

Alexander Inglis Principles Of Secondary Education

Alexander Inglis' Principles of Secondary Education: A Comprehensive Overview

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cardinal principles continues to inform curriculum development and pedagogical practices worldwide. **II. The Aim of Secondary Education According to Inglis** A. Inglis emphasized the social efficiency of secondary education, viewing schools as vital institutions for preparing students to be productive members of society. This encompassed both economic contributions and active civic participation. B. Alongside the social dimension, Inglis stressed the importance of individualistic fulfillment. Secondary education, in his view, should nurture personal growth, intellectual curiosity, and the development of unique talents. C. Inglis skillfully balanced these seemingly disparate goals, recognizing that a successful educational system must effectively cater to both societal needs and individual aspirations. This delicate equilibrium remains a central challenge for modern education systems. **III. Inglis' Seven Cardinal Principles: A Deep Dive** A. Health constituted the bedrock of Inglis' framework. He championed a holistic approach to well-being, encompassing physical fitness, mental acuity, and emotional stability. B. Command of fundamental processes – reading, writing, arithmetic – formed the essential literacy skills upon which all further learning is built. Mastering these foundational elements was considered paramount. C. Worthy home membership emphasized the importance of family life and the development of interpersonal skills essential for harmonious family relations. D. Vocation extended beyond mere job preparation. It encompassed the development of work ethic, occupational skills, and an understanding of the economic realities of the professional world. E. Civic education was crucial for developing responsible and engaged citizens. Inglis highlighted the importance of understanding democratic principles and participating actively in society. F. Worthy use of leisure aimed at cultivating intellectual and aesthetic pursuits, providing students with fulfilling activities for their non-working hours, thereby promoting well-rounded development. G. Ethical character, the final principle, underscored the moral compass crucial for navigating societal complexities. It sought to instill responsible conduct and ethical decision-making. **IV. Critical Analysis of Inglis' Principles** A. Inglis' framework shines in its holistic approach, recognizing the interconnectedness of individual and societal needs. His articulation of seven cardinal principles, whilst now sometimes criticized, remains a remarkably comprehensive framework. B. However, Inglis' emphasis on social efficiency could be interpreted as potentially elitist, overlooking the needs of diverse learners and potentially marginalizing less academically inclined students. C. Despite its limitations, Inglis's contribution remains remarkably pertinent. His principles continue to stimulate dialogue about curriculum design, teacher training, and the fundamental aims of secondary education. **V. Inglis' Pedagogical Approaches** A. Inglis advocated for a curriculum that incorporated a wide range of subjects, reflecting his belief in well-rounded development. He emphasized a balance between academic rigor and practical applications. B. He championed active learning strategies, moving beyond rote memorization. Experiential learning, projects, and collaborative activities were integral to his pedagogical vision. C. Inglis urged a move towards assessment methods that evaluated genuine understanding rather than simply measuring rote learning. This calls for a shift towards more authentic and holistic assessment strategies. **VI. The Impact of Inglis' Work on Educational Practice** A. Inglis' principles have profoundly shaped curriculum development globally, providing a framework for designing balanced and comprehensive educational programs. B. His work has significantly impacted teacher education programs, shaping pedagogical approaches and informing the professional development of educators. C. Inglis' ideas continue to spark debate and adaptation. Scholars

and practitioners constantly reinterpret and refine his principles to address evolving societal challenges and educational contexts. *VII. Contemporary Relevance and Challenges*

A. Inglis' principles require adaptation to meet the unique challenges of modern society. The evolving nature of work, technological advancements, and increased social complexity all necessitate revisiting his framework.

B. The integration of technology into education presents both opportunities and challenges. Effectively utilizing technology to enhance learning while avoiding potential pitfalls requires careful consideration.

C. Ensuring equity and inclusivity remains a paramount challenge. Adapting Inglis' framework to serve the needs of diverse learners and bridge achievement gaps demands a concerted effort to address systemic inequalities.

Unpacking Alexander Inglis's Principles of Secondary Education: A Foundation for Modern Learning

The landscape of education is ever-evolving, constantly seeking to better serve the diverse needs of learners. While new pedagogies and technologies emerge, it's crucial to remember the foundational ideas that have shaped our understanding of effective schooling. One such influential figure in this regard is Alexander Inglis, whose work on the principles of secondary education, particularly his seminal book published in 1918, continues to resonate today. Inglis's insights provided a much-needed framework for understanding and improving the high school experience, moving beyond the traditional, college-prep-only model to embrace a broader vision of education's purpose.

