

A CONTEMPORARY STUDY OF TEACHER TRAINING  
IN CANADA

A Thesis

Presented to

the Faculty of Graduate Studies

The University of Manitoba

In Partial Fulfillment

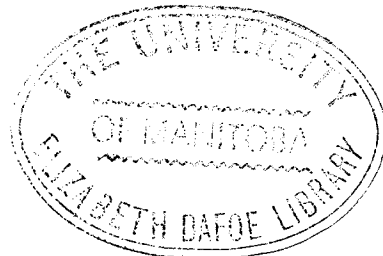
of the Requirements for the Degree

Master of Education

by

Melvin Solar

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## ABSTRACT OF THESIS

Purpose. This study was an attempt at a critical analysis of several aspects of contemporary teacher education in Canada. Included were: a review of literature on teacher education, a brief history of teacher training in each province, qualifications of instructors, programs offered, extent of practice teaching, and certification of teachers.

Sources of Data. Information was obtained from Teachers' Societies, from Calendars of Universities and Teachers Colleges, from published and unpublished research in teacher education, from the regulations and annual reports of Provincial Departments of Education, and from correspondence and personal visits to several teacher education institutions in Western Canada.

General Background and History. Chapter Two was devoted to a study of available literature on research in teacher education. Included were the general and specific aims of teacher education, and trends, past and present. In Chapter Three, the writer traced briefly the development of teacher education in each province, and described the nature of present facilities.

Staff, Training Programs and Certification. Chapter Four included an investigation into the qualifications of instructors engaged in the pre-service training of teachers at universities and teachers colleges. Contained in the Chapter were comparisons of academic and professional qualifications of instructors and professors. The wide variety of programs and courses offered to prospective teachers was dealt with in Chapter Five. The nature and extent of practice teaching was the subject of discussion in Chapter Six. Chapter Seven contained a review of requirements for the certification of teachers in each province.

Conclusions. From this study of literature on research in teacher education and current practices and conditions in teacher training institutions, certain generalizations emerge. Important changes have been made in teacher education since the first Normal School was established. Major changes have been made within the last twenty years. Physical plant facilities have been improved. Research in teacher education has increased in the United States, but there is little evidence of any in Canada. There is a definite trend toward university-centred teacher education. Academic background, professional

courses and practical teaching experience have become the cornerstones of pre-service education of teachers. Attempts are being made to simplify methods of certification, and to establish a longer period of pre-service training before initial certification.

## CHAPTER I

### INTRODUCTION

#### PURPOSE OF THE STUDY

The purpose of this study is to report the prevailing conditions and current practices in teacher training institutions across Canada. The thesis includes a review of literature on teacher training, a brief history of teacher training in each province, and a summary of the qualifications of teaching staffs of Teachers Colleges and Faculties of Education, the curricula, the amount and nature of practice teaching, and regulations governing certification of teachers.

#### I. METHOD OF PROCEDURE

Having decided on the framework of the thesis, the writer first obtained, through the Teachers' Societies, a list of Teachers Colleges and Universities which provide teacher education in each province. Next, calendars which contained much of the needed information were obtained from the teacher training institutions. The Departments of Education in each province, and the Dominion Bureau of Statistics supplied further information. Letters requesting information were sent to the schools. Finally, the author visited the teacher training institutions in Manitoba,



Saskatchewan and Alberta. As the thesis progressed, inadequate information was supplemented by further correspondence.

## II. LIMITATIONS

This thesis is a contemporary study of teacher training in Canada, and as such gives only sufficient historical detail to provide a background for the thesis. It presents an account of teacher education in Canada as it is at present. However, teacher training is not static; it is ever-changing as educators seek to raise standards to improve the calibre of pre-service training. Consequently, even as the material for this dissertation was being acquired, assembled and prepared, innovations were being incorporated in Saskatchewan. As the thesis neared completion, Manitoba was in the process of changing her Teachers College training course. Doubtless, more changes to raise standards will be made in other provinces as the supply of teachers meets, or even exceeds, the demand and as provinces seek to emulate teacher education systems which they may consider superior to their own.

The Maritimes and Catholic Quebec both presented difficulties. Catholic Quebec with its numerous Normal Schools for boys and for girls, and Scholasticates for nuns and brothers, posed a major problem. Rather than leave out Catholic Quebec, it was decided to give full details where

possible, and at least partial information where complete information was not forthcoming. In Catholic Quebec, no details were obtained on the school plant facilities available for teacher training, and little information about the qualifications of teaching staffs. Little information was received about practice-teaching in Catholic Quebec. While the Maritimes at first provided only sketchy material on the practice teaching required of their students, the two provinces of Nova Scotia and Newfoundland eventually provided some detailed information.

### III. SOURCES OF DATA

Information and data for this thesis were obtained from several sources--calendars, Departments of Education in each province, the Dominion Bureau of Statistics, and correspondence with teacher training institutions and personal interviews. The calendars from the various schools and universities provided much of the needed information, such as a brief history of the school, a list of teachers and their qualifications, the programmes and courses offered. Upon request, the Departments of Education sent copies of their annual reports which contained some information on teacher education. From several provinces reports of Royal Commissions on Education which had been completed in recent years were obtained. The Departments of Education also

provided information on teacher certification.

The Dominion Bureau of Statistics provided a summary chart on teachers' certificates, and, in addition, a booklet, the "Organization and Administration of Public Schools in Canada", which included a useful chapter on education in Quebec province. Correspondence with the schools supplied information about the physical plant facilities, staff and practice teaching. Finally the visits to Brandon, Regina, Saskatoon, Edmonton and Calgary for interviews with the Principals of the Teachers Colleges and Deans of the Faculties of Education afforded an opportunity to relate the information that had been received on paper to the actual situation in each institution, thus making their system of teacher education more meaningful.

#### IV. ORGANIZATION OF THESIS

Chapter Two contains a review of literature on the topic of teacher training. Chapter Three provides a brief history of teacher education in each province and continues with a report on physical facilities for teacher training offered by each province through its Teachers Colleges and Faculties of Education connected with universities. In Chapter Four, the writer deals with the number and qualifications of the instructional staffs. Details of admission

requirements and curricula of teacher training institutions are contained in Chapter Five. In Chapter Six are reports on the extent of observation and practice-teaching. Certification, including types of teaching certificates and requirements for permanent certification is the subject of Chapter Seven. The Eighth and final Chapter contains a summation of teacher training in Canada.

#### V. IMPORTANCE OF THE STUDY

In both western democracies and communist states the quantity and quality of education is of great concern. Never has the demand for the extension and improvement of education been greater. One result has been to focus attention upon teachers since they constitute one of the decisive elements in education. Consequently, the preparation of teachers is not only worthy of, but demands, attention and study, and this not just on a provincial or regional basis, but on a national scale.

## CHAPTER II

### REVIEW OF LITERATURE ON TEACHER TRAINING

An ever increasing volume of literature on Teacher Education is being disseminated throughout Canada and the United States. It emanates chiefly from the United States where teachers have formed several organizations for the purpose of studying teacher education. The largest, most important, and influential of these is the American Association of Colleges for Teacher Education. Organized as an autonomous department of the National Education Association in 1948, it is a voluntary association of colleges and universities aimed at improving the quality of teacher education. Many of the studies conducted by the American Association of Colleges for Teacher Education have appeared in the yearbooks of the National Education Association. Other studies have been printed in book form. They deal with such topics as practice-teaching, general education in teachers' colleges, public relations for teacher education.

In this Chapter an attempt has been made to summarize the literature dealing with the role of the teacher and the function of the teacher training institutions; to trace the trends, both past and present, and practices in

teacher education, and to review some of the opinions of educators for the future development of teacher education in America.

### I. ROLE OF THE TEACHER

Nelson B. Henry, in his article, "Education for the Professions," in the National Society for the Study of Education Yearbook 1962, states that the teacher is an interpreter and mediator of culture. The teacher presents the values which prevail in the society for which he teaches. And because he is a member of the middle class, the values he is best suited to transmit are middle class values. The teacher should not simply be a "mirror" of society, but should reflect upon society. In relation to his community, the teacher's role is that of a good citizen. A teacher who seeks to help children and youth in development towards mature personalities should, at least to some degree, serve as an example of the good citizenship that he attempts to teach. This good citizenship includes abiding by laws and regulations of society, carrying out responsibilities that are associated with good citizenship in his country and sharing in voluntary activities for promotion of common welfare.<sup>1</sup>

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<sup>1</sup>Nelson B. Henry, Education for the Professions, N.S.S.E. Yearbook LXI, Part II (University of Chicago Press, Chicago, Illinois, 1962, pp. 140-167).

David M. Trout maintains that to the students, the teacher is a director of learning--a discoverer, developmentalist, evaluationist and disciplinarian. Traditionally the teacher is a discoverer, finding out what his students need to know, what kind of individuals they are, their needs and skills--in short, all kinds of information to meet their needs. As a developmentalist the teacher takes the students as they are and guides them in developing at the rate their mentality, previous learning, social surrounding and general health will permit. Evaluation consists not of merely grading papers and recording marks, but of organizing students and procedures, of taking stock of one-self as well as of students, of interpretation, expressing feelings and attitudes with respect to everything that comes within the scope of educational processes. In disciplining students, the teacher establishes and maintains external control, seeking ultimately to establish self-discipline.<sup>2</sup>

Trout outlines some of the characteristics he thinks teachers should possess and cultivate:

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<sup>2</sup>David M. Trout, The Education of Teachers, (College Press, Berrier Springs, Michigan, 1943, pp. 1-8)

The teacher who is capable of serving various cultures and of teaching students of all degrees and varieties of development will need to be: (1) broadly tolerant--as free as possible from prejudices; (2) highly competent in discovery and understanding of social values; (3) possessed of maturity of judgment, descriptive accuracy, reflective skill and predictive efficiency which characterize all sound evaluation; (4) self-reliant and effective in releasing others from all kinds of immaturity, neurotic inhibitions and emotional disorder; (5) expert in defining quickly and accurately his role in society, community and schools he serves; (6) professionally ethical, responsible and realistic. His education to be genuinely functional should be planned to achieve those objectives.<sup>3</sup>

More recently, in 1951, the American Association of Colleges for Teacher Education set forth standards for accreditation of undergraduate and teacher education programs. The Association professes the professionally educated teacher:

1. Expresses carefully considered rather than impetuous judgments of public events. Views his own affairs and those of his profession in the light of a real understanding of the social, economic, and political factors operating in his community, nation, and world.
2. Shows in his relations with other people, as individuals and as groups, that he reflects upon and practices the values of democracy, accepting both the freedoms and the responsibilities involved.
3. Has developed an appreciation of people who are different from himself in cultural, racial, religious, economic, and national background, and is willing to accord them full equality of opportunity.

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<sup>3</sup>Ibid., p. 9.



4. Has gained a useful understanding of the learning process as it operates in human development and of effective methods of guiding it in children, youth, and adults.
5. Has developed the ability and initiative to take responsibility for planning, guiding, and evaluating his own education and for helping others to learn.
6. Has learned to identify issues of moral choice in his personal and professional life and has developed ethical principles and spiritual resources to guide for his actions.
7. Has developed sufficient understanding of the activities and agencies of local communities to enable him to relate the educational activities of the school to the on-going processes of community improvements.
8. Has gained working knowledge of the principles governing the formation and functioning of social groups and is able to use the group processes in the improvement of individual and community life.
9. Understands the purposes, development, programs, financial support, and administrative organization of the American system of public education, and participates professionally in group planning of improved educational programs and in performing the special duties he assumes.
10. Understands the physical and biological environment sufficiently well to guide children and youth in trying to use and control the environment for the welfare of all mankind.
11. Is able to communicate his thoughts orally and in writing with enough clarity and logic to be an effective teacher.
12. Has a real appreciation of aesthetic values as these are represented in painting, sculpture, architecture, music, literature, and other media of creative expression.

13. Is able to demonstrate his ability to apply his intellectual, moral, aesthetic, and professional learnings as an effective teacher in a typical school situation.
14. Has acquired a teaching competence, in both knowledge and skills, in the subject matter areas in which he expects to teach.<sup>4</sup>

The above objectives are goals toward which the teacher may strive throughout his career. As the student prepares for a teaching career he must gain insight into his specific teaching responsibilities. He must:

1. Motivate the students to want to learn. Through his own personality, enthusiasm, goals of achievement, recognition of success and encouragement, the teacher makes the student want to learn. He attempts to develop self-initiated study to replace external motivation and guidance.
2. Relate new material to the child's past experience and present purposes. The teacher must use imaginative interpretation to make the topic relevant to present interests, otherwise the desire for learning is lessened. At the same time he must know his pupils well enough as individuals and as a group so that he can keep the relationships meaningful.
3. Adjust his teaching to individual differences. Students vary greatly in their capacity to learn, in their reading skills, in their social and cultural background, their travel, and out of school experiences, their health, energy and ambitions. There are many instruments and procedures available for helping the conscientious teacher to understand his pupils.

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<sup>4</sup> From the, Revised Standards and Policies for Accrediting Colleges for Teacher Education, Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1951, pp. 8-9

4. Make certain that each pupil is actively involved in classroom activities. Involvement gives the student practical experience in doing the job with resulting self-understanding and confidence.
5. Help the child combine direct experience with generalization. Without concrete experience generalizations may soon be forgotten, become meaningless, unrelated incidents devoid of meaning.
6. Co-operate readily with total staff in fostering broad educational values and solving school problems. He endeavours to enlist the co-operation of parents and community in achieving all-around growth of the pupil.<sup>5</sup>

The effective teacher is therefore essentially a co-ordinator of student learning activities. The good teacher helps children in defining objectives, bolsters their morale, and helps set the condition in which his students can perform most effectively.

## II. FUNCTION OF TEACHER TRAINING INSTITUTIONS

Education of the American teacher, Trout points out, has progressed through several stages. It was first concerned largely with providing the prospective teacher with a subject matter background, presupposing that if the teacher knew his subject material he could teach it to his students. Soon the demand for teaching techniques arose. Thus, the next stage was based on the thesis that if the teacher were provided with certain

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<sup>5</sup> Donald P. Cottrell, Editor, Teacher Education for a Free People, The American Association of Colleges for Teacher Education, Ineonta, N.Y., 1956, pp. 13-15.

objectives and methods he could apply them in the classroom.<sup>6</sup>

With teacher education expanding in scope, with thousands of local changes and innovations and with continuing conflicts over goals and purposes, a growing number of educators after 1910 turned their attention to the problem of teacher training. The first study to achieve nation-wide interest and scope was the National Survey on the Education of Teachers, conducted between 1930 and 1933.<sup>7</sup> It was a comprehensive attempt to gather data on: qualification of teachers in public schools; the facilities available and needed for teacher training; courses of study; and methods of teaching. It was found that the facilities for teacher training were inadequate, that teachers were sadly lacking in qualifications, and that methods of teaching were outmoded.

More recent trends indicate concern for the welfare of the child, subject matter and methods still being important as tools with which the teacher is to be equipped. Educational psychology is the basic science on which the art of teaching is founded and it permeates

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<sup>6</sup> Trout, op. cit., p. 28

<sup>7</sup> U.S. Office of Education, National Survey on the Education of Teachers, 6 vols., Washington; Gov't. Print. Off., 1932-1935.

the whole professional aspect of the teacher training program. The approach to psychology is on both a practical and theoretical basis. Informal work includes problems that may arise in various situations in which the student may find himself. Formal work deals with: growth and development and the influence on it of heredity, environment and basic needs; the learning process as affected by motivation, attention, memory and other factors; social development and the part played by the influence of various groups and agencies; and the general question of the integration of personality. Of utmost importance is the study of individual differences and the methods of measuring and recording these differences. Through direct contact with boys and girls, and guidance throughout the program, the student teacher is given an opportunity to build up his own concepts and understanding of boys and girls. In addition, the selection and organization of experiences in a teacher education program should be based on the kind of education essential to perpetuate out democratic society.<sup>8</sup>

Basing his arguments on the above assumptions Trout thinks that a teacher training program should provide:

1. Study of teacher education programs by staffs or special committees, development of a tenable philosophy of education and establishment of goals and guiding principles in terms of student growth and development.

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<sup>8</sup>Trout, op. cit., pp. 82-3

2. An integrated program of professional work which affords contact with all important educative activities in the school, differentiated to meet abilities and interests of the student.
3. Long and continuous experience with boys and girls in and out of the school situation and the opportunity to study this growth through first-hand contacts with children, youth and adults in social, recreational and work situations.
4. Contact and experience in larger related fields of knowledge to provide broad cultural background and understanding of basic life problems.
5. Co-ordination of all phases of the teacher education program and flexibility to permit the use of available resources in college and community.
6. A guidance program to enable the faculty to assist students in self-evaluation.
7. Continuous evaluation of the teacher education program in light of goals and provision for changes on the basis of need and continued research to give scientific foundation for procedures in pre-service and in-service education of the teacher.<sup>9</sup>

Obviously these criteria will not apply equally well in all institutions and in all areas. For example, the schools that train primary teachers will emphasize different programs and approaches from those colleges designed to produce high school teachers. Further, due to differences in staff, facilities, students and programs in existence, it would be presumptuous to propose one professional curriculum for all prospective teachers.

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<sup>9</sup>Ibid., pp. 40-41.

Improvement can come only through changes in goals, increased flexibility of organization, continued experimentation with new processes and practices, and continuous critical evaluation of programs.

### III. THE ACADEMIC FIELD IN TEACHER EDUCATION

Donald P. Cottrell, editor of the book, Teacher Education for a Free People, which was the outcome of a study initiated by the American Association of Colleges for Teacher Education argues the importance of academic training for teachers. The branches of knowledge--literature, science, the social studies, mathematics, philosophy --known as academic fields make a major contribution to the curriculum for prospective teachers. First, they are essential to the general education which enables the student to become competent in the fields of specialization, which he will use in his teaching career. Too narrow specialization does not adequately prepare the student for his early teaching responsibilities, since most high school teachers in their first years of teaching work in smaller high schools which require them to teach in two or three fields. While some students may be ready for academic specialization in their first year of training, others may not be able to decide on an area of specialization until the sophomore or junior years. Therefore it may be advisable

to offer a broad general education in the early college years. Member institutions of the American Association of Colleges for Teacher Education are evenly divided between those limiting general education to the first two college years and those offering general education in a diminishing amount throughout the college years.<sup>10</sup>

Conant points out that in the elementary grades, four to six, there is an increasing tendency to use specialists, while in the first three grades the self-contained classroom, where one teacher teaches all subjects to a single class, dominates. Therefore, teachers for kindergarten and the first three grades must be prepared in general education to be capable of handling all subjects appropriate for the early childhood years. The majority of elementary school teachers complete their preparation for first employment in four years.<sup>11</sup>

#### IV. PROFESSIONAL SEQUENCE

According to Cottrell the professional sequence consists of elements which contribute directly to the teacher's understanding of children, the learning process, use of methods and materials of instruction, evaluation of

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<sup>10</sup>Donald P. Cottrell, editor, Teacher Education for a Free People, The American Association of Colleges for Teacher Education, Oneonta, N.Y., 1956, pp. 84-115.

<sup>11</sup>James Bryant Conant, The Education of American Teachers, McGraw-Hill Book Company, Inc., N.Y., 1963, pp. 117-118.



pupil growth, planning curriculum, and broader professional problems as they relate to society and the function of schools. Work in professional education is directly related to the other parts of the teacher education program. Integration within professional and academic fields is important. Educators think it is important to provide at least some professional courses early in the college program in order to help students make a decision about their vocational interest. Furthermore, not all who desire to teach have the aptitude to become effective teachers, and the more quickly sound decision can be made regarding vocational choice, the better.

With professional sequence, as with the academic fields, member institutions of the American Association of Colleges for Teacher Education are almost equally divided between those placing professional education in the first two years of the college program and those allocating professional education with increasing emphasis in the last two years of the four-year program. Today, educators are debating the feasibility of introducing a five-year teacher education program, limiting the time and emphasis on professional education to either the last year or the last two years. Another alternative would make professional education a part of each year of college with the fifth year an

experience as an intern regularly employed in a school under the continuing supervision of the college.

A controversial aspect of the teacher education curriculum is that of methods courses. How to relate work in general and special methods, and how to relate teaching methods and work in academic fields are basic problems in developing a program of teacher education. At present work in methods is organized in four major ways: as special methods courses in the various instructional fields; as methods courses in broad fields, such as social studies; as general methods courses; and as a part of the work in practice teaching. A real problem is how to avoid repetition in methods courses and other professional courses in successive years of the college program, and how to eliminate the abstract nature of professional courses.<sup>12</sup>

#### V. PROFESSIONAL LABORATORY EXPERIENCES

Increasingly, colleges are extending and improving the quality of practical teaching experiences and making them an integral part of professional courses. Students are not made to wait until their final year to take student teaching to give them an understanding of the meaning of ideas developed in earlier courses.

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<sup>12</sup>Cottrell, op. cit., pp. 145-177.

A professional laboratory experience has several characteristics: it is guided experience which makes a direct contribution in the teaching-learning process; it involves interaction with children; and it provides the student teacher an opportunity to participate in teaching activities.

The first book published by the American Association of Colleges for Teacher Education, in 1948, bore the title, Laboratory Experiences in Teacher Education. A committee studied the widely divergent practices carried on in practice teaching. The book treated practice teaching as a major part of the professional curriculum and helped provide impetus toward greater emphasis on practice teaching as a major part of the professional curriculum and helped provide impetus toward greater emphasis on practice teaching in the teacher education program in the last decade. Direct experience in teaching has come to be legally recognized as one of the requirements for certification of teachers in most states. Many colleges have been experimenting with a block program, sometimes called the professional semester, which combines, for three or four months, student teaching with various education courses.<sup>13</sup>

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<sup>13</sup>Ibid., pp. 184-205.

The teacher training institutions, if they are to be truly functional, must prepare the student-teacher for his specific teaching responsibilities. Teacher training has progressed from providing subject matter background, to teaching techniques, to concern for the welfare of the child with subject matter and methods as important aids. Educational psychology has become the cornerstone of teacher training with emphasis on: growth and development as influenced by heredity, environment and basic needs; the learning process as affected by motivation, attention and memory; individual differences and means of measuring these differences; social development and personality; and guidance.

The major contributions to the education program are the academic, and professional studies, and practical teaching experience. It appears feasible to start with a broad general education leaving specialization in an academic field for later college years. Today, in the United States, the member colleges of the American Association of Colleges for Teacher Education are equally divided between those offering general education in the first two college years and those offering general education in diminishing amounts throughout the four years of college. The remainder of the program consists of professional courses. Some colleges

are introducing a fifth year and concentrating the professional education in the last year or two. Others are experimenting with what is called an internship program in the fifth year. One serious problem is that of integrating methods courses into the curriculum so as to make these courses meaningful and to avoid repetition. Part of the solution has been to place increasing emphasis on practice teaching. Instead of waiting until the final year to put their learning to the practical test, students are early provided with opportunities for observation and practice teaching in the schools at various grade levels.

