

I was also privileged to inspect a number of other educational institutions not directly concerned with this particular province, but of outstanding note in the United States, viz.: University of California (both branches, at Berkeley and Los Angeles, comprising fully 10,000 students); the Leland Stanford University, with a campus of 9,000 acres, and a range of magnificent buildings representing a total outlay of over thirty million dollars; the Los Angeles Polytechnic High School (2,600 students); the Oakland Technical High School, with 2,300 students, and costing three-quarters of a million dollars; and the Los Angeles High School (3,000 pupils and 116 teachers), with an absolutely superb equipment, justifying fully its claim to be one of the greatest secondary institutions in America.

The following report should therefore not be depreciated as a presumptuous finding based on a hasty and superficial tour in a limited area. It is the outcome of repeated discussions on the subject with American experts of acknowledged eminence, with superintendents responsible for the introduction of the system, and with many principals actually engaged in working out its ideals. Moreover, under their direction I have had access to a mass of valuable publications and data on the work of the junior high school, and must acknowledge my special indebtedness to the following works: "Schools of To-morrow" (Dr. John Dewey); "Reorganization of the Public-school System" (Dr. F. F. Bunker); "The Junior High School" (Koos); "The Junior High School" (Briggs); "The Junior High School" (Bennett): which collectively constitute the most authoritative body of expert American opinion on this special province.

HISTORY OF THE JUNIOR HIGH SCHOOL MOVEMENT.

For a considerable time past there has been in evidence in American educational circles a progressive movement towards a reorganization of the public-school system. For the last two decades dissatisfaction has been expressed by experts with the arbitrary division of the primary and secondary stages, and generally with the articulation of the tripartite system. Evidence has been rapidly accumulating of the failure of these artificial divisions to correspond with marked stages in the physical and mental development of the pupil.

In 1888 President Eliot, an educational leader of acknowledged eminence, pointed out the need for condensation of programmes and for an enrichment of content and economization of time. In 1892 the Committee of Ten reported that the chief secondary-school subjects should be commenced two years earlier. Prior to this the Committee on College Entrance Requirements set up by the National Educational Association had reported in 1899 that Grades 7 and 8 should henceforth be incorporated in the high-school course. President Butler, of Columbia University, in his 1898 address, also strongly endorsed the proposed innovation, and declared that six years was fully adequate for proper elementary education. Hence a large body of expert opinion rapidly developed on the internal economy of the secondary-school system and on its relation to the vital needs of life.

Investigation in comparative education showed that practically all the leading nations had either fully adopted the proposed reform or had partially experimented with it. Germany, Great Britain, France, and Japan had all reduced the period of elementary education. In England the experience of the Leeds and Birmingham schools especially showed good results from the earlier start with secondary-school subjects. In 1911 the American Department of Secondary Education issued a valuable report summarizing the best recent thought on the subject. Meantime, at Berkeley (California), in December, 1909, the Board of Education authorized Dr. Bunker, Superintendent of Schools, to reorganize intermediate education on the 6 + 3 + 3 basis. In January, 1910, three pioneer junior high schools were opened, and were followed in August, 1911, by a fourth. As all these schools were included in my inspectorial itinerary, special detailed reports are available if required. Associated with Dr. Bunker in this valuable work of educational reconstruction was Dr. Francis, Superintendent of Schools at Los Angeles, who opened similar schools there in 1910. Both of these noted educationalists owed much to the inspiring guidance of Dr. E. C. Moore, Director of the South Californian State University. Since that date the progress of the reform has been extraordinarily rapid. According to Bennett, well over six hundred have been established, and this number is now nearing one thousand. Notable foundations in this respect are those at Rochester (New York)—especially the Washington Junior High School, Detroit, and Houston. The movement has consequently long since emerged out of the preliminary stages of academic discussion and constructive project, and is now in the stage of adoption and trial. The institution of the junior high school has come to stay, and is generally regarded by American experts as a great piece of constructive educational statesmanship. The institution has now given rise to its own body of expert literature, to special training courses at the universities and normal colleges for its teachers, to a distinct set of specialized text-books, and to interminable papers, addresses, articles, and discussions on its merits and demerits.

MOTIVES PROMPTING THE ESTABLISHMENT OF THE JUNIOR HIGH SCHOOL.

The American high school in its broad democratic conception and organization and in its vital correlation with the needs of life is a distinctly native product. The long-existing dissatisfaction with the conventional relationship between the elementary and secondary stages of education found concrete expression in the establishment of the junior high school as a distinct educational unit scientifically designed to meet commensurately definite physical and psychological needs. The gravamen of the criticism which had concentrated itself upon intermediate education lay in the inordinate mortality of the pupils from the 6th Grade onwards. The figures of Thorndike and Ayres show that for the United States only 79 per cent. of the pupils finish the 7th Grade and only 59 per cent. the 8th Grade. Los Angeles records kept from 1896 to 1911 show that 54 per cent. of high-school entrants dropped out before the end of the first year, and that of those who remained 45 per cent. disappeared before passing the 10th Grade. Ayres and Thorndike agree that about 60 per cent. of elementary-school graduates fail to reach the third year at a high school.