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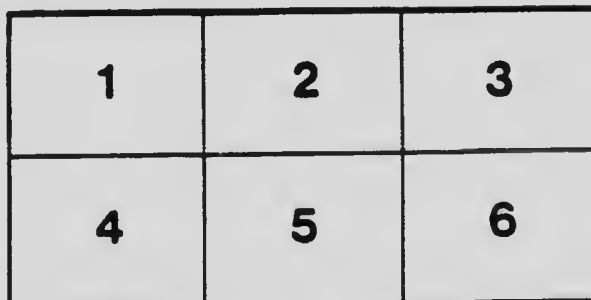
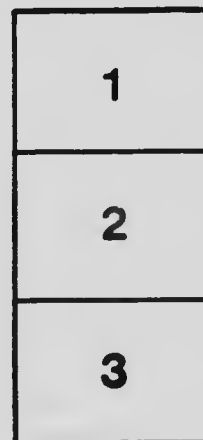
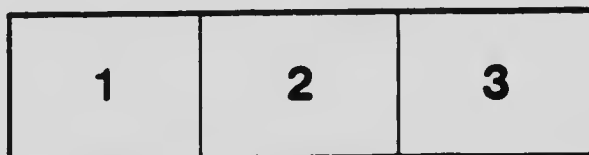
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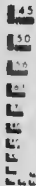
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GERMAN AND ONTARIO SECONDARY SCHOOLS. .

BY

G. H. NEEDLER

Reprint from January (1914) issue of UNIVERSITY MONTHLY,
University of Toronto.

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THE history of the German Secondary School since its foundation a century ago is a history of expansion and adaptation to new conditions. The curriculum of the Gymnasium, its original form, laid stress upon Latin, Greek, Mathematics and the native German, and was meant to furnish what were at that time deemed the essentials of a sound education. Very little Natural Science and no modern foreign language was included in it. The Gymnasium was a "Universalistische Einheitsschule", the one all-sufficient Secondary School, and through it all students for the university passed, no matter what was to be their later calling. About the middle of the century the demand for a more modern school led to the institution, alongside the Gymnasium, of the Realgymnasium, in which Greek was entirely dropped, some Latin retained, more Mathematics and Science given, and—what was the striking innovation—two modern foreign languages were added for the first time. For nearly half a century after its establishment, however, the Realgymnasium was not recognised as preparing for the University. This recognition came only in the year 1900. Meanwhile, however, the call for a still newer kind of Secondary School had become more and more urgent. After much controversy, the equality of a third type, the Oberrealschule, both as a separate school in itself and as a stepping-stone to the Univer-

sity, was conceded in the year 1900. Since that year, therefore, Prussia has had these three fully distinct types of Secondary School, recognised as equal in standing but differing in curriculum according to the end in view. The latest form, the Oberrealschule, which prepares for the mathematical and scientific

TABLE 1—GYMNASIUM¹
(HOURS PER WEEK)

Subject.	Form VI (Age 10)	V (11)	IV (12)	Lower III (13)	Upper III (14)	Lower II (15)	Upper II (16)	Lower I (17)	Upper I (18)	Total Hours	Per cent.
German.....	3	2	3	2	2	3	3	3	3	24	7.9
Latin.....	8	8	8	8	8	7	7	7	7	68	22.4
Greek.....	..	..	..	6	6	6	6	6	6	36	11.8
French.....	..	..	4	2	2	3	3	3	3	20	6.5
History.....	1	1	2	2	2	2	3	3	3	19	6.2
Geography....	2	2	2	1	1	1	..	..	..	9	2.9
Mathematics..	4	4	4	3	3	4	4	4	4	34	11.2
Natural Science	2	2	2	2	2	2	2	2	2	18	5.9
Writing.....	2	2	..	..	..	..	..	..	..	4	1.3
Drawing.....	..	2	2	2	2	..	..	..	..	8	2.6
Gymnastics....	3	3	3	3	3	3	3	3	3	27	8.9
Religion.....	3	2	2	2	2	2	2	2	2	19	6.2
Singing.....	2	2	2	2	2	2	2	2	2	18	5.9
Total.....	39	30	34	35	35	35	35	35	35	304	....