Inglis wasn't just another academic; he was a pragmatist who recognized the limitations of the existing secondary school system. He saw how it often failed to cater to the vast majority of students who wouldn't pursue higher education, leaving them ill-equipped for the realities of life and work. His principles, therefore, were a call for a more inclusive, differentiated, and purposeful approach to educating adolescents. Let's dive deep into these enduring principles and explore their relevance in the 21st century.

The Core Tenets of Inglis's Principles

Inglis's work is characterized by a set of interconnected principles, each addressing a critical aspect of secondary education. While he outlined several, we can broadly categorize his core ideas into a few key areas, which we'll explore in detail.

1. The Principle of Social-Economic Need: Education for All, Not Just the Elite

Perhaps the most revolutionary aspect of Inglis's thinking was his emphasis on the "social-economic need." He argued that secondary schools had a responsibility to prepare students for a variety of life paths, not solely for entry into college. This was a significant departure from the prevailing model, which largely served the sons of the privileged who intended to attend university. Inglis believed that the vast majority of students, upon graduation, would enter the

workforce or engage in civic life. Therefore, their education must equip them with the knowledge, skills, and attitudes necessary to be productive and responsible citizens in a diverse society.

This principle underscores the importance of vocational training, practical skills, and an understanding of economic realities. It challenged the notion that a purely academic curriculum was the only path to a successful life. Inglis envisioned a secondary school system that recognized and valued different talents and aspirations, offering diverse pathways to success. The idea of a comprehensive high school, which aims to serve all students within a community, owes a significant debt to Inglis's foresight.

The LSI keywords for this section:

1. vocational education importance
2. preparing students for workforce
3. social responsibility in education
4. comprehensive high school philosophy
5. career readiness skills
6. economic literacy for teens
7. equitable education for all

2. The Principle of Social-Efficiency: Cultivating Capable Individuals

Closely linked to social-economic need is the principle of "social-efficiency." Inglis argued that schools should not only impart knowledge but also develop in students the qualities that make them efficient and effective members of society. This goes beyond mere job training; it encompasses the development of critical thinking, problem-solving abilities, adaptability, and a strong work ethic. He believed that education should foster individuals who can contribute meaningfully to their communities and adapt to changing circumstances.

This meant moving away from rote memorization and toward active learning experiences that encouraged students to analyze, synthesize, and apply information. It also implied the cultivation of personal responsibility, collaboration, and a commitment to lifelong learning. The goal was to produce well-rounded individuals who could not only earn a living but also lead fulfilling lives and participate actively in democratic processes. The concept of developing "21st-century skills" – a term popular today – directly echoes Inglis's emphasis on social-efficiency.

The LSI keywords for this section:

1. critical thinking in schools
2. problem-solving skills development
3. adaptability in education
4. work ethic in students
5. lifelong learning principles
6. active learning strategies

7. collaboration in education
8. personal responsibility education

3. The Principle of Individual Differences: Recognizing the Uniqueness of Each Learner

Inglis was a staunch advocate for acknowledging and catering to individual differences among students. He recognized that adolescents are not a monolithic group; they possess varying aptitudes, interests, learning styles, and developmental paces. Therefore, a one-size-fits-all curriculum was inherently flawed. His principles called for differentiation in instruction, curriculum, and assessment to meet the diverse needs of learners.

This principle laid the groundwork for concepts like differentiated instruction, individualized education programs (IEPs), and the recognition of varied learning modalities. Inglis understood that some students might excel in academic subjects, while others might thrive in more hands-on or creative pursuits. He advocated for a system that could identify and nurture these diverse talents, providing appropriate challenges and support for each student. This also extended to recognizing different rates of progress, suggesting that students shouldn't be rigidly bound by age-based progression.

The LSI keywords for this section:

1. differentiated instruction strategies
2. individualized learning plans
3. learning styles in education
4. varied learning modalities
5. nurturing diverse talents
6. student-centered learning
7. adaptive learning technologies
8. meeting diverse student needs

4. The Principle of Social-Reorganization: Education as a Force for Progress

Inglis also viewed secondary education as a tool for societal progress and reform. He believed that schools had a role to play in shaping a better society by instilling democratic values, fostering civic engagement, and preparing students to be informed and active participants in a changing world. This principle highlights the idea that education is not merely about individual development but also about the collective betterment of society.

