



Acton District High School

High School Board

Outlines educational system

The following information outlines the operation of Acton district high school.

ROLE OF SECONDARY EDUCATION

Not many years ago secondary schools were composed of two classes of students. The minority group, comprising about 10 out of every 100 students entering grade 9, studied Latin, graduated from grade 13 and several of them went on to university.

The other 90 dropped out of high school prior to obtaining an Honor Graduation Diploma. These people left school for a number of reasons: some did not possess the intelligence to continue, others left from lack of funds and regrettably, some failed because of poor work habits and attitude.

Education research has taught us that about 10 per cent of all students have above average intelligence. At the other end of the intelligence scale, we have



TOM WATSON
Chairman

another 10 per cent or so which are below average intelligence and may not reach secondary school and require special training and help. This leaves about 80 per cent of the people in this or any other country who are neither brilliant nor dull but who can become productive, self-reliant citizens quite as assuredly as someone with an intelligence quotient of 150.

Under our former system of secondary education, many of this group of people became discouraged and dropped out of school. They were forced to study subjects which were too difficult or uninteresting to them and in the face of poor achievement students left school with a grudge against society and a negative attitude toward education. There is a propensity for discouraged or disinterested students to create difficulties in the classroom and to drop out of school before be-

coming sufficiently mature to benefit an employer.

The Reorganized Program of Ontario Secondary Schools helps to overcome this problem by allowing students of average or below average intelligence into a course which will permit him to be successful. In many cases this has proved to be a method of replacing failure with accomplishment. It allows us to graduate relatively mature, self-confident people from grade 12 at the age of seventeen or eighteen who would otherwise have left school with a disgruntled attitude several years earlier.

The purpose of education as we see it is to educate, train, and otherwise develop each individual to the limit of his ability. Naturally, the brightest students, those which are university bound, occupy a position of prestige in the schools. There has probably never been a time in history when so much attention has been given to intelligence. A person's future is moulded almost assuredly by his I.Q. now as it was by his father's financial status 200 years ago.

Educators owe it to society to do the very best job possible with our brightest students.

This is so because these people will comprise the body of our future professional people. It is from this group that will come our doctors, scientists, lawyers, teachers, engineers and political leaders of the future.

Our national progress depends upon such people and we already suffer from a deficiency of professionals. On the international scene, we are in competition with other nations for the sale of manufactured goods, agricultural and other products. In fact, the survival of our Democratic form of government is dependent upon its ability to compete efficiently with the governments of other nations.

Our future success in the competitions mentioned above will depend upon our ability now to graduate thinking professional people. We need people who possess a vision, who can think independently and come up with new ideas that will keep us in the international race for survival.

However, it is no less important for educators to give the best training possible to these people with less than "superior" intelligence. This group of people, up to 90 per cent of the population is responsible for the normal functions of all aspects of our economy. These people fill thousands of different occupations ranging from unskilled laborers to highly trained technicians and skilled craftsmen.

In most cases these people become specialists following a few weeks to several years of specialized training after leaving school. It is paramount that

these people obtain the best equipment possible to help them make correct decisions and to lead successful lives in a society as complex as our own.

During their years in school, students have their one opportunity to become acquainted with and to learn to appreciate the heritage of knowledge and culture which is the free gift of untold numbers of human beings who have devoted their lives to the forward progress of civilization.

It may be that a bricklayer will be no more efficient for having studied Shakespeare and English Literature but he will be better able to express himself, possess more self-confidence and lead a more satisfying life.

A construction worker will

be no more adroit for having studied sociology but he will understand himself better and be better able to contribute to community life.

A housewife will make little use of Biology or Modern Mathematics in the kitchen, but she will be infinitely more helpful to her children when they discover earthworms in the back yard or have trouble with their homework.

A farmer, by the same reasoning, will make little use of having studied World Politics while operating a combine but he will be able to cast his ballot much more wisely and to intelligently fulfil his duty as a citizen.

In short, specialist training is essential and desirable nowadays but people need a broad, general education in order to keep the modern world from spinning out from underneath their feet.