The research and experimentation should result in the increasing effectiveness of teacher training institutions to produce a graduate: who has a philosophy of education, a set of goals and the means wherewith to achieve these goals; who has a broad general education and specialized knowledge in some subject field; who has at his command a variety of teaching methods and an understanding of the learning process; who is prepared to cope with the task of dealing with students collectively and individually; and who has had ample opportunity to utilize his academic and professional knowledge in the classroom situation.

## CHAPTER III

### HISTORICAL BACKGROUND

The first state-supported normal school in North America was opened in Montreal in 1836, three years before its counterpart in the United States was founded in Massachusetts. The Montreal school closed in 1842 and made little impression on Canadian education. Between 1847 and 1905, however, Normal Schools were established in all provinces.<sup>1</sup> Today, across Canada, some one hundred and sixty-six schools and universities are training teachers. A list of universities, colleges and schools that educate Canada's teachers is found in the Appendix. More than one hundred of these schools, located in Quebec, train teachers for the Catholic School System. Just as enrolment varies from a low of six at Damieu Normal School for sisters in Quebec, to a high of over two thousand at the Faculty of Education in the University of Alberta at Edmonton, so facilities vary from the venerable three-storey buildings constructed at the turn of the century, to the modern edifices erected in recent years.

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<sup>1</sup>John Francis Cramer, George Stephenson Browne, Willard B. Spalding (ed.), Contemporary Education, A Comparative Study of National Systems, (New York: Harcourt, Brace and Co., 1956), p. 369.

In this and ensuing chapters, each of the provinces is dealt with in geographical, not chronological, order, from west to east. The decision to begin at the extreme west of Canada was prompted by sentiment, the ease with which complete information was obtainable from the western provinces, and by the fact that the writer had visited Saskatchewan and Alberta and had obtained first-hand knowledge.

#### BRITISH COLUMBIA

The first provincial Normal School was founded at Vancouver in 1901. A second institution had its beginning in 1915. These two institutions continued until 1956, when they were incorporated into the Colleges of Education at the University of British Columbia and at Victoria College.<sup>2</sup> At the 1955 session of the Provincial Legislature, Victoria College was created a second institution of higher learning in British Columbia, affiliated with the University of British Columbia and offering courses approved by the University in the Faculties of Arts and Science and Education.

Since 1956, both elementary and secondary teacher

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<sup>2</sup>Now the University of Victoria.

training has been given by the Faculty of Education at the University of British Columbia and by the Faculty and College of Education of Victoria College. The work leads to a Bachelor of Education degree awarded by the University and to a teaching certificate awarded by the Department of Education of the Province.

The Faculty of Education of the University of British Columbia has been housed until recently in unprepossessing buildings. However, in 1961 a small teaching gymnasium was built by the University and in 1962 a new classroom unit was completed. Included are other normal facilities enjoyed by students on any university campus: residences, dining hall, recreation hall, library, and a swimming pool (built for the British Empire and Commonwealth games in 1954). Beginning in 1947, an extensive building program has added many modern buildings.<sup>3</sup>

#### ALBERTA

The first normal school, providing a four-month course, was established in Calgary in 1906; a second was established in Camrose in 1912; and a third in Edmonton

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<sup>3</sup>University of British Columbia Calendar, 1963-64,  
pp. 62-64.



a few years later.<sup>4</sup> A Department of Education Summer School was organized on the University of Alberta campus at Edmonton in 1913, and in 1919 the Faculty of Arts and Science commenced a university summer session. To prepare its graduates for high school teaching, the University of Alberta inaugurated the School of Education in 1924. Gradually, the Department of Education abandoned the field of teacher education. In 1942, the School of Education became a Faculty with its own undergraduate program leading to the Bachelor of Education degree, and in 1945 the Department of Education transferred all direct control of teacher education to the University.<sup>5</sup>

Alberta's two normal schools, which had trained candidates for elementary school teaching, were incorporated into the Faculty of Education of the University of Alberta which had formerly, as a College of Education, provided only secondary school certification and graduate work. The reason for this move was to give greater prestige to the teaching profession and to provide for continuity of credits.<sup>6</sup>

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<sup>4</sup>Dominion Bureau of Statistics, Education Division, The Organization and Administration of Public Schools in Canada, (Ottawa: Queen's Printer, 2nd. ed., 1960), p.55.

<sup>5</sup>S.C.T. Clarke, "The Cameron Report--A Condensation," ATA Magazine, March, (Edmonton, Alberta: Barnett House, 1960), p. 24.

<sup>6</sup>Dominion Bureau of Statistics, op. cit., p. 43.

The former Calgary Normal School which has operated as a southern branch of the Faculty has expanded until it is now (1963-64) a faculty in its own right, with a dean and faculty council.

In Calgary, classes are housed in the Arts and Education Building constructed in 1960. On the Edmonton Campus, the Education Building, costing \$4,500,000 was completed in time for the 1963-64 university term. The instruction areas include general purpose classrooms, special classrooms for subjects such as mathematics or language, music practice rooms, seminar rooms, and a one hundred and fifty-student lecture room. All instruction areas are provided with television outlets for future closed-circuit audio-visual instruction.<sup>7</sup>

#### SASKATCHEWAN

The first professional instruction was given in Moosomin in 1889, but little was accomplished until the first Normal School was established in Regina in 1893. For some years, many qualified teachers were brought in from Ontario and the Maritimes to operate the public schools. However, these sources were unable to provide sufficient teachers. Furthermore, the possibility of providing teachers locally was limited by the lack

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<sup>7</sup>Information from personal interview, Dean H.S. Baker.

of high schools since the Secondary School Act was not passed by the Legislature until 1907, the same year that the University of Saskatchewan was established.<sup>8</sup>

The College of Education, established (at the University of Saskatchewan in Saskatoon) in 1927, now provides for the professional training of elementary and high school teachers and for graduate study and research. In 1934 Regina College was taken over by the University.<sup>9</sup> On July 1, 1961 the College was renamed the University of Saskatchewan, Regina Campus, which offers only the first year of Education.

The College of Education at Saskatoon occupies part of the Administration Building. However, construction of a new education building was commenced in the spring of 1964 and has since been occupied. In Regina, classes are held in an old building. Since the expansion program envisages the future addition of degree work in the various colleges, it was deemed advisable to provide a much larger campus for this branch of the University.

The two Teachers Colleges in Saskatchewan are of

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<sup>8</sup> Dominion Bureau of Statistics, op. cit., pp. 63-67.

<sup>9</sup> University of Saskatchewan, General Calendar, pp. 1-2.

older vintage.<sup>10</sup> The one in Regina has twelve classrooms, auditorium, gymnasium, science laboratory, music and art rooms, library and reading rooms. Almost identical, but in a poor state of repair is the Teachers College in Saskatoon. Neither of the Teachers Colleges has a residence.<sup>11</sup>

#### MANITOBA

Normal School training was initiated in Manitoba in 1882. The Winnipeg Provincial Normal School, established in that year, was the main training centre. The school initially started with a five-month session which was later expanded to ten months. However, since the Winnipeg Normal School could not train an adequate number of teachers, training was offered at various times in other centres. Short sessions of a month or six weeks' duration, which became known as Normal Institutes, functioned as an auxiliary section of the Normal School and were established in a number of centres throughout Manitoba. As teacher education developed, the Normal Institutes became inadequate. Some of these Institutes in main centres developed into what

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<sup>10</sup> Beginning with the 1964-65 term, all teacher education in Saskatchewan was placed under the control of the University of Saskatchewan. The buildings are still being used for teacher education.

<sup>11</sup> Information from personal visits and interviews in Regina and Saskatoon.

were called Local Normal Schools, while those in smaller centres were discontinued. Local normal school training was offered at various times in St. Boniface, Dauphin, Manitou, Morden, Portage la Prairie and other centres. With changing conditions, the Local Normal Schools slowly disappeared and ceased to function in 1934.

A number of special Normal Schools were established between 1883 and 1907 to provide teacher training for ethnic groups such as French, Mennonites, Polish and Ukrainians who were particularly concerned about freedom in religious exercises and language usage in the schools. Gradually, they were either assimilated with other Normal Schools, or discontinued. The last of these was closed in 1922.

From 1883 to 1906 the Winnipeg Normal School was housed in rented quarters. In 1906 it was moved to William Avenue where it remained for forty years until 1946 when it was transferred to Tuxedo. The new location was a residential institution lodging approximately five hundred students. Some of the dormitories for men and for women were war-time huts.<sup>12</sup>

The training formerly given at the Teachers College

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<sup>12</sup>Wm. Peters, "A Historical Survey of Some Major Aspects of Pre-Service Teacher Education in Manitoba," (unpublished Master's thesis, University of Manitoba, Winnipeg, 1963), pp. 44-89.

has now been moved to the campus of the University of Manitoba. To accommodate the students in this course, now called Education IA, construction of a new building was completed in time for the 1965-66 academic year. Built at cost of close to \$1,000,000, the new building has capacity for 700 students. There are seventeen lecture theatres plus a larger room capable of division into three smaller rooms, two seminar rooms and twenty-two study carroles. The Education Library is contained in the new building. Conduits have been installed in anticipation of the future use of closed-circuit television.<sup>13</sup>

In 1896, the Brandon Normal School was established and continued in operation until 1942 when it was discontinued and the building was given over to the military authorities. The development of facilities for training secondary school teachers at Brandon College in 1952 led to the extension of Normal School training to that institution in 1955. Brandon College has completed a building program which includes new residences for men and women, a dining hall, a lecture theatre, and a library building which contains classrooms and language laboratory.<sup>14</sup>

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<sup>13</sup>Information received from G.W.F. Brisbin, Director of Education IA.

<sup>14</sup>Personal interview with W.W. McCutcheon, Dean, Faculty of Education, Brandon College.

The Faculty of Education at the University of Manitoba, established in 1935, had no permanent building until it occupied the new \$700,000 quarters in 1962. With a capacity for two hundred and fifty students it contains seven major classrooms, two seminar rooms and two workshops for the construction of teaching aids. In addition, there are six voice-study rooms, an auditorium, professional library, plus the administrative offices of the Faculty.<sup>15</sup>

#### ONTARIO

Teacher training began in Ontario in 1847 when Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, opened the first Normal School in the province. For the first four years of its existence the Normal School in Toronto was accommodated in temporary quarters, but in 1852 it was moved to its own building on Church and Gould Streets, where it continued to serve the province for almost ninety years. A second Normal School was opened in 1875 at Ottawa, and a third in 1900 at London. At all three institutions the practice of holding two Normal School sessions each year gave way, in 1903, to the policy of conducting one session

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<sup>15</sup>Information obtained from Professor C. C. Wood.

lasting the full school year. As the population increased, the decision was reached, in 1907, to establish four more Normal Schools at Hamilton, Peterborough, Stratford and North Bay. The first three of these opened in September, 1908, and the fourth, the following year. In 1927, the University of Ottawa Normal School was established for the professional education of teachers for elementary schools. Attended by French-speaking students, the School employs both English and French as languages of instruction in various subjects of the courses of study.

Expansion of the provincial school system following the Second World War has required the expansion of the facilities for teacher education. New buildings for Teachers Colleges have been provided in Toronto (1955), Hamilton (1957) and London (1958). Five additional Teachers Colleges have been instituted: the Lakeshore Teachers College in New Toronto (1959) the Lakehead Teachers College in Port Arthur (1960); and the Windsor Teachers College (1962); Sudbury Teachers College (1963); and St. Catherine's Teachers College which opened in temporary quarters in September, 1965.<sup>16</sup>

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<sup>16</sup>Department of Education, Ontario, Calendar of Teachers Colleges, 1965-66, Circular 600, pp. 6-7



Of the Teachers Colleges that replied to enquiries (only Toronto and North Bay failed to do so) the ones that had new buildings constructed within the last few years appear to have adequate facilities. Along with regular classrooms are separate auditoriums and gymnasium facilities, art and music rooms, cafeterias and common rooms. With the exception of the University of Ottawa, Teachers College which can accommodate some one hundred-forty female students, none of the Teachers Colleges provides residence for its students.

The principals of four Teachers Colleges indicated dissatisfaction with existing facilities. The Ottawa Teachers College reported that they are still located in the building constructed in 1875, the second Normal School to be established in Ontario. The facilities are by no means modern, the classrooms are overcrowded and the gymnasium is small. The University of Ottawa Teachers College hoped to have a gymnasium in the near future. The Stratford Teachers College, constructed in 1908, is a four-storey building with an auditorium and two classrooms on the top floor. On the bottom floor is a gymnasium. One three-storey building constructed in 1910 comprises the Peterborough Teachers College. The auditorium is on the third floor; the gymnasium is inadequate. There is an insufficient number of classrooms. The principal

summed up the facilities in one word, "inadequate".<sup>17</sup>

When secondary education in Upper Canada was officially introduced in 1807, professional training was non-existent. Beginning in 1858, a number of experiments involving model schools and training institutions were conducted in an attempt to improve the academic and professional qualifications of teachers. These proved to be unsatisfactory, and in 1890 a provincial School of Pedagogy was established in Toronto. In 1897 it was moved to Hamilton and renamed the Ontario Normal College. The training of secondary school teachers was modified in 1906 when Faculties of Education were organized at the University of Toronto and at Queen's University. A practice school was established in 1910. In 1920, the Faculty of Education at Queen's University was discontinued and the Faculty at Toronto was designated as the Ontario College of Education.

The Ontario College of Education trains candidates who obtain Provincial certificates to teach in secondary schools. The buildings, located on Bloor Street, contain lecture rooms, laboratories, reading-rooms and model classrooms for observation and practice-teaching. While

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<sup>17</sup>Correspondence from the Principals of the Ottawa, University of Ottawa, Stratford and Peterborough Teachers Colleges.

the chief exercises of the College are conducted in the buildings on Bloor Street, the students have access to the University library, three gymnasiums, swimming pool, auditorium and athletic fields. The College of Education provides no residence.

In 1965, a second Ontario College of Education, affiliated with the University of Western Ontario opened at London, and in 1966, a third College of Education, affiliated with Queen's University, will be opened at Kingston.<sup>18</sup>

#### QUEBEC

To begin to understand teacher training in the province of Quebec, one must first realize that this province has a dual system of education--Catholic and Protestant. At the head of the Department of Education is the Superintendent of Education. Under the Superintendent's direction are two secretaries, one Roman Catholic, the other Protestant, who are deputy heads of their respective divisions.

Protestant teachers receive professional training

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<sup>18</sup> University of Toronto, Ontario College of Education Calendar, 1965-66, (University of Toronto Press), p. 4.

at the Institute of Education<sup>19</sup> at Macdonald College, a branch of McGill University, at Montreal; and the Department of Education at Bishop's University, Lennoxville, Quebec. The McGill Normal School was founded in 1857 under an agreement between the Government of the Province of Quebec and McGill University. In 1907, following a further agreement, subsequently confirmed by an Act of the Legislature, the school was moved to Ste. Anne de Bellevue, when, as the School for Teachers it became part of Macdonald College. Since that time it has operated as a school of the University under the jurisdiction and control of the Protestant Committee of the Council of Education and of the University.<sup>20</sup>

At both Macdonald College and Bishop's University are gymnasiums, swimming pools, auditoriums and other normal university facilities.

Detailed information of facilities for training Catholic teachers in Normal Schools and universities was hard to obtain. Four universities have educational schools (Laval, Montreal, Laval-Des-Rapides, and Sherbrooke) which

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<sup>19</sup>Changed to Faculty of Education September 1, 1965.

<sup>20</sup>McGill University, Montreal, Faculty of Education Calendar, 1965-66, p.7.

offer degrees in pedagogy. Complicating the picture are the numerous normal schools and scholasticates providing teacher education for the Catholic community. All told, there are some one hundred-thirty normal schools and scholasticates training male and female, lay and religious personnel.<sup>21</sup> The male lay teachers are trained at ten normal schools, while male religious personnel are trained in twelve scholasticates which receive government grants. An additional three scholasticates had no students in 1962-63.

There are seventy normal schools where girls only attend for two, three, or four years to obtain certificates. All normal schools for lay females are under the direction of religious teaching communities as, for example, the Sisters Congregation Notre-Dame, or the Sisters Les Ursulines. There are twenty-nine scholasticates for nuns which are subsidized by the government, although in 1962-63 only thirteen of them had any students.<sup>22</sup>

Scholasticates for teaching brothers and sisters

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<sup>21</sup>See Appendix.

<sup>22</sup>Information received from the Superintendent of Education for Quebec Province.

are established and maintained by the congregation to which they belong. They may be recognized as Normal Schools if they so request and if the Inspector General for Normal Schools inspects them and reports favorably. In addition they must follow the program prescribed by the Department of Education before they qualify for financial assistance from the Provincial government.<sup>23</sup>

#### NEW BRUNSWICK

A commission reporting on the condition of education in New Brunswick in 1845 showed that only about one out of twelve children was enrolled in school. Following this report, a Board of Education was formed consisting of the Governor and members of the executive council, who were empowered to establish normal and model schools, appoint two inspectors and create agencies to sell books. Normal and model schools were opened at Fredericton, Saint John, and later at Chatham. A manual training department was established in the Normal School in 1900, and domestic science and agriculture were introduced.<sup>24</sup>

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<sup>23</sup>Dominion Bureau of Statistics, op. cit., p. 150.

<sup>24</sup>Ibid., p. 159.

Today teacher education in New Brunswick is conducted in four institutions: Teachers College, Fredericton; the University of New Brunswick, Fredericton; Mount Allison University in Sackville, and the Technical Institute at Moncton. The Teachers College is a bi-lingual institution, offering instruction for both French and English-speaking students. For some years the course for the training of vocational teachers has been of two years duration. In 1959 a two year course for training of secondary teachers was initiated at Teachers College, and beginning in 1962, every course offered is a two year course. Every course at Teachers College gives credit towards a university degree. The fact that the extension of the course at Teachers College will double the enrolment, and the fact that present facilities are not adequate for the number enrolled, make it apparent that additional facilities should be provided.<sup>25</sup>

#### NOVA SCOTIA

The provincial Normal School was established in Truro in November, 1855, with a class of sixty-four student teachers and a teaching staff of three. In 1908

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<sup>25</sup>Province of New Brunswick, Annual Report of the Department of Education, 1963, pp. 58-59.

the name of the institution was changed to Nova Scotia Normal College, and concurrent with the opening of a new building in 1962 the name was changed to Nova Scotia Teachers' College.

In addition to the new Academic building officially opened on February 23, 1962, an Auditorium-Gymnasium was completed in 1963. Further construction provided a residence to house two hundred and twenty female students and a Dining Hall ready for occupancy in September, 1965.

Under the plan inaugurated in 1955 universities now participate more fully in the training of teachers. Under this plan the Teachers' College is affiliated with: Acadia University, Wolfville; Dalhousie University, Halifax; Mount Allison University, Sackville, N. B.; Mount St. Vincent College, Rockingham, Halifax County; St. Francis Xavier University, Antigonish; and St. Mary's University, Halifax. This arrangement gives the Teachers' College prestige and provides for transfer of credits for professional courses taken at Teachers' College towards a B. Ed. degree. None of these universities has a separate faculty of education, but, rather, Departments of Education within the Faculty of Arts and Science, providing, in most cases, one year





of education after an academic degree.<sup>26</sup>

#### PRINCE EDWARD ISLAND

Two institutions provide pre-service training for teachers. They are the Prince of Wales College and Normal School and St. Dunstan's University, both in Charlottetown. Prince of Wales College was established in 1860. In 1879 the Provincial Normal School was amalgamated with the College as a means of providing the teachers-in-training with superior educational facilities. By 1901 the College building became inadequate and was rebuilt. When the College was destroyed by fire in 1932, it was rebuilt. St. Dunstan's University, located about one mile from the City of Charlottetown, allows Education students to enjoy university facilities.<sup>27</sup>

#### NEWFOUNDLAND

Memorial University of Newfoundland was established by the Provincial Legislature on August 13, 1949. The Memorial University College, which had been established

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<sup>26</sup> Province of Nova Scotia, Teachers College  
Calendar, 1965-66, p. 5

<sup>27</sup> Prince of Wales College and Normal School  
Calendar 1963-64, Charlottetown, Prince Edward Island,  
pp. 8-9.

in 1925 as a War Memorial and institution for higher learning, shared the same building as the Normal School which had been opened the previous year. Growth has been rapid since 1949. In the first ten years the number of students enrolled, or seeking admission, increased so greatly that in 1959, both the Government of Newfoundland and the University undertook the erection of new university buildings on a new campus. The first four buildings were completed and occupied in 1961.

The University buildings comprise the Arts and Administration Building, the Science and Engineering Building, Library, the Gymnasium and Student centre. The Arts and Administration Building houses the Administrative offices of the University, the Faculties of Arts and Education, and the Extension Service. It contains the University Theatre, large lecture theatres, lecture rooms, seminar rooms and two speech laboratories. The Gymnasium and Student Centre has a very large gymnasium, a swimming pool, squash courts, rifle range, bowling alley, games and exercise rooms, a canteen and lounge.

These buildings represent the first of three stages in the development of the new University site.

The second stage, which has already begun, calls for the building of four University Residences, a central Dining Hall, an Education Building, and an Applied Science Building. The third stage of the master plan will see the erection of additional residences, an extension to the Library, and a Convocation Hall, to be completed in 1970.<sup>28</sup>

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Memorial University Calendar, 1963-64 (St. John's, Newfoundland) p. 37.

## CHAPTER IV

### INSTRUCTIONAL STAFFS

One concern in education is the qualifications of teachers--of those involved in educating future teachers no less than those engaged in teaching youngsters in public schools. Although factors other than academic and professional training determine the effectiveness of a teacher, educational background is deemed to be of prime importance. The purpose of the ensuing chapter is to determine the academic and professional status of teachers in institutions for educating teachers, be they faculties of universities, departments within universities, or teachers' colleges controlled by provincial departments of education. Information as to the qualifications of instructors was obtained from the Calendars of the Universities and Teachers Colleges.

An attempt is made to differentiate between academic and professional qualifications. Academic preparedness here means background in a particular subject field, as in arts or science. Professional qualifications refer to education specifically related to the art of pedagogy. The difficulty encountered in such an attempt at differentiation regarding degree status is the fact that some provinces combine academic and professional courses in

teacher education, whereas others provide professional courses after an academic degree has been obtained. Thus a B.Ed. degree might not be strictly a professional degree, while a B.Sc. degree might not be just an academic degree but might include, as well, some professional courses. Similarly some faculties might prefer to classify a Ph.D. degree as a professional degree rather than as an academic degree. In practice, however, the problem was not so serious as one might anticipate. In the majority of cases, the academic and professional degrees of teachers and professors at teacher training institutions were readily separable. And this approach, though it has its defects, is not without merit. It was thought that categorizing the teachers' qualifications thus would convey a more complete picture than simply taking the highest degree a person had obtained, especially since many teachers have two or more degrees.

A careful analysis of some of the degrees was required and some basic premises had to be established. A Ph.D. degree was considered as an academic degree; the D.Ed. a professional degree; a B.Sc. or a B.A., or a B.A. degree in Education, as offered by Memorial University in Newfoundland, was classified as an academic degree. If a teacher had only a B.Ed. degree he was credited with a

professional degree. Degrees that were less common, as the B.Paed., were identified only as "other degrees" either academic or professional. A number of teachers in the teacher training institutions had no degrees, but were teaching highly specialized, or skill-subjects for which they were qualified and had a diploma or a special certificate. These teachers were not classified as non-degree teachers, but placed in a separate category.