This meant that the curriculum should not only focus on academic content but also on subjects like civics, history, and social studies, which help students understand their roles and responsibilities within their communities and the wider world. Inglis envisioned schools as microcosms of democratic society, where students could learn to debate, collaborate, and make informed decisions. This principle resonates with contemporary discussions about citizenship education and the role of schools in fostering social justice and a more equitable

society.

The LSI keywords for this section:

1. citizenship education goals
2. civic engagement in schools
3. democratic values in education
4. social justice education
5. preparing informed citizens
6. education for societal change
7. role of schools in democracy

Inglis's Legacy and Modern Applications

It's remarkable how prescient Alexander Inglis's principles were. Published over a century ago, they laid the conceptual groundwork for many of the educational reforms and debates that continue to shape our schools today. The shift towards comprehensive high schools, the increasing focus on career and technical education (CTE), the emphasis on personalized learning, and the recognition of the importance of 21st-century skills all find their roots in Inglis's foundational work.

While the specific challenges and opportunities of education have evolved, Inglis's core ideas remain remarkably relevant. His call for a more inclusive, purposeful, and individualized approach to secondary education continues to guide educators and policymakers as they strive to create learning environments that truly serve all students. The ongoing discussions about curriculum relevance, equitable access, and preparing students for an uncertain future are, in many ways, a continuation of the conversation that Inglis so eloquently began.

Relevance in Today's Educational Landscape

In an era of rapid technological advancement and a globalized economy, the need for a well-rounded education that prepares students for diverse futures is more critical than ever. Inglis's principle of social-economic need is evident in the growing emphasis on career pathways, apprenticeships, and the integration of career exploration into the curriculum. His principle of social-efficiency is mirrored in the widespread adoption of project-based learning, critical thinking initiatives, and the focus on developing essential life skills.

Furthermore, the principle of individual differences is at the heart of contemporary efforts in personalized learning, adaptive technologies, and inclusive education practices. Schools are increasingly recognizing the need to move away from standardized approaches and embrace strategies that cater to the unique strengths and needs of each student. Finally, the principle of social-reorganization continues to inform the vital work of cultivating engaged and responsible citizens, preparing young people to tackle complex societal issues and contribute to a more just and sustainable world.

Challenges and Opportunities

While Inglis's principles offer a robust framework, implementing them effectively in modern educational settings presents its own set of challenges. Balancing the demands of standardized testing with the need for holistic development, ensuring adequate resources for diverse programs, and training educators to effectively differentiate instruction are ongoing struggles. However, these challenges also present opportunities for innovation and growth.

The principles of Alexander Inglis serve as a powerful reminder that effective secondary education is not a static concept but a dynamic, evolving endeavor. By revisiting and applying his foundational ideas, we can continue to build educational systems that empower all students to reach their full potential and contribute meaningfully to society. His legacy is a testament to the enduring power of thoughtful educational philosophy in shaping a brighter future for learners everywhere.

Understanding Alexander Inglis' Principles of Secondary Education

Alexander Inglis, a respected figure in educational theory and practice, established a foundational framework that continues to shape how secondary education is conceptualized and implemented. His principles offer a holistic and human-centered approach, emphasizing not just academic rigor but also the development of character, critical thinking, and lifelong learning skills. At the core of Inglis' philosophy is the belief that secondary education should serve as a bridge between foundational learning and the complexities of adult life, preparing students not only for higher studies but for meaningful participation in society.

An Overview of Inglis' Educational Vision

Inglis' principles center on the idea that education should be deeply relational and adaptive. He argued that secondary schools must nurture students as whole individuals—cognitively, emotionally, and socially. Rather than focusing solely on standardized testing and rote memorization, Inglis championed an environment where inquiry, creativity, and ethical reasoning take precedence. His vision prioritizes meaningful engagement with content, encouraging students to ask questions, explore ideas, and connect classroom learning to real-world contexts. This approach fosters intellectual curiosity and empowers young learners to become active contributors rather than passive recipients of knowledge.

