robert H. Smith schools are higher than those of the five Higher Horizons schools and also surpass those of Ralph Brown and Robertson schools.

In Table XXV, the Isbister school reading median for 1964 is greater than the medians of Ralph Brown, Robertson, and Sir Sam Steele schools. The Somerset school median is greater than the medians of Robertson and Sir Sam Steele schools. During 1964, there is a noticeable gain in median scores by the five Higher Horizons schools over those of the six control schools. This may be partially attributable to the greater concentration on reading in these schools during 1962-63 and 1963-64, when the Higher Horizons programme was in operation.

#### Correlation Between the Group Tests of Mental Ability and the Reading Achievement Tests in One School

A coefficient of correlation has been determined between the scores obtained by forty-seven Grade III pupils of Somerset school on the Otis Quick-Scoring Mental Ability Group Test and the Elementary Stanford Achievement, Reading Test, Form J, Average Reading. The mental test was administered in September, 1963, and the reading test in May, 1964. The correlation coefficient was .50, which appears in Figure 2. This figure compares favourably with the coefficients of correlation of .56 and .55 computed for paragraph

[illegible]

Figure 2. The coefficient of correlation between the I.Q.'s and average reading grade equivalents of forty-seven Grade III pupils of Somerset school.

$$\begin{aligned}
 r &= \frac{\sum f x y d x d y + \frac{(\sum f x d x)(\sum f y d y)}{N}}{\sqrt{\left[\sum f x d x^2 - \frac{(\sum f x d x)^2}{N}\right] \left[\sum f y d y^2 - \frac{(\sum f y d y)^2}{N}\right]}} \\
 &= \frac{96 - \frac{(7)(-60)}{47}}{\sqrt{\left[209 - \frac{(7)^2}{47}\right] \left[286 - \frac{(-60)^2}{47}\right]}} \\
 &= \frac{96 + 8.94}{\sqrt{209 - 1.04} \sqrt{286 - 76.60}} \\
 &= \frac{104.94}{\sqrt{207.96} \sqrt{209.40}} \\
 &= \frac{104.94}{14.42 \times 14.47} = \frac{104.94}{208.66} = .50
 \end{aligned}$$

Figure 2 (continued). Calculations of the coefficient of correlation between the I.Q.'s and average reading grade equivalents of forty-seven Grade III pupils of Somerset school.

meaning and word meaning respectively, by the authors of the Otis Quick-Scoring Mental Ability Test.

Also, a coefficient of correlation has been determined between the scores obtained by thirty-four Grade VI pupils of Somerset school on the Henmon-Nelson Group Test of Mental Ability, Form A, and the Intermediate Stanford Achievement Reading Test, Form K, Average Reading. The mental test was administered in September, 1963, and the reading test in February, 1964. The correlation coefficient was .64, which appears in Figure 3. This compares very favourably with the coefficient of .65 computed for average reading by the authors of the Henmon-Nelson Mental Ability Test.

Tables XXVI and XXVII give the intelligence quotient scores and average reading grade equivalents which yielded these correlation coefficients.

|                  |                  | I. Q. |     |     |     |     |     |      |      |      |      |      |      |            |      |              |                |
|------------------|------------------|-------|-----|-----|-----|-----|-----|------|------|------|------|------|------|------------|------|--------------|----------------|
|                  |                  | 70-   | 75- | 80- | 85- | 90- | 95- | 100- | 105- | 110- | 115- | 120- | 125- | $\Sigma Y$ | $dY$ | $\Sigma YdY$ | $\Sigma YdY^2$ |
|                  |                  | 74    | 79  | 84  | 89  | 94  | 99  | 104  | 109  | 114  | 119  | 124  | 129  |            |      |              |                |
| READING<br>GRADE | 7.5              |       |     |     |     |     | 1   | 5    |      |      |      |      |      | 4          | 5    | 20           | 100            |
|                  | 7.9              |       |     |     |     |     | -1  | 1    | 2    | 2    | 1    |      |      |            |      |              |                |
|                  | 9.0              |       |     |     |     |     |     |      |      |      |      |      |      | 0          | 4    | 0            | 0              |
|                  | 9.4              |       |     |     |     |     |     |      |      |      |      |      |      |            |      |              |                |
|                  | 8.5              |       |     |     |     |     |     |      |      |      | 13   | 13   | 13   | 3          | 3    | 9            | 27             |
|                  | 8.9              |       |     |     |     |     |     |      |      |      | 3    | 1    | 5    | 3          | 3    | 9            | 27             |
|                  | 8.0              |       |     |     |     |     |     |      | 1    | 2    | 1    | 2    |      | 2          | 2    | 4            | 8              |
|                  | 8.4              |       |     |     |     |     |     |      | 1    | 1    | 2    | 1    |      | 2          | 2    | 4            | 8              |
|                  | 7.5              |       |     |     |     |     | 1   | 1    | 1    | 2    | 1    | 1    | 1    | 1          | 1    | 1            | 1              |
|                  | 7.9              |       |     |     |     |     | -1  | 1    | 2    | 1    | 2    | 3    | 4    | 1          | 1    | 1            | 1              |
| GRADE            | 7.0              |       |     |     |     |     |     | 1    | 0    | 1    | 0    | 1    | 0    |            |      |              |                |
|                  | 7.4              |       |     |     |     |     |     | 0    | 1    | 1    | 2    | 1    |      | 3          | 0    | 0            | 0              |
|                  | 6.5              |       |     |     |     | 1   | -1  | 2    |      | 1    | -1   | -1   |      | 5          | -1   | -5           | 5              |
|                  | 6.9              |       |     |     |     | -2  | 1   | 0    | 2    | 2    | 1    | 3    |      | 5          | -1   | -5           | 5              |
|                  | 6.0              |       |     |     | 1   | -2  | 1   | -2   |      | 1    | -4   |      |      | 4          | -2   | -8           | 16             |
|                  | 6.4              |       |     |     | -3  | 1   | -2  | 1    |      | 2    | 1    |      |      | 4          | -2   | -8           | 16             |
|                  | 5.5              |       | 1   | -3  |     |     |     |      |      |      |      |      |      | 1          | -3   | -3           | 9              |
|                  | 5.9              |       | -5  |     |     |     |     |      |      |      |      |      |      | 1          | -3   | -3           | 9              |
|                  | 5.0              |       |     |     | 1   | -4  |     |      | 1    | -8   |      |      |      | 3          | -4   | -12          | 48             |
|                  | 5.4              |       |     |     | -3  | 1   |     |      | 0    | 2    |      |      |      | 3          | -4   | -12          | 48             |
|                  | 4.5              |       |     | 1   | -5  |     |     |      |      |      |      |      |      | 1          | -5   | -5           | 25             |
|                  | 4.9              |       |     | -4  |     |     |     |      |      |      |      |      |      | 1          | -5   | -5           | 25             |
|                  | 4.0              | 1     | -6  |     |     |     |     |      |      |      |      |      |      | 1          | -6   | -6           | 36             |
|                  | 3.9              | -6    |     |     |     |     |     |      |      |      |      |      |      | 1          | -6   | -6           | 36             |
|                  | $\Sigma x$       | 1     | 1   | 1   | 2   | 2   | 2   | 5    | 8    | 6    | 3    | 2    | 1    | 34         |      | 1            | 269            |
|                  | $dX$             | -6    | -5  | -4  | -3  | -2  | -1  | 0    | 1    | 2    | 3    | 4    | 5    |            |      |              |                |
|                  | $\Sigma x dX$    | -6    | -5  | -4  | -6  | -4  | -2  | 0    | 8    | 12   | 9    | 8    | 5    | 15         |      |              |                |
|                  | $\Sigma x dX^2$  | 36    | 25  | 16  | 18  | 8   | 2   | 0    | 8    | 24   | 27   | 32   | 25   | 22         |      |              |                |
|                  | $\Sigma Y dY$    | -6    | -3  | -5  | -6  | -3  | 6   | -10  | 10   | 8    | 3    | 4    | 3    | 1          |      |              |                |
|                  | $\Sigma Y dY dX$ | 36    | 15  | 20  | 18  | 6   | -6  | 0    | 10   | 16   | 9    | 16   | 15   | 15         |      |              |                |

Figure 3. The coefficient of correlation between the I.Q.'s and average reading grade equivalents of thirty-four Grade VI pupils of Somerset school.

$$\begin{aligned}
 r &= \frac{\sum f x y d x d y - \frac{(\sum f x d x)(\sum f y d y)}{N}}{\sqrt{\left[\sum f x d x^2 - \frac{(\sum f x d x)^2}{N}\right] \left[\sum f y d y^2 - \frac{(\sum f y d y)^2}{N}\right]}} \\
 &= \frac{155 - \frac{(15)(1)}{34}}{\sqrt{\left[122 - \frac{(15)^2}{34}\right] \left[269 - \frac{(1)^2}{34}\right]}} \\
 &= \frac{155 - .44}{\sqrt{221 - 6.62} \sqrt{269 - .03}} \\
 &= \frac{154.56}{\sqrt{214.38} \sqrt{268.97}} = \frac{154.56}{14.64 \times 16.43} \\
 &= \frac{154.56}{240.54} = .64
 \end{aligned}$$

Figure 3 (continued). Calculations of the coefficient of correlation between the I.Q.'s and average reading grade equivalents of thirty-four Grade VI pupils of Somerset school.



TABLE XXVI

INTELLIGENCE QUOTIENTS AND AVERAGE READING GRADE EQUIV-  
ALENTS OF FORTY-SEVEN GRADE THREE PUPILS OF  
SOMERSET SCHOOL

| Pupil No. | I.Q. | Reading | Pupil No. | I.Q. | Reading |
|-----------|------|---------|-----------|------|---------|
| 1         | 124  | 7.6     | 26        | 95   | 4.4     |
| 2         | 105  | 6.7     | 27        | 116  | 4.3     |
| 3         | 97   | 6.5     | 28        | 101  | 4.2     |
| 4         | 109  | 6.2     | 29        | 85   | 4.2     |
| 5         | 120  | 6.0     | 30        | 96   | 4.1     |
| 6         | 114  | 5.6     | 31        | 109  | 3.9     |
| 7         | 97   | 5.6     | 32        | 97   | 3.9     |
| 8         | 103  | 5.5     | 33        | 103  | 3.8     |
| 9         | 94   | 5.5     | 34        | 90   | 3.8     |
| 10        | 96   | 5.4     | 35        | 78   | 3.8     |
| 11        | 103  | 5.3     | 36        | 97   | 3.7     |
| 12        | 85   | 5.2     | 37        | 81   | 3.7     |
| 13        | 103  | 5.0     | 38        | 100  | 3.6     |
| 14        | 95   | 4.9     | 39        | 96   | 3.6     |
| 15        | 91   | 5.0     | 40        | 88   | 3.6     |
| 16        | 107  | 4.9     | 41        | 81   | 3.6     |
| 17        | 105  | 4.9     | 42        | 81   | 3.5     |
| 18        | 90   | 4.9     | 43        | 92   | 3.4     |
| 19        | 95   | 4.8     | 44        | 100  | 3.3     |
| 20        | 108  | 4.7     | 45        | 80   | 3.3     |
| 21        | 103  | 4.7     | 46        | 74   | 3.1     |
| 22        | 92   | 4.7     | 47        | 104  | 2.9     |
| 23        | 100  | 4.5     |           |      |         |
| 24        | 90   | 4.5     |           |      |         |
| 25        | 108  | 4.4     |           |      |         |

TABLE XXVII

INTELLIGENCE QUOTIENTS AND AVERAGE READING GRADE EQUIV-  
ALENTS OF THIRTY-FOUR GRADE SIX PUPILS OF  
SOMERSET SCHOOL

| Pupil Number | I.Q. | Reading |
|--------------|------|---------|
| 1            | 110  | 9.8     |
| 2            | 109  | 9.7     |
| 3            | 107  | 9.6     |
| 4            | 98   | 9.6     |
| 5            | 123  | 8.9     |
| 6            | 125  | 8.5     |
| 7            | 117  | 8.5     |
| 8            | 111  | 8.3     |
| 9            | 109  | 8.1     |
| 10           | 115  | 7.8     |
| 11           | 105  | 7.8     |
| 12           | 99   | 7.8     |
| 13           | 112  | 7.7     |
| 14           | 124  | 7.7     |
| 15           | 110  | 7.7     |
| 16           | 106  | 7.5     |
| 17           | 102  | 7.4     |
| 18           | 111  | 7.3     |
| 19           | 107  | 7.1     |
| 20           | 94   | 6.9     |
| 21           | 116  | 6.8     |
| 22           | 111  | 6.8     |
| 23           | 100  | 6.6     |
| 24           | 100  | 6.6     |
| 25           | 107  | 6.4     |
| 26           | 107  | 6.3     |
| 27           | 92   | 6.2     |
| 28           | 88   | 6.1     |
| 29           | 78   | 5.5     |
| 30           | 100  | 5.1     |
| 31           | 86   | 5.1     |
| 32           | 100  | 5.1     |
| 33           | 82   | 4.9     |
| 34           | 72   | 4.0     |

### Survey of the Monthly Attendance Records

A series of twenty tables showing the statements of attendance in the Winnipeg public schools of the six elementary schools and the six elementary control schools outside the Area, selected for comparison, has been prepared for the school years 1962, 1963 and 1964, and are contained in Appendix "A." The information in these tables was obtained from the Superintendent's Reports as noted in the Minutes of the Trustees of the Winnipeg School Division No. 1.

Since twelve schools are included in the survey, only six ranks, one to six, have been used to make a comparison between the monthly attendances of the two groups of schools. An examination of the tables for the two years reveals that most of the first six ranking positions were occupied by the six schools outside the Higher Horizons area. In fact, out of a total of one hundred and twenty positions, eighty-seven of the positions were occupied by the six schools outside the Area, and only thirty-three positions were occupied by the Higher Horizons schools, a ratio of approximately eight to three.

Table XXVIII shows the number of times a school appeared in one of the six ranking positions during the two school years.

TABLE XXVIII

THE NUMBER OF TIMES A SCHOOL APPEARED IN A RANKING  
POSITION (ATTENDANCE) DURING 1962-63 AND 1963-64

| Name of School  | Rank (1 to 6) Obtained |
|-----------------|------------------------|
| Sir Sam Steele  | 18                     |
| Clifton         | 17                     |
| Robertson       | 15                     |
| Somerset        | 15                     |
| Ralph Brown     | 14                     |
| Robert H. Smith | 14                     |
| Montcalm        | 10                     |
| Grosvenor       | 9                      |
| Isbister        | 6                      |
| Pinkham         | 2                      |
| Dufferin        | 0                      |
| Victoria-Albert | 0                      |
| Total           | 120                    |

With the exception of Somerset and Montcalm schools, all the lowest positions in the foregoing table are occupied by the Higher Horizons schools. A campaign for better attendance has been responsible for the high position occupied by Somerset school. Schools in better socio-economic areas generally show better attendance records.