Categorization for Catholic Quebec was more difficult to adjust to this pattern because of its different system of nomenclature for degrees. Consequently a large number of professional degrees had to be classified as "other degrees". This is especially true of The Brevet Superieur and Brevet "A" which are degrees received on completion of three and four years of Normal School respectively after high school graduation. A Brevet "A" may also be obtained after a B.A. degree plus one year at Normal School. A Bachelor of Pedagogy is the equivalent of a Brevet "A". On the other hand, a Licence in Pedagogy is a B.A. plus three more years of university. These degrees are classified as "other degrees."

There were few instructors involved in teacher education who did not have at least one degree, either academic or professional. In the faculties of education,

the University of British Columbia was alone with two teachers who did not possess any kind of degree. The Normal Schools did not fare as well. The Teachers' College in Brandon, Manitoba had two; Tuxedo, Manitoba, three; Ontario Teachers Colleges, eight; Catholic Quebec, eight; and New Brunswick, two, for a total of twenty-five teachers, or 2.2% out of over one thousand, teachers involved in this survey.

The teacher training institutions were divided into groups for the categorization of degrees. The first group comprises the Faculties or Departments of Education in colleges and universities. These institutions train both elementary and secondary school teachers. The Faculty of Education at the University of Manitoba had a division for training elementary teachers before the Teachers College joined the University.<sup>1</sup> In the case of Brandon Teachers' College in Manitoba, and the Normal School in Prince Edward Island, they are an integral part of the respective colleges where they are located. In Catholic Quebec, the St. George Institute of Pedagogy and the Secondary Normal School, both in Montreal, are involved in teacher training at the secondary level.

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<sup>1</sup>Since the time that this chapter was written, both Saskatchewan and Manitoba have placed all teacher training within their respective universities.

There were a total of 441 instructors teaching in such institutions as mentioned.

The other groups consisted of the Teachers Colleges and Normal Schools sponsored by provincial departments of education. Four provinces have such schools--New Brunswick, Nova Scotia, Ontario and Catholic Quebec.<sup>2</sup> Included in the survey were twelve of over one hundred Normal Schools and Scholasticates in Catholic Quebec. Among the schools from which responses were received were: Normal Schools for laymen at Arvida, Hull, Montreal (Jacques Cartier), Quebec (Laval) and Rimouski; Normal Schools for laywomen at Cap-De-La-Madelaine and Trois Rivieres; Scholasticates or religious normal schools for Brothers at Levis and Montreal (St. Gabriel); and Scholasticates, or religious normal schools for Sisters at Quebec (Beauport and Giffard) and Sherbrooke. The teachers in these schools numbered 230. This in addition to the 391 teachers at Normal Schools from the other provinces, of which 258 were from Ontario, provided a total of 621 teachers.

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<sup>2</sup>The Teachers Colleges of Manitoba and Saskatchewan were included in the survey, but are no longer in existence.



PERSONNEL OF FACULTIES OF EDUCATION  
AT UNIVERSITIES

The Bachelor of Arts, Master of Arts and Doctor of Philosophy degrees accounted for 68.7% of the academic degrees held by professors on staff of Faculties or Departments of Education in colleges and universities in Canada. In detail, the B.A. averaged 17.2%, M.A., 32.0%, and Ph.D., 19.5%. Combined, the B.Sc. and M.Sc. degrees amounted to only 11.1%.

At the University of British Columbia, of 113 teachers, 18.6% possessed a B.A. degree, 33.7% an M.A.; only 2.7% a B.Sc., 6.2% an M.Sc.; Ph.D., 17.7%; and no degree 13.2%. The pattern throughout such teacher training institutions connected with universities was generally the same but with some notable exceptions. In Alberta, only 3.3% showed a B.A. degree. There were, however, many teachers in the M.A. category--44.3%, and Ph.D.'s amounting to 27%, seven percentage points above the national average.

One third of the professors at the University of Saskatchewan had B.A. degrees and 37.1% possessed a Ph.D., a better record than any of the other universities save Bishop's University at Lennoxville, Quebec, where the one person in charge of the education department had a Ph.D. for a 100% record.

Of the seven full time instructors at the University of Manitoba (there are also several part time instructors who were not included in the statistics) 28.6% had acquired a doctorate; there were none without an academic degree. The same was not true of Brandon College. Of the fourteen professors 7.1% had a Ph.D. and 21.4% were without academic degrees, as compared with the national average of 13.6%; 42.9% had a B.A. degree; and there were none with a science degree.

The Ontario College of Education was liberally endowed with B.A. degrees--46.6%; and 20% each for the M.A. and Ph.D. degrees. Again the B.Sc. degree was rare and the M.Sc. non-existent.

In Protestant Quebec, McGill University was 15.8% with B.A., somewhat below average, but M.A. degrees were 52.6%, almost 20% above the average while the Ph.D. category was weak with 7.9%. At Bishop's University, already mentioned, the one man in charge of the education department had his Ph.D.

Catholic Quebec had the largest percentage of no academic degrees, averaging 38.9% for the two institutions. "Other degrees" averaged 23% and B.A. degrees 2.8%.

Mount Allison University and the University of New Brunswick had a total of five full time professors involved solely in teacher education and all five had their M.A. degree. For Nova Scotia, the most outstanding feature was that 14.3% of the professors possessed M.Sc. degrees. In this classification Nova Scotia came second only to Memorial University at St. John's, Newfoundland, where 23.1% had earned their M.Sc.; Newfoundland 53.8% had a B.A. degree. In Prince Edward Island were three full time instructors at two institutions; one possessed a B.A., the second an M. A., and the third a Ph.D. Not one of the four Maritime provinces had any instructors without an academic degree.

There was a conspicuous lack of professional degrees among professors and instructors at Faculties of Education across Canada--36.3% had no professional degree. The B.Ed., M.Ed., and D.Ed. accounted for 43.1%, all three categories being fairly equally divided. Other degrees accounted for 13.4% of the total and 7.2% of the instructors possessed either a diploma or special certificate.

British Columbia was close to the national average just as it had been with the academic degrees. In neither of the categories did the percentages for the two institutions combined vary more than five percentage points above or below the Canadian average. One-quarter of the total in

Alberta, had completed their D.Ed. degrees. Saskatchewan, too, was close to the Canadian average. In Manitoba, Brandon College had 35.8% with a B.Ed. degree and 28.6% with an M.Ed. degree while the Faculty of Education at the University of Manitoba had none with only a B.Ed. degree, but 71.4% with an M.Ed. degree. The two combined showed nearly 50% of their instructors with an M.Ed. degree and only about 7% with no professional degree.

In the central provinces, Ontario's College of Education had on staff 46.6% with a D.Ed. degree and only 6% without a professional degree. At McGill, in Protestant Quebec, 65.8% of the 38 professors had no professional degree. The majority--over 90%--of the professors in Catholic Quebec fell into the three categories "Other Degrees", and "Diploma or Special Certificate", and "No Degree."

For the Maritimes, New Brunswick's two universities with a total of five professors had no M.Ed. or D. Ed. degrees. One had a B.Ed. degree, two had none, and the other two had other degrees. Of Nova Scotia's 21 instructors at five universities, 52.4% had no degree and 23.8% possessed a B.Ed. In Prince Edward Island one had an M.Ed., one had no degree and the third had to be classified as holding an "other degree". At Memorial University in St. John's

the breakdown for the first three categories was as follows: B.Ed., 23.1%; M.Ed., 30.7%; D.Ed., 15.4% for a total of almost 70%, a record equalled and surpassed only by Manitoba.

#### PERSONNEL OF TEACHERS COLLEGES

The pattern of degrees for Teachers Colleges sponsored by Provincial Departments of Education was substantially different. Almost three-quarters--73.4% of the academic degrees were either B.A., M.A., or Ph.D., as compared with 68.7% in Faculties of Education at universities. At this point, however, any hint of similarity ceased as the percentage of B.A. degrees soared to 60.5%. Of M.A. degrees, there were only 11.6%, Ph.D.'s 2.4% and the "no degree" category, 18.7%. Bachelor of Science and Master of Science degrees were virtually non-existent, with 3.2% and 1.8% of teachers holding the respective degrees. In Saskatchewan just over one-half of the 43 teachers in the two former Teachers Colleges possessed B.A. degrees. In the M.A. and Ph.D. category they were five percentage points above the national average. At the former Manitoba Teachers College in Tuxedo 70% had B.A. degrees, 20% had no academic degrees. The percentage of B.A. degrees in the eleven Teachers Colleges in Ontario reached 83.3%, and only 4.7% had no academic degree. The twelve Normal Schools in Catholic Quebec showed 44.8% of their teachers with a B.A.

and 34.4% without any academic degree. One-quarter of the 47 teachers at the New Brunswick Teachers College had earned their M.A. degrees. This left 44.7% still with B.A. degrees. In Nova Scotia the pattern was completely broken: only 4.3% possessed B.A.'s but they were rich in M.A.'s with 56.6%. On the whole, however, 30.5% possessed no academic degree.

Professional degrees were fewer in number than academic degrees. B.Ed. degrees topped the list with 25.6%, M.Ed. degrees next with 8.1% and D.Ed. degrees with only 1.3% of the total number of teachers. Professional degrees, other than the above mentioned three, accounted for 31.7%, special certificates or diplomas 5.3% and "no degrees" 28.5%. Saskatchewan which had rated 51.2% in the B.A. category claimed 44.2% with B.Ed. degrees; 27.9% had other professional degrees. Manitoba was also above average with 40.0% B.Ed. degrees and 15.0% M.Ed. degrees; 25% possessed no professional degree. Manitoba had no D.Ed. degrees. Over one-third of the 258 teachers in Ontario's Teachers Colleges had no professional degree; 29.4% possessed a B.Ed., 16.3% an M.Ed. and only 0.4% with a D.Ed. Catholic Quebec rated highest in the "other degrees" category with 60.9%. New Brunswick's Normal School instructors had 42.6% with B.Ed. degrees, none with M.Ed.'s

and 32% had no degree. Nova Scotia was experiencing a dearth of profession degrees--74.0% of their instructors had no professional degrees.

TABLE I

HIGHEST ACADEMIC DEGREE HELD BY MEMBERS OF STAFF OF FACULTIES OR  
DEPARTMENTS OF EDUCATION IN THE COLLEGES AND  
UNIVERSITIES IN CANADA, 1963-64

Name of Institution	Number of Staff by Classification of Degrees Held							Total
	B.A.	B.Sc.	M.A.	M.Sc.	Ph.D.	Other	No Degree	
U. of B.C., Vancouver	21	3	38	7	20	9	15	113
Victoria Coll., B.C.	8	3	7	2	5	2	3	30
U. of Alta., Edmonton	2	1	28	3	17	1	10	62
U. of Alta., Calgary	1	4	13	2	8	-	2	30
U. of Sask., Saskatoon	9	1	5	1	10	-	1	27
Brandon Coll., Man.	6	2	2	-	1	-	3	14
U. of Man., Winnipeg	2	1	2	-	2	-	-	7
Ont. Coll., of Ed., Toronto	7	1	3	-	3	1	-	15
McGill U., Montreal (Prot.)	6	5	20	-	3	1	3	38
Bishop's U., Lennoxville (Prot.)	-	-	-	-	1	-	-	1
St. George Inst. of Pedagogy Montreal (Catholic)	2	-	6	2	5	11	10	36
Secondary Normal School, Montreal (Catholic)	-	3	2	-	4	4	13	26
Mt. Allison U., N.B.	-	-	2	-	-	-	-	2
U. of N.B., Fredericton	-	-	3	-	-	-	-	3
Nova Scotia (5 U.'s)	4	1	7	3	6	-	-	21
St. Dunstan's U., P.E.I.	-	-	1	-	1	-	-	2
Prince of Wales Coll. & Normal School, P.E.I.	1	-	-	-	-	-	-	1
Memorial U., Nfld.	7	1	2	3	-	-	-	13
Totals	76	26	141	23	86	29	60	441



TABLE II

HIGHEST PROFESSIONAL DEGREE HELD BY MEMBERS OF STAFF OF FACULTIES OR  
DEPARTMENTS OF EDUCATION IN COLLEGES AND  
UNIVERSITIES IN CANADA, 1963-64

Name of Institution	Number of Staff by Classification of Degrees Held						Total No.
	B.Ed.	M.Ed.	D.Ed.	Other	Diploma or Spec. Cert.	No Degree	
U. of B.C., Vancouver	21	12	19	17	4	40	113
Victoria Coll., B.C.	5	7	-	4	-	14	30
U. of Alta., Edmonton	12	12	12	1	1	24	62
U. of Alta., Calgary	3	7	9	1	2	8	30
U. of Sask., Saskatoon	4	7	3	3	-	10	27
Brandon Coll., Man.	5	4	1	1	1	2	14
U. of Man., Winnipeg	-	5	1	1	-	-	7
Ont. Coll., of Ed., Toronto	1	2	7	4	-	1	15
McGill U., Montreal (Prot.)	2	4	2	5	-	25	38
Bishop's U., Lennoxville (Prot.)	-	-	-	-	-	1	1
St. George Inst. of Pedagogy Montreal (Catholic)	1	-	1	11	8	15	36
Secondary Normal School, Montreal (Catholic)	-	-	1	6	16	3	26
Mt. Allison U., N.B.	-	-	-	1	-	1	2
U. of N.B., Fredericton	1	-	-	1	-	1	3
Nova Scotia (5 Universities)	5	2	2	1	-	11	21
St. Dunstan's U., P.E.I.	-	-	-	1	-	1	2
Prince of Wales Coll. & Normal School, P.E.I.	-	1	-	-	-	-	1
Memorial U., Nfld.	3	4	2	1	-	3	13
<b>Totals</b>	<b>63</b>	<b>67</b>	<b>60</b>	<b>59</b>	<b>32</b>	<b>160</b>	<b>441</b>

TABLE III

HIGHEST ACADEMIC DEGREE HELD BY MEMBERS OF STAFF OF FACULTIES OR  
DEPARTMENTS OF EDUCATION IN COLLEGES AND  
UNIVERSITIES IN CANADA, 1963-64

Name of Institution	Per Cent of Staff by Classification of Degrees Held						Total No.
	B.A.	B.Sc.	M.A.	M.Sc.	Ph.D.	Other Degree	
U. of B.C., Vancouver	18.6	2.7	33.7	6.2	17.7	7.9	113
Victoria Coll., B.C.	26.7	10.0	23.3	6.6	16.7	6.7	30
U. of Alta., Edmonton	3.2	1.6	45.2	4.9	27.4	1.6	62
U. of Alta., Calgary	3.3	13.3	43.3	6.7	26.7	-	30
U. of Sask., Saskatoon	33.3	3.7	18.5	3.7	37.1	-	27
Brandon Coll., Man.	42.9	14.3	14.3	-	7.1	21.4	14
U. of Man., Winnipeg	28.6	14.2	28.6	-	28.6	-	7
Ont. Coll., of Ed., Toronto	46.6	6.7	20.0	-	20.0	6.7	15
McGill U., Montreal (Prot.)	15.8	13.2	52.6	-	7.9	2.6	38
Bishop's U., Lennoxville (Prot.)	-	-	-	-	100.	-	1
St. George Inst. of Pedagogy Montreal (Catholic)	5.6	-	16.6	5.6	13.9	30.5	36
Secondary Normal School, Montreal (Catholic)	-	11.5	7.7	-	15.4	15.4	26
Mt. Allison U., N.B.	-	-	100.	-	-	-	2
U. of N.B., Fredericton	-	-	100.	-	-	-	3
Nova Scotia (5 Universities)	19.0	4.8	33.3	14.3	28.6	-	21
St. Dunstan's U., P.E.I.	-	-	50.	-	50.	-	2
Prince of Wales Coll. and Normal School, P.E.I.	100.	-	-	-	-	-	1
Memorial U., Nfld.	53.8	7.7	15.4	23.1	-	-	13
Average	17.2	5.9	32.0	5.2	19.5	6.6	441

TABLE IV

HIGHEST PROFESSIONAL DEGREE HELD BY MEMBERS OF STAFF OF FACULTIES OR  
DEPARTMENTS OF EDUCATION IN COLLEGES OR  
UNIVERSITIES IN CANADA, 1963-64

Name of Institution	Per Cent of Staff by Classification of Degrees Held						Total No.
	B.Ed.	M.Ed.	D.Ed.	Other	Diploma	No Degree	
U. of B.C., Vancouver	18.6	10.6	16.8	15.1	3.1	35.4	113
Victoria Coll., B.C.	16.7	23.3	-	13.3	-	46.7	30
U. of Alta., Edmonton	19.4	19.4	19.4	1.6	1.6	38.6	62
U. of Alta., Calgary	10.0	23.3	30.0	3.3	6.7	26.7	30
U. of Sask., Saskatoon	14.8	25.9	11.1	11.1	-	37.1	27
Brandon Coll., Man.	35.8	28.6	7.1	7.1	7.1	14.3	14
U. of Man., Winnipeg	-	71.4	14.3	14.3	-	-	7
Ont. Coll. of Ed., Toronto	6.7	13.3	46.6	26.7	-	6.7	15
McGill U., Montreal (Prot.)	5.3	10.5	5.3	13.1	-	65.8	38
Bishop's U., Lennoxville (Prot.)	-	-	-	-	-	100.	1
St. George Inst. of Pedagogy Montreal (Catholic)	2.8	-	2.8	30.5	22.2	41.7	36
Secondary Normal School, Montreal (Catholic)	-	-	3.9	23.1	61.5	11.5	26
Mt. Allison U., N.B.	-	-	-	50.0	-	50.0	2
U. of N.B., Fredericton	33.4	-	-	33.3	-	33.3	3
Nova Scotia (5 universities)	23.8	9.5	9.5	4.8	-	52.4	21
St. Dunstan's U., P.E.I.	-	-	-	50.0	-	50.0	2
Prince of Wales Coll. and Normal School, P.E.I.	-	100.	-	-	-	-	1
Memorial U., Nfld.	23.1	30.7	15.4	7.7	-	23.1	13
Average	14.3	15.2	13.6	13.4	7.2	36.3	441

TABLE V

HIGHEST ACADEMIC DEGREE HELD BY MEMBERS OF STAFF OF TEACHERS  
COLLEGES SPONSORED BY PROVINCIAL DEPARTMENTS  
OF EDUCATION, 1963-64

Province	Number of Staff by Classification of Degrees Held							Total No.
	B.A.	B.Sc.	M.A.	M.Sc.	Ph.D.	Other	No Degree	
Saskatchewan (2 colleges)	22	2	7	1	3	1	7	43
Manitoba	14	1	1	-	-	-	4	20
Ontario (11 colleges)	215	4	21	6	-	-	12	258
Quebec (Catholics) (12 Normal Schools)	103	9	18	2	10	9	79	230
New Brunswick	21	3	12	2	2	-	7	47
Nova Scotia	1	1	13	-	-	1	7	23
<b>Total</b>	<b>376</b>	<b>20</b>	<b>72</b>	<b>11</b>	<b>15</b>	<b>11</b>	<b>116</b>	<b>621</b>

TABLE VI

HIGHEST PROFESSIONAL DEGREE HELD BY MEMBERS OF STAFF OF  
TEACHERS COLLEGES SPONSORED BY PROVINCIAL  
DEPARTMENTS OF EDUCATION, 1963-64

Province	Number of Staff by Classification of Degrees Held					Total No.
	B.Ed.	M.Ed.	D.Ed.	Other	Diploma or Special Certificate	
Saskatchewan (2 colleges)	19	4	2	12	-	43
Manitoba	8	3	-	2	2	20
Ontario (11 colleges)	76	42	1	33	11	258
Quebec (Catholic) (12 Normal Schools)	36	-	2	140	16	230
New Brunswick	20	-	1	7	4	47
Nova Scotia	-	1	2	3	-	23
Totals	159	50	8	197	33	621

TABLE VII

HIGHEST ACADEMIC DEGREE HELD BY MEMBERS OF STAFF OF TEACHERS  
COLLEGES SPONSORED BY PROVINCIAL DEPARTMENTS  
OF EDUCATION, 1963-64

Province	Per Cent of Staff by Classification of Degrees Held						Total No.
	B.A.	B.Sc.	M.A.	M.Sc.	Ph.D.	Other	
Saskatchewan (2 colleges)	51.2	4.6	16.3	2.3	7.0	2.3	43
Manitoba	70.0	5.0	5.0	-	-	-	20
Ontario (11 colleges)	83.3	1.6	8.1	2.3	-	-	258
Quebec (Catholic) (12 Normal Schools)	44.8	3.9	7.8	0.9	4.3	3.9	230
New Brunswick	44.7	6.4	25.5	4.3	4.3	-	47
Nova Scotia	4.3	4.3	56.6	-	-	4.3	23
Average	60.5	3.2	11.6	1.8	2.4	1.8	621

TABLE VIII

HIGHEST PROFESSIONAL DEGREE HELD BY MEMBERS OF STAFF OF TEACHERS  
COLLEGES SPONSORED BY PROVINCIAL DEPARTMENTS  
OF EDUCATION, 1963-64

Province	Per Cent of Staff Classification of Degrees Held						Total No.
	B.Ed.	M.Ed.	D.Ed.	Other	Diploma	No Degree	
Saskatchewan (2 colleges)	44.2	9.3	4.6	27.9	-	14.0	43
Manitoba	40.0	15.0	-	10.0	10.0	25	20
Ontario (10 colleges)	29.4	16.3	0.4	12.8	4.3	36.8	258
Quebec (Catholic) (12 Normal Schools)	15.6	-	0.9	60.9	7.0	15.6	230
New Brunswick	42.6	-	2.1	14.8	8.5	32	47
Nova Scotia	-	4.3	8.7	13.0	-	74.0	23
Average	25.6	8.1	1.3	31.7	5.3	28.0	621

## CHAPTER V

### CURRICULA OF TEACHER TRAINING INSTITUTIONS

#### BRITISH COLUMBIA

The University of British Columbia and Victoria College offer several programs for the education of elementary and secondary school teachers as indicated in the subsequent table.

TABLE IX  
TEACHER TRAINING PROGRAMS IN BRITISH COLUMBIA

Programs Offered	Length (years)	Admission Requirements
<u>Elementary</u>		
A. Bachelor of Education	4	Junior Matriculation (Grade XII)
B. Bachelor of Education (Transfer Program)	1, 2, or 3	At least senior Matriculation
C. Bachelor of Education	2	Normal School Diploma
D. Program for Graduates in other Faculties	1	B.A. or equivalent degree
<u>Secondary</u>		
A. Bachelor of Education	5	Junior Matriculation
B. One Year Program for Graduates	1	B.A. or equivalent
C. Bachelor of Education (Transfer from elemen- tary to secondary)	3	Two Years toward B.Ed. in elemen- tary



## ENTRANCE REQUIREMENTS

The minimum academic qualifications for admission to the University of British Columbia in Vancouver and to the Faculty and College of Education at Victoria is a Grade XII High School Graduation, University Program (Junior Matriculation). The required courses include: English, Social Studies, Guidance and Physical and Health Education, Mathematics, Science, a second language, and an option from a wide range of subjects. Beginning in 1964 the University raised its minimum standards for admission by requiring not just a pass in all subjects, but an average of 60% or better in English and the three majors.<sup>1</sup>

## DETAILS OF PROGRAMS

### ELEMENTARY<sup>2</sup>

#### A. Four Year Bachelor of Education Degree Program

This course is the standard program designed for the training of elementary school teachers. It consists of an equivalent of twenty-two full subjects, five in each of the first and fourth years, and six in each of the second and third years. Emphasis in the first year is on academic.