Central to Inglis' philosophy is the recognition of diverse learning styles and the need for inclusive practices. He believed that every student has unique strengths and challenges, and effective secondary education must be flexible enough to accommodate these differences. By integrating personalized learning pathways and collaborative experiences, Inglis' principles support a more equitable and responsive educational environment, where all learners can thrive.

Key Insights That Define His Approach

One of the defining insights of Inglis' work is the emphasis on moral and civic education as integral components of secondary curricula. He saw schools not just as places of academic instruction but as vital institutions for shaping responsible citizens. Through structured discussions, community service, and project-based learning, students learn to empathize, collaborate, and contribute positively to society. This focus on character development complements intellectual growth, preparing students to navigate complex social dynamics with integrity and compassion.

Another key insight lies in the integration of interdisciplinary learning. Inglis advocated for curricula that break down artificial subject silos, allowing students to explore connections between history, science, literature, and the arts. This integrative model encourages deeper understanding and helps students see the relevance of their studies across disciplines, enhancing both engagement and retention. By cultivating transferable skills such as problem-solving, communication, and adaptability, his principles equip learners with tools essential for success in an ever-changing world.

Practical Applications and Benefits in Modern Education

The practical application of Inglis' principles can be seen in schools that prioritize student agency and active learning. Classrooms designed around inquiry-based instruction invite students to investigate questions that matter to them, fostering ownership of their education. Teachers act as facilitators, guiding exploration while cultivating critical thinking and self-directed learning habits. Such environments often lead to higher student motivation, greater academic achievement, and improved social-emotional outcomes.

Moreover, the inclusive and ethical dimensions of Inglis' framework resonate strongly in today's globalized and diverse societies. Schools implementing his insights report stronger school cultures marked by respect and mutual support. Students demonstrate increased resilience and empathy, qualities indispensable in fostering peaceful and equitable communities. The benefits extend beyond the classroom, influencing families and communities by modeling collaborative, values-driven engagement.

Looking to the Future: Sustaining and Evolving Inglis' Legacy

As education continues to evolve with advancements in technology and shifting societal needs, Alexander Inglis' principles remain profoundly relevant. The future of secondary education demands even greater adaptability, creativity, and global awareness—areas where his emphasis on holistic development and ethical responsibility offers a timely and enduring foundation. Innovations such as personalized learning technologies, project-based digital collaboration, and expanded civic engagement platforms align seamlessly with his core values.

Moving forward, educators and policymakers would do well to revisit and expand upon Inglis' insights, integrating them with contemporary research and emerging best practices. By nurturing both intellectual excellence and moral courage, the next generation of secondary learners can be prepared to lead with wisdom, compassion, and a commitment to the common

good. In a world defined by complexity and change, the enduring strength of Inglis' vision lies in its ability to inspire education that truly prepares young people not just for exams, but for life.

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Questions & Answers About alexander inglis principles of secondary education

No	Question	Answer
1	What are Alexander Inglis's core principles for secondary education, and why are they still relevant today?	Alexander Inglis's key principles emphasized the need for secondary education to cater to diverse student needs, prepare them for a variety of life pursuits (vocational, civic, and cultural), and provide a flexible curriculum. These remain highly relevant as modern education systems grapple with personalization, career readiness, and equipping students for a complex world.
2	How did Inglis's ideas on the 'social and civic functions' of secondary education influence curriculum development?	Inglis advocated for a curriculum that instilled a sense of social responsibility and prepared students for active citizenship. This meant moving beyond purely academic subjects to include elements of civics, ethics, and understanding societal structures, influencing the inclusion of subjects like social studies and vocational training aimed at contributing to society.
3	What was Inglis's stance on vocational versus academic education in secondary schools?	Inglis believed in a balanced approach, arguing that secondary education should offer distinct pathways to prepare students for both college/university and direct entry into the workforce. He didn't see them as mutually exclusive but rather as necessary options to serve the diverse aims of secondary schooling.

4	Inglis's work often touches on the 'individual differences' of students. How did he suggest secondary schools should address this?	Inglis stressed the importance of recognizing and accommodating individual differences in aptitude, interests, and future goals. This led to his support for more differentiated instruction, elective courses, and varied program offerings within secondary schools to better meet the unique needs of each student.
5	What is the primary legacy of Alexander Inglis's 'Principles of Secondary Education' in contemporary educational thought?	Inglis's primary legacy lies in his foundational arguments for a comprehensive and diversified secondary education system. His insights into preparing students for diverse life roles, acknowledging individual differences, and fostering civic responsibility continue to inform discussions about the purpose and structure of secondary schooling today.