From the twenty monthly attendance tables (see Appendix "A"), it is evident that the percentage attendances of the six Higher Horizons schools in relation to the other six schools have been improving progressively. This is largely

due to the following reasons: 1) regular checks, daily and weekly, made on the attendance of every pupil; 2) counselling pupils and parents on the necessity for regular attendance; 3) telephone calls, written notes, and visits to homes by visiting teachers, nurses, teachers, and principals; 4) incentives for regular attendance, such as short talks to classes and pennant awards to the class having a monthly attendance percentage of ninety-five or over.

There are many reasons for the poor attendance of children living in the depressed areas of the city of Winnipeg. Those most commonly given are: 1) parental indifference to regular attendance; 2) older children baby-sitting with younger ones; 3) both parents working while children are left at home to care for themselves; 4) parents or children sleeping late; 5) late or non-arrival home from week-end trips; 6) parents taking children downtown to buy clothing; 7) improper clothing, either preventing children from attending or causing colds resulting in poor attendance; 8) frequent moving about by family, and failure to enrol at a new school immediately; 9) children staying up late on week nights; 10) truancy.

Table XXIX indicates the average percentage monthly attendance of each group of six schools for the years

1962-63, and 1963-64. Also, the average yearly percentage attendance for each group of schools is shown for the two years.

TABLE XXIX

THE AVERAGE MONTHLY AND THE AVERAGE YEARLY PERCENTAGE ATTENDANCES OF EACH GROUP OF SCHOOLS

| Month      | 1962-1963                 |                            | 1963-1964                 |                            |
|------------|---------------------------|----------------------------|---------------------------|----------------------------|
|            | Schools<br>Within<br>Area | Schools<br>Outside<br>Area | Schools<br>Within<br>Area | Schools<br>Outside<br>Area |
| September  | 94.49                     | 97.21                      | 95.90                     | 97.00                      |
| October    | 95.05                     | 96.98                      | 94.76                     | 95.55                      |
| November   | 94.07                     | 96.25                      | 93.17                     | 92.93                      |
| December   | 93.15                     | 95.52                      | 93.94                     | 94.68                      |
| January    | 91.90                     | 94.46                      | 93.76                     | 94.61                      |
| February   | 93.23                     | 95.11                      | 93.89                     | 95.23                      |
| March      | 92.38                     | 94.07                      | 92.08                     | 93.85                      |
| April      | 94.66                     | 96.02                      | 93.49                     | 96.07                      |
| May        | 95.39                     | 96.44                      | 94.35                     | 96.10                      |
| June       | 96.03                     | 96.56                      | 94.82                     | 95.96                      |
| Average    | 94.04                     | 95.86                      | 94.02                     | 95.20                      |
| Difference |                           | 1.82                       |                           | 1.18                       |

Table XXIX also shows that the yearly percentage attendance difference between the two groups of schools was greater in the 1962-63 school year than in 1963-64. The figures reveal that the difference in the latter year was reduced by .64. This indicates that the attendance of pupils

in the Higher Horizons schools improved in 1963-64 over the other schools.

### III. SOCIAL CONDITIONS IN THE HIGHER HORIZONS AREA IN RELATION TO OTHER AREAS OF THE CITY OF WINNIPEG

Greater social and economic adjustments are necessary in depressed areas such as the area under study, than in other parts of the city of Winnipeg.

More cases are referred to the Child Guidance Clinic by the schools in depressed areas than by those outside of these areas. Juvenile delinquency cases are much more prevalent in the central area of the city than elsewhere. Social welfare cases involve, for the most part, those people living in the central area where housing is available on a lower rental basis. This report on the social conditions in the Higher Horizons area will deal with the Child Guidance referrals, juvenile delinquency cases, and social welfare recipients.

#### Referrals to the Child Guidance Clinic

During the school year 1963-64, the total number of new cases referred to the Social Work department of the Child Guidance Clinic by all the schools in the Division was 4,976. The total number of cases referred by the seven Higher Horizons schools was 436, or 8.76 per cent for the

same period. Table XXX sets forth the various reasons for referrals, and the number of pupils involved.

TABLE XXX  
REASONS GIVEN FOR REFERRAL TO CHILD GUIDANCE CLINIC

| Reason for Referral        | Number of Cases |
|----------------------------|-----------------|
| Attendance problem         | 1,254           |
| School leaving permit      | 89              |
| Location of student        | 198             |
| Academic problems          | 907             |
| Lack of necessities        | 104             |
| Behaviour in school        | 640             |
| Behaviour out of school    | 394             |
| Follow-up cases            | 870             |
| Obtaining school reports   | 131             |
| Physical Health            | 237             |
| Referral to another agency | 43              |
| Family Allowance           | 7               |
| Others                     | 102             |
| Total                      | 4,976           |

Table XXX reveals that the most serious problems confronting the schools during the past year were in the areas of attendance, academic performance, and behaviour. Each of these problems complements the other, to one extent or another.

The referrals to the Social Work department by each of the seven Higher Horizons schools appear in Table XXXI.



TABLE XXXI

REFERRALS TO THE SOCIAL WORK DEPARTMENT OF THE CHILD  
GUIDANCE CLINIC BY THE SEVEN HIGHER HORIZONS SCHOOLS

| School              | Number of Referrals |
|---------------------|---------------------|
| Hugh John Macdonald | 118                 |
| Victoria-Albert     | 162                 |
| Somerset            | 45                  |
| Pinkham             | 36                  |
| Dufferin            | 32                  |
| Montcalm            | 26                  |
| Isbister            | 17                  |
| Total               | 436                 |

Of the total referrals for the schools of the Division, 8.76 per cent of the cases came from the Higher Horizons schools. In a total school enrolment of 47,469 and an enrolment of 2,842 in the Higher Horizons area, these seven schools represent 5.99 per cent of the total enrolment of the Division, as of June 30, 1964.

Juvenile Delinquency

Juvenile delinquency has been increasing in Manitoba, as in the rest of Canada, despite the rising standards of living. Table XXXII indicates the increase in the number of juvenile delinquents in Manitoba, between the years 1952 and 1961.

TABLE XXXII\*

MANITOBA, NUMBER OF JUVENILE DELINQUENTS AGE 7-15,  
DOMINION BUREAU OF STATISTICS JUVENILE DELINQUENTS,  
1952; JUVENILE DELINQUENTS, 1961, CAT. NO. 85-202

| Year | Number |
|------|--------|
| 1952 | 409    |
| 1961 | 723    |

\*Report of Committee on Services for Juvenile and Adult Offenders, 1963, Community Welfare Planning Council, 177 Lombard Avenue, Winnipeg 2, Manitoba, Appendix "A," Table V.

In Manitoba, the number of offenders between the ages of seven and fifteen years increased by 76.66 per cent between 1952 and 1961. The population increase for the same period in the province was barely twenty per cent.

In 1959, the City of Winnipeg Police Department made a survey of the total number of juveniles arrested in Greater Winnipeg. The offenders included those of school ages five to nineteen years. Table XXXIII lists the district, number arrested, and the approximate school age population of the four City of Winnipeg districts.

The heaviest concentration of juvenile arrests lies in the area adjacent to the Canadian Pacific Railway tracks.

TABLE XXXIII

A SURVEY OF THE TOTAL NUMBER OF JUVENILES  
ARRESTED IN GREATER WINNIPEG, 1959

| District of Greater<br>Winnipeg  | Number<br>Arrested | Approx. School<br>Age Population |
|--|--------------------|----------------------------------|
| 1. All that area south<br>of Portage Avenue,<br>including River<br>Heights and Fort<br>Rouge       | 219                | 14,494                           |
| 2. All that area be-<br>tween Portage Ave.<br>and William Ave.,<br>not including<br>William Avenue | 181                | 10,385                           |
| 3. All that area be-<br>tween William Ave.<br>and Selkirk Ave.,<br>inclusive                       | 263                | 2,848                            |
| 4. All that area be-<br>tween Selkirk Ave.<br>and north city<br>limits, including<br>Elmwood       | 186                | 14,463                           |
| Totals*  | 849                | 42,190                           |

\*These totals are exclusive of 155 juveniles arrested in the city for offences, with no fixed abode, including escapees from Manitoba Home for Boys at Portage la Prairie, Manitoba Home for Girls, and Home of the Good Shepherd, and 88 arrested in adjacent metropolitan municipalities.

In this area alone, 263 juveniles were arrested, out of a school population of 2,848. The Higher Horizons area lies partly within the second and third districts, those which had 444 arrests out of a city total of 849.

From Table XXXIII, it appears that the majority of the juvenile delinquents reside in the downtown areas of the city. Suburban totals have fewer delinquents in comparison.

Figure 4 is a map showing the reported incidence of juvenile delinquency in Winnipeg for the year April 1, 1955, to March 31, 1956. It may be noted that the Higher Horizons area, as outlined, has the highest incidence of delinquency in the city of Winnipeg. Probation officers are convinced that the most serious and difficult cases are located in the Higher Horizons area.

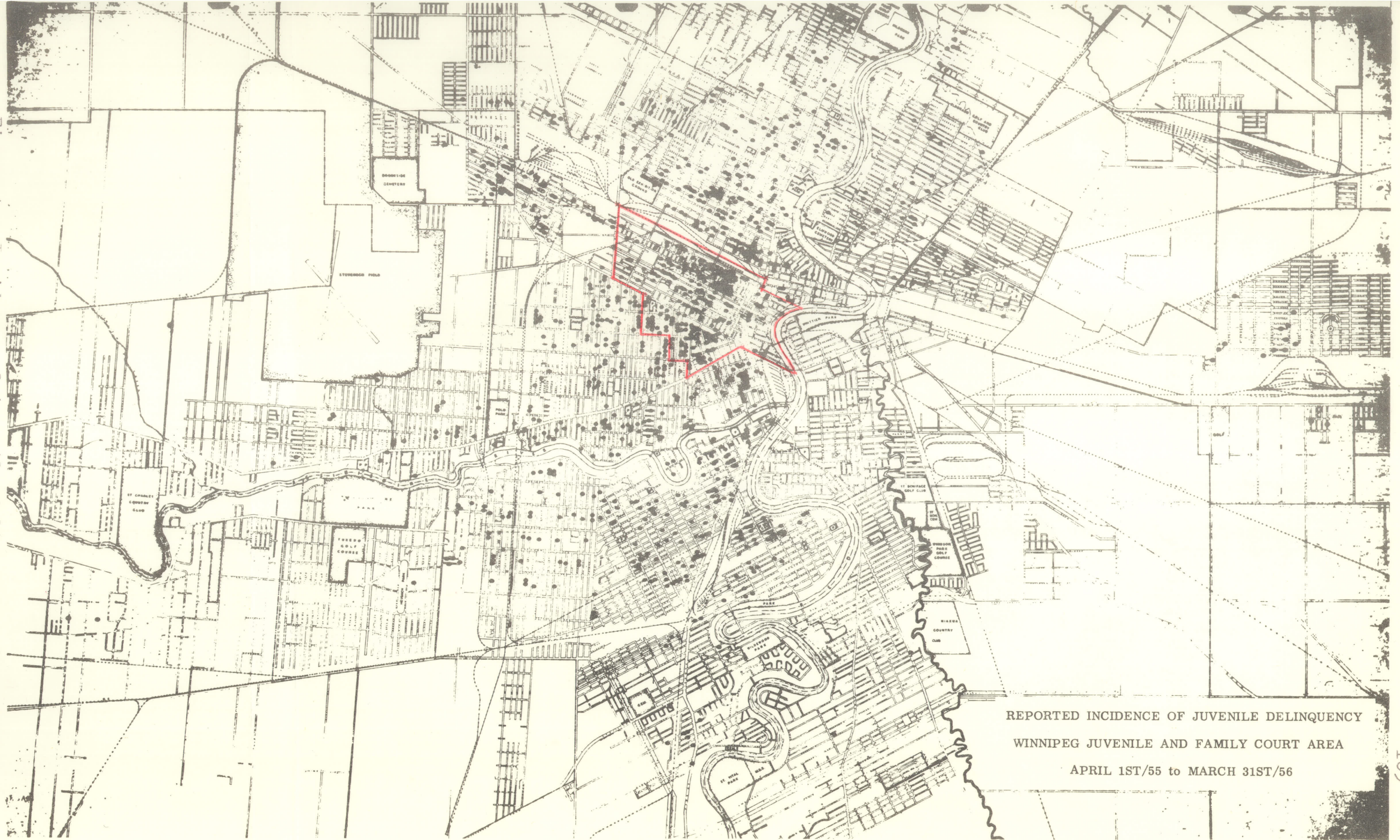
The foregoing information provides further proof that there is a great need for a special programme in the schools of the central area. Services in the form of specialized personnel and materials must be provided to help prevent the yearly increase in delinquency.

### Social Welfare

As in the case of juvenile delinquency, social welfare recipients are located mainly in an area just north and south of the Canadian Pacific Railway tracks.



Figure 4. Incidence of juvenile delinquency of the Winnipeg Juvenile and Family Court Area, with the Higher Horizons Area outlined in red, April 1, 1955-March 31, 1956.



REPORTED INCIDENCE OF JUVENILE DELINQUENCY  
WINNIPEG JUVENILE AND FAMILY COURT AREA  
APRIL 1ST/55 to MARCH 31ST/56



The total number of individuals receiving welfare in the city of Winnipeg, December 1963, was 8,469. The total number of individuals receiving welfare within the Higher Horizons area was 1,808. This figure represents 21.3 per cent of the welfare recipients of the city. The 1,808 total represents 317 families and 435 single persons.

The foregoing figures, supplied by the Social Welfare Agency of the City of Winnipeg, suggest that large numbers of people are not gainfully employed, for various reasons. The majority, it might be assumed, have not had the training to obtain employment so as to provide the necessities of life, either for themselves or for their families. Suitable training is necessary today so that the individual may be able to acquire and retain permanent employment. The Higher Horizons programme appears to offer the best hope for the children of those people who find themselves in such unfortunate circumstances.