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<sup>1</sup>Correspondence from Department of Education.

<sup>2</sup>University of British Columbia, Faculty of Education Calendar, (Vancouver), 1965-66, pp. L 20-24. pp. L 37-43.

subjects, in the second year on professional subjects. In the third and fourth years students choose an academic major and a professional minor or a professional major and an academic minor. Consequently, upon completion of the four-year program approximately one-half of the courses will have been professional subjects.

The following courses are taken:

#### First Year

1. English
2. History
3. Science Option
4. Language, Fine Arts, Music, Mathematics or Physical Education
5. Principles of Education
  - Physical Education (no credits)
  - Practice Teaching (no credits)

#### Second Year

1. English
2. Mathematics
3. Curriculum and Instruction in Elementary Science (half course)  
Curriculum and Instruction in History and Geography (half course)
4. Curriculum and Instruction in Art, Music and Physical Education
  - Practice Teaching (no credits)

#### Third Year

1. English
2. Geography
3. Educational Psychology
- 4, 5, 6. Academic major and professional minor or  
Academic minor and professional major

#### Fourth Year

1. Survey of Educational Thought or History of Education
2. General Science for Elementary and Junior Secondary Teachers
- 3, 4, 5, 6. Combination of major and minor

B. One-Year (Transfer) Program

This program is provided for those who have completed at least full First Year in Arts and Science or its equivalent. Students enrolling are registered in Second, Third or Fourth Year as appropriate. The courses are the same as those offered in the second year of the four-year B. Ed. program above.

C. Two-Year Program for Teachers Holding a Normal School Diploma with Elementary Basic Teaching Certificate

Since students embarking on this program already have had two years of teacher training, this program begins with the third year.

Third Year

1. English (Second Year)
2. One of English (Third Year), or First Year language other than English, Mathematics, Fine Arts, Music, or Geography (Third Year)
3. Option of First Year laboratory science
- 4, 5. Two majors or electives
6. Psychology of Childhood

Fourth Year

1. English
- 2, 3, 4. Three majors or electives
5. Survey of Educational Thought or History of Education
6. General Science for Elementary and Junior Secondary School Teachers

D. Program in Elementary Education for Graduates in other Faculties.

The following professional subjects are included in the program.

1. Educational Pshychology
2. One of Survey of Educational Thought or History of Education, or Educational Sociology
3. Curriculum and Instruction in Art, Music and Physical Education
4. Mathematics for Teachers
- 5, 6. Two options
7. Practice Teaching (no credits)

### SECONDARY<sup>3</sup>

#### A. Five-Year Program

This is the standard program for the training of secondary school teachers. It consists of a total of twenty-six subjects. Students transferring from the elementary division must complete twenty-seven subjects. Every student is required either to major in two subjects ordinarily taught in high school or to take an honors course in one subject.

#### First Year

1. English
2. History or International Studies
- 3, 4. Two of Mathematics, First Year Science or language other than English
5. An elective

#### Second Year

1. English
- 2, 3, 4. Three subjects from Arts, Science, Agriculture, Commerce, Home Economics, or Physical Education
5. Introduction to Secondary Education

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<sup>3</sup>Ibid., pp. L28-35, pp. L37-43.

## Third Year

1. English
- 2., 3, 4, 5. Four subjects for either major or honors
6. Introduction to Educational Psychology

## Fourth Year

1. English
- 2, 3, 4, 5. Four subjects for either major or honors
6. Curriculum and Instruction in a specific secondary school subject (half course)
7. Introduction to Evaluation (half course)
8. Practice Teaching (no credits)

## Fifth Year

1. Psychology of Adolescence
2. Survey of Educational Thought
3. Curriculum and Instruction in specific secondary school subjects
4. Organization and Administration of B.C. Schools (half course)
- 5, 6. Two of a wide range of Education options
7. Practice Teaching (no credits)

B. One Year Program for Graduates.

Students embarking on this program are obliged to take the following professional courses:

1. Introduction to Educational Psychology
2. Survey of Educational Thought
3. Curriculum and Instruction in Secondary School Subjects
4. Organization and Administration of B.C. Schools (half course)
5. One of a wide selection of Education courses  
-Practice Teaching

C. Three Year Program for Teachers Holding the Elementary Basic Teachers Certificate.

## Third Year

- Six courses required for majors or honors

## Fourth and Fifth Years

1. English
2. Seven courses required for majors in two teaching subjects
3. Curriculum and Instruction in a specific Secondary School subject
4. One of a wide range of professional courses

## ALBERTA

The Faculties of Education of the University of Alberta at Edmonton and Calgary offer several Bachelor of Education programs for the training of elementary and secondary school teachers in the academic field. These programs are shown in the following table.

TABLE X

## TEACHER TRAINING PROGRAMS IN ALBERTA

Programs Offered	Length (Years)	Admission Requirements
A. B.Ed. Program, Elementary Route	4	Senior Matriculation (Grade XII)
B. B.Ed. Program, Secondary Route	4	Senior Matriculation (Grade XII)
C. Special Transfer Program for Certified Teachers	3	Normal School or One-year training prior to 1962
D. B.Ed. Program for Holders of Approved Degrees	2	B.A. or equivalent degree

## ENTRANCE REQUIREMENTS

Matriculants from the high schools of Alberta seeking admission to the Faculty of Education must possess a High School Graduation Diploma with at least 60% average for the following courses in Grade XII: English, Social Studies and four of: French, German, Latin, Chemistry, Physics, Biology, Mathematics, Music.

## DETAILS OF PROGRAMS

A. Standard Elementary B.Ed. Route<sup>4</sup>

In this program students take Education courses, majors, and Arts or Science options. There are nine major fields students may pursue: Art, English, Early Childhood Education, French, Mathematics, Music, Physical Education, Science, and Social Studies. An Arts or Science option must be selected from each of two fields, chosen from the following six: Art, Drama, Mathematics, Music, Physical Education, and Science, exclusive of the major field.

Six subjects are required in each of the first two years, and five in the last two years. In the first year more emphasis is placed on academic subjects than on Education subjects. Second year students may take either

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<sup>4</sup>University of Alberta, Faculty of Education Calendar (Edmonton), 1965-66, pp. 48-51.

the major or Arts or Science option. The remainder are Education subjects. In the third year emphasis is again on academic studies while the fourth year allows for more choice on the part of the student.

#### First Year

1. English
2. Major
3. Approved Arts or Science option
4. Physical Education
5. Introduction to Education (half course)
6. Educational Administration (half course)
7. Introduction to Educational Psychology

#### Second Year

1. Major, or Arts or Science Option
2. Curriculum and Instruction in Social Studies and Science (two half courses)
3. Curriculum and Instruction in Art and Music (two half courses)
4. Curriculum and Instruction in Reading and Languages (two half courses)
5. Curriculum and Instruction in Physical Education and Mathematics (two half courses)
6. Student Teaching in Elementary Schools

#### Third Year

1. Philosophy
2. Social Science or History option
3. Arts or Science option or Education option
4. Major
5. Educational Psychology

#### Fourth Year

1. Arts or Science Option
2. Senior Arts or Science, option
3. Major
4. Philosophy of Education
5. Senior Education option



B. Standard Secondary B. Ed. Route<sup>5</sup>

As in the Elementary B.Ed. program, candidates must select a major field of study in a teaching subject field. Each major field consists of a prescribed core of subjects plus supporting courses. Some twelve major fields are offered including: Languages (five in all), Social Studies, Mathematics, Biological Sciences, Physical Sciences, Fine Arts, Household Economics, and Business Education. Arts, Science and Education options are offered in various fields such as guidance, physical education, further specialization in the teaching field, teaching in Junior High School, library, speech, etc.

Six courses are taken in the first year and five in each of the next three years. The two Arts or Science options and the two Education options provide students with the opportunity to explore a variety of fields or to provide some preparation for certain functions related to teaching in the Secondary Schools.

First Year

Same as First Year of the Elementary B.Ed. program

Second Year

1. Approved Social Science or History
2. Major

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<sup>5</sup>Ibid., pp. 51-56.

3. Major or Arts or Science Option
4. Curriculum and Instruction in the major field
5. Student teaching in secondary schools.

#### Third Year

1. Philosophy
2. Major
3. Major or Arts or Science option
4. Educational Psychology
5. Senior Education option

#### Fourth Year

1. Major
- 2, 3. Major or Arts or Science option
4. Philosophy of Education
5. Senior Education option

#### C. Special Transfer Second Year for Certified Teachers<sup>6</sup>

Certificated teachers are granted credit toward the first year of the general B.Ed. program for their Normal School or Junior E (one year) training prior to 1962. A special program for the second year is provided in order that all essential courses may be included. Candidates taking the Elementary Route take six courses; those entering the Secondary Route must take seven. The reason for this extra load is that all one-year training was in the field of elementary education. Since students take five courses in a winter session, a summer session is required to complete the transfer second year. Students entering the Secondary route must present credit in at least one

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<sup>6</sup>Ibid., pp. 56-57.

course in the major field as pre-requisite to the second and third courses in the major field. Hence, the summer session will normally be taken prior to the transfer year.

#### SECOND YEAR

(a) Elementary Route

1. English
- 2, 3. Major
- 4, 5. Arts or Science option
6. Senior Education option

(b) Secondary Route

- 1, 2, 3. Major
4. Approved Social Science or History
5. English
6. Major or Arts or Science option
7. Curriculum and Instruction in Major field

The third and fourth years are the same as prescribed for these years in the regular programs for the B. Ed. degree, Elementary or Secondary Route.

## SASKATCHEWAN

Table XI illustrates the several programs offered by the College of Education at the University of Saskatchewan.

TABLE XI  
TEACHER TRAINING PROGRAMS IN SASKATCHEWAN

Program	Length	Admission Requirements
<u>College of Education</u>		
A. Bachelor of Education, Elementary	4	Senior Matriculation
B. Bachelor of Education, Secondary	4	Senior Matriculation
C. Bachelor of Education, General	4	Senior Matriculation
D. Diploma Course	1	B.A. or equivalent
E. Bachelor of Education	1	B.A. or equivalent plus teaching certificate

## ENTRANCE REQUIREMENTS

To enter the College of Education in Saskatchewan, a student must complete Senior Matriculation (Grade XII) with an average of 65% in English (Literature and Composition), Social Studies, which are compulsory, and five other subjects among them being: Mathematics (Algebra and Geometry--Trigonometry), a second language (French, German,

Latin, or Ukranian), and a science (physics, Biology, or Chemistry), plus one of various options. Students who completed Grade XII a year or more prior to applying for admission may be admitted with an average of 60%.<sup>7</sup>

Requirement for admission to the one-year Diploma Course in Education is an Arts or Science degree or its equivalent.<sup>8</sup>

#### DETAILS OF PROGRAMS

##### A. Bachelor of Education Program for Elementary School Teachers<sup>9</sup>

The course requirements for the B.Ed. degree for elementary school teachers are designed to meet the needs of this group in two ways:

1. The teacher can develop a moderate degree of academic specialization in his chosen subject matter fields;
2. A teaching major may be elected in one of seven areas: (a) General Classroom teaching (b) Primary Education (c) Special Education (d) Teacher-Librarian (e) Fine Arts Education (f) Administration and Supervision.

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<sup>7</sup> University of Saskatchewan, College of Education Calendar (Saskatoon, 1965-66) pp. G4-5.

<sup>8</sup> Ibid.      <sup>9</sup> Ibid., pp. G 12-15, pp. G 24-36.

Students are required to take a total of ten academic courses and eleven professional courses to complete the requirements for graduation from the elementary B.Ed. program.

#### First Year

1. Social Foundations of Education
2. Psychological Foundation of Education
3. Educational Principles and Practices
4. Curriculum and Instruction (Method and Content) in: Social Studies; Science; Art; Physical Education; Primary Reading; Mathematics; Music; Health; Reading and Literature--Intermediate and Secondary School Level)
5. English or Oral and Written Communication

#### Second Year

1. History
2. The School in the Social Order (half course)
3. Classroom Management (half course)
4. Teaching Reading and Literature
5. Teaching the Language Arts
6. Teaching Arithmetic (half course)
7. Teaching Social Studies and Science (half course)
8. Teaching Music in the Elementary School (half course)
9. Teaching Art in the Elementary School (half course)
10. Practice Teaching (non-credit)

#### Third Year

1. One of the Political Science, Political Economies, Sociology.
2. An elective
3. Senior elective
4. Educational Psychology
5. Elective, either academic or professional

#### Fourth Year

- 1, 2. Two Senior electives
3. Foundations of Education
4. A Senior Class in Methods
5. Elective, either academic or professional

The preceding outline of the third and fourth years of the B. Ed. program applies to most areas of specialization. There is some variation in this basic pattern in the field of Teacher-Librarian and Fine Arts where Educational Psychology is not required and is replaced by a course relating to the field of specialization.

B. Bachelor of Education Program for Secondary School Teachers<sup>10</sup>

This program, designed especially for students planning to teach in Secondary Schools, is a continuous four-year program which provides for a considerable degree of academic specialization. Students are required to take fourteen academic courses and seven professional courses. Seven of the academic courses are electives which constitute both a major and a minor teaching field.

First Year

1. English
2. Science
3. Geography or Mathematics
4. Elective from Major
5. Growth and Learning
6. Teaching Physical Education (non-credit)
7. Speech Training

Second Year

1. History
2. Language
3. One of Economics, Political Science, Political Economics
- 4, 5. Electives from Major and Minor
6. Teaching Procedure in Elementary Schools

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<sup>10</sup> Ibid., pp. G 15-16, pp. G 24-36.

## Third Year

- 1, 2. Electives from Major and Minor
3. Educational Psychology
4. Educational Administration
5. Methods of Teaching in Secondary Schools (half course)

## Fourth Year

- 1, 2. Electives from Major and Minor
3. One Senior Elective
4. Foundations of Education
5. Methods of Teaching selected subjects in Secondary Schools (half course)
6. One Senior elective in Education

C. Bachelor of Education, General<sup>11</sup>

Students who do not plan to follow the Elementary or Secondary School patterns may elect the General B.Ed. program and qualify for a teaching certificate at the end of the second year. Students are required to take a total of ten academic and eleven professional courses.

## First Year

Identical to that of the Elementary B.Ed. program

## Second Year

Identical to that of the Elementary B.Ed. program

## Third Year

1. One of Political Science, Political Economics, or Sociology
- 2, 3. Academic electives
4. Educational Psychology
5. Educational Administration

## Fourth Year

- 1, 2. Two academic electives
3. Foundations of Education

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<sup>11</sup>Ibid., pp. G 16-20, pp. G 24-36.



4. Methods of Teaching in Elementary Schools
5. Elective, either academic or professional

D. Diploma Course for Graduates of other Colleges<sup>12</sup>

This is a one-year course. For those who intend to teach in High Schools, the program is as follows:

1. Growth and Learning
2. Educational Psychology
3. Introduction to Educational Administration
4. Methods of Teaching in the Secondary Schools (half course)
5. Foundations of Education
6. Introduction to Secondary Education (half course)
7. Methods of Teaching Selected High School subjects
8. Practice Teaching (non-credit)

E. Bachelor of Education Degree Course for Graduates of Other Colleges who hold a Teaching Certificate<sup>13</sup>

Students who have credit for one year at the Saskatchewan Teachers College or its equivalent and who hold an undergraduate degree must complete five courses as follows:

1. Educational Psychology
2. Educational Administration
3. Educational Foundations
4. One approved class in Methods
5. Elective from professional or academic courses

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<sup>12</sup>Ibid., pp. G 20-21.

<sup>13</sup>Ibid., pp. G 21-22.

## MANITOBA

A summary of teacher training programs in Manitoba is contained in Table XII.

TABLE XII

## TEACHER TRAINING PROGRAMS IN MANITOBA

Program	Length	Admission Requirements
Faculty of Education		
A. Education 1A	1 year	Grade XII
B. Education 1: Certification Program	1 year	B.A. or equivalent degree
C. Education 11: Bachelor of Pedagogy	1 year	Minimum of second year Arts or Science or equivalent standing and Education 1A

## ENTRANCE REQUIREMENTS

The regular academic requirements for admission to Education 1A or the Teacher Training Course at Brandon College is Grade XII, or Senior Matriculation, clear of all conditions.

Grade XII standing should include the following: English, History or Geography, one of, Mathematics, Arithmetic, Physics, Chemistry, Biology, and any other two

subjects accepted for Grade XII standing including any of the foregoing not already elected.

The required subjects for Senior Matriculation are: English, Mathematics or Latin (the latter may, in certain, circumstances, be substituted for Mathematics for admission to Arts), one language from French, German or Latin, and at least two subjects from History, Physics, Chemistry, Biology.<sup>14</sup>

#### DETAILS OF PROGRAMS

##### A. Education 1A<sup>15</sup>

The following courses are offered for the training of Elementary School teachers:

1. School Administration
2. Child Development
3. Primary Methods
4. Teaching of Reading and Literature
5. Teaching of Communication Skills
6. Teaching of Social Studies
7. Teaching of Mathematics
8. Teaching of Science
9. Teaching of Music
10. Teaching of Art
11. Teaching of Physical Education
12. Health Education
13. Children's Literature
14. Speech Education and Drama
15. Teaching of French
16. Practice Teaching (Grades 1-VI11)

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<sup>14</sup>University of Manitoba, Faculty of Education  
Calendar (Winnipeg), 1965-66, p. 376.

<sup>15</sup>Ibid., pp. 377-9.

## B. Education I: Certification Program<sup>16</sup>

This full year of intra-mural training leading to a Certificate in Education awarded by the University is divided into a Secondary and an Elementary program.

### Secondary Program

1. History and Philosophy of Education
2. School Administration
3. Educational Psychology
4. Psychology of Adolescence
5. Practice Teaching
- 6, 7, and 8. Three Electives from Methods courses

### Elementary Program

1. History and Philosophy of Education
2. School Administration
3. Child Development
4. Primary Methods (half-course)
5. Practice Teaching (Grades 1-IX)
6. Teaching English
7. Teaching of Social Studies
8. Teaching of Mathematics
9. Teaching of Science
10. Teaching of Music (half-course)
11. Teaching of Art (half-course)
12. Teaching of Physical Education (half-course)
13. Teaching of Health (half-course)

## C. Education II: Bachelor of Education and Bachelor of Pedagogy<sup>17</sup>

The program leading to the Bachelor of Education or Bachelor of Pedagogy degree consists of five courses which may be taken intra-murally, during summer sessions, or as

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<sup>16</sup> Ibid., pp. 380-3.

<sup>17</sup> Ibid., pp. 383-4.

extension courses. Requirements:

1. Philosophy, Senior Division
- 2,3,4,5. Four advanced courses in Education

There is also provision for the substitution of a senior division full course in a teaching field in Arts or Science for a course in Education. On the other hand a sixth course in Education may be substituted for a senior course in Arts or Science.

The Bachelor of Pedagogy is awarded to candidates who have completed the equivalent of second year Arts and Science and the Five courses required for the B.Ed. degree. When the holder of a B. Paed. degree has subsequently completed the requirements for a B.A. or B.Sc. degree, the B. Paed. degree may be surrendered, and on application be replaced by a B.Ed. degree. An average of 60 per cent is required for the B.Ed. and B. Paed. degrees.

#### ONTARIO

Teacher training in Ontario is provided by Teachers Colleges located at various centres throughout the province and by the College of Education, University of Toronto. The programs offered are summarized in the subsequent table.

TABLE XIII

## TEACHER TRAINING PROGRAMS IN ONTARIO

Program	Length (Years)	Admission Requirements
Teachers College		
A. One-Year Program, Elementary	1	Grade XIII Sr. Matric. less one subject
B. Two-Year Program, Elementary	2	Grade XII Jr. Matric.
College of Education		
A. Program for High School Assistant's Certificate	1	B.A., B.Sc., or Equivalent degree
B. Program for Elementary School Teacher's Certificate	1 year and 1 summer session	B.A. or equivalent degree plus High School Assistant's Certificate

## ENTRANCE REQUIREMENTS

The academic requirements for admission to the One-Year Course offered by the Teachers Colleges is standing in eight Grade XIII papers, two of which must be Literature and English Composition (in the case of the University of Ottawa Teachers College, one of the courses must be French Literature or French Composition) or an approved degree.

Entrance requirements for the Two-Year Course is the Secondary School Graduation Diploma (Grade XII).<sup>18</sup>

Admission to the Program for High School Assistant's Certificate, Type B is a Bachelor of Arts or Science, or an equivalent degree.

#### DETAILS OF PROGRAMS

Teachers College<sup>19</sup>

##### A. One-Year Program

The programme of study for the one-year course is divided into three groups as follows:

##### Group I:

1. Educational Psychology
2. School Management
3. English, Part I
4. English, Part II
5. Mathematics
6. Social Studies
7. Science
8. Art
9. Music
10. Physical Education and Health
11. History and Philosophy of Education

##### Group III:

1. Library Methods
2. Methods in Religious Education
3. Religious Instruction

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<sup>18</sup> Department of Education, Ontario, Calendar of Teachers Colleges, Circular 600, p. 16.

<sup>19</sup> Ibid., p. 22

Group III:

Directed observation and practice teaching in urban and rural schools.

B. Two-Year Program

The following is the programme of studies for the Two-Year Program offered by the Teachers Colleges:

First Year

Group I:

1. Child Psychology
2. English A
3. Geography
4. School Management
5. General Methodology
6. Methods in Science
7. Art
8. Music
9. Physical Education
10. Health
11. Primary English

Group II:

1. School Library Service
2. Religious Instruction

Group III:

Directed observation and practice teaching in urban and rural elementary schools.

Second Year

Group I:

1. Educational Psychology
2. English B



3. History
4. The School and the Community
5. History of Education
6. Methods in Mathematics
7. Social Studies
8. Junior and Intermediate English

Group II:

1. Industrial Arts or Home Economics
2. Children's Literature
3. Audio-Visual Education

Group III:

Directed observation and practice teaching in urban and rural elementary schools.

Concurrently with the study of methods in both courses, there is a review, from the standpoint of pedagogy, of the content of the subjects, of the Primary and Junior Divisions, and of Grades Seven and Eight.

To be eligible for the Interim Elementary-School Teacher's Certificate candidates must obtain a pass of sixty percent on the final examinations and a pass in practice teaching.

#### ONTARIO COLLEGE OF EDUCATION

The Ontario College of Education trains candidates for Provincial certificates as teachers in Secondary Schools. Students must possess a B.A., B.Sc., or equivalent degree. Two one-year programs are offered for academic

High School teachers.

