

Kentville is to be congratulated on the step it has taken in establishing a Junior High School. It has long been known to teachers that there are periods when a decisive break occurs in the education process, and that special equipment and special teachers are needed to deal with pupils at the various periods. In calling attention to this some years ago, the Education Department of Nova Scotia showed its progressiveness and its knowledge of what is done elsewhere in the world.

For example: In England there are schools and teachers which are called Elementary, and which are designed to instruct children up to the age of eleven, or eleven plus. This is the age at which, in England and Scotland, the first decided break-off place is observed. The teachers for these Elementary Schools are specially selected and specially trained for this work, and it is realised that they are the most important teachers of all. At the age of eleven, or eleven plus, boys and girls move on into the Senior Elementary School, where they continue until the legal leaving school age of fourteen. (As birthdays occur in the middle of a school session, many of the pupils are fourteen or even fifteen before they leave the school.) This Senior Elementary School is, throughout, designed and staffed on the assumption that children between eleven and fourteen will show different capacities. No attempt, whatever, is made to dragoon all of the children into one curriculum. There is, first of all, the important division of students into those who are pursuing academic work, and those who are pursuing arts and crafts, household science, music, drawing, and so on. But, in each of these two divisions, there are also endless variations. And it may truly be said that the aim is to treat each student as an individual. Above all, a serious attempt is made to give each child at this age a complete and rounded out course of education instead of a truncated or fragmentary part of the education which the purely academic student who is going on to High School receives; or, again, a fragment of the course which the student who is going on to a technical school will receive. Then comes the High School, which students

enter at the age of fourteen, or fourteen plus, and in which they spend four years. Here again great pains are taken to give a rounded out course, and not merely the fragment of education which is received by those who go on to the University.

So far as I know, Kentville has not yet contemplated having a section of the School for arts and crafts, household economy, and the other subjects which Canadians have in mind usually when they talk of Vocational Schools. Not everything can be done at once. But Kentville has taken the lead in realising the natural and inevitable periodicity in education, and, if pains are taken to secure the right teaching personnel, notable results may be looked for from this experiment.

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