#### IV. DECISION TO IMPLEMENT HIGHER HORIZONS

Following a careful review of the research outlined in the foregoing survey, the Committee had ample reason to approve the Higher Horizons programme, yet considered it unwise to import the New York programme in its entirety. The reasons given were:

1. Winnipeg did not have the financial resources to launch a costly programme at this time.
2. Guidance and counselling, which seemed to be the backbone of the New York programme, were not accepted in Winnipeg to the extent that they were accepted in the United States.
3. Winnipeg schools are not so free to modify the curriculum as are schools in the United States.
4. The basic problems appear to be different. In Winnipeg there is no colour or race problem with overtones of discrimination. The problem concerns limited curriculum adaptation to students' abilities and interests, parental indifference, low image of self, lack of ambition, and lack of financial resources.

The Committee decided that the specific problem in the experimental area was to persuade students to stay in school voluntarily, beyond the school-leaving age. The objective must be to reduce the rate of drop-outs in the Junior high school and to increase the number of students entering and completing high school and university. However, in order to achieve this, the committee felt that the following steps should be taken:

1. Select dedicated teachers who will give optimal instruction. They must be assisted in planning lessons,

outlining courses, devising means for motivating bright students and for encouraging weak students. Principals should be relieved of more and more clerical duties in favour of the supervision required.

2. Definite arrangements must be made to provide remedial instruction. Adjustment teachers will be required, at both the elementary and junior high school levels, particularly in reading and mathematics.

3. Guidance and counselling will be needed to raise the objectives of many pupils and parents. More teachers should be encouraged to qualify for this work. In the junior high school, a full-time counsellor should be given responsibility for placing students in classes, following up their progress, revising schedules, testing, meeting parents, and generally guiding the student into channels most likely to produce optimum development. In the six feeder schools this work can best be done by the principals who should be allowed sufficient time for the purpose.

4. Efforts must be made to magnify the opportunities, and to minimize the compulsory features of the educational system. Recognition should be given to achievement, in order to develop pride in good workmanship. Opportunities must be found for cultivating cultural interests. Funds must be raised to provide bursaries, scholarships, and loans



to those in need of financial assistance.

At the end of the 1961-62 school term, the Higher Horizons programme had arrived at the point where specific plans and activities were organized. Implementation of the project began in September, 1962.

## CHAPTER IV

### THE WINNIPEG PROGRAMME IN OPERATION

#### I. HISTORICAL BACKGROUND

##### Summer Seminar and Study Hall Project

The Summer Seminar was first organized in 1950, by Reverend F. Douglas, the minister of St. Andrew's United Church in Winnipeg. Young people from many parts of Canada assembled in Hugh John Macdonald school to discuss their problems, particularly those associated with people living in depressed areas. The seminar lasted for one week and delegates were addressed by various speakers.

The Summer Seminar was followed by a year-round Activity Programme at Hugh John Macdonald school. Boys and girls of all ages were accepted for a programme carried out weekly, on Thursday evenings. The younger children met between seven and eight o'clock, and the older ones came between eight and nine o'clock. At first, the only instruction offered was in athletics such as tumbling, vaulting, basketball, and volleyball. With an increased enrolment, expansion became necessary. Four nights a week were required to accommodate all the young people who enrolled. Every Wednesday night was set aside for the girls, while the remaining three nights were reserved for boys' activities.

Crafts were introduced and this phase of the activity programme was conducted early in the evening, followed by athletics. The Winnipeg City Police Department gave its assistance to athletics during the winter, and the Board of Parks and Recreation was especially helpful during the summer months of July and August.

The Activity Programme, in turn, led to the introduction of the Study Hall. During 1960-61, two classes were introduced in the Hugh John Macdonald school. Tutoring was provided for both junior and senior high school students. University students, as well as other interested people, volunteered to act as tutors. This help was available for two hours a night during four evenings a week, Monday to Thursday, for all pupils in all subjects. St. Andrew's United Church of Winnipeg arranged and managed the project.

The Study Hall continued to operate during 1961-62, but by the end of this school term the need for changes in the manner of conducting the project became evident. A number of the students were calling for too much of the tutors' time, at the expense of the rest of the students.

During 1962-63, tutoring was almost completely abandoned and, instead, the Study Hall was conducted mainly for homework and study purposes. One room was used for a period of two hours, four evenings a week. Again, University

students supervised the study periods while working at their own studies.

The following year, 1963-64, one room was again set aside for study purposes. This time the students studied during the first hour and played basketball or engaged in some other activity in the school auditorium during the second hour. Mondays were set aside for the younger boys, Tuesdays and Thursdays for the older boys, while Wednesdays were reserved for the girls.

During the 1963-64 school year, changes were contemplated for the Study Hall project in order to make it more attractive to a larger percentage of the students. The principal of Hugh John Macdonald school had already planned to make the necessary changes by introducing a mathematics laboratory, English laboratory, or a laboratory in any other subject field that might prove of interest to the students. Teachers of Hugh John Macdonald school were asked to lend their cooperative efforts in this venture.

Several reasons were advanced for changes in the Study Hall project. In the first place, unpleasant connotations became attached to the Study Hall as a place for those students who had not the proper conditions at home. Students began to avoid it to some degree. Secondly, certain students were using the Study Hall programme as an excuse to go to cafes and other places in the evening,

especially when they knew that their parents would not question their activities.

The Study Hall and similar programmes became recognized as necessities in this area of the city, but reorganization of the programme was also required. More professional help was needed to make the scheme successful, as well as attractive and rewarding for the students.

#### Preliminary Planning for the Higher Horizons Programme

The Winnipeg School Division No. 1 has operated special programmes through its Special Education Department for a number of years. In spite of this, there remained a large number of boys and girls who had not received the necessary attention. Greater attention should be paid to students of high native ability as well as to the bulk of those with normal abilities in culturally deprived areas, who might, if their environments were changed, become stimulated to acquire a higher education rather than to drop out of school early.

After a number of preliminary meetings of the members of the Superintendent's Department, a notice of meeting was sent by the Assistant Superintendent of the Winnipeg School Division No. 1 to the principals of Hugh John Macdonald junior high school and the six elementary schools, namely,

Victoria-Albert, Pinkham, Somerset, Isbister, Dufferin, and Montcalm, whose pupils eventually enter the Hugh John Macdonald school. The principals were asked to read and give thought, prior to the meeting, to the ideas expressed in a pamphlet by Daniel Schreiber, entitled "A School's Work with Urban Disadvantaged Pupils."<sup>1</sup> Furthermore, it was proposed to examine the situation, pertaining to the area selected, in the light of this information. The Superintendent's Department and the principals of schools were of the agreed opinion that progress in initiating and developing the programme would have to be slow because of the need for additional finances, for appropriate staff, and for gathering information required to launch such a programme successfully.

The first school year, 1961-62, was devoted largely to meetings and to study pertaining to what now had become the Higher Horizons programme in the Winnipeg School Division No. 1. These subsequent meetings, held from November, 1961, to November, 1963, dealt with specific surveys of the situation in the area, as outlined in some detail in the previous chapter, and with a general plan of procedure.

---

<sup>1</sup>Schreiber, Daniel, "A School's Work with Disadvantaged Pupils," reprinted from "College Admissions 7: The Search for Talent," College Admissions of the College Entrance Examination Board, 475 Riverside Drive, New York 27, N. Y. Published by the College Board, 1960, pp. 1-10.

The main topics of concern were those dealing with budget, personnel, and enrichment programmes in the academic and cultural fields. These called for intensive study of financial allocations, the hiring of teachers, and adjustment of personnel duties, as well as follow-up studies of the New York programme and continual review of the aims and objectives of the Higher Horizons programme as it was gradually introduced.

An early task was that of determining the extent to which pupils in the Grade VI classes of the six elementary schools had changed schools since Grade I, and the extent to which those who had moved around a great deal had finally remained within the area of Hugh John Macdonald school. It appeared that there was sufficient measure of stability to justify a long-term effort to raise the cultural levels of these pupils.

The Bureau of Tests and Measurements of the Winnipeg School Division No. 1 was asked to discover and report to what extent able students had dropped out before entering high school, and the extent to which those who had gone to high school but had not proceeded beyond that level.

A testing programme was carried out by the counsellor of Hugh John Macdonald school. This took the form of a non-verbal intelligence test administered to the Grade VI

pupils in the area, and was followed immediately by a study of the educational progress of all Grade VII pupils enrolled in Hugh John Macdonald school in 1955-56. The reports have already been compiled in Chapter Three of this study.

On May 22, 1962, the Superintendent, Dr. W. C. Lorimer, submitted the following proposal for the consideration of the Board of Trustees of the Winnipeg School Division No. 1:

That approval be given to the inauguration in September, 1962, of a Higher Horizons programme in Grades VI and VII in the area served by Hugh John Macdonald school, under the direction of the principal of Hugh John Macdonald school.<sup>2</sup>

At the same time, a general plan of procedure was agreed upon by the Committee, beginning with the appointment of Mr. G. M. Newfield, principal of Hugh John Macdonald school, as Coordinator, to begin duties in June of 1962. During his first year of office he continued to do much, if not all, of the counselling of pupils and parents, but in subsequent years, as the Higher Horizons programme was extended to other grades, his duties should become purely that of coordinator of the programme.

The general plan also provided for assignment of teaching duties within the new programme. Teachers of

---

<sup>2</sup>Minutes of the Trustees of the Winnipeg School Division No. 1, Superintendent's Report No. 355, May 22, 1962, p. 552.



Grades VI and VII were brought together for briefing in the fall of 1962, and an assessment was planned to determine to what extent remedial teachers would be needed. By the following January, it was planned, these remedial teachers would commence their duties.

Scheduling of the programme was drawn as follows: In 1962-63, Grades VI and VII; in 1963-64, Grades V and VIII would be added; and in 1964-65, Grades IV and IX would complete the inclusion of all grades from IV to IX in the Higher Horizons programme. This method of procedure differs somewhat from that of the New York programme, but the Winnipeg Coordinator considered that this grade grouping was sound for Winnipeg and would prove to be useful in the prevailing situation. The reasons for the gradual introduction of one elementary and one junior high school grade each year are both financial and educational. It is very difficult and costly to obtain the remedial teaching personnel required for this type of school.

Teacher replacement for Grade VI was another requirement considered during the planning period. Although the teachers in most schools were satisfactory, some improvement, or a better selection, was considered necessary in a few instances.

Public relations were considered to be an integral

part of the introductory procedures. While general publicity was eschewed for a number of reasons, mainly because of the experimental nature of the programme, a committee of two was appointed to carry out this phase of the programme, in which whole schools were to be made familiar with the Higher Horizons programme. This was considered preferable to limiting this knowledge to Grade VI pupils. As well, all teachers in the Higher Horizons area were to be given a thorough philosophy regarding the programme. Differences existing between the schools in the area and those of higher socio-economic areas in the city were to be studied and kept in mind by the administrators of the programme, in order to best meet the needs of the deprived pupils. In this, and other ways, the aim of the programme was to be constantly reiterated to the teachers.

Enrichment procedures, to augment the regular academic courses, were considered in variety and detail. The need was for constant stimulation of the pupils by means of cultural exposure--symphony concerts, displays of art, and tours to industrial complexes and to places of historic interest.

No such intensive and extensive programme for elementary pupils can be introduced, much less carried out successfully, without prior instruction of the entire

teaching staff. This began with a joint meeting of the Grade VII teachers of Hugh John Macdonald junior high school, the Grade VI teachers and principals of the six elementary schools, and the full administrative staff, in October of 1962. At this meeting, the philosophy of the Higher Horizons programme was explained and the main ideas outlined. In addition to academic instruction of an intensive and remedial nature, stress was laid upon the importance of counselling of both pupil and parent, and upon the proposed programme of cultural enrichment. Intervisitation of teachers was also planned, so that some of the teachers from each of the schools would be able to visit schools outside the Area, to observe such procedures as reading laboratories and successful remedial courses in action. Subsequently, much of this exchange visiting was done in February of 1964.

This general meeting of teaching staff was followed in November, 1963, by a special meeting of the Committee, which gave consideration to the acquiring of a programme teacher in the Grades IV, V, and VI levels. The services of such a supernumerary, or programme teacher, was a necessity in order to induct successfully both the teaching and learning aspects of the programme. In short, the programme teacher would train teachers to implement the programme.

Reference was made to methods used in the New York Higher Horizons programme, where programme teachers helped teachers to formulate their daily schedules, and gave directed reading lessons. In some areas of New York, a team of teachers was employed to induct new teachers into Higher Horizons; and in other areas, demonstration teaching was employed in the classroom, so that teachers observed this as part of their in-service work. Both methods were considered by the Winnipeg planning committee.

## II. RESOURCES PROVIDED FOR THE HIGHER HORIZONS PROGRAMME IN WINNIPEG

### Budget

Very early in the Committee's deliberations it was conceded that the Higher Horizons programme would be a costly venture and that progress in implementation would be slow. The first specified allocation of funds was provided by the Winnipeg School Division No. 1, early in 1963, to provide the services of a coordinator for the programme. However, these duties were assumed, unpaid, by the principal of Hugh John Macdonald school, and this initial allocation of four thousand dollars was diverted to provide testing materials for the pilot surveys.

For the 1963-64 school term, the sum of fifteen

hundred dollars was set aside to purchase materials. This amounted to approximately thirty-five dollars for each Grade V and VI class of the participating schools, and provided supplies for the remedial reading courses. The actual total amount spent was fifteen hundred and ninety dollars.

During the 1964-65 school year, the Division raised the budget allotment to twenty-five hundred dollars for the purchase of more reading materials, as the programme was to be extended to Grades IV and IX.

Provision was also made for the extension of preliminary surveys and follow-up studies. For instance, in 1962, money was appropriated for the Coordinator to "be sent to New York for a week, to visit schools in which the New York project on Higher Horizons has operated successfully."<sup>3</sup>

Following this observational trip, the School Division took advantage of the availability of Ford Foundation funds, for a similar purpose. The Superintendent's Report in January, 1964, stated that "The Canadian Education Association and the superintendents of schools in Canadian cities of over 100,000 population made a proposal to the Ford Foundation

---

<sup>3</sup>Minutes of Trustees of the Winnipeg School Division No. 1, Superintendent's Report No. 370, October 16, 1962, p. 1004.

for a grant to assist in the development of instructional procedures for culturally disadvantaged children."

As a result, the Ford Foundation has made the sum of twenty-five thousand dollars available for Canadian educators to visit a selected number of centres in the United States where projects are underway, in order to guide similar programmes in Canada. Full reports of such observational trips will be published by the Ford Foundation. The planning committee considered it most desirable that participation be taken in this project, and the following recommendations were made by the School Division:

(a) That Mr. G. M. Newfield, Coordinator of the Higher Horizons programme, be permitted to accept a fellowship and be granted leave of absence with salary, for a period not to exceed one month.