A. Program for High School Assistant's Certificate, Type B<sup>20</sup>

The program consists of:

1. History and Philosophy of Education
2. Educational Psychology
3. School Management and Law
- 4,5, 6. Courses in the principles and procedures of teaching any three of: English, History, Geography, Mathematics, Science, Latin, French, German, Greek, Spanish, Italian, Russian, a Supplementary course.
7. Practice Teaching

A student who obtains fifty percent in the final exams and sixty percent in practice teaching qualifies for the Interim High School Assistant's certificate, Type B.

B. Program for High School Assistant's Certificate, Type A<sup>21</sup>

A student enrolled in the one-year program for the High School Assistant's Certificate, Type B, may also take a course leading to an Interim High School Assistant's Certificate; Type A, if he meets the academic requirements for admission. Standards for admission to a Type A course are high and rather complex. A number of honour courses in the Arts and Sciences offered in Ontario universities have been approved by the Minister of Education

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<sup>20</sup>

University of Toronto, Ontario College of Education Calendar, (University of Toronto Press), 1965-66, pp. 18-23

<sup>21</sup>

Ibid., pp. 24-26.

as meeting the required standards. As a general rule, a person who obtains 66% at graduation from one of these courses is eligible for admission.

Each Type A consists of at least the equivalent of two seminar periods per week throughout the Session and of Special Observation and Practice Teaching in the subjects in which the candidate is an applicant for the High School Assistant's Certificate, Type A.

The Type A is the highest grade of certificate earned at the College. It indicates that the holder has completed a large body of advanced or honours university work with high standing in a field taught in secondary schools, and also has taken special professional courses and examinations.

C. Program for Elementary School Teachers Certificate<sup>22</sup>

The program is conducted in accordance with the conditions prescribed in the regulations and programs of study of the Ontario Teachers Colleges. It may not be completed in the regular session but requires a subsequent Summer Session before the candidates will be recommended for the certificate. The program of training which is supplementary

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<sup>22</sup>Ibid., pp. 32-33.

to the program of training for the Type B certificate includes the following subjects, some of which are offered in the regular College session, the remainder in a Summer Session:

1. Educational Psychology
2. School Management
3. English
4. Mathematics
5. Social Studies
6. Science
7. Art
8. Music
9. Physical Education
10. Health
11. Industrial Arts or Home Economics
12. Observation and Practice Teaching

D. Bachelor of Education<sup>23</sup>

This is a graduate degree, rather than an undergraduate degree as in Alberta or British Columbia. Six courses are required to complete the Bachelor of Education program. Candidates for this degree must obtain sixty percent on their examinations. Courses may be chosen from several fields:

- (a) History and Philosophy of Education
- (b) Administration and Supervision
- (c) Psychology and Guidance
- (d) Curriculum and Methods
- (e) Measurement and Statistics
- (f) Research and Special Studies

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<sup>23</sup> University of Toronto, College of Education Pamphlet, "Courses Leading to Graduate Degrees in Education", 1962-63.

## QUEBEC (PROTESTANT)

The Faculty of Education of McGill University provides several programs for teacher education which are outlined in Table XIV.

TABLE XIV

## TEACHER TRAINING PROGRAMS IN PROTESTANT QUEBEC

Program	Length (Years)	Admission Requirements
A. Bachelor of Education	4	Junior High School Leaving Certificate
B. Class I Diploma	1	Appropriate degree from approved university
C. Class II Diploma	1	Senior High School Leaving Certificate
D. Class II Diploma	2	Junior High School Leaving Certificate

ENTRANCE REQUIREMENTS<sup>24</sup>

For admission to the First Year of the Bachelor of Education Program, a candidate must fulfill the requirements for admission to the First Year of the B.A. or B.Sc. program as follows:

<sup>24</sup>McGill University, Faculty of Education Calendar, (Montreal), 1965-66, pp. 8-11.

1. Junior High School Leaving Certificate with an average of sixty-five per cent on ten of the following subjects:

- (a) English (two papers)
- (b) General History (one paper)
- (c) Latin or Greek (two papers)
- (d) French, Latin, Greek, German or Spanish (two papers) in a language not already chosen
- (e) Elementary Algebra and Elementary Geometry (two papers)
- (f) One option

OR

2. Junior High School Leaving Certificate with an average of seventy per cent on ten of the following subjects:

- (a) English (two papers)
- (b) General History (one paper)
- (c) French or German (two papers)
- (d) Elementary Algebra (one paper)
- (e) Elementary Geometry (one paper)
- (f) One of Biology, Botany, Chemistry, Physics
- (g) Two options

Candidates who have completed the Senior High School Leaving Program, and who have completed the requirements for the one-year Class II Diploma may be considered for admission to the Third Year of the Bachelor Of Education Program upon completion of summer school requirements an Education Course, the Study of Special Problems of Organization, Instruction, Motivation, Discipline in the Elementary Grades.

To enter the Class I Diploma Program (one year) candidates must possess a B.A., B.Sc. or equivalent degree.

Requirements for entry to Class II Diploma Program

(one year) include a Quebec Senior High School Leaving Certificate, showing passes in English and four additional subjects, and a certificate showing that the student has passed ten papers of the Grade XI examinations.

Candidates for the Class II Diploma (two years) and the Temporary Permit (one year) must possess a Quebec Junior High School Leaving Certificate showing passes in ten papers with an average of sixty per cent.

#### DETAILS OF PROGRAMS

##### A. Bachelor of Education<sup>25</sup>

The four-year program combines the academic work required for a degree with professional training which prepares the student to teach at any level of the elementary or high school.

First Year: (Effective, 1965-66)

1. English: Literature and Oral English
2. French
3. Mathematics or Latin
- 4, 5. One subject from each of two groups:
  - (a) Biology, Music, Fine Arts
  - (b) Physics, History
  - (c) Geography, Chemistry
6. Orientation to Education

Second Year: (To be discontinued after 1965-66)

1. English
- 2,3,4. One subject from each of three groups:

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<sup>25</sup>Ibid., pp. 15-17.

- (a) Botany, Zoology, (half courses, both must be taken) (b) Mathematics, Latin, (c) Physics, History, (d) Geography, Chemistry, (e) French (f) English

5. History of Education
6. Child Study
7. Special Methods: Art, Music, French
8. Elementary Methods (women); High School Methods and Elementary Procedures (men)
9. Practice Teaching

Third Year (To be discontinued after 1966-67)

- 1, 2. Two continuation subjects
3. One option
4. Psychology
5. Educational Measurement
6. Testing and Remedial Teaching

Fourth Year (To be discontinued after 1967-68)

- 1, 2. Two continuation subjects
3. One option
4. Philosophical Foundations of Education
5. The Development of Curricula
6. Internship

With the beginning of the 1968-69 academic year the transition from the old B.Ed. program to the new one will have been completed. The first year of the new course is already in effect. Three courses have been dropped from the requirements of the First Year. They are: Educational Psychology; Special Methods in Physical Education; and Primary Methods. Practice Teaching has been replaced by Orientation to Education. In Second Year, English will become optional. The Special Methods in Art, Music and French will disappear as will Elementary Methods (women) and High School Methods and Elementary Procedures (men).



Psychology and Sociology will become compulsory in the Second and Third Years of the new program. Educational Psychology and History of Education will be scheduled in the Fourth Year. In both Third and Fourth Years three routes will be available. They are: Early Childhood and Later Childhood Majors; Secondary Majors with two continuation subjects; and Secondary Majors with one continuation subject.

B. Class I Diploma (one year)<sup>26</sup>

1. English
2. Educational Psychology
3. History and Philosophy of Education
4. Contemporary Education
5. Orientation to Teaching
6. Student Teaching
7. Curriculum and Instruction in (a) Elementary Education Majors, (b) Secondary Teaching Majors, (c) Music Majors, (d) Kindergarten Majors.

C. Class II Diploma (one year)<sup>27</sup>

1. English
2. History of Education in Western Society
3. Educational Psychology
4. One of: English, French, History, Geography
5. Orientation to Teaching
6. Student Teaching
7. Curriculum and Instruction in: (a) Early Childhood Majors (b) Later Childhood Majors.

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<sup>26</sup>Ibid., p. 21.

<sup>27</sup>Ibid., p. 22.

D. Class II Diploma (two years)

## First Year: (Effective 1965-66)

1. English
- 2,3. Two options from French, Mathematics or Latin, Biology or Music, History or Physics, Geography or Chemistry
4. Educational Psychology
5. Orientation to Teaching
6. Curriculum and Instruction in the Language Arts, and Mathematics

## Second Year: (Effective 1966-67)

1. History of Education in Western Society
2. English
- 3,4,5. Three options from: English, French, Mathematics or Latin, Biology or Music or Fine Arts, History or Physics or Geography, Geography or Chemistry or History
6. Student Teaching
7. Planning and Organizing The School Program
8. Curriculum and Instruction in Early Childhood Majors or Later Childhood Majors

## QUEBEC (CATHOLIC)

Catholic Quebec provides training for its teachers in a variety of institutions. The programs offered by these institutions are outlined in Table XV.

TABLE XV

## TEACHER TRAINING PROGRAMS IN CATHOLIC QUEBEC

Program	Length (Years)	Admission Requirements
<u>Normal School</u>		
A. Program for Class B Diploma	2	Grade XI (Jr. Matriculation)
B. Program for Class A Diploma	4	Grade XI (Jr. Matriculation)
C. Special Program for Class A Diploma	1	B.A. Degree or equivalent
D. Special Program for Class A Diploma	3	Class B. Diploma
<u>University Program</u>		
A. Baccalaureate in Pedagogy	3	Grade XII (Sr. Matriculation)
B. Baccalaureate in Pedagogy	1	B.A. or equivalent degree

ENTRANCE REQUIREMENTS<sup>29</sup>

Candidates who possess a Grade XI Certificate, Junior

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<sup>29</sup>"Regulations of the Catholic Committee of the Council of Public, Province of Quebec," 1962, pp. 36-42.

Matriculation, or equivalent may qualify for entry to the two-year Class B Teaching Diploma Program and the four-year Class A Diploma Program. Courses required in the Eleventh Year High School are as follows: Religion and related subjects, French, Mathematics, Science, English, plus various optional courses. In most of these subjects students write two papers. A total of eleven papers are required in the final exams with at least an average of sixty per cent.

Holders of a B.A. degree or equivalent may obtain the Class A Teaching Diploma after one year of study at the Normal School.

Candidates holding the Class B Diploma may qualify for the Class A Diploma upon completion of the first two years of the regular A Diploma program and a special one-year program with subjects in Philosophy-Education.

At the university level, admission to the three-year program for a Baccalaureate in Pedagogy is Senior Matriculation; to the one-year program, a Bachelor of Arts or equivalent degree.

## DETAILS OF PROGRAMS

## Normal School

A. Program for Class B Teaching Diploma (two years)<sup>30</sup>

This program, leading to the Class B Teaching Diploma, comprises two years of professional training. It aims at giving adequate professional training to students who are preparing to teach in the Elementary Grades as well as in the classes of the eighth and ninth years of the Secondary School. Since this course does not lead to a teaching Diploma after the first year, the subjects of the course are organized in such a way as to facilitate the logical sequence of studies and to give further consideration to the maturity of the students. The courses are as follows:

## First Year

1. Religion I, Mental Hygiene, Physical Hygiene and Methodology of Hygiene
2. Psychology I, II, and III
3. Pedagogy I, II, and III
4. Methodology of Religion, of French, of English, of Games of Physical Education and Deportment
5. Methodology of Arithmetic, of History and Geography, of General Knowledge and Agriculture, of Household Science or Manual Training, of Drawing, of Singing and Solfeggio.
6. School Law and the School System of the Province of Quebec, Practice teaching.

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<sup>30</sup>Ibid., p. 76, pp. 83-6.

## Second Year

Continuation of the First Year Courses:

1. Religion, Mental Hygiene, Physical Hygiene and Methodology of Hygiene.
2. Philosophy of the Family, Social Doctrine, Civics or Philosophy of the family, Rural Economics, Rural Sociology, Civics.
3. Psychology, Pedagogy, History of Pedagogy
4. Educational Tests and Measurements, Vocational Guidance, Diagnostic and Remedial Teaching.
5. Methodology of Religion, of French, of Arithmetic, of History and Geography.
6. Methodology of Natural Sciences and Agriculture, of English, of Household Science or Manual Training, of Games, Physical Education and Deportment, of Drawing, of Singing and Solfeggio, Directed Reading, Practice Teaching.

B. Program for Class A Teaching Diploma (four years)<sup>31</sup>

The first two years of this program are devoted to General Culture. They may be taken at the Normal School or at a recognized College. The last two years are devoted to Professional training (Philosophy-Education). The last two years must be taken at the Normal School. The courses for the four-year program are as follows:

## First Year

1. Religion
2. French
3. Latin
4. Greek
5. Greek Civilization
6. Roman Civilization
7. History
8. Geography
9. English
10. Sciences
11. Mathematics
12. Arts (singing, drawing, etc.)

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<sup>31</sup>Ibid., pp. 76-8, 86-90.

### Second Year

The list of subjects is the same as for the first year.

### Third Year

1. Religion, Mental Hygiene, Physical Hygiene and Methodology of Hygiene
2. Philosophy
3. Psychology
4. Pedagogy
5. School Law and the School System of the Province of Quebec
6. Methodology of Religion, of French, of Arithmetic, of History and Geography
7. Methodology of General Knowledge, the Natural Sciences and Agriculture, of English, of Household Science or Manual Training, of Games, Physical Education and Department of Drawing, of Singing and Solfeggio, Practice Teaching.

### Fourth Year

1. Religion, Mental Hygiene, Physical Hygiene and Methodology of Hygiene
2. Philosophy
3. Experimental Psychology, Philosophy of Pedagogy, Civics, History of Pedagogy
4. Educational Statistics, Educational Tests and Measurements, Vocational Guidance, Diagnostic and Remedial Teaching
5. Methodology of Religion
6. Methodology of French, of History, of English or Latin
7. Methodology of Mathematics, of Science, of Geography, Practice Teaching.

### C. Special Program for Class A Diploma (B.A. plus one year) <sup>32</sup>

The holder of a B.A. degree or equivalent may obtain the Class A Teaching Diploma after one year of study at the Normal School. The program is as follows:

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<sup>32</sup>Ibid., p. 79, pp. 90-2.

1. Mental Hygiene, Physical Hygiene and Methodology of Hygiene
2. Psychology
3. Pedagogy
4. Philosophy of Education, Experimental Psychology, History of Education, School Law
5. Educational Statistics, Educational Tests and Measurements, Vocational Guidance, Diagnostic and Remedial Teaching
6. Methodology of Religion, of French, of Arithmetic, of History and Geography
7. Methodology of General Knowledge, Natural Sciences and Agriculture, of Household Science and Manual Training, of Drawing, of Singing and Solfeggio
8. Methodology of Religion
9. Methodology of French, of History, of English or Latin
10. Methodology of Mathematics, of Science of Geography, Practice Teaching

D. Special Course for Class A Diploma (Class B Diploma plus three years)<sup>33</sup>

First and Second Years

Students are required to follow the regular courses of the first two years of the Class A Diploma Course

Third Year

- 1, 2. Philosophy
- 3, 4. Religion
5. Experimental Psychology and Philosophy of Education
6. Educational Statistics
7. Methodology of Religion
8. Methodology of French, of History, of English or Latin
9. Methodology of Mathematics, of Science, of Geography, Practice Teaching

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<sup>33</sup>Ibid., p. 79, p. 93.



## UNIVERSITY PROGRAMS

A. Baccalaureate in Pedagogy (three years)<sup>34</sup>

The basic program consists of the following courses:

## First Year

1. Religion
2. Introduction to Philosophy
3. Logic
4. French
5. English
6. Geography
7. Greek and Latin Civilization
8. History of Art
9. General Psychology
10. Introduction to Pedagogy
11. Scholastic System
12. Scholastic Programs
13. Seminar in Reading

## Second Year

1. Religion
2. Natural Philosophy
3. Metaphysics
4. English
5. History
6. Biology
7. Political Institutions
8. Child Psychology
9. Group Psychology
10. General Methods
11. Audio-visual aids
12. Classroom regulation
13. Teaching of Exceptional Children
14. History of Education
15. Methods in elementary Religion, French, Mathematics
16. Seminar in Reading

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<sup>34</sup>Laval University, School of Pedagogy Calendar,  
(Montreal), 1963-64, pp. 3-7.

## Third Year

1. Religion
2. Morals
3. Philosophy of the Sciences
4. History of Philosophy
5. Sociology
6. Psychology of Personality
7. Psychology of Adaptation, Character, and Temperament
8. Professional Morals
9. Diagnostic Education
10. Educational Measurement
11. Orientation and Documentation
12. Methods in any two of Catechism, French, English, Latin, Mathematics, Sciences, History, Geography
13. Seminar in Reading

B. Baccalaureate in Pedagogy (B.A. plus one year)<sup>35</sup>

The one-year program for candidates holding a Bachelor of Arts or equivalent degree includes:

1. Child Psychology
2. Psychology of Adolescence
3. Group Psychology
4. Psychology of Personality
5. Psychology of Adaptation, Character and Temperament
6. Methods and Remedial Teaching
7. Audio-visual Aids
8. Regulating the Class
9. History of Education
10. Statistics: Theory and Laboratory
11. Measurement
12. Orientation and Documentation
13. Professional Morals

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<sup>35</sup>Ibid., p. 7.

## NEW BRUNSWICK

Teacher Education in New Brunswick is provided for elementary and secondary school teachers by both the Teachers College and the University.

TABLE XVI

## TEACHER TRAINING PROGRAMS IN NEW BRUNSWICK

Program	Length (Years)	Admission Requirements
Teachers College		
A. Program for Elementary School Teachers	2	Grade XII (Jr. Matriculation)
B. Program for Secondary School Teachers	2	Grade XII (Jr. Matriculation)
University		
A. Bachelor of Teaching (Elementary) Degree	2 or 3	Grade XII and one year Teacher training or two years teacher training
B. Bachelor of Education	1	B.A. or equivalent
C. Junior and Senior in Education	1	Second or Third Year Arts, Science, or Commerce

## ENTRANCE REQUIREMENTS

Entry to the Program for Elementary Teachers requires an average of at least fifty per cent on the eight Grade XII (Junior Matriculation) subjects: Two English courses, French, History, Algebra, one Science, Arithmetic or Geometry or General Mathematics, and one other subject.

For entrance to the Program for Secondary Teachers, candidates must achieve an average of sixty per cent in the following eight subjects of Junior Matriculation: Two English courses, French, History, Algebra, Geometry, one Science, and one other subject.<sup>36</sup>

At the university level, the Bachelor of Teaching (Elementary) degree program requires students to have Junior Matriculation plus one year of teacher training with a minimum average of sixty-five per cent, or successful completion of the two-year program for elementary teachers given at the New Brunswick Teachers College with a minimum average of sixty-five per cent.

Students holding a bachelor's degree from a recognized college or university are allowed to proceed to the degree of Bachelor of Education.

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<sup>36</sup>New Brunswick Teachers College Calendar (Fredericton, 1963-64), pp. 2-3.

The Junior and Senior Diploma in Education is a one-year professional program offered to students with complete Second or Third year in Arts, Science, or Commerce.<sup>37</sup>

#### DETAILS OF PROGRAMS

##### Teachers College

##### A. Program for Elementary School Teachers<sup>38</sup>

###### First Year

1. Art and Music
2. General Methods
3. Reading
4. English
5. French
6. Health and Physical Education
7. Mathematics
8. Natural Science
9. Practice Teaching

###### Second Year

1. One of Art, Music, or Physical Education
2. Educational Psychology
3. Guidance
4. English
5. French
6. Teaching French as a Second Language
7. Special Methods of Elementary School Subjects
8. Geography
9. History
10. Practice Teaching

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<sup>37</sup>University of New Brunswick, Summer Session Calendar, (Fredericton, 1963-64), pp. 20-25.

<sup>38</sup>Teachers College, op. cit., p. 2.

B. Program for Secondary School Teachers<sup>39</sup>

A few of the courses in this program are taught by the university professors and in most of the courses the university examinations are written. In both years stress is on academic preparation.

First Year

1. English
2. French
3. General Methods including School Law
4. Mathematics
5. Physics
6. Practice Teaching

Second Year

1. English
2. French
3. High School Methods
4. History
5. Classics
6. Chemistry
7. Educational Psychology and Guidance
8. Practice Teaching

UNIVERSITY PROGRAMS

A. Bachelor of Teaching (Elementary) Degree Program<sup>40</sup>

The degree of Bachelor of Teaching (Elementary) is designed especially for elementary teachers. Those who have had one year of teacher training pursue a course of three years, consisting of sixteen courses. They are:

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Ibid.

<sup>40</sup> Summer Session Calendar, op. cit., pp. 20-21.

## First Year

1. History
2. English
3. French
4. Science (Physics, Chemistry, Biology or Geology)
5. One of Music, Art, or Physical Education

## Second Year

1. English or History
2. One of Economics, Sociology or Philosophy
3. Psychology
4. Teaching Reading and Child Literature
- 5, 6. Two options

## Third Year

Five education courses

Students who have completed the two-year Teachers College course, may upon completion of two full prescribed university courses at a summer school, and two additional full years of university work in the Arts curriculum at the third and fourth year level obtain a Bachelor of Teaching (Elementary) degree.

## Summer School

Two of: History, Classics, Biology, Geology, Philosophy, Economics, Political Science, Psychology, Sociology

## Third and Fourth Years

Regular Arts degree program

B. Bachelor of Education<sup>41</sup>

Courses taken depend to some extent on undergraduate

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<sup>41</sup>Ibid., pp. 25-26.

courses already completed. They include six courses (twelve summer school courses) in Education, chosen from those offered and not covered in previous work. Psychology or Educational Psychology must be included if not already done. Where considerable undergraduate work in Education has been done, students may take one or two courses in subjects not covered in their undergraduate work but which are taught in the high schools. This program, offered at the University of New Brunswick can usually be completed in three summer school sessions.

Mount Allison University in Sackville, New Brunswick, also offers a one-year Bachelor of Education degree program of five courses as follows:<sup>42</sup>

1. Educational Psychology
2. General and Special Teaching Methods and Curricular changes and problems
3. Philosophy of Education
4. One of: Educational Administration, History of Education, Principles of Guidance
5. An elective academic course related to teaching

C. Junior and Senior Diplomas in Education

In addition to offering professional education to teachers in the year following the receipt of the B.A., B.Sc., or B. Comm. degree, Mount Allison offers a professional

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<sup>42</sup> Mount Allison University Calendar, (Sackville, N. B.) 1963-64, pp. 102-105.



course of one full sessional year to students who have completed at least two full academic years towards the degree of Arts, Science or Commerce. After the Second year, students qualify for a Junior Diploma in Education awarded by the University; after Third year, a Senior Diploma.

The Required Courses are:

1. Introduction to Education
2. Educational Psychology
3. General and Special Teaching Methods and Curricular changes and problems
4. Principles of Guidance
5. One elective academic course related to Education

#### NOVA SCOTIA

Prospective teachers may obtain their pre-service training at the Teachers College or at any one of five universities in the province of Nova Scotia.