¹ An excellent short account of the German system of education including Primary Schools, Secondary Schools and University, is given in Karl Knahe's "Das deutsche Unterrichtswesen der Gegenwart." Leipzig, B. G. Teubner. Complete details regarding the Secondary Schools are to be found in Adolf Beier's "Die höheren Schulen in Preussen." Halle, Waisenhaus.

courses at the University, omits entirely both Latin and Greek, and devotes the additional available time to a more intense study of Mathematics, Science and the two foreign languages, French and English. Germany has thus at last made the final and logical differentiation into these three types of Secondary Schools

and opened the door of the University equally wide to him of the Oberrealschule who has no Classics, and to him of the Gymnasium who has much; and at the same time made ample provision, by the retention of the middle type, the Realgymnasium, for him who insists on a happy blend of the ancient and the modern, that "general culture" of which we still hear so much.

TABLE 2—REALGYMNASIUM
(HOURS PER WEEK)

Subject.	Form VI (Age 10)	V (11)	IV (12)	Lower III (13)	Upper III (14)	Lower II (15)	Upper II (16)	Lower I (17)	I (18)	Total Hours	Per cent
German	3	2	3	3	3	3	3	3	3	26	5.5
Latin	8	8	7	5	5	4	4	4	4	29	16.0
History	1	1	2	2	2	2	3	3	3	19	6.2
French . . . . .	..	..	5	4	4	4	4	4	4	29	9.4
English . . . . .	..	..	..	3	3	3	3	3	3	18	5.9
Geography	2	2	2	2	2	1	..	..	..	11	3.6
Mathematics	4	4	4	5	5	5	5	5	5	42	13.7
Natural Science	2	2	2	2	2	4	5	5	5	29	9.4
Writing	2	2	..	..	..	..	..	..	..	4	1.3
Drawing . . . . .	..	2	2	2	2	2	2	2	2	16	5.2
Gymnastics	3	3	3	3	3	3	3	3	3	27	8.8
Religion	3	2	2	2	2	2	2	2	2	19	6.2
Singing	2	2	2	2	2	2	2	2	2	18	5.9
Total	30	30	34	35	35	35	36	36	36	307	....

What has been said here applies more directly to the schools of Prussia, but practically holds good for all the other states of the Empire. It is further evidence of the elasticity and progressive spirit of the Prussian educational system, that already in many parts of the kingdom, notably in Frankfurt and Altona, further modifications of the curriculum have been tested. It is

beyond my purpose here to give these in detail; suffice it to say that the changes are based on the pedagogical principle that the languages should be taken up successively rather than concurrently.

The curricula of what may thus be looked upon as the three standard types of German Secondary Schools,

TABLE 3—OBERREALSCHULE
(HOURS PER WEEK)

Subject	Form VI (Age 10)	V (11)	IV (12)	III		Lower II (15)	Upper II (16)	Lower I (17)	Upper I (18)	Total Hours	Per cent
				Lower III (13)	Upper III (14)						
German.....	4	3	4	3	3	3	4	4	4	32	10.0
French.....	6	6	6	6	6	5	4	4	4	47	15.3
English.....	..	..	..	5	4	4	4	4	4	25	8.1
History.....	1	1	3	2	2	2	3	3	3	20	6.5
Geography....	2	2	2	2	2	1	1	1	1	14	4.6
Mathematics..	5	5	6	6	5	5	5	5	5	47	15.3
Natural Science	2	2	2	2	4	6	6	6	6	36	11.7
Writing.....	2	2	2	(1)	(1)	..	..	..	..	6	1.9
Drawing.....	..	2	2	2	2	2	2	2	2	16	5.2
Gymnastics...	3	3	3	3	3	3	3	3	3	27	8.8
Religion.....	3	2	2	2	2	2	2	2	2	19	6.2
Singing.....	2	2	2	2	2	2	2	2	2	18	5.9
Total.....	30	30	31	35	35	35	36	36	36	307	.....

namely, the Gymnasium, the Realgymnasium and the Oberrealschule, are given in detail in the above Tables 1, 2 and 3 (The column on the right gives the percentage of total time allotted to each subject.)