(b) That the Superintendent be permitted to accept a fellowship and be granted leave of absence with salary, for a period not to exceed two weeks, if the selection committee of the Canadian Educators Association is desirous that he participate as the Vice-President of the organization.<sup>4</sup>

Accordingly, the Coordinator spent the last week of February, 1964, in Detroit, Michigan, and the first week of March, 1964, in Cleveland, Ohio, observing similar programmes.

One of the major items in the budget for the Higher

---

<sup>4</sup>Minutes of Trustees of the Winnipeg School Division No. 1, Superintendent's Report No. 414, January 7, 1964, pp. 24-25.

Horizons programme has been that of supplies and materials for special remedial instruction, particularly that of reading. As early as 1962, the Winnipeg School Division No. 1 approved expenditures for materials necessary for any of the subject fields, provided the participating schools made some uniform choice in their selections. A special meeting of the Trustees was held on January 8, 1963. The first draft budget stated that "fifteen hundred dollars has been placed in this account to provide materials for testing and for enrichment in reading, art, and music."<sup>5</sup>

A further major allocation of funds was necessary to provide the services of additional and specially qualified staff. Programme teachers were required, as well as remedial teachers in the fields of reading and arithmetic particularly. The shifting of duties from teaching to administrative work often necessitated the reallocation or increasing of salaries.

The following year, the first draft budget of the Board of Trustees for 1964 recommended that "twenty-five hundred dollars be placed in this account to provide enrichment materials for the Higher Horizons programme,

---

<sup>5</sup>Minutes of Trustees of the Winnipeg School Division No. 1, First Draft Budget for 1963, January 8, 1963, p. 44

which will be extended this year to include Grades IV to IX in the Hugh John Macdonald school area. Provision has also been made in the instructional staff account for one extra teacher, beginning in September, to assist in the programme in the elementary grades."<sup>6</sup>

#### Administrative Personnel

Administration of the programme has, throughout, been in the charge of the superintendents of the Winnipeg School Division No. 1, and the principals of the seven schools in the Higher Horizons area. On May 22, 1962, Dr. W. C. Lorimer, Superintendent of the Winnipeg School Division No. 1, submitted the following proposal for the consideration of the Board of Trustees:

That approval be given to the inauguration in September, 1962, of a Higher Horizons programme in Grades VI and VII in the area served by Hugh John Macdonald school, under the direction of the principal of Hugh John Macdonald school.<sup>7</sup>

As a result of these recommendations, Mr. G. M. Newfield, the principal of Hugh John Macdonald school, was appointed Coordinator of the Higher Horizons programme. The

---

<sup>6</sup>Minutes of Trustees of the Winnipeg School Division No. 1, First Draft Budget for 1964, January 9, 1964, p. 44.

<sup>7</sup>Minutes of the Trustees of the Winnipeg School Division No. 1, Superintendent's Report No. 355, May 22, 1962, p. 552.



vice-principal of the school became responsible for all administrative duties within this school, giving Mr. Newfield more time for his new task. Although the Coordinator has been giving energetic leadership both to his own staff and to the staff members of the other schools involved in the programme, the principals and the Coordinator himself are of the opinion that proper justice cannot be done to the programme until a full time coordinator is appointed. In general, his duties are: 1) to set clear goals that appear to him to be educationally and socially desirable and attainable, and 2) to organize all community resources to attain these goals. Specifically, he is responsible for staff training, scheduling of curricula, organizing enrichment procedures, obtaining materials, counselling, and public relations, although in practice these duties are taken by the principals within their individual schools.

In the course of carrying out his general administrative duties, the Coordinator has been responsible for much of the direct follow-up to initial projects, such as extended field trips to New York and other centres where similar programmes are being developed. In November, 1962, he visited five Higher Horizons schools in New York City, noting particular enthusiasm for the programme there, among the pupils and teachers. The outstanding feature of

the operation of the programme, he reported, was the increased number of guidance and counselling staff, as well as of specialists in reading, and of staff members to enable reduction of class size. In February and March, 1964, he made observational trips to Detroit and Cleveland, and noted that the major problem in these cities was to overcome, in some measure, the adverse effects of the population shifts in the cities. Central areas were showing marked deprivation and the children, generally, were poorly prepared and unmotivated for formal education.

In September, 1963, more administrative and supervisory time was made available to all school principals in the Winnipeg School Division No. 1. Principals of schools with enrolments of 325 or more pupils devoted full time to supervision and administration, whereas formerly only schools with an enrolment of four hundred or more pupils were allowed this division of work. The change benefitted only one school in the Higher Horizons area.

At the same time, more clerical help was provided for all schools, particularly for those in the Area. As much as one full extra day of help was provided for some of the schools. In addition, the teaching time of the principals in three of the schools was reduced from six half-days to five half-days. This change, which affected

all schools in the Division, meant that the principals in the Higher Horizons area were able to devote more time to supervision.

#### Guidance, Counselling, and Remedial Instructors

A number of changes in teaching staff has been necessitated by the adoption of the Higher Horizons programme. Initially, before any introduction of the curricula and enrichment activities could take place, teachers themselves had to be inducted into the aims and methods. This had been accomplished in other cities, notably in New York, by the hiring of specially trained personnel, demonstration teachers, and teams of teachers. In the Winnipeg programme, this was not possible, because of shortage of staff, and the principals of the schools in the area have assumed the duties of orientation of new teachers and the retraining and continuing supervision of the regular staff.

Any augmenting of the staff has almost invariably been in the area of remedial instruction. At a meeting of the trustees of the Winnipeg School Division in the fall of 1962, the Superintendent's report stated:

...that two of the important aspects of the Higher Horizons programme are individual counselling and remedial instruction in the basic subjects. In the original proposal made to the Board it was envisaged that a remedial programme might be commenced in

January. The principal of Hugh John Macdonald school recommends that, if possible, this part of the programme be commenced now. The needs could be met by a half-time teacher working in the mornings. A suitable teacher is available.... There is sufficient money in the budget to cover the appointment for the balance of the year.<sup>8</sup>

The Board of Trustees immediately recommended:

That authority be given to place a half-time teacher in the Hugh John Macdonald school, effective immediately, to do remedial teaching in connection with the Higher Horizons programme.<sup>9</sup>

Despite these provisions, the acquisition and retention of a remedial reading teacher proved to be difficult, and it was not until January, 1963, that one was added to the staff of Hugh John Macdonald school, on a half-time basis. From September to December, 1963, this teaching position was placed on full-time basis. However, the acquiring of suitable personnel again proved difficult and remedial work in the basic subjects is now done by the regular teaching staff, using specialized materials.

Provision was also made by the Board for extra staff required for counselling, in order to release the principals and vice-principals for the supervision and development of the programme itself. The Board recommended that, by

---

<sup>8</sup> Minutes of Trustees of the Winnipeg School Division No. 1, Superintendent's Report, No. 368, September 18, 1962, p. 924.

<sup>9</sup>Ibid., p. 924.

September of 1963, the project should be doubled by extending it to extra grades, and that two extra teachers would be necessary for counselling and remedial work. As it transpired, only one remedial reading teacher was added, and the principals of the schools were asked to do their own counselling during the school year, and at Open Houses. The Coordinator visited each school, once in the fall term and again in the spring, to give the principals and teachers some guidance in this respect.

### III. CULTURAL ACTIVITIES AND SPECIAL ACADEMIC PROJECTS

#### Stimulation of Principals, Teachers, Pupils, and Parents

An important factor in organizing and conducting a Higher Horizons programme is the stimulation and encouragement which the Coordinator and administrative personnel give to the principals, teachers, pupils, and parents. During the planning meetings, the principals showed enthusiasm for the programme and appreciation of the need for it. All were well aware of the difficulties encountered by the pupils and parents, and of the problems faced by the teachers. It was well understood that these could not be met nor solved by academic enrichment alone, but that widening and deepening of life's experiences must be considered

as well.

At this point in the planning, the Coordinator had convinced the principals of the value of an extensive programme. On the other hand, the principals had not entirely convinced all the teachers that all children can learn, that their achievement levels can be raised and that many of them can complete high school and enter vocational schools or college. The next step in implementing the programme, then, was to stimulate the teachers and to encourage them to have faith in the educability of disadvantaged pupils. The following are some of the reasons why this next step became necessary:

1. New teachers just graduated from training institutions are too preoccupied with simple routines of classroom practices.

2. Teachers newly transferred into the area are overwhelmed by matters of discipline, attendance, and achievement.

3. Many of the teachers coming into this area with limited experience and academic training are not immediately aware of the problems which the pupils and their parents encounter.

4. Some teachers may not have sufficiently thorough command of the subject matter, or of ways of overcoming

daily problems to be aware of the main needs in the area.

The principals have the prime responsibility in raising the self-image of teachers; the teachers, in turn, have the direct responsibility and only real opportunity, to raise the self-image and achievement levels of their pupils. In most cases, they also have the main contact with the parents of the children they teach. This comes about by means of social gatherings such as Open House at the schools, private meetings (often at the request of parents,) and tours and cultural presentations to which parents accompany their children.

Many devices are employed to stimulate and encourage the pupils in their reach for higher levels. Two such devices are the Bulletin and the Stamp. At the present time, the "Hugh John News" is published by the Hugh John Macdonald school three times a year. This bulletin features news items of the school and the six feeder elementary schools of the Area. Pupils, teachers, and principals of all the schools contribute articles to the paper, which reports outstanding achievements of individual pupils and team efforts, as well as accounts of tours and concerts that were arranged as part of the Higher Horizons programme of cultural activities.

A Higher Horizons rubber stamp has been provided for

each of the seven schools. This stamp is used for marking the work of a pupil whenever it is considered to be of outstanding Higher Horizons standard. Such work as written composition, art, science, and social studies frequently come under the stamp of this device for stimulating the pupils and, incidentally, their parents. Specimen copies of both Bulletin and Stamp will be found in Appendix "C".

### Cultural Activities

The Women's Committee of the Winnipeg Symphony Orchestra has been sponsoring student symphony concerts for both the elementary and secondary schools throughout Winnipeg, during the past sixteen seasons. These concerts are presented, over a course of several days, in October for the elementary pupils, and in November for the secondary students. There is a nominal admission fee, and transportation is arranged by individual schools. The concerts have been very well attended by the pupils of most schools, including those of the Higher Horizons area. In addition to being given an opportunity to attend live musical presentations of the works of great composers, the children learn proper disciplines such as good behaviour, attentiveness, and when and how to applaud.

Visits to the schools by small groups from the Winnipeg Symphony Orchestra have been regularly featured for some



years. These visits are generally made to junior and senior high schools, including Hugh John Macdonald school. Members of the orchestra demonstrate their instruments individually and also play as a group. A question period is conducted as well. These visits can be regarded as workshops of musical knowledge.

Family Pop Concerts have also been featured by the Winnipeg Symphony Orchestra, on Sundays between October and the end of March. No admission is charged, but a collection is taken. Children in Higher Horizons schools have been encouraged to attend with their parents, and teachers have noted that encouraging numbers of pupils have attended, both with and without their parents.

Art displays have been instituted by the Winnipeg Art Gallery, and these are shown in Hugh John Macdonald school. Personnel from the Art Gallery conduct art appreciation classes on a regularly scheduled basis, for both the elementary and the junior high school pupils. These classes have been most valuable to the children, in gaining knowledge of the great masters of past and present. Art techniques are pointed out by the instructors and pupils are given an opportunity to express themselves regarding any subject in which they show interest.

The Royal Winnipeg Ballet also visits junior and senior high schools. Sketches of some of their ballet

numbers are demonstrated to the students and question periods are held. Higher Horizons students are encouraged to attend these sessions and add to their understanding of ballet which, to the majority of them, is unfamiliar.

Very often we have failed to appreciate the treasures of the soil, forests, water, and wildlife placed at our disposal, and to ignore tangible reminders of the historic past. Tours are beginning to take a deserved place in the Higher Horizons programme. As they require considerable organization, the success of these tours depends highly upon the preparation the teacher makes for them.

A typical tour made by the Grade VI classes is that to the Manitoba Sugar Company at Fort Garry, Manitoba. This tour takes up one whole afternoon. Company employees conduct the pupils in small groups, explain various machines and processes to them, and provide them with literature and samples.

Frequent tours are made to the various historical sites of Winnipeg. Such trips are especially interesting and helpful to Grades IV and V pupils, in augmenting their social studies. A tour of this nature begins shortly after noon and ends sometime after four o'clock. Places of

historical interest usually visited are: St. Boniface Cathedral, the grave of Louis Riel, the statue of La Verendrye and his sons, Fort Garry Gate, Seven Oaks memorial, Inkster House, Lower Fort Garry, Lockport, and Old St. Andrew's Church.

The most popular and comprehensive tour is the visit to the Manitoba Forestry Association's Conservation Training Area at Sandilands Forest Reserve. This entails a trip of approximately seventy miles on the Trans-Canada Highway, east of Winnipeg, and takes a full day for the return trip and tour. Each school makes its own arrangements for pupils taking this one-day course of practical instruction in forest conservation. Buses are chartered and each pupil pays a nominal transportation fee, while the remaining cost is subsidized by the school and the Kiwanis Club of Winnipeg.

The classroom embraces three hundred acres of forest land lying along the banks of the Whitemouth River, close to the Trans-Canada Highway. This land was made available by the Forest Service and the Lands Branch of the Manitoba Department of Mines and Natural Resources. Administration buildings provide facilities for studies to be carried out in a natural setting.

Three experienced instructors reside at the training

area during the period of operation. The tour begins with a short welcoming talk which includes an outline of the purposes of the training area and the rules which govern its use. The instructors then take groups of pupils through the forested area, guiding and teaching as they walk along the trails. The course of instruction features such topics as: 1) recognition of eight to ten main species of trees growing in the area, 2) the life cycle of trees and telling of their age, 3) fire prevention and the use of detection and fire fighting equipment, 4) methods of cutting and of reforestation, 5) a visit to Pineland Forest Nursery where millions of young trees grow for reforestation purposes, 6) enjoyment of our natural heritage and realization of personal responsibility in its wise use and protection.

#### Remedial Courses in Basic Subjects

Possibly the greatest progress towards the realization of the Higher Horizons objectives has been gained through the major emphasis placed upon remedial reading. This emphasis has been on allocation of funds for materials and of time and effort for instruction. Early recognition of the basic problems of underprivileged pupils was made by the programme planners, many of these problems being

rooted in poor ability to communicate, lack of stimulation by way of exercising the language arts, and the incomplete and erroneous manners of speaking and reading which could be eradicated only by means of intensive remedial work.