TABLE XVII

#### TEACHER TRAINING PROGRAMS IN NOVA SCOTIA

Program	Length (Years)	Admission Requirements
Teachers College Program for General License	2	Grade XII (Sr. Matriculation)
University		
A. Junior Diploma in Education	1	Two years of B.A., B.Sc., B. Comm.
B. Senior Diploma in Education	1	Three years toward Bachelor's degree
C. Bachelor of Education	1	Bachelor's degree

## ENTRANCE REQUIREMENTS

Students seeking admission to Teachers College must hold a Grade XI and Grade XII certificate. The required and elective subjects on the Grade XII certificate are as follows: English, History, and three elective subjects from Modern World Problems, Physics, Chemistry, Biology, Geology, Mathematics, Latin, French, German, Music, Art, Agriculture, Domestic Science. Only one subject may be chosen from the last four mentioned subjects. No more than two of the subjects may be foreign languages and no more than two may be Sciences.<sup>43</sup>

Students who have completed two, or three years towards a Bachelors degree in a recognized College or University may be admitted to the Junior Diploma in Education, or the Senior Diploma in Education respectively. The combined average must be sixty-five per cent or better.

Possession of a Bachelor's degree from a recognized College or University in Arts, Science or Commerce, with a combined average of not less than sixty-five per cent in the Freshman, Sophomore and Junior years, and an average of not less than seventy per cent in the Senior year, qualifies a student to seek entry to the Bachelor of

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<sup>43</sup>Nova Scotia Teachers College (Truro, 1963-64), p. 11.

Education degree program.<sup>44</sup>

#### DETAILS OF PROGRAMS

Teachers College

Program for General License<sup>45</sup>

This course prepares students for teaching in the elementary and junior high school grades.

First Year

1. English
- 2, 3. Two of: History, French, Biology, Chemistry, Physics, Mathematics
4. Child Development and Educational Psychology
5. General Methods and Classroom Management
6. Special Methods in Language Arts, General Science, Physical Education
7. Practice Teaching

Second Year

1. Two of History, French, Biology, Chemistry, Physics, Mathematics
2. Principles and History of Education
3. Special Methods in Reading Social Studies, Health, Mathematics, one option from French, Music, Art.
4. Practice Teaching
5. Educational Administration: School Law, Registers, Reports, Tests and Measurements

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<sup>44</sup> Dalhousie University Calendar (Halifax, N. S., 1963-64), pp. 60-61.

<sup>45</sup> Teachers College, op. cit., p. 14.

## University

Five institutions of higher learning in Nova Scotia offer teacher training programs. They are: Acadia University, Wolfville; Dalhousie University, Halifax; Mount St. Vincent College, Halifax; St. Francis Xavier University, Antigonish; and St. Mary's University, Halifax. Only St. Mary's University does not offer all three programs; it offers only the Bachelor of Education degree program.

All three programs are of a one-year duration. Since the variation in the courses from one university to the next was very slight, Dalhousie University was used as typical of the courses offered.

### A. Junior Diploma in Education<sup>46</sup>

Candidates for the Junior Diploma in Education must successfully complete five academic classes and two practical classes as described below:

1. General Principles of Education
2. Methods of Teaching Primary Grades up to Grade VI
3. Methods of Teaching in Junior and Senior Schools
4. Educational Psychology
5. Practice Teaching
6. Physical Education or School Art

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<sup>46</sup> Dalhousie University Calendar, op. cit., pp. 61-62, pp. 103-106.

B. Senior Diploma in Education<sup>47</sup>

Candidates who have completed Third Year Arts or its equivalent, after having taken the Junior Diploma program, may obtain the Senior Diploma upon completion of an additional Education course: History and Theory of Education.

C. Bachelor of Education Degree<sup>48</sup>

Upon completion of the B.A. degree, or equivalent, students who have taken the above courses, may, if they take the Education course, Testing and Guidance, qualify for the B.Ed. degree.

If, however, they embark upon this program after graduation from a Bachelor of Arts, or equivalent, degree the courses taken are as follows:

1. General Principles of Education (if not already taken)
2. Theory and History of Education
3. Methods in Junior and Senior High School
4. Introduction to Psychology (if not already taken)
5. Methods of Teaching Primary Grades to Grade VI or Testing and Guidance
6. Practice Teaching
7. Physical Education or School Art

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<sup>47</sup>Ibid. pp. 60-61, pp. 103-106.

<sup>48</sup>Ibid.

## PRINCE EDWARD ISLAND

Teacher Education in Prince Edward Island is provided by the Prince of Wales College and St. Dunstan's University.

TABLE XVIII

## TEACHER TRAINING PROGRAMS IN PRINCE EDWARD ISLAND

Program	Length (Years)	Admission Requirements
A. Teacher Training Program	2	Grade XII (Jr. Matriculation)
B. Bachelor of Education	1	B.A. or equivalent degree

## ENTRANCE REQUIREMENTS

For entrance into the Teacher Training Program, students must hold a Junior Matriculation (Grade XII) certificate with an average of sixty per cent and no mark under fifty per cent. Such students must have: English, French, or a modern foreign language, History, Algebra, Geometry, and two of Latin, Physics, Chemistry, Biology.<sup>49</sup>

Admission requirements to the Bachelor of Education

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<sup>49</sup> St. Dunstan's University Calendar, (Charlottetown, 1964-65), p. 15.

degree program is a Bachelor's degree in Arts, Science or Commerce.<sup>50</sup>

A. Teacher Training Program<sup>51</sup>

(a) The Prince of Wales College, formerly the Prince of Wales College and Normal School, commencing in 1963-64, introduced a two-year teacher training program which is both academic and professional. The subjects prescribed for this two-year program are:

First Year

1. Methods and Practice Teaching
2. English
3. Mathematics
4. Psychology
5. An elective from French, Chemistry, Physics, Biology, Home Economics, Physical Education and Health.
6. Methods of Teaching
7. Special Subjects: Language Arts, Science
8. Practice Teaching

Second Year

1. Methods and Practice Teaching
2. General Principles of Education or Child Psychology
3. Canadian History or another elective
4. Science
5. Another elective
6. Special Subjects: Psychology of Reading, Survey of Children's Literature, Social Studies, Mathematics, Practical Instruction in French, Art, and Music
7. Child Adolescent Psychology
8. General Principles of Education
9. Practice Teaching

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<sup>50</sup>

Ibid., p. 29

<sup>51</sup>

Prince of Wales College Calendar (Charlottetown, 1963-64), pp. 21-23.

Students with senior university Matriculation standing or higher, wishing to take teacher training, may do so and complete the course in one year, provided they have chosen the proper academic subjects. The second year for such students will consist entirely of professional work comprised of the subjects listed above.

(b) St. Dunstan's University also instituted, in 1963-64, a two-year teacher training program consisting of four professional and six academic courses to meet the requirements for the lowest license granted by the Department of Education of the Province of Prince Edward Island.<sup>52</sup>

#### First Year

1. Religion
2. English
3. Mathematics
4. Canadian History
5. General Psychology
6. Methods of Teaching in the Primary Grades

#### Second Year

1. Religion: Christian Morals
2. Child Adolescent Psychology
3. Methods of Teaching in the Intermediate Grades and in Junior High School
4. Education workshop
5. Science elective

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<sup>52</sup> St. Dunstan's University, op. cit., p. 32, pp. 37-38.



B. Bachelor of Education Degree Program<sup>53</sup>

This is a one-year program offered at St. Dunstan's University. It consists of the following subjects:

1. General Psychology
2. Methods of Teaching in the Primary and Elementary Grades and Methods of Teaching in the Intermediate Grades and in Junior High School, or Methods of Teaching in, the High School
- 3, 4, 5. The History of Education, Psychological and Educational Measurements and Principles of Guidance, Child and Adolescent Psychology, Sociology of Education, Elementary Statistics
6. One academic course related to the field of education

NEWFOUNDLAND

Teacher Education in Newfoundland is under the auspices of Memorial University. Several programs are offered for elementary and secondary school teachers.

TABLE XIX

TEACHER TRAINING PROGRAMS IN NEWFOUNDLAND

Program	Length (Years)	Admission Requirements
A. Program for Primary and Elementary School Teachers	1	Grade XI (Jr. Matriculation)
B. Program for B.A. (Education) (a) Primary or Elem. School (b) High School	4	Grade XI (Jr. Matriculation)
C. Program for Conjoint B.Ed. and B.A. or B.Sc. Degree	5	Grade XI (Jr. Matriculation)
D. Program for holders of B.A. or B.Sc. Degree	1	B.A., B.Sc. or equivalent degree

<sup>53</sup>Ibid., p. 29, pp. 37-38.

## ENTRANCE REQUIREMENTS

All students entering one of the first three above programs must have completed Junior Matriculation (Grade XI) with an average mark of not less than fifty-five per cent.

The Junior Matriculation program is as follows:  
 English Literature, English Language, Algebra, Geometry and Trigonometry, History; One of French, German, Greek, Latin, Spanish; One of Biology, Chemistry, General Science, Physics.<sup>54</sup>

## DETAILS OF PROGRAMS

A. One-Year Program for Primary and Elementary School Teacher<sup>55</sup>

This program is intended for prospective teachers who plan to spend only one year at the University.

Students are required to take the following courses:

1. Educational Psychology and School Organization
- 2, 3. Programme Planning for Kindergarten and the Primary Grades; Methods in the Primary Grades  
or  
Two methods courses in the Elementary grades
4. English
5. Mathematics
6. Practise Teaching

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<sup>54</sup>Memorial University Calendar (St. John's, Nfld, 1963-64), p. 95.

<sup>55</sup>Ibid., p. 135.

B. Four-Year Program for Bachelor of Arts (Education)  
Degree<sup>56</sup>

(a) For Primary or Elementary School Teachers

In all, twenty courses are required for the degree. Seven of these are Education courses. Of the remaining thirteen academic courses, at least four must be in one subject, and three in another. The following is the normal four-year program for candidates who are prospective Primary or Elementary School teachers:

First Year

1. Educational Psychology and School Organization
2. Program Planning for Kindergarten and the Primary Grades
3. Methods in the Primary Grades
4. English
5. An option from Greek, Latin, French, German, Spanish, History, Mathematics or a Science.
6. Practice Teaching

Second Year

1. The Primary School Child and his Curriculum or The Elementary School Child and his Curriculum
2. School Administration and Supervision
3. English
- 4, 5. Two Options

Third Year

1. Current Practices in Primary Education or The Nature, Causes and Treatment of Backwardness in the Elementary School
- 2,3,4,5. Four academic courses

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<sup>56</sup> Ibid., pp. 116-117.

## Fourth Year

1. Foundations of Education
- 2,3,4,5. Four academic courses

(b) For High School Teachers<sup>57</sup>

The total number of courses to be taken is twenty.

Of these, six are Education courses. Four of the academic subjects must be in one subject and three in another.

The choice of subjects depends on whether the teacher intends to teach primarily Arts or Science subjects.

The following is the normal four-year program:

## First Year

1. Educational Psychology and School Organization, Management and procedures
2. Methods in High School Grades
3. English
4. Mathematics
5. One of Languages or Sciences
6. Practise Teaching

## Second Year

1. The Secondary School Pupil and his Curriculum
2. School Administration and Supervision
3. English
- 4, 5. Two further courses from Arts or Science

## Third Year

1. Guidance or Curriculum Development
- 2,3,4,5. Four further courses from Arts or Science

## Fourth Year

1. Foundations of Education
- 2,3,4,5. Four further courses from Arts or Science

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<sup>57</sup> Ibid., p. 118-119.

C. Five-Year Program for Conjoint Bachelor of Education  
Bachelor of Arts or Science Degree<sup>58</sup>

Every candidate must complete a five-year program consisting of five professional and twenty academic courses.

The five professional courses are as follows:

1. Educational Psychology and School Organization, Management and Procedures
2. School Administration and Supervision
3. An elective course in Education
4. Methods of Teaching the Subject of the Student's Specialization
5. Foundations of Education

Every candidate must complete twenty academic courses chosen in accordance with either the Honors Degree Program in Arts or Science.

Upon successful completion of the five-year program, the candidate may be awarded the Degree of Bachelor of Education; and either the Degree of Bachelor of Arts or the Degree of Bachelor of Science.

D. One-Year Program for Holders of Bachelor of Arts,  
Commerce or Science<sup>59</sup>

Students who are already holders of a Bachelor of Arts or equivalent degree may be awarded a Graduate

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<sup>58</sup>Ibid., pp. 121-123.

<sup>59</sup>Ibid., p. 109, p. 120.

Diploma in Education upon the completion of a program of five courses in Education approved by the Faculty of Education.

#### SUMMARY

In most provinces of Canada the practice of training teachers at Normal Schools or Teachers Colleges has become obsolete. Teachers for seven of the eleven public education systems in Canada are trained solely in universities. These seven are: British Columbia, Alberta, Saskatchewan, Manitoba, Protestant Quebec, Prince Edward Island and Newfoundland. None of the remaining four systems depends entirely on Teachers Colleges for its elementary school teachers, as university training courses for elementary teachers are available to students with a Bachelor's degree from another faculty, or with at least two or three years toward such a degree.

Three basic types of programs are offered for the education of teachers. They are: (1) One or two years of Teachers College after Junior or Senior Matriculation; (2) Four years' university education, after either Junior or Senior Matriculation, for either elementary or secondary school teachers, with initial certification after the first or second year of training; (3) One year of teacher training

for elementary or secondary teachers after a Bachelor of Arts or equivalent degree.

Regardless of the type of program, whether one-year or four-year university program, or Teachers College program, efforts have been made to improve the teacher education programs so as to correspond with the thinking and findings of researchers into the problems of educating teachers. In the four-year degree programs considerable emphasis is placed on academic preparation. The philosophy, history, and psychology of education have become integral parts of all programs. Practice teaching has found an increasingly prominent place in the training of teachers. Experimental programs, some bold, some cautious, have been introduced in a number of provinces. All this indicates that there has been, and continues to be, considerable intellectual activity in the field of teacher education.

## CHAPTER VI

### PRACTICE TEACHING

#### BRITISH COLUMBIA

##### A. B.Ed. Elementary.

Students in the First and Second Years of the Elementary B.Ed. Program and in the Second and Fourth Years of the Secondary B.Ed. Program are assigned to a regularly held seminar under the direction of a faculty adviser. Student participation in school activities such as observation, teaching practice, demonstration lessons and field trips form the basis for discussion in these seminar groups. Although no credits are awarded, the granting of a degree or teaching certificate is dependent upon satisfactory performance in these laboratory courses.

In the First Year of the Elementary Program, practice teaching is conducted half-days at regular intervals throughout the whole year, eight weeks in the fall and eight weeks in the spring term. Two to four demonstrations are arranged. At the end of the university year the students engage in a minimum of three weeks practicum in urban and rural schools. Third and Fourth Year students are given field trips and special studies associated with the major courses, post-sessional practice, while not



compulsory, may be arranged for students.<sup>1</sup>

B. B.Ed. Secondary.

Practice Teaching in the Secondary program begins in the Second Year and follows the same pattern as First Year of the Elementary program. The only provision for practical experience in Third Year is demonstration lessons which may be arranged during the year. Fourth Year of the program provides for one or two demonstrations in each term and a minimum two-weeks practicum at the end of the spring term. The Fifth Year and One-Year Graduate students follow a program similar to that of Second Year students in the Elementary division.<sup>2</sup>

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<sup>1</sup> University of British Columbia, College of Education Calendar (Vancouver, 1965-66), pp. L 36-37.

<sup>2</sup>Ibid.,

TABLE XX

## PRACTICE TEACHING IN BRITISH COLUMBIA

## Observation and Participation

Year in Program	Fall Term	Spring Term	Post Session
<u>A. B. Ed. Elementary</u>			
First	2-4 demonstrations; 8 weeks: $\frac{1}{2}$ days at regular intervals	2-4 demonstrations; 8 weeks: $\frac{1}{2}$ days at regular intervals	
Second	Full days at regular intervals plus Block Practice	Full days at at regular intervals plus Block Practice	3-week practicum
Third and Fourth	Field Trips and special studies	Field Trips and special studies	Practice teaching may be arranged
One- Year Graduates	As in Second Year	As in Second Year	As in Second Year
<u>B. B. Ed. Secondary</u>			
First	Nil	Nil	Nil
Second	As in First Year of Elementary	As in First Year of Elementary	Nil
Third	Nil	Nil	Practice teaching may be arranged
Fourth	1-2 Demonstrations	1-2 Demonstrations	Minimum 2-week practicum
Fifth and One-Year Graduates	As in Second Year Elementary	As in Second Year Elementary: 2-4 Demonstrations	Minimum 3-week practicum

## ALBERTA

B.Ed. Elementary, Secondary and One-Year Programs

During the first year of the B.Ed. program the student has an opportunity to see about three highly structured observation lessons to illustrate important aspects of the teaching-learning situation. Practice teaching is conducted in the second year of the B.Ed. program.

Students in the B.Ed., Elementary Program go out to schools full days for three weeks in the fall and again in the spring. Those in the B.Ed., Secondary Program go out half days four days per week for five weeks in the fall and another five weeks in the spring. Students taking the B.Ed. course after having completed another acceptable degree have one week of orientation, then practice teaching in the mornings four days per week both fall and spring.

Wide use is made of voluntary internship whereby students, on completion of the academic year, make arrangements with school boards to go out into the schools to teach. About eighty per cent of the students avail themselves of this opportunity.

From 1929 until the spring of 1965 a demonstration school was in operation on the University campus at Edmonton. The six classrooms, Grades 1-VI were used solely for observation purposes. The demonstration school has been abandoned, since the new Education building has facilities for closed-circuit television for observation from many schools.

Calgary has no demonstration school, but the University does have an arrangement with the school board of a nearby suburban development to utilize one of its schools for demonstration purposes. The University has contributed one hundred thousand dollars for the construction and equipment of four classrooms in this school.<sup>3</sup>

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<sup>3</sup>Information obtained by correspondence and interviews with Dean Coutts of Edmonton and Dean Baker of Calgary.

TABLE XXI  
PRACTICE TEACHING IN ALBERTA  
Observation and Participation

Year in Program	Fall Term	Spring Term	Post Session
<u>A. B. Ed., Elementary</u>			
First	3 Observation lessons	Nil	Nil
Second	3 weeks	3 weeks	Voluntary Internship
Third	Nil	Nil	Voluntary Internship
Fourth	Nil	Nil	Voluntary Internship
<u>B. B. Ed., Secondary</u>			
First	3 Observation lessons	Nil	Nil
Second	5 weeks, half-days	5 weeks, half-days	Voluntary Internship
Third	Nil	Nil	Voluntary Internship
Fourth	Nil	Nil	Voluntary Internship
<u>C. One Year Program</u>			
	1 week orientation, 5 weeks, 4 half-days per week	5 weeks, 4 half-days per week	Nil

## SASKATCHEWAN

A. B. Ed. Elementary

Practice teaching occupies a total of six weeks of the First Year of the B. Ed. program and is basically the same at both Regina and Saskatoon. For three weeks in the fall one-half of the student body goes out to the city schools, and the other half to village and town schools. During the three weeks practice teaching in the spring they are reversed.<sup>4</sup>

B. B. Ed. Secondary

Observation and practice teaching forms an integral part of the B. Ed. Program for Secondary School Teachers. Some experience is provided in each year, beginning in the first year with classroom observation. A minimum of six weeks of practice teaching is required. This requirement is fulfilled during the Third and Fourth Years. Ten half days are scheduled in the spring of each of the Third and Fourth Years. Full time practice teaching, however, is scheduled only for a two-week period after the final examinations in each of the Third and Fourth Years. All practice teaching is at the Grade IX-XIII level.<sup>5</sup>

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<sup>4</sup>University of Saskatchewan, College of Education Calendar (Saskatoon, 1965-66), p. G 14.

<sup>5</sup>Ibid., p. G 16.

C. Diploma Program (Experimental Internship)

In the 1965-66 school year an experimental course is being conducted in which a four month internship is an integral part of the program. During the first term of the regular academic year half of the students in the experimental program will go out into selected schools for a four month period of continuous employment as an intern for which one class credit will be granted. In January, the students who remained for the first term will go out for their four month internship, and those who have taken the internship will return to complete their academic requirements.<sup>6</sup>

TABLE XXII

## PRACTICE TEACHING IN SASKATCHEWAN

## Observation and Participation

Year in Program	Fall Term	Spring Term	Post Session
<u>A. B. Ed., Elementary</u>			
First	3 weeks	3 weeks	Nil
Second	Orientation 2 weeks	2 weeks	2 weeks
Third	Nil	Nil	Nil
Fourth	Nil	Nil	Nil
<u>B. B. Ed., Secondary</u>			
First	Observation	Nil	Nil
Second	Observation	Nil	Nil
Third	Nil	2 weeks half days	2 weeks
Fourth	Nil	2 weeks half days	2 weeks
<u>C. Diploma Program</u>			
First	3 weeks	3 weeks	Nil
Second	Orientation 2 weeks	2 weeks	2 weeks
Third	Nil	Nil	Nil
Fourth	Nil	Nil	Nil



## MANITOBA

Education 1A

During the year of training, each student is required to spend seven weeks at practice teaching in city, suburban or approved rural schools. This practice teaching is divided into three periods:

(1) One week of observation and orientation in the schools of Greater Winnipeg and adjacent areas during the month of November.

(2) During February or March, the students return to the same schools in which they spent the November observation period, for three weeks of practice teaching in the elementary grades under the guidance and supervision of selected classroom teachers. Members of the Education 1A faculty regularly visit all students during this period to advise and assist them.

(3) The final three-week period of practice teaching is undertaken upon the re-opening of schools after the Easter holidays. During this period all students, wherever possible, are required to teach in ungraded or graded rural schools. Faculty members with the assistance of the rural school inspectors, visit the student teachers at this time to advise them and evaluate their teaching.

At Brandon College, with the co-operation of the Brandon Elementary School Board, a Demonstration School was set up during the academic year 1960-61. Eight classrooms of the Earl Oxford School near the campus were provided for this purpose. The school has one classroom for each grade from I to VIII.<sup>7</sup>

TABLE XXIII

PRACTICE TEACHING IN MANITOBA  
Observation and Participation

Program	Fall Term	Spring Term	Post Session
A. Education 1A	1 week	3 weeks (Feb. or March)	Nil
B. Education 1	2 weeks (Sept.-Oct.) 2 weeks (Nov.)	2 weeks (Jan.) 2 weeks (Feb.-March)	Nil

Education 1

Students in the Education 1 program are required to spend eight weeks in observation and practice teaching. The practice teaching period is divided into blocks of two weeks each during which time classes are suspended. In September and October the student teachers go out into Junior High Schools. During the January and February

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<sup>7</sup>Correspondence and direct communication

practice teaching sessions students attend Senior High Schools. Those students in the Elementary Program follow the same schedule, except that they are in the Elementary Schools for the first two sessions, and in the Junior High Schools for the second two.<sup>8</sup>

## ONTARIO

### A. Teachers College

Directed observation and practice teaching for each student is arranged, as far as practicable to include experience in the various divisions of the elementary school in urban and rural classrooms. The following is the generally established pattern of practice teaching in the Teachers Colleges:

(1) For a period of five weeks in September and October students go to classrooms for observation on Monday afternoon. They return to the same classroom later in the week to teach a lesson.

