

Shall we know or guess?

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Citizen Control of the Citizen's Business

TORONTO'S CITIZENS CAN CONTROL TORONTO'S AFFAIRS ONLY THROUGH FREQUENT, PROMPT, ACCURATE AND PERTINENT INFORMATION WITH REGARD TO TORONTO'S BUSINESS.

ISSUED BY THE
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White Paper Number Ten

February 10, 1916

SCHOOL STORY No. 6

**Waste goes on everywhere. It is natural.
But it can be checked.**

**There is waste in education. It is natural
and universal.
But it can be minimized.**

**Waste in human resources is the most serious waste
there is. It is the most worth while stopping.**

But How?

Find

how much waste there is—where it is—why it is.

*On this information
decide how much may be avoided and where
and how to tackle it.*

Tackle it!

What follows looks dry
But it has a bearing on the highest welfare of
your child
your city
your province
your nation.

Take a few minutes off to study it.

(Note—Do not fail to read page 7)

“Retardation” and “Over-age”

are not synonymous terms. Retardation is one of the elements which produce “over-ageness” of children in the schools. Retardation, or, slower than normal progress through the grades, and late entrance are the two chief causes of the large number of over-age children in the schools.

Toronto cannot accurately measure the amount of retardation or late entrance in the total without continuous individual records for each child going back at least eight or nine years. Toronto could measure accurately the amount of retardation for last year from such records going back one year. **Failing these, Toronto still could measure accurately, by the use of existing records, the product of retardation and late entrance, viz: over-age, for every class, grade, school and district in the city.**

It is worth while doing—not to measure or assign praise or blame, but to locate the problem and measure its size. The fact that many over-age children come from Europe and from outside Ontario communities only adds to the problem. We have to face it even if we are not responsible for it. We are responsible if we do not attempt to deal with it. We can deal with it effectively as is shown conclusively on pages 28 and 29 of the 1913 Report of the Toronto Board of Education.

Great strides have been made during the past year in several Toronto schools and districts in combatting over-age and retardation. Would not the movement be stimulated by a city-wide stock-taking and inquiry as to causes and would not parents and public school supporters be encouraged as to the future if they were taken more into the confidence of the Board?

More detailed and significant facts with regard to retardation and over-age, acceleration and under-age, upon which to base a merciless warfare against the greatest national waste, could be obtained in one month than most cities have gathered in ten years. Why lag behind? Why not be in the van?

Stories covering Over-age told about Pupils in Montreal Protestant Schools by the tabulation and analysis on the following page.

The great exodus from the public schools starts at thirteen. The numbers entering the high school do not begin to account for the drop. Do economic considerations? Studies elsewhere indicate not. Does discouragement? Do misfit courses of study? Or do all of these? If so, in what proportions?

The tendency is much more pronounced among the boys than the girls. **About three times as many girls as boys over the age of 16 are found in the grades.** Is this phenomenon due to the ease with which boys get jobs, to the mental superiority of boys over girls, the superior docility of girls, the comparative unsuitability of the course of studies to the boys' needs, the preponderance of female teachers in the grades, or the “original sin” in boys?

The percentage of over-age boys increases from 22.1% in the first grade to 53.9% in the fourth and then declines to 42.3% in the seventh. **It increases up to the fifth because boys must stay in school that long. It declines after that, not because there is a sudden growth in brain power, but because the over-age boy drops out.** Does he drop out because economic conditions are harder for him than for the rapid progress boy, because he is discouraged, because the school has nothing for him, because he wants to be doing something that seems to him worth while, or in sheer self-defence?

The percentage of over-age girls increases from 24.2% in the first grade to 55% in the fifth and decreases to 43.7 in the seventh. Over-age among girls rises higher and does not sink so low as among the boys not because girls are inferior to boys but—because girls can stand more for a longer time, parents insist on them going to school longer, or the school environment is more suited to their needs. Which?

The percentage of under-age among boys decreases up to the fourth grade, then increases up to the sixth with a slight drop in the seventh. **The under-age appear to increase because over-age boys are actually dropping out.** The same tendency, delayed two years, is noticeable among the girls. **The apparent improvement is due to a real failure.**

When will the Toronto Board of Education favor the supporters of public schools with the facts for Toronto?

CAUTION:—These figures are compiled from a Montreal not a Toronto report and tell us facts about Montreal not Toronto children. We should like to give you corresponding facts about the children in every school and district in Toronto. All we can do is to indicate, by an analysis of Montreal statistics, what you might and should be told as a result of the analysis of Toronto statistics.

The numbers within the heavy squares represent children of normal age by the standard indicated. Those in all squares to the left indicate the children of ages less than normal; and those in all squares to the right represent over-age children. Note that the sexes are treated separately.