The Science Research Associates Reading Laboratory was an early and unanimous choice of the Committee, as the tool for doing this important work. It has been in use in the Great Cities Grey Areas programme and in numerous adjustment and remedial classes in schools across the continent.

The Science Research Associates reading laboratory is multi-level learning material designed to stimulate each student to new reading proficiency. Each reading laboratory provides individualized instruction that 1) meets each child's individual needs because he can progress as fast and as far as his own learning rate and capacity will take him; 2) stimulates high student interest and motivation because of this individual pacing and because the pupil feels responsible for his own success and competes only with himself; 3) provides immediate and continuous supply of materials whereby the student learns faster and remembers better, because the answer keys enable him to see his mistakes and to analyze them immediately; 4) gives the teacher more time to consult with students individually, as each student largely self-administers his own

programme; 5) requires no special teacher training for a basic reading programme, since all that is required is the following of simple instructions in the teacher's handbook.

The materials available to be used in the reading programme are:

1. Science Research Associates reading laboratory IIa, designed for Grade IV; grade levels II to VII, inclusive.
2. Science Research Associates reading laboratory IIb, designed for Grade V; grade levels III to VIII, inclusive.
3. Science Research Associates reading laboratory IIc, designed for Grade VI, grade levels IV to IX, inclusive.
4. Science Research Associates reading laboratory, elementary edition, designed for use in Grades IV, V, and VI; grade levels II to IX, inclusive.
5. Science Research Associates reading laboratory IIIa, designed for Grades VII, VIII, and IX, grade levels III to XII, inclusive.
6. Student record book, supplied for each student.
7. Teacher's handbook.

These materials were chosen as early as August, 1962. The elementary levels of the laboratory had been in use for

several years in Hugh John Macdonald Junior High School, and in January, 1963, these materials were demonstrated to the Higher Horizons Committee by a teacher from that school. Principals of Lord Selkirk and George V schools explained in detail the use of the laboratories in their schools. The committee decided to purchase the elementary editions first, and all six elementary schools received them for use during the latter half of the 1963-64 term, after teachers from these schools had observed the laboratories in action at Lord Selkirk and George V schools.

At first, the elementary edition was used by Grades V and VI. In the future, Grade IV will use the elementary edition during the first few years, Grade V will use laboratory IIb, and Grade VI will use laboratory IIc. The junior high school grades use both the elementary edition and laboratory IIIa.

During the first five or six weeks after the introduction of the reading laboratory, all assigned reading periods are used. After this initial period, the time for the laboratory is gradually decreased until only one period per week is utilized. After the first six weeks, the regular authorized reader and workbook are re-introduced into the reading periods. Skills taught in the reading laboratory are omitted from the regular course so that

unnecessary repetition may be avoided.

Results of this enriched and remedial course in reading are almost immediate, measured in terms of pupil interest, which is at a high level at all times. The material itself is interesting, and its competitive and self-analytic nature appears to contribute to the maintaining of interest.

Unfortunately, similar encouraging results are not so noticeable in the other basic area, of arithmetic. The Committee recognized the great need for improvement in teaching methods and pupil response, and funds were allocated in 1964 to provide for one helping teacher to assist in the elementary grades, in an attempt to meet the problem of raising arithmetic standards in the Area schools. However, such teachers were impossible to procure and the allocated funds were diverted to other purposes.

Likewise, there was an early allocation of funds for enrichment materials in Art and Music. These have almost invariably been diverted to remedial reading supplies, and the enrichment of Art and Music courses is deemed to take place in the intensified cultural activities outlined previously in this chapter.



### Summary of Special Services

Tables XXXIV and XXXV show the extent to which the Higher Horizons services were offered to the School Division in the designated Area, during the first two years of operation.

TABLE XXXIV

#### ELEMENTARY SCHOOL HIGHER HORIZONS SERVICES, 1962-64

| Year    | Schools | Grades | Pupils | Programme Teachers | Counsellors |
|---------|---------|--------|--------|--------------------|-------------|
| 1962-63 | 5       | VI     | 250    | 0                  | 0           |
| 1963-64 | 6       | V, VI  | 540    | 0                  | 0           |

Note: In 1962-63,  $2\frac{1}{2}$  adjustment teacher positions (reading) were filled in the six elementary schools. In 1963-64, the same number of these teachers were in the Area.

TABLE XXXV

#### JUNIOR HIGH SCHOOL HIGHER HORIZONS SERVICES, 1962-64

| Year    | Schools | Grades    | Pupils | Programme Teachers | Counsellors    |
|---------|---------|-----------|--------|--------------------|----------------|
| 1962-63 | 1       | VII       | 233    | 0                  | 1              |
| 1963-64 | 1       | VII, VIII | 522    | $\frac{1}{2}$      | $1\frac{1}{2}$ |

In 1964-65, the programme reached its fullest planned expansion point, with the inclusion of all grades from IV to IX. The staff figures remained unchanged, despite the inevitable increase in the number of pupils.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

This has been a preliminary report upon the Higher Horizons programme now in operation in a designated area of the Winnipeg School Division No. 1. Following a study of programmes designed to prevent school drop-outs and to enrich the academic and cultural lives of disadvantaged children in depressed urban areas, notably those projects being carried out in New York City and Detroit, a similar programme was inaugurated in Winnipeg, beginning in September, 1962.

The situation in the schools of the designated area was reviewed, with respect to problems involving pupil drop-outs and grade expectancies, mobility of pupils, attendance, reading achievement, and mental abilities. Comparisons in these areas were made with control schools outside of the Area. Social conditions were studied and measured in terms of juvenile delinquency, referrals to the Child Guidance Clinic, and social welfare statistics.

In reviewing the development of the Higher Horizons programme in Winnipeg, due consideration was given to pilot projects and related attempts to cope with the

problems of disadvantaged school children. The inauguration of the programme itself followed only after considerable deliberation with respect to financial allocations in the School Board budget, the planning for administrative personnel and adequate teaching staff, careful choice of materials and supplies required for the enriched curriculum, and the marshalling of community resources.

The programme has been in operation in seven schools since September, 1962, with its services being extended to two additional grades each year, so that, at the beginning of the 1964-65 school term, it had included the span of grades from IV to IX, as originally planned by the Committee. Further extension has not as yet been contemplated.

### Successes and Failures

The Higher Horizons programme had as its stated objectives the stimulation of pupils in a culturally deprived and economically depressed area, towards high achievement levels, and the retention of pupils in school until they had qualified for admission to college or to technical school and had acquired a profession, trade, or skill.

The extent to which these objectives are attained is the measure of the programme's success or failure. As planned by the Committee appointed to inaugurate and to

administer the programme, the operative aims were:

1. Intensive pupil and parent guidance to discover and direct the abilities, talents, and interests of disadvantaged students.
2. Encouragement, enrichment, and remedial instruction as needed, to overcome the cumulative effect of failure and frustration which leads to early withdrawal from school.
3. An all-out assault on the subjects of reading and arithmetic, to improve logical thinking, communication, and understanding.
4. Cultural activities, which are normally not available to underprivileged children, with a view to creating enthusiasm for the finer things in life.

Again, success of the programme as a whole can be measured by the relative success of these procedures. Much of this cannot be measured in statistical terms and may indeed be immeasurable, but relative strengths and weaknesses are beginning to be apparent after more than two years of operation of the Higher Horizons programme.

Of the tangible results, it can be said that the campaigns for better attendance, the home contacts and good rapport between teachers and parents, and the emphasis upon increased awareness of special needs in the area, are moderately successful. The teaching staff and the principals

make periodic informal reports to the Coordinator and, while these are necessarily subjective in nature, they are invariably positive, and show that a trend towards improvement is discernible in all areas.

The concentrated efforts of the teaching staff are admittedly difficult and call for hard work and longer hours at their tasks, but the absence of negative attitudes and, indeed, the growing enthusiasm of the staff in most cases, is justification, at this stage of the programme, for its warranted continuance.

The response of the children, in most cases, is that of increased enthusiasm, better work habits and attitudes, and fewer attendance problems. One proof of this is the principals' reports that the major problems encountered are those of new and younger pupils; those who have been in the programme since its inception present fewer difficulties in these matters.

The programme continues to labour under definite limitations, however, and these form the basis for what, to the present date, can be deemed its failures. The major limitation contributing to lack of complete success is that of finance. The resulting slow progress rate in implementing the programme leads to impatience and, to some degree, of discouragement on the part of some teachers

and principals.

Difficulties in selecting suitable staff arise, in most cases, directly from insufficient funds for the supply of more teachers, as well as from the general situation of teacher supply in Manitoba. In some cases, notably that of remedial arithmetic, funds have been allocated by the School Board, but qualified teachers have not been available. These funds have then been diverted to other uses, such as supplying reading materials, and any remedial teaching of arithmetic has resulted from re-allocation of teachers' duties. This has not always proven satisfactory.

Lack of sufficient funds is also responsible for limiting the cultural phases of the programme. Outright cash grants for such activities as tours and admission to concerts are contrary to the policy of the Winnipeg School Board. Provision for these activities, then, is dependent upon donations from public and private organizations or upon funds raised by the schools themselves.

Another limiting factor in the programme's success is that of adverse publicity which is sometimes given by various media such as press and television. The programme is too often subjected to connotations such as "unfortunate social circumstances," "welfare recipients," "disadvantaged,"

and "slum children." Although the publicity may be given in all sincerity, the people involved are sensitive to it and it leaves erroneous impressions and damaging notions in its wake. People in the Area resent the lowered image presented to the public and, conversely, residents of high socio-economic areas quite often express their resentment of the concentration of public money upon one small area.

The failure to provide the services of a full-time coordinator is a further limiting factor. The present coordinator must combine his duties with that of school principal, and this division of duties is somewhat of a hardship upon him, as well as upon the progress of the programme itself.

Success in attaining specific objectives of the programme is also dependent upon circumstances beyond the scope of the programme. Such a problem as that presented by the great mobility of the school population, for instance, is one which cannot be solved by the programme itself and which, in turn, is a limiting factor in the obtaining of positive results from the programme.

#### Forecasts and Recommendations

Only short-range forecasts are possible under the present circumstances, but owing to encouraging reports from the principals and teachers in particular, and to a



lesser degree, from pupils and parents, there appears to be warranted optimism for the continuance of the programme. It seems reasonable to suppose that the programme may shortly be tried in other depressed areas of Winnipeg, and that it may in future be extended downward as far as Grade I. This is dependent largely upon the availability of funds and staff, but if this extension in area and in scope is made possible, there could well be less money and effort expended upon remedial work and more emphasis placed upon preventative work with the very young children.

The staffing problem, being related to that of the regular school system, may not be solved in the immediate future. However, the Coordinator and Committee have suggested that funds be made available to provide for the employment of graduate students of the University of Manitoba Faculty of Education and the Manitoba Teachers' College, under a system of internship in these schools, or for students who could tutor the school children in extra-school hours.

Evaluation processes might well be set in motion in the near future. No such project has been planned for at least five or six years in the future, and it may well be that, statistically, this could not be done until the first of the Grade IV pupils have graduated from the junior high

school. Statistically, however, some comparisons can be made with regards to attendance, pass-failure rates, and general intelligence ratings, all of which could, by now, be showing a directional trend, to be compared with results of the pilot study tests reported in Chapter III.

Recommendations also include more tabulation of records regarding individual pupils, and more intensive follow-up of individual cases in reading, attendance, delinquency, and socio-domestic problems. More concern could be given to identification, on the part of teachers, of pupil potential.

While nothing is yet definitely discernible in positive results, the Higher Horizons Committee and teaching staff are optimistic that there has been a forward move towards the stated objectives of the programme; that, relatively speaking, the successes so far outweigh any failures, and that the limitations are not unsurmountable. Certainly no one involved in the programme, from youngest child and its parents to the administrative personnel, would wish to see any reduction in the intensity or scope of the programme, much less its complete withdrawal and a return to the regular curriculum.

## B I B L I O G R A P H Y

## BIBLIOGRAPHY

## A. PERIODICALS

National Education Association of the United States.  
Education and the Disadvantaged American. Washington: 1962, pp. 1-39.

Phi Delta Kappan. A Journal for the Promotion of Research, Service and Leadership in Education, Vol. XLV, No. 2. Bloomington, Indiana: November, 1963, pp. 70-76, 71-81, 91-97.

## B. REPORTS

"Annual Report of The Winnipeg School Division No. 1." Winnipeg, Manitoba: 1961, p. 37.

"Annual Report of The Winnipeg School Division No. 1." Winnipeg, Manitoba: 1962, pp. 18-19.

Landers, Jacob, "Higher Horizons," Progress Report, Board of Education of the City of New York. New York: January, 1963, pp. 1-98.

Marburger, Carl L. "Annual Report of the Detroit Great Cities School Improvement Project." Detroit, Michigan: 1963, pp. 1-13.

Newfield, G. M. "Report of Visit to a Number of Higher Horizons Schools in Metropolitan New York." Winnipeg, Manitoba: January, 1963, pp. 1-7.

"Report of the Committee on Services for Juvenile and Adult Offenders." Community Welfare Planning Council. Winnipeg, Manitoba: 1963, pp. 3-6.

## C. PAMPHLETS

Schreiber, Daniel. "A School's Work with Disadvantaged Pupils." Reprinted from "College Admissions 7: The Search for Talent," College Admissions of the College Entrance Examination Board. New York: The College Board, 1960, pp. 1-10.

## D. BULLETINS

"Higher Horizons." New York: Board of Education of the City of New York, April, 1962, Vol. 1, No. 1, pp. 1-8.

## E. MISCELLANEOUS MATERIAL

Henmon, V. A. C., and M. J. Nelson. The Henmon-Nelson Tests of Mental Ability, Examiner's Manual. Boston, Mass.: Houghton Mifflin Company, 1944, pp. 2, 11, 14.

Kelley, Madden, Gardner, Terman, and Ruch. Stanford Achievement Test, Elementary Reading Test Directions. Yonkers-on-Hudson, New York: World Book Company, 1953, pp. 1-4.

\_\_\_\_\_, et al. Stanford Achievement Test, Intermediate Reading Test Directions. Yonkers-on-Hudson, New York: World Book Company, 1953, pp. 1-6.

Landers, Jacob. New York City Programs for the Educationally Disadvantaged. New York: Board of Education of the City of New York, February, 1963, pp. 1-4.

Marburger, Carl. L. An Overview of Types of Great Cities School Improvement Programs. Detroit, Michigan: October 30, 1963, pp. 1-4.

\_\_\_\_\_. Improving the Competence of Children with Limited Backgrounds. Detroit, Michigan: March 15, 1962, pp. 1-4.