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Alexander Inglis and the Enduring Legacy of His Principles of Secondary Education

In the annals of educational reform, certain figures stand out for their prescient insights and lasting impact. Alexander Inglis, a prominent American educator and psychologist of the early 20th century, is undoubtedly one such figure. His seminal work, "Principles of Secondary Education," published in 1918, offered a comprehensive and forward-thinking framework for understanding and organizing the burgeoning American high school system. While the educational landscape has evolved dramatically since Inglis penned his influential treatise, the core principles he articulated continue to resonate, offering valuable guidance for contemporary educators grappling with the challenges of adolescent learning and institutional design. This article delves into the depth and breadth of Alexander Inglis's principles, exploring their historical context, key tenets, and enduring relevance in today's educational discourse.

The Historical Context: A Nation in Educational Flux

To fully appreciate Inglis's contributions, it's crucial to understand the educational climate of

his time. The late 19th and early 20th centuries witnessed a significant expansion of secondary education in the United States. What had once been a privilege for a select few was gradually becoming more accessible, driven by industrialization, urbanization, and a growing belief in the importance of an educated populace. However, this rapid growth also brought with it a host of challenges. High schools were often ill-equipped to handle the diverse needs of an expanding student body, grappling with issues of curriculum relevance, pedagogical approaches, and the very purpose of secondary schooling. Inglis's work emerged as a critical voice in this period of transition, seeking to bring order, rationality, and a deeper understanding to the complex enterprise of educating adolescents. He was not merely describing the status quo; he was advocating for a more systematic and psychologically informed approach to secondary education, drawing upon his background in psychology and his extensive experience.

Core Tenets of Inglis's Principles of Secondary Education

Inglis's "Principles of Secondary Education" can be broadly categorized into several interconnected themes, each contributing to his holistic vision of the adolescent learning experience. These principles were grounded in a belief that secondary education should serve a multifaceted role, catering to the diverse needs and aspirations of young people while simultaneously preparing them for citizenship and further vocational pursuits. His exploration of curriculum, pedagogy, and the psychology of adolescence formed the bedrock of his influential work. He meticulously examined the purpose of the high school, distinguishing it from elementary education and laying the groundwork for a more specialized and developmentally appropriate approach.

The Social Efficiency Objective

One of the most prominent principles championed by Inglis was the concept of "social efficiency." He argued that secondary education should equip students with the knowledge, skills, and attitudes necessary to contribute effectively to society. This wasn't merely about vocational training, though that was a component. It encompassed developing responsible citizens, critical thinkers, and individuals capable of navigating the complexities of a democratic society. Inglis recognized that a one-size-fits-all approach to curriculum would not foster this social efficiency. He advocated for differentiated instruction and a broader range of academic and vocational offerings to cater to varying student aptitudes and future pathways. This principle directly addressed the growing concern about preparing a diverse student population for a rapidly changing industrial and democratic landscape. The idea of preparing students for their roles as active participants in society was a significant departure from a purely academic or elite-focused model of secondary education, making his work particularly relevant to the evolving needs of American democracy and its workforce. He also emphasized the importance of civic education, instilling values of responsibility, cooperation, and informed participation in democratic processes.

The Individual Development Imperative

Complementing the social efficiency objective, Inglis placed immense value on the principle of

"individual development." He understood that adolescents were not a monolithic group but rather individuals with unique talents, interests, and learning styles. His principles stressed the importance of providing opportunities for self-discovery and the cultivation of individual potential. This meant offering a curriculum that allowed for exploration, choice, and the pursuit of personal passions. He argued against rigid, standardized curricula that could stifle creativity and engagement. This emphasis on the individual learner foreshadowed later educational theories that prioritize student-centered learning and personalized education. Inglis's insights into the psychological development of adolescents were crucial here. He recognized that this stage of life was marked by significant cognitive, social, and emotional changes, and that educational practices needed to be sensitive to these developmental shifts. The goal was not simply to impart knowledge, but to foster a lifelong love of learning and the capacity for self-directed intellectual growth. This dual focus on societal contribution and personal fulfillment is a cornerstone of his legacy.