In order to have the material for comparing and contrasting the German with our Ontario Schools, I will follow up the above tables at once with some showing the Ontario High School curricula from several

points of view. For a system like ours, that attempts to do so many things with a single machine, and in which, owing to the multiplicity of subjects, as well as the often inadequate staff, all sorts of makeshifts are necessary in framing a workable time-table, it is not so easy to present the curriculum in the same simple way as it is for the German system. Table 4 gives the plan which, apparently met with general ap-

TABLE 4—ONTARIO HIGH SCHOOL
PLAN OF PERIODS PER WEEK, ACCEPTED AT MEETING OF ONTARIO
EDUCATIONAL ASSOCIATION, EASTER, 1911

Subject	Form I	II	III	IV	V	Total
Latin.....	4	4	4	5	5	22
Greek.....	..	3	4	5	5	17
French.....	3	4	4	5	5	21
German.....	..	4	4	5	5	18
History.....	3	3	4	4	4	18
Algebra.....	3	3	3	4	4	17
Geometry.....	2	3	3	4	3	15
Trigonometry.....	..	..	..	..	3	3
English Literature.....	2	3	4	5	5	19
English Composition.....	3	3	3	3	3	15
Physics.....	..	3	4	5	4	16
Chemistry.....	..	..	4	5	4	13
Biology.....	(4)	..	..	..	4	8

proval when presented before the College and High School Section of the Ontario Educational Association two years ago. For the material of Tables 5, 6 and 7, in so far as they refer to Ontario, I am indebted to the courtesy of the Principal of one of our representative schools. The division of the Ontario curriculum under the three heads, "Classics", "Classics and Moderns" and "Mathematics and Science", is somewhat a fiction, perhaps, as the proportion of pupils taking any such

clearly cut courses as these is likely very small. The division, however, has been made, in order that the comparison with the German Schools might stand out more clearly. While the Ontario boy is not only allowed, but encouraged, to take more than one of these three types of study, and indeed in many schools has to make

TABLE 5—TYPICAL COURSE OF COMBINED CLASSICS AND MODERN LANGUAGES IN AN ONTARIO HIGH SCHOOL

(HOURS PER WEEK)

Subject	Form I	II	III	IV	V	VI	Total	Per cent.
English.....	6	5½	4½	3½	3½	3½	26½	22.4
Latin.....	2	2½	2½	2½	2½	2½	14½	12.2
Greek.....	..	2	2½	2½	2½	2½	12	10.2
French.....	1½	2	2½	2½	2½	2½	13½	11.4
German.....	..	2	2½	2½	2½	2½	12	10.2
History.....	1½	1½	2	2	2	2	11	9.3
Geography.....	1	..	..	..	..	..	1	.8
Mathematics.....	4	4½	4	3½	..	..	16	13.5
Science.....	2	..	..	..	..	..	2	1.6
Writing.....	1	..	..	..	..	..	1	.8
Art.....	1½	..	..	..	..	..	1½	1.2
Physical Training	1½	1½	1½	1	1	1	7½	6.4
Total.....	22	21	22	20½	16½	16½	118½	100.0

some artificial compromise between them, it is to be remembered that *the German pupil must take one and only one of the three types in its entirety*. In other words, the Germans have ceased to dread that spectre that haunts so persistently the timid soul of the Canadian educationist, early specialisation.