"Minutes of the Higher Horizons Committee." Winnipeg, Manitoba: The Winnipeg School Division No. 1, 1961-63.

"Minutes of Meetings of the Trustees of The Winnipeg School Division No. 1." Winnipeg, Manitoba: 1961-64.

Otis, Arthur S. Otis Quick-Scoring Mental Ability Tests, New Edition, Alpha Short Form, Manual of Directions. Yonkers-on-Hudson, New York: The World Book Company, 1954, pp. 1, 12-13.

## A P P E N D I X E S

## APPENDIX "A"

Personnel of Higher Horizons  
Committees; New York, 1962;  
Winnipeg, 1961.

## APPENDIX "A"

NEW YORK CITY HIGHER HORIZONS PROGRAMME ADMINISTRATIVE  
COMMITTEE (1962)

Mr. Max J. Rubin, President, Board of Education; and members of the Board.

Dr. Bernard E. Donovan, Acting Superintendent of Schools, and Chairman of the Advisory Committee of thirty-one members.

Mr. Jacob Landers, Coordinator.

Dr. John B. King, Deputy Superintendent of Schools; and the heads of the Divisions of Elementary School, Junior High School, Senior High School, and Child Welfare.

Members of the Office of Research and Evaluation, the Bureau of Educational and Vocational Guidance, the Bureau of Child Guidance, and the Bureau of Curriculum Research.



## WINNIPEG HIGHER HORIZONS PLANNING COMMITTEE (1961)

Dr. W. C. Lorimer, Superintendent of Schools

Mr. G. T. MacDonell, Assistant Superintendent

Mr. A. D. Thomson, Assistant Superintendent

Mr. J. C. Duncan, Mr. C. Henry, Miss E. A. Hinds,  
members of the Superintendent's Department

Mr. G. M. Newfield, Coordinator, and Principal of  
Hugh John Macdonald School

Mr. C. D. Neufeld, Principal of Victoria-Albert  
School

Miss A. Smigel, Principal of Pinkham School

Mr. M. J. Mazur, Principal of Somerset School

Mr. E. Nemish, Principal of Isbister School

Mr. J. Dack, Principal of Dufferin School

Miss L. V. Staples, Principal of Montcalm School

APPENDIX "B"

Statements of Attendance for Twelve Winnipeg  
Public Schools, from September, 1962, to  
June, 1964.

TABLE XXXVI  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
SEPTEMBER, 1962

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 259       | 244                            | 94.21                    |      |
| Dufferin                             | 305      | 286       | 268                            | 93.71                    |      |
| Isbister                             | 370      | 313       | 295                            | 94.25                    |      |
| Somerset                             | 400      | 343       | 327                            | 95.34                    |      |
| Pinkham                              | 450      | 409       | 385                            | 94.13                    |      |
| Victoria-<br>Albert                  | 620      | 595       | 567                            | 95.29                    |      |
| Average percentage attendance: 94.49 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 297       | 289                            | 97.31                    | 3    |
| Clifton                              | 435      | 385       | 374                            | 97.14                    | 4    |
| Grosvenor                            | 450      | 439       | 428                            | 97.49                    | 1    |
| R. Brown                             | 485      | 440       | 426                            | 96.82                    | 6    |
| R.H.Smith                            | 500      | 470       | 456                            | 97.02                    | 5    |
| Robertson                            | 740      | 637       | 621                            | 97.49                    | 2    |
| Average percentage attendance: 97.21 |          |           |                                |                          |      |

TABLE XXXVII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
OCTOBER, 1962

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 254       | 245                            | 96.45                    |      |
| Dufferin                             | 305      | 285       | 264                            | 92.63                    |      |
| Isbister                             | 370      | 305       | 288                            | 94.42                    |      |
| Somerset                             | 400      | 339       | 330                            | 97.34                    | 3    |
| Pinkham                              | 450      | 400       | 382                            | 95.50                    |      |
| Victoria-<br>Albert                  | 620      | 598       | 562                            | 93.97                    |      |
| Average percentage attendance: 95.05 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 293       | 286                            | 97.61                    | 1    |
| Clifton                              | 435      | 383       | 370                            | 96.35                    |      |
| Grosvenor                            | 450      | 439       | 425                            | 96.81                    | 5    |
| R. Brown                             | 485      | 444       | 429                            | 96.62                    | 6    |
| R. H. Smith                          | 500      | 471       | 459                            | 97.45                    | 2    |
| Robertson                            | 740      | 641       | 622                            | 97.03                    | 4    |
| Average percentage attendance: 96.98 |          |           |                                |                          |      |

TABLE XXXVIII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
NOVEMBER, 1962

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 254       | 240                            | 94.48                    |      |
| Dufferin                             | 305      | 285       | 264                            | 92.63                    |      |
| Isbister                             | 370      | 305       | 288                            | 94.42                    |      |
| Somerset                             | 400      | 331       | 319                            | 96.37                    | 4    |
| Pinkham                              | 450      | 397       | 369                            | 92.94                    |      |
| Victoria-<br>Albert                  | 620      | 590       | 552                            | 93.55                    |      |
| Average percentage attendance: 94.07 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 285       | 278                            | 97.54                    | 1    |
| Clifton                              | 435      | 383       | 370                            | 96.60                    | 2    |
| Grosvenor                            | 450      | 441       | 421                            | 95.46                    | 6    |
| R. Brown                             | 485      | 441       | 421                            | 95.46                    |      |
| R.H.Smith                            | 500      | 476       | 457                            | 96.00                    | 5    |
| Robertson                            | 740      | 642       | 619                            | 96.41                    | 3    |
| Average percentage attendance: 96.25 |          |           |                                |                          |      |

TABLE XXXIX  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
DECEMBER, 1962

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 254       | 238                            | 93.70                    |      |
| Dufferin                             | 305      | 281       | 264                            | 93.59                    |      |
| Isbister                             | 370      | 286       | 267                            | 93.35                    |      |
| Somerset                             | 400      | 321       | 302                            | 94.08                    | 6    |
| Pinkham                              | 450      | 391       | 358                            | 91.56                    |      |
| Victoria-<br>Albert                  | 620      | 595       | 551                            | 92.60                    |      |
| Average percentage attendance: 93.15 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 288       | 277                            | 96.18                    | 1    |
| Clifton                              | 435      | 381       | 366                            | 96.06                    | 3    |
| Grosvenor                            | 450      | 441       | 414                            | 93.87                    |      |
| R.Brown                              | 485      | 433       | 411                            | 94.91                    | 5    |
| R.H.Smith                            | 500      | 474       | 455                            | 95.99                    | 4    |
| Robertson                            | 740      | 642       | 617                            | 96.10                    | 2    |
| Average percentage attendance: 95.52 |          |           |                                |                          |      |

TABLE XL  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
JANUARY, 1963

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 256       | 233                            | 91.24                    |      |
| Dufferin                             | 305      | 279       | 248                            | 90.35                    |      |
| Isbister                             | 370      | 267       | 251                            | 94.15                    | 4    |
| Somerset                             | 400      | 331       | 307                            | 93.32                    |      |
| Pinkham                              | 450      | 396       | 361                            | 91.30                    |      |
| Victoria-<br>Albert                  | 620      | 609       | 551                            | 91.06                    |      |
| Average percentage attendance: 91.90 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 283       | 271                            | 95.65                    | 2    |
| Clifton                              | 435      | 382       | 367                            | 95.83                    | 1    |
| Grosvenor                            | 450      | 437       | 411                            | 93.84                    | 6    |
| R. Brown                             | 485      | 439       | 408                            | 92.85                    |      |
| R.H.Smith                            | 500      | 477       | 449                            | 93.88                    | 5    |
| Robertson                            | 740      | 632       | 599                            | 94.68                    | 3    |
| Average percentage attendance: 94.46 |          |           |                                |                          |      |

TABLE XLI  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
FEBRUARY, 1963

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 251       | 233                            | 92.49                    |      |
| Dufferin                             | 305      | 281       | 259                            | 92.89                    |      |
| Isbister                             | 370      | 270       | 250                            | 93.59                    |      |
| Somerset                             | 400      | 330       | 310                            | 93.72                    | 5    |
| Pinkham                              | 450      | 398       | 369                            | 93.26                    |      |
| Victoria-<br>Albert                  | 620      | 602       | 565                            | 93.42                    |      |
| Average percentage attendance: 93.23 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 284       | 275                            | 97.03                    | 1    |
| Clifton                              | 435      | 382       | 366                            | 95.70                    | 3    |
| Grosvenor                            | 450      | 441       | 407                            | 93.35                    |      |
| R. Brown                             | 485      | 443       | 423                            | 95.79                    | 2    |
| R.H.Smith                            | 500      | 476       | 447                            | 93.60                    | 6    |
| Robertson                            | 740      | 632       | 603                            | 95.18                    | 4    |
| Average percentage attendance: 95.11 |          |           |                                |                          |      |



TABLE XLII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
MARCH, 1963

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 254       | 241                            | 94.81                    | 2    |
| Dufferin                             | 305      | 279       | 255                            | 91.20                    |      |
| Isbister                             | 370      | 261       | 240                            | 91.59                    |      |
| Somerset                             | 400      | 328       | 305                            | 93.32                    | 6    |
| Pinkham                              | 450      | 397       | 367                            | 92.23                    |      |
| Victoria-<br>Albert                  | 620      | 609       | 554                            | 91.15                    |      |
| Average percentage attendance: 93.23 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 283       | 272                            | 96.03                    | 1    |
| Clifton                              | 435      | 389       | 359                            | 93.22                    |      |
| Grosvenor                            | 450      | 445       | 414                            | 93.22                    |      |
| R. Brown                             | 485      | 447       | 424                            | 94.53                    | 3    |
| R.H.Smith                            | 500      | 480       | 448                            | 93.76                    | 4    |
| Robertson                            | 740      | 627       | 589                            | 93.68                    | 5    |
| Average percentage attendance: 94.07 |          |           |                                |                          |      |

TABLE XLIII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
APRIL, 1963

| School                               | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                             | 275      | 250       | 241                            | 95.88                    | 4    |
| Dufferin                             | 305      | 290       | 268                            | 93.91                    |      |
| Isbister                             | 370      | 251       | 241                            | 95.77                    | 5    |
| Somerset                             | 400      | 319       | 308                            | 95.14                    |      |
| Pinkham                              | 450      | 398       | 376                            | 93.26                    |      |
| Victoria-<br>Albert                  | 620      | 618       | 577                            | 94.02                    |      |
| Average percentage attendance: 98.17 |          |           |                                |                          |      |
| Sir Sam<br>Steele                    | 340      | 285       | 278                            | 98.17                    | 1    |
| Clifton                              | 435      | 382       | 371                            | 96.30                    | 3    |
| Grosvenor                            | 450      | 452       | 426                            | 95.55                    | 6    |
| R. Brown                             | 485      | 448       | 432                            | 96.34                    | 2    |
| R.H.Smith                            | 500      | 480       | 451                            | 94.27                    |      |
| Robertson                            | 740      | 625       | 599                            | 95.50                    |      |
| Average percentage attendance: 96.02 |          |           |                                |                          |      |

TABLE XLIV  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
MAY, 1963

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 247       | 239                            | 96.80                    | 3    |
| Dufferin                       | 305      | 287       | 270                            | 93.77                    |      |
| Isbister                       | 370      | 253       | 243                            | 96.04                    | 6    |
| Somerset                       | 400      | 325       | 311                            | 95.77                    |      |
| Pinkham                        | 450      | 391       | 376                            | 95.90                    |      |
| Victoria-<br>Albert            | 620      | 600       | 573                            | 94.07                    |      |
| Average percentage attendance: |          |           |                                | 95.39                    |      |
| Sir Sam<br>Steele              | 340      | 284       | 276                            | 97.07                    | 2    |
| Clifton                        | 435      | 382       | 374                            | 97.91                    | 1    |
| Grosvenor                      | 450      | 453       | 434                            | 95.34                    |      |
| R. Brown                       | 485      | 448       | 429                            | 96.08                    | 5    |
| R.H.Smith                      | 500      | 483       | 463                            | 95.77                    |      |
| Robertson                      | 740      | 627       | 605                            | 96.44                    | 4    |
| Average percentage attendance: |          |           |                                | 96.44                    |      |

TABLE XLV  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
JUNE, 1963

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 246       | 240                            | 97.61                    | 2    |
| Dufferin                       | 305      | 285       | 267                            | 94.02                    |      |
| Isbister                       | 370      | 254       | 247                            | 96.88                    | 4    |
| Somerset                       | 400      | 322       | 311                            | 96.13                    |      |
| Pinkham                        | 450      | 394       | 379                            | 96.26                    |      |
| Victoria-<br>Albert            | 620      | 599       | 572                            | 95.27                    |      |
| Average percentage attendance: |          |           |                                | 96.03                    |      |
| Sir Sam<br>Steele              | 340      | 282       | 277                            | 98.25                    | 1    |
| Clifton                        | 435      | 381       | 366                            | 95.92                    |      |
| Grosvenor                      | 450      | 456       | 432                            | 94.64                    |      |
| R. Brown                       | 485      | 446       | 432                            | 96.71                    | 5    |
| R.H.Smith                      | 500      | 482       | 465                            | 96.43                    | 6    |
| Robertson                      | 740      | 626       | 610                            | 97.39                    | 3    |
| Average percentage attendance: |          |           |                                | 96.56                    |      |

TABLE XLVI

ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
SEPTEMBER, 1963

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 237       | 223                            | 95.71                    |      |
| Dufferin                       | 305      | 266       | 253                            | 95.10                    |      |
| Isbister                       | 370      | 265       | 253                            | 95.99                    |      |
| Somerset                       | 400      | 322       | 308                            | 96.63                    | 6    |
| Pinkham                        | 450      | 391       | 378                            | 96.79                    | 5    |
| Victoria-<br>Albert            | 620      | 631       | 590                            | 95.19                    |      |
| Average percentage attendance: |          |           |                                | 95.90                    |      |
| Sir Sam<br>Steele              | 340      | 313       | 310                            | 98.55                    | 1    |
| Clifton                        | 435      | 377       | 370                            | 98.13                    | 2    |
| Grosvenor                      | 450      | 468       | 454                            | 96.86                    | 4    |
| R. Brown                       | 485      | 367       | 349                            | 95.15                    |      |
| R.H.Smith                      | 500      | 474       | 453                            | 95.87                    |      |
| Robertson                      | 740      | 619       | 602                            | 97.41                    | 3    |
| Average percentage attendance: |          |           |                                | 97.00                    |      |