The Acton District High School Board is composed of five members appointed as follows:

Acton Council, two members, Chester Anderson, Ray Arbic;

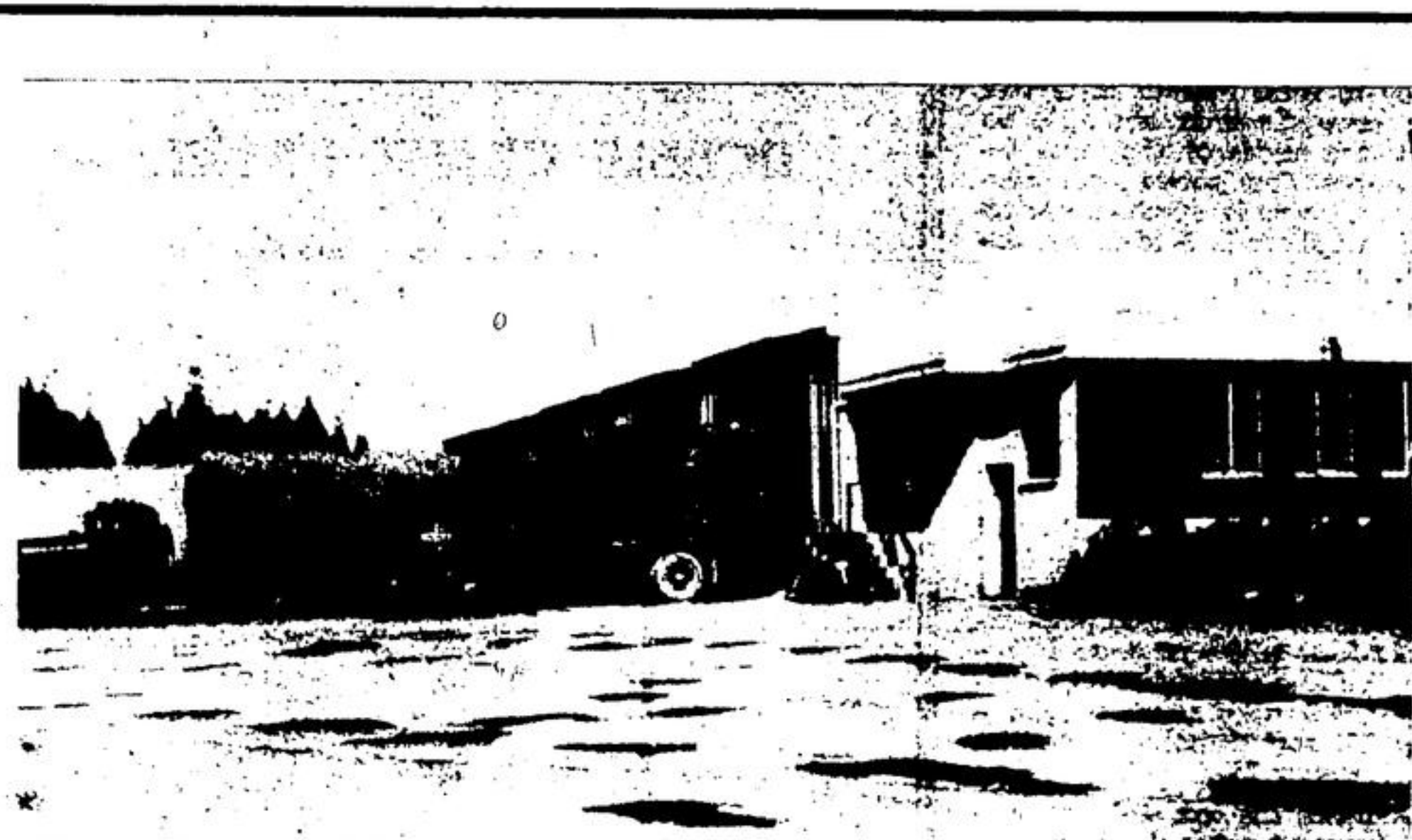
Acton P.S. Board, one member, Tom Watson; Esqueving Township Council, one member, Kerwin McPhail; Nassagaweya Township Council, one member, Duncan Moffat.

At their first regular meeting in the year the members elect from among their number a chairman, a vice-chairman and chairmen and members of each of their four committees: Finance, Management, Property and Transportation.

The regular monthly meeting is held at 8.00 pm. on the first Monday of each month except in July and August.

Our present school was officially opened on November 22, 1964 by the Hon. W. J. Dunlop, Minister of Education for the Province of Ontario. The rapid increase in school population had made it necessary that we leave the old stone school building on the grounds of the Robert Little Public School that had served this district as continuation school and as high school since it was opened in 1927.

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