(2) After this basic preparation students have eight full weeks of practice teaching at the Grade I-VIII level starting with the primary grades and working upward. They have two weeks in November, two in January, two in February, one in March, and one in April. Of the eight

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<sup>8</sup>Ibid.

weeks, seven are spent in urban schools and one week in rural schools.<sup>9</sup>

B. College of Education

An introductory course taken at the beginning of the session consists, first, of a brief course in the General Method of Recitation as a preliminary to observation and practice lessons in secondary school grades. They are notified of the subject and scope of each observation lesson and are asked to prepare the lesson beforehand.

The introductory course is followed by systematic observation and practice teaching which will include for each student at least five weeks. This number may be increased to meet the needs of individual students. Observation and practice teaching is arranged to represent as far as possible the work in all grades of the secondary schools.

From time to time, throughout the College session, students are excused from regular classes and are assigned to the schools for continuous periods of observation and

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<sup>9</sup>Correspondence with Teachers Colleges in Ontario.

practice teaching. For part of each of these periods of continuous practical work the student is wholly responsible for the management of his class.

In the program for the Elementary School Teacher's certificate, observation and practice teaching consist of at least ten full days (two weeks).<sup>10</sup>

TABLE XXIV  
PRACTICE TEACHING IN ONTARIO  
Observation and Participation

Program	Fall Term	Spring Term	Post Session
A. Teachers College	Orientation 2 weeks (Nov.)	2 weeks (Jan.) 2 weeks (Feb.) 1 week (March) 1 week (April)	Nil
B. College of Education	Introductory Course 2 weeks	3 weeks	Nil

QUEBEC (PROTESTANT)

A. Bachelor of Education

Students in the B. Ed. program have an opportunity for observation and practice teaching during every year of the course. Care is taken to ensure that their

<sup>10</sup>  
Correspondence with College of Education,  
University of Toronto.

teaching experience will be varied in order to give students a more intimate knowledge of the operation of various schools at various times of the year.

First year students have an opportunity to observe demonstration lessons once a week before going out practice teaching. Regular observation and practice teaching is scheduled for one week in January and two weeks in May at the Grade I-VIII level in urban schools.<sup>11</sup>

The second year practice teaching program is designed to give students insight into the opening period of school in the fall and the review period prior to examinations in the spring. For two weeks in September, students take part in school opening procedures and do some practice teaching. Another two weeks in May provide observation and practice in school review procedures.

The third year practice teaching program comprises two weeks of diagnostic testing, group testing and classroom teaching in September, and another two weeks of class test construction, standardized testing and other projects in May.

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<sup>11</sup>Old B. Ed. Program.

Practice teaching in the fourth year of the B. Ed. program consists of one week in September and one-half day per week for six weeks in selected schools during the first term, and apprenticeship for two weeks in May.

In all, students in the B. Ed. program engage in seventeen weeks of practicum at various grade levels, at different times of the year.<sup>12</sup>

#### B. Diploma I

Those students who already possess an acceptable university degree and embark on a one-year teacher-training program pursue an advanced practice-teaching program. It consists of observation of teaching for twelve days in October; observation and practice in schools, two weeks in February; advanced practice teaching, two weeks in April making a total of more than six weeks.<sup>13</sup>

#### C. Diploma II (One Year)

This program provides six hours of orientation, seven days in January which include observation and practice, and another two weeks in May.<sup>14</sup>

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<sup>12</sup> McGill University, Faculty of Education Calendar (Montreal, 1965-66), pp. 15-17, p. 32.

<sup>13</sup> Ibid., p. 21, p. 32.      <sup>14</sup> Ibid., pp. 22, 29, 33.

D. Diploma II (Two Years)

Students entering the Diploma II program with Junior Matriculation have two weeks of practice teaching in May at the end of the First Year; and in the Second Year, seven days in September and two weeks in May.<sup>15</sup>

TABLE XXV

## PRACTICE TEACHING IN PROTESTANT QUEBEC

## Observation and Participation

Program	Fall Term	Spring Term	Post Session
<u>A. Bachelor of Education</u>			
First Year	Observation once a week	1 week (Jan.)	2 weeks
Second Year	2 weeks (Sept.)		2 weeks
Third Year	2 weeks		2 weeks
Fourth Year	1 week (Sept.) $\frac{1}{2}$ days, six weeks		2 weeks
<u>B. Diploma I</u>			
	3 days of observation; 2 weeks (Nov., Dec.)	1 day per week for 10 weeks (Jan.-March) 2 weeks (April)	Nil
<u>C. Diploma II (One Year)</u>			
	2 weeks	2 weeks	Nil
<u>D. Diploma II (Two Years)</u>			
First Year	Nil	Nil	Nil
Second Year	Observation once a week	1 week (Jan.)	2 weeks

<sup>15</sup>  
Ibid., pp. 20, 32.



TABLE XXVI  
 PRACTICE TEACHING IN CATHOLIC QUEBEC  
 Observation and Participation

Program	Fall Term	Spring Term	Post Session
Normal School			
A. <u>Class B Diploma</u>			
First Year	1 week orientation	1 week	Nil
Second Year	1 week orientation	1 week	Nil
B. <u>Class A Diploma</u>			
First Year	Nil	Nil	Nil
Second Year	Nil	Nil	Nil
Third Year	1 week orientation	1 week	Nil
Fourth Year	1 week orientation	1 week	Nil
C. <u>Class A Diploma</u>			
(One Year)	1 week orientation	1 week	Nil
D. <u>Class A Diploma</u>			
(Special Program)			
First Year	Nil	Nil	Nil
Second Year	Nil	Nil	Nil
Third Year	1 week orientation	1 week	Nil

## QUEBEC (CATHOLIC)

All courses leading to a teaching certificate require some practice teaching. The basic pattern is one week of orientation and at least one week of practice teaching. A Model School is attached to each Normal School. In addition to the facilities provided by the Model School, arrangements are made with schools in the vicinity of the Normal School so that all students may be able to spend at least one week in these schools.<sup>16</sup>

TABLE XXVII

## PRACTICE TEACHING IN NEW BRUNSWICK

## Observation and Participation

Program	Fall Term	Spring Term	Post Session
<u>A. Teachers College</u>			
First Year	1 week	2 weeks	3 weeks
Second Year	1 week	2 weeks	3 weeks
<u>B. University</u>			
	Observation and some teaching	2 weeks in February	Nil

<sup>16</sup> Regulations of the Catholic Committee of the Council of Public Instruction, Province of Quebec, 1962, p. 120.

## NEW BRUNSWICK

At the New Brunswick Teachers College both the elementary and secondary groups are given at least six lectures prior to going out for the first time. During practice teaching, the first week is largely observation followed by actual practice interspersed with practice teaching. In addition each student is interviewed at least twice during the first year by a College Supervisor after each period of practice. Each student teacher is placed in the public schools for a period of three weeks per school year. The elementary group students are assigned to grades 1-9 level; the secondary group in the grades 7-12 level. For the Secondary Course, practice teaching is held in May after examinations are written. This is due to the integration of some of the courses with the University of New Brunswick.<sup>17</sup>

## NOVA SCOTIA

A. Teachers College

In the two-year programs offered by the Teachers College, have two weeks of practice teaching during the first year and six weeks during the second year. Some

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<sup>17</sup> Correspondence with Teachers College and Faculty of Education, University of New Brunswick.

provision is made for students to observe lessons before they go out for practice teaching.

B. University

In the University one-year course, students are sent out to carefully selected teachers and are expected to observe those teachers in action before they teach. In addition, each member of the Education staff does a demonstration lesson early in the year. Four weeks of actual experience under special supervision and guidance are required of all students in the undergraduate and post-graduate teacher training courses. Individual conferences are held concerning lesson planning, procedure, and student progress. Generally, students are sent out once a week in the fall and in the spring term to neighboring schools as assistants where they observe classes and assist teachers. Usually, also, one whole week of the fall term (in November) is devoted entirely to practice teaching.<sup>18</sup>

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<sup>18</sup>

Direct correspondence with The Nova Scotia Teachers College and Faculty of Education, Dalhousie University.

TABLE XXVIII

## PRACTICE TEACHING IN NOVA SCOTIA

## Observation and Participation

Program	Fall Term	Spring Term	Post Session
<u>A. Teachers College</u>			
First Year	Orientation 1 week	1 week	Nil
Second Year	2 weeks	4 weeks	Nil
<u>B. University</u>			
One Year	1 week plus 1 day per week during term	1 day per week during term	Nil

## PRINCE EDWARD ISLAND

A. Teacher Training Course

(a) Prince of Wales College: On the campus of Prince of Wales College is a Demonstration School of five classrooms, Grades I-VII. The school is used continually for demonstration of methods as they are studied and discussed. Throughout both years of the two-year training program students observe and teach in elementary and Junior High Schools. Field trips and seminars are arranged and students receive individual

tutoring from their advisers.<sup>19</sup>

(b) St. Dunstan's University: The teacher training students at St. Dunstan's do their observation and practice teaching over the year in Grades I-X and then do two full weeks in May each year after the University closes.

TABLE XXIX  
PRACTICE TEACHING IN PRINCE EDWARD ISLAND

Observation and Participation

Program	Fall Term	Spring Term	Post Session
<u>A. Teacher Training</u>			
<u>(a) Prince of Wales College</u>			
First Year	$\frac{1}{2}$ day each week	$\frac{1}{2}$ day each week	Nil
Second Year	$\frac{1}{2}$ day each week	$\frac{1}{2}$ day each week	Nil
<u>(b) St. Dunstan's University</u>			
First Year	$\frac{1}{2}$ day each week	$\frac{1}{2}$ day each week	2 weeks
Second Year	$\frac{1}{2}$ day each week	$\frac{1}{2}$ day each week	2 weeks
<u>B. Bachelor of Education</u>			
	$\frac{1}{2}$ day each week	$\frac{1}{2}$ day each week	2 weeks

<sup>19</sup>

Direct correspondence with Prince of Wales College and St. Dunstan's University.

B. Bachelor of Education Degree Course

The students taking the secondary methods observe and do practice teaching in the St. Dunstan's University High School where there are Grades XI and XII with fourteen classrooms available. In addition, four large city high schools; Grades VII-X, and three elementary schools, Grades I-VI are made available. At the end of the University term, candidates for the teaching license are required to spend two weeks in the public schools of the Province.<sup>20</sup>

TABLE XXX

PRACTICE TEACHING IN NEWFOUNDLAND

Observation and Participation

Program	Fall Term	Spring Term	Post Session
A. One-Year Elementary		1 week (Jan.) 2 weeks (Feb.)	Nil
B. B.A. (Education Four Years) First Year		1 week (Jan.) 2 weeks (Feb.)	Nil

Three weeks of observation and practice teaching are provided for First Year and One-Year students. There are two periods of student teaching: observation and

<sup>20</sup> St. Dunstan's University Calendar, (Charlottetown, 1963-64,) p. 37; and correspondence with the University.

participation for one week in January, and full teaching responsibility in two weeks in February. Reports are made and problems are dealt with in regular class periods. Once a week throughout the year groups of students observe demonstration lessons in the city schools. Each lesson is followed by a seminar.

Theoretically, all First Year students do student teaching. For the past two years, however, only students in the Primary and Elementary divisions have been doing practice teaching because there are insufficient places available to accommodate those in the High School division.

Students on the five-year plan do their student teaching in the Fourth Year, the year in which they take the methods courses in the subject of their academic major. The student teaching arrangements for these students are flexible. Students majoring in Mathematics, for example, take a Grade X class in Mathematics at a special time twice a week for a two-month period. In English, in another school, a class of students needing special help is taken by the English major students at the end of the school day, once a week for a three-month period. Science majors have a different arrangement, still, a more concentrated effort over a shorter time. Students on the five-year plan do all their student teaching in the high



### SUMMARY

In all the provinces, students in Faculty of Education and Teachers College are given an opportunity for varying amounts of observation prior to actual practice teaching. Preparation varies from two to four demonstration lessons to a week of orientation and observation. In the one-year teacher training programs the week of orientation is the most popular plan. In the four-year B. Ed. programs a more leisurely approach is employed with two or four demonstration lessons in each term of the first year and usually some in the other years as well.

While some of the teacher training institutions maintain elementary demonstration schools of up to six classrooms, this practice is not common across Canada, nor is it likely to become widely accepted. The demonstration school at the University of Alberta at Edmonton has been replaced by closed-circuit television. Demonstration schools are still in operation at Brandon College in Manitoba, at each of the Normal Schools in Catholic Quebec, and at the Prince of Wales College in Prince Edward Island. Elsewhere across Canada teacher

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<sup>21</sup>Direct correspondence with Faculty of Education, Memorial University.

trainees are sent into the public schools for demonstration lessons. It is conceivable that in the near future extensive use will be made of closed-circuit television for demonstration lessons.

Provisions for actual practice teaching vary from one province to another. The three western provinces of British Columbia, Alberta and Saskatchewan, all of which offer four-year B. Ed. programs concentrate most of their practice teaching in the second year. Protestant Quebec extends theirs over the four year period. Catholic Quebec provides one week of practice teaching in each of the third and fourth years. In Newfoundland, students on the four-year plan have three weeks of practice teaching in the first year; those on the five-year plan practice teach in their fourth year. The amount of practice teaching varies from a low of two weeks in Catholic Quebec to a high of seventeen weeks in Protestant Quebec.

Six of the provinces make some use of the post session period in May and June to supplement the practice teaching provided during the school year. British Columbia and Saskatchewan have two to four weeks of compulsory post session practice teaching. Alberta has voluntary internship in the second, third and fourth years.

Protestant Quebec requires its students to do two weeks of practice teaching after the regular university year in each of the four years. The New Brunswick Teachers College requires students in the secondary plan to do their practice teaching in May after their exams are written. St. Dunstan's University in Prince Edward Island has post session practice teaching for two weeks in both years of the program.

The aim in the one or two year courses offered at Universities and Teachers Colleges is three to eight weeks of practice teaching.

Most of the practice teaching is done in solid blocks of time, usually two weeks' duration. Some of it is done half-days over a period of three to eight weeks, or half-days, once a week for a whole term.

In a few cases, as in Newfoundland and New Brunswick the practice teaching program has had to be adjusted to cope with external factors. However, the patterns of practice teaching in most cases reflect the school's, or province's philosophy regarding practice teaching. The majority concede that practical experience is essential in teacher education and provide a considerable amount of such experience for their students.

They feel that some orientation is necessary; that student teachers should get some of this type of experience early in their training program. They believe that experience is required at different grade levels and at different times of the year; that methods courses should be put to the practical test. Some schools have implemented one of the more recent theories, that half-days of practice teaching can be successfully combined with half-days of classes. Whatever the plan that is used to implement the practice teaching program, in most provinces, practice teaching has come to be regarded as an integral part of the teacher training program.

## CHAPTER VII

### CERTIFICATION OF TEACHERS

This Chapter provides a comparison of certificates which are granted to teachers of academic subjects in each of the provinces of Canada. Following the detailed account of certification, is Table XXXI, which indicates the names of the certificates issued, the grade levels for which each is valid, entrance requirements to the training courses, the length of the training courses, the period for which interim certificates are valid, and the total qualifications for permanent certification.

Much of the information was supplied by a chart entitled, "Requirements for Teaching Certificates in Canada", February, 1963, prepared by D. R. Cameron for the Canadian Education Association. The material in the chart was based on information supplied by the provincial Departments of Education. Detailed information regarding the certification of teachers in Canada was assembled in tabular form. In addition, some of the University Calendars included a section on certification. The provincial Departments of Education also provided regulations for certification in their provinces. The latter two sources corroborated the information supplied by the

Canadian Education Association tables, and in some cases served to up-date the chart.

### BRITISH COLUMBIA

Since sole authority to issue teaching certificates rests with the Provincial Department of Education at Victoria, a degree or diploma from the University is not a license to teach. The standing of candidates who successfully complete any of the programmes in the Elementary or Secondary teaching fields is reported by the University to the Department of Education which then issues the teaching certificate.

Six types of certificates are issued in British Columbia. They are:

1. Elementary Conditional (E.C.) ..... I-VIII
2. Elementary Advanced (E.A.) ..... I-VIII
3. Elementary Advanced (E.A.) ..... I-VIII
4. Professional C (P.C.) ..... I-XII
5. Professional Basic (P.B.) ..... I-XII
6. Professional Advanced (P.A.) ..... I-XIII

1. Elementary Conditional. This certificate is granted after a one-year training course. Entrance was formerly University Entrance (Junior Matriculation) but now requires four-fifths Senior Matriculation. Supplementary

qualifications include complete Senior Matriculation plus two further courses. This is an interim certificate only and is valid for four years; no permanent certificate is issued. It is very seldom issued now.

2. Elementary Basic. Successful completion of the first two years (beyond Junior Matriculation) of the four-year program fulfills requirements for the interim E.B. certificate which becomes permanent after an additional two third-year courses have been completed plus two years of successful teaching in B. C.

3. Elementary Advanced. Completion of three years beyond Junior Matriculation plus two years teaching in B. C. qualifies students for the permanent Elementary Advanced certificate.

4. Professional C. The four year program from High School Graduation, Junior Matriculation, leads to the degree of B.Ed. in the elementary teaching field and meets course requirements for the interim Professional C teaching certificate. Two years of teaching again converts the interim certificate to permanent.

5. Professional Basic. The five-year program from High School Graduation, Junior Matriculation leads to the degree of B. Ed. in the secondary teaching field and meets

the course requirements for the P.B. interim teaching certificate. A student with acceptable B.A. degree or equivalent may take the one-year course, but must take two further courses as well as teach two years before receiving a permanent certificate.

6. Professional Advanced. To qualify, a person must have a Professional Basic Certificate. Total qualifications for a Permanent P. A. certificate are teacher training plus acceptable M. A. or M. Ed. degree, representing in all, at least six years of study beyond Junior Matriculation, and two years teaching experience in British Columbia.

#### ALBERTA

Alberta teaching certificates are issued only by the Department of Education of the Government of Alberta. The four certificates granted to teachers are listed below with the range of school grades throughout which each of the teaching certificates is a valid license to teach.

1. Junior Elementary ..... I-IX
2. Standard Elementary ..... I-IX
3. Standard Secondary ..... IV-XI
4. Professional ..... I-XII

The Junior Elementary Program, ( a one-year program prescribed for teachers of the elementary and junior high



school grades), has been discontinued and the Junior Elementary Certificate issued only to teachers trained in this program before 1962.

The entrance requirement for all training programs, with the exception of university graduates with an acceptable degree who may be granted an Interim Professional Certificate upon completion of one year's approved work in the Faculty of Education, is Senior Matriculation, and the minimum training period before certification is two years. At the end of the second year in the B.Ed. program the Interim Standard Elementary or Standard Secondary Certificate may be granted; and at the end of the third year, the Interim Professional Certificate. An Interim certificate is valid for three years. Before it may be made permanent the holder must teach successfully in Alberta schools for two years and must be recommended by a Superintendent or Inspector of Schools.

1. The Junior Elementary Certificate. Teachers prepared in Alberta prior to September 1, 1962 may be issued an Interim Junior E Certificate. Before this certificate is made permanent the holder must show that he possesses Matriculation standing that will admit him to a Bachelor of Education program and must teach successfully in Alberta Schools for two years.

2. The Standard Elementary Certificate. A person who has completed satisfactorily the first two years of the B. Ed. program of the University of Alberta prescribed for teachers of elementary and junior high school grades may be granted an Interim Standard E Certificate.

3. The Standard Secondary Certificate. Successful completion of the first two years of the B. Ed. program of the University Alberta prescribed for teachers of the high school grades entitles the student to an Interim Certificate. Graduates from the Junior E program, or from a regular Normal School one-year program must enter a six-course program for the second year of the elementary route, or a seven-course program for the second year of the secondary route.

4. The Professional Certificate. A person who has completed satisfactorily three years of the B. Ed. program of the University of Alberta prescribed for teachers of the elementary and junior high school grades or of the high school grades may be granted an Interim Professional Certificate. The holder of a bachelor's degree including necessary prerequisites may be granted an Interim Professional Certificate upon completion of one year's approved work in the Faculty of Education.

## SASKATCHEWAN

In Saskatchewan there are three types of teaching certificates issued by the Department of Education.

1. Interim Standard Certificate ..... I-IX
2. Standard Certificate ..... I-XI
3. Professional Certificate ..... I-XII

1. Interim Standard Certificate. This is a temporary certificate granted to students after completion of one year at Teachers College. It entitles the holder to teach Grades I-IX and never becomes permanent and is valid for three years.

2. Standard Certificate. Through the College of Education two types of teaching certificates are obtained. The first is the Standard Certificate which entitles the holder to teach Grades I-XI. It requires two years of study beyond Grade XII and is permanent when issued.

Students who obtained a temporary certificate by attending a Teachers College for one year may qualify for the Standard Certificate by spending one year in the College of Education.

3. Professional Certificate. The Professional Certificate is the second type of teaching certificate which may be

obtained through the College of Education. It requires four years of study beyond Grade XII. Students who have qualified for a Standard Certificate may qualify for a Bachelor of Education degree and a Professional Certificate in two additional years if the first two years are planned accordingly.

#### MANITOBA

Commencing January 1, 1963, three classes of certificates are being issued to teachers in the academic field: (1) First Class Certificate, (2) Collegiate Certificate, (3) Principal's Certificate.

1. First Class Certificate ..... I-IX
2. Collegiate Certificate ..... I-XII
3. Principal's Certificate ..... I-XII

1. First Class Certificate. Upon successful completion of the Manitoba Teachers College course or the Teacher Training Course at Brandon College, students who have complete Grade XII standing receive an Interim First-Class Certificate. This certificate can be raised to a Permanent

First-Class Certificate, on the recommendation of the Inspector of Schools, following two years of successful teaching and completion of two approved summer schools or two second-year university subjects or one of each.

2. Collegiate Certificate. On satisfactory completion of the Education I program, those who have the minimum standing (complete third year in Arts or Science) are recommended to the Department of Education for the award of Interim First Class Certificates and those who hold degrees, for Interim Collegiate Certificates. To qualify for a Permanent Collegiate certificate a teacher must complete two years of successful teaching. Interim certificates are valid for three years.

3. Principal's Certificate. To obtain a Principal's Certificate a teacher must hold or be eligible for a Permanent Collegiate Certificate. He must complete at least three years of teaching and secure the recommendation of an inspector.

## ONTARIO

Ontario has seven types of certificates, all of which are interim when issued. After the completion of the training course specified for each certificate, no supplementary qualifications are necessary for permanent certification other than two years of successful teaching experience. All interim certificates are valid for a period of five years. The certificates are listed below with the range of grades in which each is valid:

1. Elementary School Teacher's Certificate, Standard I ..... I-X
2. Primary School Specialist's Certificate, Kindergarten ..... I and II
3. High School Assistant's Certificate, Type B ..... IX-XIII
4. Interim High School Assistant's Certificate, Type A, becoming a Permanent High School Specialist's Certificate ..... IX-XIII

1. Elementary School Teacher's Certificate. The One-Year Course, the Completing Year of the In-Service Course and the Two-Year Course lead to Interim Elementary School Teacher's Certificates, Standard 1, Standard 2, Standard 3, or Standard 4, depending upon the academic qualifications. The Interim Elementary-School Teacher's Certificate, is the certificate which is granted to successful candidates

holding the minimum academic admission requirements for their course--Grade XIII. The Standard 2 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard I certificate, has credit in five university subjects beyond the Grade XIII level; the Standard 3 certificate to a candidate who has credit in ten university subjects beyond Grade XIII; and the Standard 4 to a holder of a Bachelor of Arts degree or approved equivalent.