TABLE XLVII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
OCTOBER, 1963

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 232       | 320                            | 95.51                    | 5    |
| Dufferin                       | 305      | 267       | 256                            | 94.95                    |      |
| Isbister                       | 370      | 272       | 258                            | 95.07                    |      |
| Somerset                       | 400      | 316       | 309                            | 96.16                    | 2    |
| Pinkham                        | 450      | 387       | 364                            | 93.87                    |      |
| Victoria-<br>Albert            | 620      | 652       | 595                            | 92.51                    |      |
| Average percentage attendance: |          |           |                                | 94.76                    |      |
| Sir Sam<br>Steele              | 340      | 315       | 308                            | 97.90                    | 1    |
| Clifton                        | 435      | 378       | 365                            | 96.43                    | 3    |
| Grosvenor                      | 450      | 465       | 445                            | 95.57                    | 4    |
| R. Brown                       | 485      | 379       | 356                            | 94.13                    |      |
| R.H.Smith                      | 500      | 474       | 444                            | 93.81                    |      |
| Robertson                      | 740      | 618       | 589                            | 95.48                    | 6    |
| Average percentage attendance: |          |           |                                | 95.55                    |      |

TABLE XLVIII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
NOVEMBER, 1963

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 229       | 217                            | 95.11                    | 2    |
| Dufferin                       | 305      | 254       | 231                            | 91.07                    |      |
| Isbister                       | 370      | 268       | 253                            | 94.13                    | 4    |
| Somerset                       | 400      | 320       | 302                            | 94.98                    | 3    |
| Pinkham                        | 450      | 390       | 357                            | 91.65                    |      |
| Victoria-<br>Albert            | 620      | 654       | 599                            | 92.07                    |      |
| Average percentage attendance: |          |           |                                | 93.17                    |      |
| Sir Sam<br>Steele              | 340      | 318       | 301                            | 95.43                    | 1    |
| Clifton                        | 435      | 377       | 356                            | 83.90                    | 5    |
| Grosvenor                      | 450      | 463       | 420                            | 90.32                    |      |
| R. Brown                       | 485      | 388       | 358                            | 92.62                    |      |
| R.H.Smith                      | 500      | 474       | 440                            | 92.40                    |      |
| Robertson                      | 740      | 617       | 573                            | 92.88                    | 6    |
| Average percentage attendance: |          |           |                                | 92.93                    |      |

TABLE XLIX

ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
DECEMBER, 1963

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 329       | 218                            | 95.39                    | 4    |
| Dufferin                       | 305      | 256       | 234                            | 91.78                    |      |
| Isbister                       | 370      | 273       | 256                            | 94.02                    |      |
| Somerset                       | 400      | 315       | 307                            | 96.97                    | 1    |
| Pinkham                        | 450      | 373       | 350                            | 93.86                    |      |
| Victoria-<br>Albert            | 620      | 657       | 601                            | 91.64                    |      |
| Average percentage attendance: |          |           |                                | 93.94                    |      |
| Sir Sam<br>Steele              | 340      | 320       | 309                            | 96.47                    | 3    |
| Clifton                        | 435      | 377       | 364                            | 96.50                    | 2    |
| Grosvenor                      | 450      | 461       | 422                            | 91.48                    |      |
| R. Brown                       | 485      | 387       | 366                            | 94.45                    | 6    |
| R.H.Smith                      | 500      | 468       | 446                            | 94.87                    | 5    |
| Robertson                      | 740      | 615       | 580                            | 94.29                    |      |
| Average percentage attendance: |          |           |                                | 94.68                    |      |



TABLE L  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
JANUARY, 1964

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 233       | 218                            | 93.74                    |      |
| Dufferin                       | 305      | 258       | 239                            | 93.07                    |      |
| Isbister                       | 370      | 261       | 247                            | 94.76                    | 5    |
| Somerset                       | 400      | 323       | 308                            | 95.70                    | 2    |
| Pinkham                        | 450      | 381       | 363                            | 94.78                    | 4    |
| Victoria-<br>Albert            | 620      | 668       | 603                            | 90.48                    |      |
| Average percentage attendance: |          |           |                                | 93.76                    |      |
| Sir Sam<br>Steele              | 340      | 314       | 302                            | 96.27                    | 1    |
| Clifton                        | 435      | 378       | 360                            | 95.20                    | 3    |
| Grosvenor                      | 450      | 463       | 437                            | 94.42                    |      |
| R. Brown                       | 485      | 388       | 359                            | 92.93                    |      |
| R.H.Smith                      | 500      | 464       | 439                            | 94.15                    |      |
| Robertson                      | 740      | 616       | 584                            | 94.70                    | 6    |
| Average percentage attendance: |          |           |                                | 94.61                    |      |

TABLE LI  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
FEBRUARY, 1964

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 220       | 206                            | 93.55                    |      |
| Dufferin                       | 305      | 262       | 246                            | 94.44                    |      |
| Isbister                       | 370      | 262       | 248                            | 94.74                    |      |
| Somerset                       | 400      | 315       | 303                            | 96.27                    | 2    |
| Pinkham                        | 450      | 382       | 361                            | 94.54                    |      |
| Victoria-<br>Albert            | 740      | 660       | 596                            | 89.80                    |      |
| Average percentage attendance: |          |           |                                | 93.89                    |      |
| Sir Sam<br>Steele              | 340      | 315       | 305                            | 96.68                    | 1    |
| Clifton                        | 435      | 375       | 364                            | 95.48                    | 3    |
| Grosvenor                      | 450      | 466       | 441                            | 94.97                    | 5    |
| R. Brown                       | 485      | 391       | 369                            | 94.05                    |      |
| R.H.Smith                      | 500      | 469       | 444                            | 94.89                    | 6    |
| Robertson                      | 710      | 617       | 588                            | 95.28                    | 4    |
| Average percentage attendance: |          |           |                                | 95.23                    |      |

TABLE LII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
MARCH, 1964

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank  |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|-------|
| Montcalm                       | 275      | 226       | 210                            | 93.01                    |       |
| Dufferin                       | 305      | 260       | 243                            | 92.61                    |       |
| Isbister                       | 370      | 264       | 244                            | 93.09                    |       |
| Somerset                       | 400      | 322       | 302                            | 93.69                    | 5     |
| Pinkham                        | 450      | 375       | 342                            | 90.88                    |       |
| Victoria-<br>Albert            | 740      | 664       | 592                            | 89.17                    |       |
| Average percentage attendance: |          |           |                                |                          | 92.08 |
| Sir Sam<br>Steele              | 340      | 314       | 300                            | 95.25                    | 1     |
| Clifton                        | 435      | 377       | 356                            | 94.24                    | 2     |
| Grosvenor                      | 450      | 466       | 434                            | 93.39                    | 6     |
| R. Brown                       | 485      | 388       | 363                            | 93.75                    | 3     |
| R.H.Smith                      | 500      | 466       | 438                            | 93.74                    | 4     |
| Robertson                      | 710      | 617       | 572                            | 92.74                    |       |
| Average percentage attendance: |          |           |                                |                          | 93.85 |

TABLE LIII  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
APRIL, 1964

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank  |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|-------|
| Montcalm                       | 275      | 219       | 206                            | 95.18                    | 6     |
| Dufferin                       | 305      | 261       | 245                            | 93.15                    |       |
| Isbister                       | 370      | 269       | 248                            | 92.93                    |       |
| Somerset                       | 400      | 320       | 306                            | 95.69                    | 5     |
| Pinkham                        | 450      | 393       | 362                            | 93.65                    |       |
| Victoria-<br>Albert            | 740      | 667       | 601                            | 90.31                    |       |
| Average percentage attendance: |          |           |                                |                          | 93.49 |
| Sir Sam<br>Steele              | 340      | 313       | 304                            | 96.67                    | 2     |
| Clifton                        | 435      | 375       | 362                            | 97.12                    | 1     |
| Grosvenor                      | 450      | 462       | 438                            | 95.11                    |       |
| R. Brown                       | 485      | 384       | 371                            | 96.50                    | 3     |
| R.H.Smith                      | 500      | 477       | 453                            | 95.92                    | 4     |
| Robertson                      | 710      | 614       | 585                            | 95.09                    |       |
| Average percentage attendance: |          |           |                                |                          | 96.07 |

TABLE LIV  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
MAY, 1964

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank  |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|-------|
| Montcalm                       | 275      | 219       | 210                            | 96.12                    | 5     |
| Dufferin                       | 305      | 250       | 235                            | 94.93                    |       |
| Isbister                       | 370      | 264       | 246                            | 93.36                    |       |
| Somerset                       | 400      | 319       | 303                            | 95.46                    | 6     |
| Pinkham                        | 450      | 395       | 373                            | 94.64                    |       |
| Victoria-<br>Albert            | 740      | 658       | 599                            | 91.60                    |       |
| Average percentage attendance: |          |           |                                |                          | 94.35 |
| Sir Sam<br>Steele              | 340      | 313       | 293                            | 93.67                    |       |
| Clifton                        | 435      | 375       | 364                            | 97.17                    | 1     |
| Grosvenor                      | 450      | 465       | 449                            | 96.82                    | 3     |
| R. Brown                       | 485      | 381       | 370                            | 97.07                    | 2     |
| R.H.Smith                      | 500      | 477       | 462                            | 96.71                    | 4     |
| Robertson                      | 710      | 614       | 583                            | 95.13                    |       |
| Average percentage attendance: |          |           |                                |                          | 96.10 |

TABLE LV  
ATTENDANCE AT TWELVE WINNIPEG PUBLIC SCHOOLS  
JUNE, 1964

| School                         | Capacity | Enrolment | Daily<br>Average<br>Attendance | Percentage<br>Attendance | Rank |
|--------------------------------|----------|-----------|--------------------------------|--------------------------|------|
| Montcalm                       | 275      | 218       | 210                            | 96.12                    | 5    |
| Dufferin                       | 305      | 251       | 240                            | 94.90                    |      |
| Isbister                       | 370      | 258       | 246                            | 95.28                    |      |
| Somerset                       | 400      | 315       | 304                            | 96.30                    | 3    |
| Pinkham                        | 450      | 395       | 371                            | 94.08                    |      |
| Victoria-<br>Albert            | 740      | 664       | 610                            | 92.24                    |      |
| Average percentage attendance: |          |           |                                | 94.82                    |      |
| Sir Sam<br>Steele              | 340      | 313       | 298                            | 95.17                    |      |
| Clifton                        | 435      | 375       | 361                            | 96.21                    | 4    |
| Grosvenor                      | 450      | 471       | 447                            | 95.21                    |      |
| R. Brown                       | 485      | 381       | 371                            | 97.01                    | 1    |
| R.H.Smith                      | 500      | 476       | 456                            | 95.77                    | 6    |
| Robertson                      | 710      | 611       | 589                            | 96.39                    | 2    |
| Average percentage attendance: |          |           |                                | 95.96                    |      |

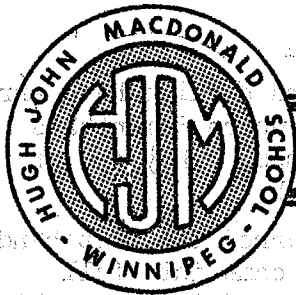
APPENDIX "C"

Specimens of Higher Horizons Stamp,  
and Bulletin.

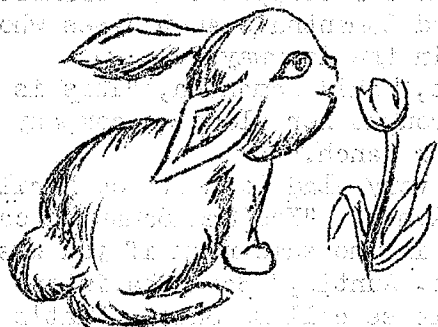


Figure 5. Specimen impression of  
Higher Horizons Stamp.

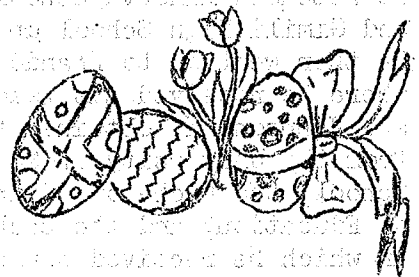




## HUGH JOHN NEWS



Happy  
Easter



### Scat Test

The grade nines wrote a "scat" test to judge their ability. This was a test the students could not study for so they had to use the knowledge at hand. The test had time limits for all four parts. The pencils used were of special lead that would show up on an I.B.M. machine which marked the tests. I personally would like to thank Mr. Smalley for his patience and guidance through the entire exam. Thank you sir.

### Coke Dance

On February 5, we held a coke dance at our school. The teachers had their doubts about the success of the dance, but the students proved to them that they could behave themselves. However, the dance turned out to be a great success.

After the Easter Holidays, when Mr. Newfield returns from the United States, he will take a few members of the Student Council along with him to the School Board and ask for a permit to hold an evening canteen.

Let's hope they have success in getting one.

### Visiting Principals

Mr. McMurchy, principal of Daniel McIntyre School, and Mr. Larson, principal of Tec-Voc both came to visit the Grade 9 students for a very important reason. They were here to tell us about our course selections for next fall. At Daniel McIntyre are offered the Matriculation, General, and High School Leaving. At Tec-Voc courses in Commercial, Commercial Matric, Industrial, and Industrial Matric are offered. The Matriculation Course is required for University entrance, so if you are planning to become a nurse, teacher, lawyer, etc., this is the best course for you. On the other hand if you would like to become a secretary, an auto mechanic, an electrician, etc., than Tec-Voc is the school for you.

### Somerset School Art Work

On Wednesday, March 4, 1964, at 3:00 p.m., Mrs. Graham's grade V class of Somerset School were guests of the C.B.C. on their school broadcasts radio program entitled "Beautiful, Beautiful Bugs".

These pupils did a considerable amount of work last year with Mrs. Graham and Miss E. McLeish. If your teacher has the Art Broadcasts booklet "It's Fun to Draw", you will find a number of samples of their work illustrated on pages 35, 36, and 37.

Miss Parker's grade II class also has some samples of art work on page 31 of this booklet.

The pupils of Hugh John Macdonald School will be interested to know that Mr. Alan Tasker, the School Broadcasts Organizer, Prairie Region, who worked on the above program was a former student of their school not long ago.

Miss McCance, Supervisor of the School Broadcasts, certainly provided the children with an opportunity to show what they can do in Art and Oral English. Above all it was an experience in broadcasting which the pupils will long remember.

### Step Up and Meet

#### Mr. Fraser

Mr. Fraser was born in Sault Ste. Marie, Michigan but he spent most of his life in Manitoba. In his earlier years Mr. Fraser lived on the farm and developed an interest in flowers, birds, animals and machinery.