Curriculum Differentiation and Flexibility

A direct consequence of the social efficiency and individual development principles was Inglis's advocacy for "curriculum differentiation and flexibility." He recognized that a single, standardized curriculum could not adequately serve the diverse needs of secondary students. Instead, he proposed a system that offered a variety of courses and programs tailored to different vocational aspirations, academic interests, and learning paces. This could include academic tracks, vocational training, and general education pathways. This was a radical idea for its time, challenging the prevailing academic-centric model of most high schools. Inglis envisioned a more responsive and adaptable curriculum that could evolve to meet the changing demands of society and the evolving needs of individual students. His work on curriculum design provided a blueprint for the diversified high school curriculum that would become a hallmark of American secondary education in the decades to come. He understood that the transition from childhood to adulthood required varied experiences and learning pathways, and his principles provided a framework for this diversification.

The Psychology of Adolescence

Inglis's background in psychology lent a unique depth to his "Principles of Secondary Education." He meticulously examined the psychological characteristics of adolescents, including their cognitive abilities, emotional development, social needs, and emerging sense of identity. He argued that educational practices should be informed by this understanding, moving away from rote memorization and toward methods that engaged adolescent curiosity, fostered critical thinking, and supported emotional well-being. His insights into adolescent psychology were groundbreaking, providing educators with a scientific basis for understanding their students and designing more effective pedagogical approaches. This focus on the developmental psychology of adolescents was a critical element in his holistic approach. He recognized that teenagers were not simply miniature adults, but individuals undergoing profound transformations, and that education must be attuned to these unique developmental stages. His work highlighted the importance of understanding the adolescent brain and its implications for learning. This focus on developmental appropriateness remains a central tenet

of modern educational psychology.

The Organization and Administration of Secondary Schools

Beyond curriculum and pedagogy, Inglis also addressed the practicalities of "organization and administration of secondary schools." He discussed issues such as school size, grade placement, student guidance, and teacher training. His principles emphasized the need for efficient and well-managed institutions that could effectively implement the broader educational objectives. He understood that the best pedagogical intentions could be undermined by poor organizational structures. His insights into the operational aspects of secondary schools provided a crucial complement to his more theoretical discussions, offering a comprehensive vision for the entire educational enterprise. This included considerations for school structure, student support services, and the professional development of teachers, all of which were essential for translating his principles into practice.

Enduring Relevance in the 21st Century

While the specific educational challenges and societal contexts of Inglis's era may differ from our own, the fundamental principles he articulated remain remarkably relevant. In a world characterized by rapid technological advancement, increasing diversity, and evolving economic demands, the need for a secondary education that fosters both social efficiency and individual development is perhaps more critical than ever. Contemporary educators continue to grapple with questions of curriculum relevance, personalized learning, and preparing students for a future that is uncertain. Inglis's emphasis on differentiated instruction, student-centered approaches, and understanding the psychology of adolescence provides a valuable historical and philosophical foundation for these ongoing discussions. His legacy encourages us to think critically about the purpose of secondary education and to design institutions that are responsive, equitable, and empowering for all learners. The principles of flexibility and adaptability in curriculum, which Inglis championed, are essential in an era of constant change. Furthermore, his focus on the psychological well-being of adolescents resonates deeply with current concerns about mental health and the social-emotional learning of young people. The ongoing debate around college and career readiness, and how to best equip students for diverse post-secondary pathways, echoes Inglis's emphasis on social efficiency and vocational preparation alongside academic rigor. His ideas offer a timeless framework for shaping an educational system that is both robust and humane.

Conclusion: A Lasting Framework for Adolescent Education

Alexander Inglis's "Principles of Secondary Education" was more than just an academic treatise; it was a visionary blueprint for a more effective and equitable system of adolescent schooling. By grounding his principles in a deep understanding of psychology and a keen awareness of societal needs, Inglis provided a framework that continues to inform and inspire educational practice. His emphasis on social efficiency, individual development, curriculum flexibility, and the psychological nuances of adolescence offers a timeless lens through which to examine and improve our secondary schools. As we navigate the complexities of 21st-

century education, revisiting the wisdom of Alexander Inglis serves not only as an acknowledgment of a foundational figure but as a crucial reminder of the enduring principles that should guide our efforts to nurture the potential of every young learner.