AGE-GRADE DISTRIBUTION IN MONTREAL'S PROTESTANT SCHOOLS

Year in Course		Under 5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Totals	PER CENT.		
																		Under Age	Normal	Over Age
First	Boys	-	97	693	757	292	85	39	12	1	3	.....	.....	.....	.....	.....	1986	39.8	38.1	22.1
	Girls	I	19	690	720	267	111	56	13	3	-	.....	.....	.....	.....	.....	1886	37.6	38.2	24.2
	Total	I	116	1383	1477	559	196	95	25	13	4	3	.....	.....	.....	.....	3872	38.7	38.2	23.1
Second	Boys	.....	.....	15	312	619	414	186	80	35	7	2	.....	.....	.....	.....	1670	19.6	37.1	43.3
	Girls	.....	.....	17	334	584	415	161	63	37	8	-	.....	.....	.....	.....	1619	21.7	36.1	42.2
	Total	.....	.....	32	646	1203	829	347	143	72	15	2	.....	.....	.....	.....	3289	20.6	36.6	42.8
Third	Boys	.....	.....	I	27	239	504	442	203	120	24	11	4	-	.....	.....	1575	17	32	51
	Girls	.....	.....	-	33	211	460	389	184	94	27	4	-	I	.....	.....	1403	17.4	32.8	49.8
	Total	.....	.....	I	60	450	964	831	387	214	51	15	4	I	.....	.....	2978	17.2	32.4	50.4
Fourth	Boys	.....	.....	.....	.....	14	190	386	362	198	94	20	11	5	I	.....	1281	15.9	30.1	54
	Girls	.....	.....	.....	.....	15	177	435	334	197	94	17	5	-	-	.....	1274	15.1	34.1	50.8
	Total	.....	.....	.....	.....	29	367	821	696	395	188	37	16	5	I	.....	2555	15.5	32.1	52.4
Fifth	Boys	.....	.....	.....	.....	.....	18	150	317	317	145	46	6	I	-	I	1001	16.8	31.7	51.5
	Girls	.....	.....	.....	.....	.....	12	138	307	295	184	59	13	2	2	I	1015	14.8	30.2	55
	Total	.....	.....	.....	.....	.....	30	288	624	614	329	105	19	3	2	2	2016	15.8	30.9	53.3
Sixth	Boys	.....	.....	.....	.....	.....	.....	21	88	240	180	92	26	2	-	-	649	16.8	37	46.2
	Girls	.....	.....	.....	.....	.....	.....	13	95	246	223	137	35	9	4	I	763	14.1	32.3	53.6
	Total	.....	.....	.....	.....	.....	.....	34	183	486	403	229	61	11	4	I	1412	15.4	34.4	50.2
Seventh	Boys	.....	.....	.....	.....	.....	.....	.....	11	127	197	128	66	6	-	.....	535	25.8	36.8	37.4
	Girls	.....	.....	.....	.....	.....	.....	.....	8	99	228	195	84	20	5	.....	639	16.7	35.7	47.6
	Total	.....	.....	.....	.....	.....	.....	.....	19	226	425	323	150	26	5	.....	1174	20.9	36.2	42.9
Totals	Boys	-	97	709	1096	1164	1211	1224	1073	1044	648	302	113	14	1	1	8697	23	34.7	42.3
	Girls	I	19	707	1087	1077	1175	1192	1004	976	767	412	137	32	11	2	8599	21.6	34.7	43.7
	Total	I	116	1416	2183	2241	2386	2416	2077	2020	1415	714	250	46	12	3	17296	22.3	34.7	43

Note:—Allowing one year more leeway in reckoning over-age the official Montreal percentages are:

GRADES	1	2	3	4	5	6	7
Boys	7.4%	18.5%	22.9%	25.6%	19.8%	18.4%	13.4%
Girls	10. %	16.6%	22. %	24.5%	25.7%	24.3%	17. %

Either standard is good in that each makes it possible to measure internal progress.

These are the facts for 1914,
according to a chosen standard, for
Montreal's Protestant Schools.

Membership	Younger than Normal	Of Normal Age	Older than Normal	Total
Boys	2003	3020	3674	8697
Girls	1862	2980	3757	8599
Total	3865	6000	7431	17,296

*What are the facts for Toronto by any standard,
for any year?*

Who was guilty of originating the term
"misfit child"?

When the suit you are wearing feels and looks uncomfortable
are you the misfit or is the suit?

Do you consult a surgeon or a tailor?

When children by wholesale and their school environment
do not agree, which is the "misfit," the
child or his schooling?

*There are misfit homes
misfit school buildings
misfit courses of study
misfit systems of promotion
misfit boards of education
but no "misfit," only "misfitted" children.*

"A place for every child and every child in his place"
This will ensure the natural rate of progress for every
child consistent with his health and ability.

It depends largely on the processes and products of our schools

How healthy
How wealthy
How wise
How efficient
How socially minded
How happy

our Canadian people are to be in the years of opportunity
which are to follow the war.

Shall we know or guess ?

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