Mr. Fraser has obtained the Bachelor of Arts and the Bachelor of Education degrees from the University of Manitoba summer school.

Teaching was not Mr. Fraser's first career although he will have been teaching 38 years, six months in June. At the age of 13 he was working as a carpenter and later got a job as a shift chemist at the Manitoba Sugar Refinery.

Among his other activities he belongs to the Horticultural Society, Natural History Society and the Teachers' Science Club. His hobbies are gardening, fishing and woodworking.

(continued)

### Mr. Fraser

As most of you know Mr. Fraser emphasises accuracy and the power to think in his classes. Believe me Mr. Fraser knows what he is talking about.

### Mr. Johnson

Mr. Johnson was born in Gimili, Man. He attended Minerva School up to Grade 8 and Gimili High School up to Grade 12. He then went on to Brandon Normal School where he received his teaching certificate. Mr. Johnson has obtained three degrees from the University of Manitoba Summer School, the Bachelor of Arts, the Bachelor of Education, and the Bachelor of Pedigogy in which he received honours.

Mr. Johnson likes fishing, square-dancing and carpentry. He even built his own boat. Among other things he is a member of the Masonic Lodge which is a fraternal order. His favorite sports are soccer which he played a lot of when he was younger, and hockey.

His plans for the future are teaching until he retires, besides how would we learn our science without Mr. Johnson.

### The Principal Says:

Instead of writing an article to develop a theme on some topic of interest to young people, I am going to point out some stars to steer by and leave the interpretation to you, the readers. I hope that these thoughts may serve to guide you.

1. People who do not stand for something may fall for anything.
2. Prepare for the future; you will spend the rest of your life in it.
3. Complaining is a way to waste time, and a poor way at that.
4. Foolishness is not always wicked but wickedness is always foolish.
5. Conscience, like the polygraph, is a lie detector.
6. Great people do things they find hard to do and others find impossible.
7. Never pity yourself; pity those who pity themselves.
8. To make high grades is good, but to be high grade is better.
9. Calmness in stress clears many a mess.
10. If you have pluck, you'll likely have luck.
11. Steam can burst a boiler, or it can drive something useful.
12. There are no doors closed in Canadian education except those you close yourself.

G. M. Newfield.

Helen - "I wonder what men talk about when they're off by themselves."  
Nellie - "Probably the same things we do."  
Helen - "Oh - aren't they awful!"  
Papa Possum - "Delphine, where are the kiddies?"  
Mama Possum - "My goodness I've had my pockets picked."

### The Ghost of Shady Lane

The Story: Samantha and Marilyn have arrived at the railway station where Samantha's uncle is waiting for them. They are on the way to see the ranch.

At long last they turned the last bend and Uncle Pete's ranch came into full view. When the car stopped they scrambled out and greeted Samantha's Aunt Agnes who was standing in the doorway.

"Aunt Agnes," said Samantha, "This is Marilyn. I brought her along as company and to see your ranch."

"Well, I'm very glad to meet you Marilyn replied Aunt Agnes. "You and Samantha can bunk together in the same room if you wish."

"Yes please, Auntie," Samantha interrupted, "and please call me Sam. That's my name at school and I'm used to it."

"Okay Sam," laughed Aunt Agnes, giving her a playful pat on the shoulder. "Now hurry upstairs and unpack before dinner."

"Right away, chief," Samantha replied, picking up her luggage, and then to Marilyn "follow me."

They trudged upstairs, and, following Aunt Agnes' direction, found their room. They hurriedly unpacked, and then rushed down again to help with dinner. After having eaten they helped with the dishes and then went up to bed.

The first few days passed rather uneventfully but one day as Samantha and Marilyn were going for an evening swim they saw lights in an old house called Shady Lane. Neither believed in ghosts and both knew about optical illusions (eyes playing tricks) so they thought nothing of it. Then one Sunday as Samantha was dressing for church she couldn't find her show.

"What's the matter with you," Marilyn asked as she saw Samantha searching frantically through the room. "You look as if you've gone mad."

"I think I have. I can't find my other show and now I'll have to wear my everyday ones to church."

"Well, that's easy to remedy. Where did you leave it?"

"Right under the bed, but now I can't find it anywhere."

\* \* \* \* \*  
Speeder - "Was I driving too fast?"  
Motor cop - "Heck no. You were flying too low."  
Sweet Little Thing - "What's the trouble officer?"  
Traffic Cop - "You were going 60 miles an hour, Miss, that's all."  
Sweet Little Thing - "Oh that's where I've got you. I've been out only ten minutes. So there, smarty!"  
Professor - "Why are you late?"  
Student - "Class started before I got here."

Professor - Name me two pronouns.  
Student - Who? Me?

# Sports

## Senior Basketball

In the beginning of the basketball season it looked like our senior basketball team would have no trouble winning their division championship. Well, things didn't turn out as the boys hoped and so they finished third. You may think that with 5 victories and 3 loses, this is a very fair record but personally I don't and I know many will agree with me. I don't want to take anything away from the boys but I think they were good enough to win the division title and also to go on for the city championship. I also want to point out that they were ahead all the way until the final game. I know that the boys tried all the way but I guess they didn't try hard enough when they had to. Well everything is past history now and we can't do anything about it. Much of the credit must go to their two first year coaches. I know everybody knows them, (especially girls) they are Mr. Kelsall and Mr. Favoni. We wish them better luck in the future. The team would like to thank its two coaches and also the students who came out and supported them. Their 8 league games were as follows:

Hugh John vs Aberdeen 39-26  
 Hugh John vs General Wolfe 42-33  
 Gordon Bell vs Hugh John 38-37  
 Hugh John vs Sargent Park 62-24  
 Aberdeen vs Hugh John 37-35  
 Hugh John vs Gordon Bell 44-36  
 General Wolfe vs Hugh John 39-33

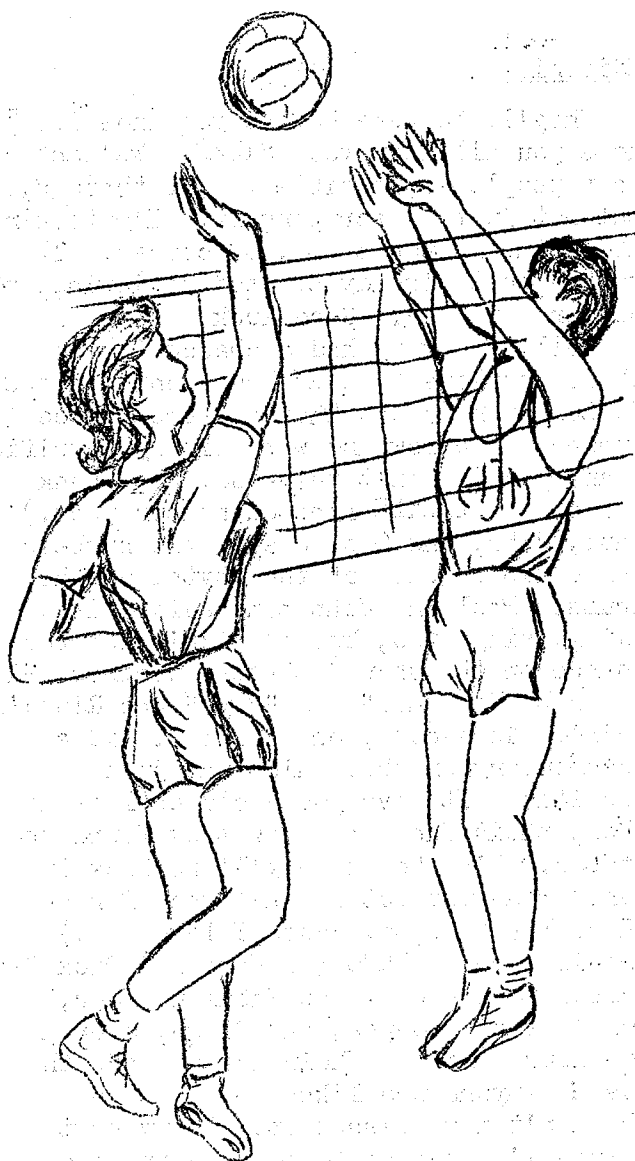
The scorers this year were:

Alec Papadakis 178 points  
 Eddie Hryniewicki 48 points  
 Tom Rae 28 points  
 Sam Plucer 25 points  
 Richard Maryk 24 points  
 Alex Kolesnyk 12 points  
 Nick Iafolia 12 points  
 Louis Sperber 6 points

## Junior Basketball

The juniors this year finished the season with 7 losses and one victory. They ended second last in the final standing. Well I think they did very well with the practice they had. The boys would like to thank Mr. Power and Mr. Shwaluke for their fine efforts. Their games were as follows:

Aberdeen vs Hugh John 29-19  
 Aberdeen vs Hugh John 26-14  
 General Wolfe vs Hugh John 27-22  
 General Wolfe vs Hugh John 28-26  
 Sargent Park vs Hugh John 12-11  
 Hugh John vs Sargent Park 25-11  
 Gordon Bell vs Hugh John 17-13  
 Gordon Bell vs Hugh John 28-22



## Gym Display

This year's gym display was held at Tec Voc's gym at 9:30 p.m. on February 22nd. The placing from Hugh John Macdonald for the junior and senior girls was as follows:

|               | Free            | Mat         |              |
|---------------|-----------------|-------------|--------------|
| <u>Junior</u> | <u>Exercise</u> | <u>Work</u> | <u>Vault</u> |
| D. Bourne     | 5:05            | 5:35        | 5:72         |
| B. White      | 5:05            | 4:10        | 5:12         |
| D. Panchuk    | 5:05            | 4:90        | 4:62         |
| B. Smandych   | 5:05            | 4:50        | 3:75         |
| H. Martens    | 5:05            | 5:20        |              |

Total = 59, 36

These girls came in 3rd in the free exercise and 2nd in the team event.

|               | Free            | Mat         |              |
|---------------|-----------------|-------------|--------------|
| <u>Senior</u> | <u>Exercise</u> | <u>Work</u> | <u>Vault</u> |
| B. Hendry     | 6:45            | 7:45        | 6:42         |
| R. Perillo    | 6:45            | 5:30        | 5:30         |
| E. Miller     | 6:45            | 5:55        | 5:00         |
| L. Gravel     | 6:45            | 5:55        | 5:04         |

These girls came in 2nd in the free exercise and 2nd in the team event.

## Inter-room Volleyball

This year's inter-room championship for volleyball was won by the 9A's, who played all their games without having a single loss. These games were played at lunch-hour and were referred and supervised by Miss Thomson.

## Editorial

They'll be here before you know it. I hope you all know your STUFF. We want as many people as possible to get through, but not just by scraping it. I'm talking about the Easter Exams, of course. If you haven't already started reviewing, you better get busy. Good luck!

Well, everyone had a chance to see those fabulous BEATLES last month on the Ed Sullivan Show. They appeared three Sundays in a row and were simply terrific. (Many people don't think so, but thank heavens we BEATLE fans outnumber them.) Paul, John, and George sang the numbers while Ringo beat out the rhythm on the drums. Paul and John sang solos also. (Ringo sings too, but he didn't get the chance on the show.) Those swingers, "I Wanna Be Your Man" and "Boys" are Ringo's doing. Telescope, on Chanel 3, did a documentary on them which was just terrific. It gave you a closer look at them, their fans, and how they found the States. I've heard they'll be back in June or August but I don't know for sure. (I really hope so, cause I love 'em.) On his show on CKRC (on March 6) Dick Clark talked to three of the Fabulous Four, namely Paul, Goerge, and Ringo, over a two hour period. Their accents are the most! Anyone who likes the Beatles shouldn't have missed it. In my next column I'll manage to squeeze in some more Beatle News. And, if there are any of you fans out there don't miss my next column where I'll squeeze in some more Beatle News. Till then keep swinging, and have a good but safe holiday during Easter.

## Movies

### It's A Mad, Mad, Mad, Mad World

Take an average and desperate group of citizens and let them, through remarkable circumstances, become aware of the whereabouts of \$350,000 in cash of nobody's money and these average people are no longer average.

Maybe you'd be different if a fortune (non-taxable) appeared to be within your reach but go see how this star studded cast reacts. Some of the actors are:

Spencer Tracy - a true blue chief of detectives.

Milton Berle - president of the Edible Seaweed Co.

Sid Caesar - a dentist who can't bear pain in his patients.

Also others including: Phil Silvers, Buddy Hackett, Mickey Rooney, and Jonathan Winters.

### Seven Days In May (Paramount)

One of the greatest perils in government in many countries, is its complete overthrow by the military. It has never happened here and probably never will. But what if it did? This is the inevitable position in which Jordon Lyman, the President of the United States finds himself. The

## Seven Days In May (continued)

president has just ended the cold war with a proposal for universal nuclear disarmament, a plan agreed to by Russia, and ratified by the Senate. The General of the U.S. army sees nothing but disaster. To "save" the country he and the other top generals plan to unseat the President during a mock alert, and take over the country. A Marine colonel becomes aware that something is amiss and reports his suspicions to the President. The seven days left before the alert gives little time to uncover the plot, but what goes on during that time is fascinating and frightening. An exciting film with an outstanding cast. Don't miss it.

## Coming Events

As most of you know by now, your home-room teachers have all received that dreaded piece of paper known as the "examination timetable". Well, we might as well face it - Easter exams are nearly here! For most classes the first exam is scheduled for Thursday afternoon, March 19 and if by any chance you haven't commenced to study, you'd better buckle down or brace yourself for a shock when the report cards are distributed.

To those who haven't studied we wish them the best of luck and to those who have we hope they receive the best marks.

## Fashion

The interest this season seems to be on fabric and skirts!! Looks as if the trend to pleats and folds for ease and action is going to get stronger and stronger.

Puzzled about their names? Depending on their placement and styling, their names are self-descriptive. There are box, accordion, knife, graded, single front or back, fan, trouser and fold among the new styles in suits and dresses.

Lovely fabrics for suits and coats, and some times even for dresses, to wear this spring and again in the fall, are the heatherly Shetland wools, light wool crepes, wool or worsted flannels, tight-textured wools in tweeds. Navy blue never loses its charm as a spring color favourite. And soon you may see a new and much livelier shade of navy. It has a slightly purple overcast, and could safely be called blueberry for an apt description.

Brilliant carnation red is also a favored color. Watch for this as a big success color right through summer and on into fall. It has enough orange in it to be flattering to most complexions.

Time to stock up with a new supply of filmly chiffon or slinky crepe scarves. You'll need them as fill-ins or gilets for the new open-throated suits and coat. The scarves may be bought in a variety of colours and are so handy as accessori