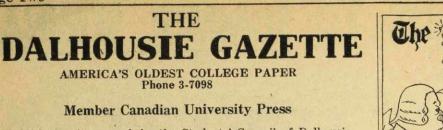
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## THE EXTREMITIES OF INTELLIGENCE

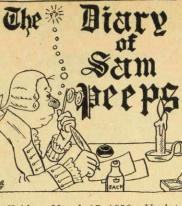
For the past few years, Halifax Schools have been experimenting with auxiliary classes for sub-normal students. Those included have Intelligence Quotients of 80 or less . . . comprising some three or four per cent of the children in school between the ages of 12 and 16.

The scheme serves a two-fold purpose. Firstly, it gives the children concerned a better opportunity of eventual adjustment to their circumstances. They are told at the beginning that they are to be trained for specific manual tasks, and will probably never be able to learn a trade. Those who have undergone the course and have been later employed, have proved to be efficient, dependable, well-adjusted employees, if their instructions have been given in a form they can comprehend.

The plan also allows for greater progress among the higher intelligence groups. Although the extremely low intelligences were eventually dropped so as not to place brakes on their more fortunate classmates, nevertheless, while they remained they had a detrimental effect, slight, perhaps, but telling. And some of the lower intelligences may remain a long time, repeating classes, causing the situation we have all seen of a twelve-year-old in an age grouping of eight or ten.

Treatment such as this immediately raises in one's mind the question of class distinction. Granted, it's on intellectual grounds, but one basis of distinction is not more attractive than another—it's still distinction.

However, when consideration is taken of the changes wrought in the children involved, the question of distinction becomes secondary. Many of the children enrolled in these classes were formerly acute disciplinary problems. They felt their mental inferiority, and vented their resulting confusion on all the world. But their inferiority was wiped out and their self-confidence restored when they entered classes with children like themselves. As for class distinction, they experience less of it and think less of it, since within their group it is non-existent.



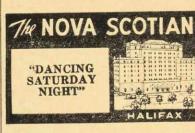
Friday, March 17, 1950—Up late, for I have not yet quite recovered from the after-effects of Morrow Day. Did breckfast on some little friend herrings, and don my new red coat with silver buttons and walk idly about town.

This evening, after some hesitation, did go to the theatre to witness the performance of the new children's masque "The Sorcerer of Us." I did hold one collar over my face the while, for I did not want anyone to see me at such an infantile recreation. To my surprise, however, I found but few children there, and indeed many scholars from Dull were present. Even the

new Prime Minister, Sureman Bicker, was there, as well as Miss Maggot McThin and Miss Isis Mac-Donnie, Wagers from the Kings Court, and many other notables. Was quite bemused that persons of such learning should repair to such a juvenile play and did resolve to deny that I was present if any should question me after.

Saturday, March 18, 1950 - Do hear that the scholars did have a great debate about their number some amongst them were "frustrated", whatever that can mean. To studlee, to endeavour to solve this enigma. Did go to the Gentleman"s Assembly Room where I did find a large number of students in a group about a table. I did approach them to watch the game which such scholars are always playing. To my surprise, however, I did find that they were not playing at a game but were instead surrounding a studiouslooking scholar who was clutching a large volume in his arms. They did tell him that they desired to borrow his notes, as they had none of their own, and at last they managed to persuade him to part with them, and left to make innumerable copies of them to distribute

amongst themselves. From this I do believe that the tests of knowledge at the college on the hill are near  $\uparrow$ t hand.





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If we can conclude that this system is beneficial to low intelligence groups, might it not be just as practical for those at the end of the scale? Objection is taken that here without doubt, class distinction would arise, since the children would be able to see and define their superiority.

But what objection is less valid if the system is realigned to fit its new circumstances, by equating the timing. That is, the regrouping of high intelligences would take place in the four years before entering outside life. Those years are most often spent in college, where the differences would be less pronounced.

The arguments in favour of this application correspond to the former ones. High intelligences may be just as maladjusted as low ones, although the obvious effect be less. Normal human contacts may be curtailed, although economic circumstances may always be comfortable. Further, the loss of peak efficiency in a good mind is of more moment to society than the loss of efficiency in a slow mind.

We believe universities might well consider such a system, by instituting special classes for these groups. It would not be necessary, perhaps even impossible, to establish classes for each branch of study. Indeed, it might be more beneficial to keep together all the interests, helping to widen concentrated points of view, as well as stimulate the minds behind them.

But perhaps, as in the schools, the economic bridge of equality should be crossed first.