Goethe said one day toward the end of his life in conversation with Eckermann: "For any nation, only that is good which proceeds from its own inner core and its own general needs, without the aping of any other. . . . All attempts to introduce any foreign inno-

TABLE 6—SUBJECT PERCENTAGES

	GERMANY			ONTARIO		
	Gymnasium	Realgymnasium	Oberrealschule	Classics	Classics and Moderns	Math. and Science
Native Language.	7.9	8.5	10.0	22.7	22.4	16.5
Latin.	22.4	16.0	.....	15.5	12.2	8.3
Greek.	11.8	9.4	..	12.5	10.2	.....
French.	6.5	5.9	15.3	10.2	11.4	7.8
German or English. . . . .	.....	6.2	8.1	.....	10.2	6.1
History.	6.2	.....	6.5	8.3	9.3	6.1
Geography.	2.9	3.6	4.6	1.3	.8	.8
Mathematics.	11.2	13.7	15.3	19.2	13.5	22.6
Natural Science.	5.9	9.4	11.7	1.3	1.6	23.5
Writing.	1.3	1.3	1.9	1.3	.8	.8
Drawing.	2.6	5.2	5.2	1.8	1.2	1.4
Physical Training.	8.9	8.8	8.8	5.9	6.4	6.1
Religion.	6.2	6.2	6.2	.....	.....	.....
Singing.	5.9	5.9	5.9	.....	.....	.....

vation for which there is not a need rooted deep down in the core of the nation itself are foolish." To which doctrine, when applied to education, as to the great political changes Goethe had in mind, I would heartily say Amen. But in these days when we have become such near neighbours to all the world, we

cannot avoid checking our standards by the highest that are anywhere discoverable; and the inexorable competition compels us at least to test what, in the experience of others, seems to be good for ourselves.

The Secondary School performs a variety of functions. Here I wish to confine my discussion to its function of preparing students for the university. It is quite futile to discuss the relative importance of this or that function of any part of a modern educational system. The system must be complete, and the neglect of any part will work injury to the whole. In the true

TABLE 7—DEPARTMENT PERCENTAGES

Department	GERMANY			ONTARIO		
	Gymnasium	Realgym.	Ober-realsch.	Classics	Classics & Moderns	Math. & Science
Classics.....	45.6	30.5	.....	28.0	22.4	8.3
Moderns.....	8.8	21.0	32.6	10.2	21.6	13.9
History and Geography ..	12.3	5.9	15.4	9.6	10.1	6.9
Mathematics.....	14.9	18.8	21.3	19.2	15.5	22.6
Native Language.....	10.5	11.7	14.5	22.7	22.4	16.5
Science.....	7.9	13.0	16.3	1.3	1.6	23.5

sense, Primary School, Secondary School and University are simply of equal importance. What we have to see to is, that each part performs in the best way its proper function.

It is necessary also, it seems to me, to be on our guard against what is a common fallacy, namely, that Primary School, High School and University constitute a logical sequence. It is only a small part of the work of the High School to prepare for the University, and a still smaller part of the work of the Primary School to prepare for the High School. The vast bulk of our people need only the Primary School,

and should have it at its best; a small fraction of our people need the High School to carry a little farther the education begun in the Primary School; and a still smaller fraction need the High School to train them for the University. One great point of contrast between the German state educational system and our own is, that the German recognises and faces frankly the fact that Primary School, High School, University constitute, in their essence, no necessary sequence. While it is still true that in Germany the Primary School is the chief "feeder" of the Secondary Schools, and these in turn are almost the only purveyors to the University, yet Primary School and Secondary School is each recognised as a unit complete in itself. In Germany the Primary School carries the pupil on from the beginning of his school education to his 14th, and in some degree now to his 18th year, thus furnishing the great mass of the population with the only school training it needs or gets, and one complete in itself for its purpose. On this account the German Secondary School is to a much greater degree a training-ground for the University than is the High School of Ontario. In comparing the two from this point of view, as is my object here, I recognise that I am dealing with what is comparatively a less important part of the latter's functions. This raises, however, no obstacle to our consideration of the question, How does our Ontario High School compare with its German counterpart in performing what is at least one of its avowedly important functions?

Let me confess at the outset my conviction that it fails, and fails lamentably.

Such an accusation might seem at first sight to imply, on the one hand, incompetence in the teachers or, on the other, inferior qualities in the pupils. To dismiss once and for all any such suspicion, let me add my conviction that we have here in the Province of Ontario as good stock as is to be found on the face of

the globe; and among the teachers in our High Schools and Collegiate Institutes are many known to me personally who for equipment in scholarship and efficiency as teachers are unsurpassed the world over. If there is failure to achieve results, as I believe there is, the cause lies deeper down. Our system does not give the opportunity. Teachers are handicapped by poor conditions, while pupils seeking training for University studies are robbed of their birthright.

Needless to say, all the High School subjects do not labour under similar disadvantages. While the great overloading of the curriculum impairs the teaching more or less of all, yet the studies that suffer most are naturally those that depend upon the proper acquisition of a foreign language, ancient or modern, that is, of the instrument with which alone the work in their own immediate fields or those indirectly dependent upon them can be done.

Turning to the plan of studies for the German and the Ontario schools as given in the tables above, we note at once one great and fundamental difference. This is: *the German Secondary School receives the pupil at the age of ten, and trains him in an unbroken and ordered course for nine years; the Ontario school receives him at thirteen or fourteen, and has him for four, five or six years.* Here we have the key to the whole situation, and the simple reason of the disgraceful inferiority of the Ontario to the German product. Ontario pupils are certainly as bright as German, and the best Ontario teachers certainly as good as their German colleagues, but they cannot perform the miracle of doing in five or six years here what in Germany is done in nine. Starting, for example, as he does at the age of ten with eight hours a week in Latin, continuing with the same amount for five years and with seven hours a week for four more years, the Gymnasium pupil simply receives a training compared with which that of the future University Classical scholar

in the Ontario school, with about half the **number of** hours for at most two-thirds of the number of **years**, appears—what it really is—milk for babes. The result is, that the German boy trained in Classics has, when he enters the University at the age of nineteen, a knowledge of the Latin language which, judged by any test whatever, is probably superior to that of the Fourth Year student in Honour Classics in the University of Toronto. And the same is true of the Modern Languages; our standard, as far as the purely language side of the training is concerned, is simply juvenile in comparison with the German.

If this be true, and the miraculous has to happen if it is not, it is high time we discovered the cause and sought a remedy.

The fundamental cause I have already pointed to. *Our pupils begin the study of the languages three or four years too late*, and have by that very fact lost forever the possibility, except in very rare cases where special advantages are present, of attaining to anything like respectable scholarship in them. These three or four years lost between ten and thirteen or fourteen cannot be made up by any process whatsoever.

A second cause is the overloading of our school curriculum, and the failure to differentiate or—let us call it by its proper name—to specialise. It is time to recognise here in Ontario that it is not necessary to have information about everything in order to be educated. Bright pupils are driven to spread their energies over too many subjects through the lack of adequate training in a proper number.

A comparison of percentages of time assigned to the various subjects makes it clear also that we are in Ontario devoting a much greater proportion to two main subjects, namely, the native language and mathematics. The wisdom of this is surely open to question, in view of the standing of the German people in respect of both. In neither, I think, will they suffer by com-

parison with ourselves. It looks as if some of the time given to these subjects might profitably be diverted to others, at any rate for those pupils not going to specialise later in either.

We ask ourselves again, is it advisable to try to approximate our system to the German, or let us say the European, for the comparison would in the main hold good for all the advanced countries of Europe.

There are, of course, difficulties in the way when we turn to practice. The consideration of these would lead me far beyond the scope of this statement of the case. I leave them to be solved, maybe, by the committee of the College and High School Section of the Ontario Educational Association, which was appointed last Easter to examine the whole matter of Secondary School studies. Differentiation of courses and the extension of the High School downward by about three years seem to me to be imperative.