2. Primary School Specialist Certificate. Girls who wish to specialize in the work of junior or senior kindergarten or the primary grades may take the Primary School Specialist Certificate Course at Toronto Teacher's College. They follow a one-year course. Applicants must hold an Elementary-School Teacher's Certificate or a Bachelor of Arts degree or approved equivalent. In addition, proficiency at the piano approximately equivalent to Grade IX at the Royal Conservatory of Music, Toronto, is required.

3. High School Assistant's Certificate, Type B. Valid in Grades IX-XIII, this certificate requires a B. A. degree plus one year of teacher training, or a total of five years beyond Junior Matriculation. Rather than taking the one

year course, candidates for this certificate may choose an alternate route: an eight-week course followed by one year of successful teaching, followed by a second-seven-week summer course. Students must obtain 50 per cent on all written examinations and 60 per cent in practice teaching.

An Endorsed High School Assistant's Certificate, Type B, may be obtained by a teacher who has obtained standing in approved university courses to a total of fifteen credits (three full courses) in one of the secondary school subjects, or standing to a total of twenty-four credits (eight full courses) in two subjects, and has subsequently completed a year of successful teaching in the subject or subjects of his concentration.

4. Interim High School Assistant's Certificate, Type A,  
Permanent High School Specialist's Certificate. On the recommendation of the examiners, the Minister of Education may grant the High School Assistant's Certificates, Type A, to students in attendance who have fulfilled the conditions of the course for the High School Assistant's Certificate, Type B, and in their High School Assistant's Course, Type A, have obtained 66 per cent of the aggregate of marks represented in the sessional records and the records of the final examinations, and 66 per cent of the marks assigned



to Practice-teaching. A total of six years after Junior Matriculation are required for the Type A certificate; this includes the one-year teacher training program concurrent with the Type B course, or three summer courses of eight, seven, and eight weeks' duration.

#### QUEBEC (Protestant)

Five classes of certificates valid for Protestant Schools in the Province of Quebec are available. They are:

1. Temporary Permit ..... I-VII
2. Class II Diploma (a) ..... I-IX
3. Class II Diploma (b) ..... I-IX
4. Class I Diploma (a) ..... I-XII
5. Class I Diploma (b) ..... I-XII

1. Temporary Permit. Entrance to the training program for this certificate is Junior High School Leaving (ten papers). The course is of one year duration. The certificate never becomes permanent and is valid for five years.

2. Class II Diploma (a) The program leading to the Class II Diploma (a) is a one year course and requires Senior High School Leaving for entrance. Teachers with a Temporary Permit may qualify for this certificate by obtaining their Senior Matriculation. The interim

certificate initially issued is valid for three years and holders may qualify for the permanent certificate after two years of successful teaching experience.

3. Class II Diploma (b) Students may enter this two-year program with a Junior High School Leaving Certificate. It becomes permanent after two years of successful teaching. Class II Diplomas may be obtained in the special fields as Kindergarten instruction.

4. Class I Diploma (a) Candidates must hold an appropriate degree from an approved university to embark on this one year program. Two years teaching qualify the holder of the interim certificate for permanent certification.

5. Class I Diploma (b) Entry to this four-year program leading to a B. Ed. degree is Junior High School Leaving. Holders of Class II permanent diplomas on graduation from an approved university with suitable prerequisite, undergraduate courses.

## QUEBEC (Catholic)

There are several basic types of teaching certificates issued to teachers in the Roman Catholic schools of Quebec. The certificates are permanent when issued, requiring no supplemental qualifications nor period of successful teaching. Along with the grades in which they are valid they are as follows:

1. Diploma, Class B ..... I-IX
2. Diploma, Class A ..... I-XII
3. Specialist Diploma ..... I-XII
4. Baccalaureate in Pedagogy ..... I-XII
5. License in Pedagogy ..... I-XII

The first three are offered by the Normal Schools, the last two by universities.

1. Diploma, Class B. This certificate is valid for teaching in Grades I-IX. After Junior Matriculation students embark upon a two-year training program that gives them a general teaching certificate. In conjunction with the Class B Diploma students may take one of several specialist training courses that will give them, in addition to their Class B Diploma, a Specialist Diploma for teaching of the mentally retarded, the blind, exceptional children, family arts, or kindergarten.

2. Diploma, Class A. The Class A Diploma, valid for teaching Grades I-XII, is granted upon completion of a four-year program after Junior Matriculation, or upon completion of a one-year course after a Bachelor of Arts, or equivalent degree.

3. Specialist Diploma. Apart from the previously mentioned specialist courses taken in conjunction with the Class B Diploma, a Normal School may be given permission to establish a one-year Specialist Diploma course for graduates of universities or professional schools who are already specialists in a field such as music or fine arts. This Diploma is not a general teaching certificate and is valid for teaching only in those subjects in which the holder has specialized.

4. Baccalaureate in Pedagogy. The universities offer the Baccalaureate in Pedagogy and the License in Pedagogy. The Baccalaureate in Pedagogy may be obtained through a three-year program after Senior Matriculation, or a one-year program after a Bachelor of Arts or equivalent degree. There is provision for specialization. Candidates may take the general teacher-training course, the course for teaching mentally retarded children, or kindergarten, or physical education. The latter is a four-year course following Senior Matriculation or a two-year course following a Bachelor of Arts degree. In the

case of specialization in kindergarten, candidates require two years after a Bachelor of Arts degree.

5. License in Pedagogy. The License in Pedagogy is granted to candidates upon completion of a two year program after receiving a Baccalaureate in Pedagogy.

#### NEW BRUNSWICK

There are several categories of certificates available to teachers through the Provincial Department of Education. With the exception of the Letter of Standing, all certificates are permanent when issued and require no supplementary qualifications. The certificates are valid for teaching in all grades.

They are:

1. Certificates I, II, III, IV, V, VI.....All grades
2. Teacher's License and Certificate V ...All grades
3. Letter of Standing IV ..... All grades

1. Certificates I, II, III, IV, V, VI. All six levels of certificate require the two-year professional training program. Grade XII and two years of professional training give the candidate a Certificate I. Certificate II requires, in addition, the equivalent of one year's recognized university work; Certificate III, two years of university

work; Certificate IV, a B.A., B.Sc., B.T. or B.E.E. degree; Certificate V, a post-graduate degree, as a B.Ed. degree; Certificate VI, a post graduate degree secured after two years of study, as, for example, M.Ed. degree.

2. Teacher's License and Certificate V. This Certificate is granted to candidates who have completed a B.A. or B.Sc. degree, or any recognized equivalent degree, and a B. Ed. degree based on completion of at least one additional year in courses in Education approved by the Minister of Education.

3. Letter of Standing IV. (a) Entrance is a B. A. or B.Sc. degree. Initially candidates take one summer school session in three approved professional courses. Two additional summer school sessions in three professional courses each, plus one year of successful teaching complete the requirements for Certificate IV.

(b) An alternative is Grade XII entrance, four years university (B.A., B.Sc.) including three and one-half courses in education, one to be Practice Teaching, and one additional summer school in three approved professional courses.

## NOVA SCOTIA

The following Teaching Certificates, valid in all grades, are offered by the Department of Education of the Province of Nova Scotia:

1. Teacher's License, Class I ..... All Grades
2. Professional Certificate, Class III..... All Grades
3. Professional Certificate, Class II ..... All Grades
4. Professional Certificate, Class I ..... All Grades
5. Professional Certificate, Class IA ..... All Grades

1. Teacher's License, Class I. Candidates successfully completing the two-year program for the General License may qualify for an Interim Teacher's License, Class I valid for three years. This Interim License can be made permanent after one year of successful teaching and one session of the Nova Scotia Summer School for teachers.

Candidates completing the two-year program for the Kindergarten--Primary License, Class I or for the Teacher of School Music License, Class I, may take similar steps as above to make their certificate permanent.

By arrangement with the Nova Scotia Department of Education, students who have successfully completed the

Junior Diploma in Education at a University or College, also may qualify for an interim Teacher's License, Class I, which may be made permanent as already described.

2. Professional Certificate, Class III. Successful completion of the one-year Teacher Training course leading to the Senior Diploma from a University or College qualifies for the Senior Diploma and for the Teacher's Professional Certificate, Class III. No additional qualifications nor period of successful teaching are necessary.

3. Professional Certificate, Class II. Candidates who have obtained a B.A., B.Sc., or B. Comm. may embark on the one-year Bachelor of Education degree course, successful completion of which gives them not only a B.Ed. degree, but also qualifies them for the Teacher's Professional Certificate, Class II. It is permanent when received.

4. Professional Certificate, Class I. Holders of the Class II Professional Certificate and an M.A., M.Sc., or M.Ed. degree may be granted a Professional Certificate, Class I. It is an interim certificate when granted, and becomes permanent after three years of successful teaching.

5. Professional Certificate IA. Prerequisites for this certificate are a Professional Certificate Class I, and a Doctor's degree and five years of teaching to make it permanent.



## PRINCE EDWARD ISLAND

The following teacher's licenses, including the grades in which they are valid, are issued by the Department of Education of the Province of Prince Edward Island:

1. First Class A ..... I-X
2. Superior Certificate I ..... I-X
3. Superior Certificate II ..... I-X
4. Superior Certificate III ..... I-X
5. Superior Certificate IV ..... I-XII
6. Superior Certificate V ..... I-XII

1. First Class Certificate A. This certificate is granted to those who have taken the Two-Year Professional Course, passing among other subjects, English I, but failing to complete successfully not more than two courses, only one of which may be professional.

2. Superior Certificate I. Students who have successfully completed the Two-Year Professional Course qualify for the interim Superior Certificate I which is valid for two years. Upon completion of two years of successful teaching experience teachers may apply for a permanent certificate.

3. Superior Certificate II. To be eligible for this certificate the candidate must have completed the Two-Year Professional Course and two years of university. Two years of successful teaching make this certificate permanent.

4. Superior Certificate III. Holders of the Superior Certificate II may convert this to a Superior Certificate III upon completion of third year university.

5. Superior Certificate IV. Completion of a B.A. degree, or equivalent, and the One-Year Bachelor of Education Course qualifies students for the Interim Superior Certificate IV. Two years successful teaching experience entitles the holder to permanent certification.

6. Superior Certificate V. This certificate is issued to holders of a Masters Degree who have completed five professional courses in Education.

## NEWFOUNDLAND

The following certificates are offered by the  
Department of Education of the Province of Newfoundland:

1. Probationer's License ..... All Grades
2. Grade I Certificate ..... All Grades
3. Grade II Certificate ..... All Grades
4. Grade III Certificate ..... All Grades
5. Grade IV Certificate ..... All Grades

1. The Probationer's License. This certificate is offered to meet the teacher shortage. Students with a Grade XI certificate, which does not meet Junior Matriculation requirements, may qualify for this license upon completion of a six-week course. The license never becomes permanent and is valid for only two years.

2,3,4. Certificates Grades I, II, and III. These three certificates may be granted to students who have completed Junior Matriculation and one, two, and three years of teacher training respectively. All three certificates are permanent when granted and require no supplemental qualifications or period of successful teaching experience.

5. Grade IV Certificate. The Grade IV Certificate may be obtained upon completion of a Bachelor's degree in Education, or Arts degree plus five Education courses. The certificate is permanent when issued.

## SUMMARY

The trend in certification of teachers is toward the simplification of requirements and reduction in number of certificates for teachers of academic subjects. A recent example is Manitoba, which in 1962 reduced the number of certificates for teachers of academic subjects from thirteen to three. Saskatchewan and Alberta also offer only three types of certificates. Most of the other provinces offer five certificates. New Brunswick issues eight. Gradually, too, the conditional certificates which never become permanent are disappearing. Manitoba has ceased issuing the Elementary Conditional Certificate. Saskatchewan, Protestant Quebec and Newfoundland still report the use and issuance of temporary or conditional certificates.

Initial certification after one or two years of teacher training following Junior or Senior Matriculation, or equivalent courses, generally allows the holder to teach grades I-IX; in Protestant Quebec, it is I-VII; in British Columbia, I-VIII; in Ontario and Prince Edward Island, I-X. All certificates offered in New Brunswick, Nova Scotia and Newfoundland are valid in all grades. In other provinces, upon completion of further university education, teachers

may exchange these certificates, for certificates valid in all grades, including high school. Alberta offers a Standard Secondary Certificate that is valid in Grades IV-XI. Ontario issues, to graduates of the College of Education, certificates valid only in Grades IX-XIII. A program for kindergarten teachers at the College of Education leads to a Kindergarten Specialist's Certificate.

Entrance to the training courses is Junior or Senior Matriculation or equivalent, or a Bachelor's degree, depending on the province and the course. In general, students may embark on a one or two year Teachers College course after Junior or Senior Matriculation or equivalent; or they may enrol in a four-year university program; or, if they have a Bachelor's degree they may pursue a one-year program of professional training. At present only Alberta and Nova Scotia have a compulsory two-year program, following Senior Matriculation, before teachers may be certified. In all the other provinces teaching certificates may be obtained after completion of Senior High School Matriculation and one year of training. Saskatchewan, at the present, requires Senior Matriculation and a two-year professional training course for permanent certification. However, the Province continues to issue the Interim Standard Certificate after one year of training, but hopes to eliminate this

certificate by 1967.

In all provinces certification is controlled by the provincial Department of Education. Most of the provinces issue interim certificates which require two, three, and even five years of successful experience before the teacher may obtain a permanent certificate. Three provinces still issue a certificate which never becomes permanent: Newfoundland, the Probationer's License valid for two years; Protestant Quebec, the Temporary Permit, valid for five years; and Saskatchewan, the Interim Standard Certificate valid for three years. The other two certificates in Saskatchewan are permanent when issued; the probationary period is deemed unsatisfactory and unnecessary. Certificates in New Brunswick are permanent when issued, except for the Letter of Standing which requires one year of successful teaching before becoming permanent and is valid for three years. Catholic Quebec also requires no probationary period for permanent certification. In Nova Scotia two certificates, Professional Certificates Class III and II require no period of successful teaching before becoming permanent.

TABLE XXXI

## REQUIREMENTS FOR TEACHING CERTIFICATES IN CANADA

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period Interim Cert. Valid	Total Qualifications for Permanent Certificate
BRITISH COLUMBIA					
Elementary Conditional*	I-VIII	Formerly Jr. Matric. (Gr. XII), now 4/5 Sr. Matric.	1 year	4 years	No perm. certificate issued
Elementary Basic	I-VIII	(1) Jr. Matric. (2) Sr. Matric.	2 years 1 year	4 years	2 yrs. beyond Jr. Matric. + 2 yrs. teaching
Elementary Advanced	I-VIII	(1) Jr. Matric. (2) Sr. Matric.	3 years 2 years	4 years	3 yrs. beyond Jr. Matric. + 2 yrs. teaching
Professional C	I-XII	(1) Jr. Matric. (2) Sr. Matric.	4 years 3 years	4 years	4 yrs. beyond Jr. Matric. + 2 yrs. teaching
Professional Basic	I-XII	(1) Jr. Matric. (2) Sr. Matric. (3) B.A. or equivalent	5 years 4 years 1 year	4 years	5 yrs. beyond Jr. Matric. + 2 yrs. teaching, + 2 courses for (3)
Professional Advanced	I-XIII	Professional Basic Certificate	M.A. or M.Ed.	4 years	6 years beyond Jr. Matric. or M.A. or M.Ed. + teacher training + 2 yrs. teaching

\*Elementary Conditional Certificates are only rarely issued now.

TABLE XXXI Continued

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period Interim Cert. Valid	Total Qualifications for Permanent Certificate
ALBERTA					
Standard Elementary	I-IX	Sr. Matric.(Gr. XII)	2 years	3 years	Sr. Matric. & 2 yrs. + 2 yrs. teaching
Standard Secondary	IV-XI	Sr. Matric.	2 years	3 years	Sr. Matric. & 2 yrs. + 2 yrs. teaching
Professional	I-XII	Sr. Matric.	3 years	3 years	Sr. Matric. & 3 yrs. + 2 yrs. teaching
SASKATCHEWAN					
Interim Standard	I-IX	Sr. Matric.(Gr. XII)	1 year	3 years	Never becomes permanent
Standard	I-XI	Sr. Matric.	2 years	Perm. when issued	Sr. Matric. & 2 yrs.
Professional (1) (2)	I-XII I-XII	Sr. Matric. B.A.	4 years 1 year	Perm. when issued	Sr. Matric. & 4 yrs. B.A. & 1 year
MANITOBA					
First Class	I-IX	Sr. Matric.(Gr. XII) or equivalent	1 year	3 years	Sr. Matric. or equivalent & 2 approved or U. courses + 2 yrs. teaching
Collegiate	I-XII	Bachelor's degree	1 year	3 years	Bachelor's degree & 1 year + 2 yrs. teaching
Principal's	I-XII				Coll. Cert. & 3 yrs. teaching



TABLE XXXI Continued

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period Interim Cert. Valid	Total Qualifications for Permanent Certificate
ONTARIO					
Elementary Standard I	I-X	(1) Sr. Matric. (Gr. XIII) (2) Jr. Matric. (Gr. XII)	1 year 2 years	5 years 5 years	Jr. Matric. & 2 yrs. + 2 yrs. teaching
Primary School Specialist	Kindergarten	(1) B.A. & Music (2) Interim Elem. Cert. & Music	1 year 1 year	5 years 5 years	Jr. Matric. & 2 yrs. + 2 yrs. teaching Jr. Matric. & 3 yrs. + 2 yrs. teaching
High School Assistant's, Type B	IX-XIII	B.A. or equiv.	1 year or two summer schools	5 years	Jr. Matric. & 5 yrs. + 2 yrs. teaching
Type B (endorsed)	IX-XIII	Some courses beyond B.A.		5 years	
Type A (High School Specialist)	IX-XIII	Honours B.A.	concurrent with type B or 3 summer schools	5 years	Jr. Matric. & 6 yrs. + 2 yrs. teaching

TABLE XXXI Continued

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period Interim Cert. Valid	Total Qualifications for Permanent Certificate
QUEBEC (Protestant)					
Temporary Permit	I-VII	Jr. Matric. (Gr.XI)	1 year	5 years	Never becomes permanent
Class II Diploma	I-IX	(a) Sr. Matric.	1 year	3 years	Sr. Matric. & 1 yr. + 2 yrs. teaching
		(b) Jr. Matric.	2 years	3 years	Jr. Matric. & 2 yrs. + 2 yrs. teaching
Class I Diploma	I-XII	(a) B.A. or equiv.	1 year	3 years	B.A. or equiv. & 1 yr. + 2 yrs. teaching
		(b) Jr. Matric.	4 years	3 years	Jr. Matric. & 4 yrs. + 2 yrs. teaching
QUEBEC (Catholic)					
Diploma Class B	I-IX	Jr. Matric.	2 years	perm. when issued	Jr. Matric. & 2 yrs.
Diploma Class A	I-XII	(a) Jr. Matric.	4 years	perm. when issued	Jr. Matric. & 4 yrs.
		(b) B.A.	1 year		B.A. & 1 yr.
Bacc. in Ped.	I-XII	(a) 2nd. yr. coll.	2 years	perm. when issued	2nd. yr. coll. and 2 yrs.
		(b) B.A.	1 year		B.A. & 1 yr.
License in Ped.	I-XII	Bacc. in Ped.	2 years	perm. when issued	Bacc. in Ped. & 2 yrs.

TABLE XXXI Continued

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period		Total Qualifications for Permanent Certificate
				Interim Cert. Valid	Period	
NEW BRUNSWICK						
I	I-XIII	Jr. Matric.(Gr.XII)	2 years		Perm. when issued	Jr. Matric. and 2 yrs. U.
II	I-XIII	Jr. Matric.	2 years		Perm. when issued	Cert. I & I yr. U.
III	I-XIII	Jr. Matric.	2 years		Perm. when issued	Cert. I & 2 yrs. U.
IV	I-XIII	Jr. Matric.	2 years		Perm. when issued	Cert. I & B.A. or equiv.
V	I-XIII	Jr. Matric.	2 years		Perm. when issued	Cert. I & B.A. + post-graduate degree
VI	I-XIII	Jr. Matric.	2 years		Perm. when issued	Cert. I & B.A. + post-grad. degree--2 yrs. study
Teacher's License and Cert. V	I-XIII	Jr. Matric.	5 years		Perm. when issued	B.A. or equiv. & 1 yr. professional training
Letter of Standing	I-XIII	(a) B.A. or B.Sc.	3 summer schools	3 years		B.A. or B. Sc. + 3 summer schools + 1 yr. teaching
		(b) Jr. Matric.	4 years	3 years		B.A. or B.Sc. (including 3½ ed. courses) + 1 summer school

TABLE XXXI Continued

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period Interim Cert. Valid	Total Qualifications for Permanent Certificate
NOVA SCOTIA					
License Class I	I-XII	Sr. Matric.	2 years	3 years	Sr. Matric. & 2 yrs.
Professional Class III	I-XII	Jr. Matric. & 3 yrs. U.	2 years	Permanent when issued	Jr. Matric. & 4 yrs.
Class II	I-XII	B.A. or equiv.	1 year	Permanent when issued	Jr. Matric. & 5 yrs.
Class I	I-XII	Class II & Masters degree	1 year	3 years	Jr. Matric. & 6 yrs. + 3 yrs. teaching
Class IA	I-XII	Class I & Doctor's degree	1 year	5 years	Jr. Matric. & 8 yrs. + 5 yrs. teaching
PRINCE EDWARD ISLAND					
First Class B	I-X	Grade XII	1 year		Jr. Matric. & 1 yr.
First Class A	I-X	Grade XII	1 year	2 years	Jr. Matric. & 1 yr. + 2 yrs. teaching
Superior I	I-X	1st yr. U. (Gr. XIII)	2 years	2 years	Jr. Matric. & 3 yrs. + 2 yrs. teaching
Superior 2	I-X	Jr. Matric. + 2 yrs. U.	2 years	2 years	Jr. Matric. & 4 yrs. + 2 yrs. teaching
Superior 3	I-X	Jr. Matric. + 3 yrs. U.	2 years	2 years	Jr. Matric. & 5 yrs. + 2 yrs. teaching

TABLE XXXI Continued

Certificate	Grades In Which Valid	Entrance Required to Training Course	Length of Course	Period Interim Cert. Valid	Total Qualifications for Permanent Certificate
PRINCE EDWARD ISLAND Continued					
Superior 4	I-XII	B.A. or equivalent	2 years	2 years	B.A. or equiv. & 2 yrs. + 2 yrs. teaching
NEWFOUNDLAND					
Probationer's License	All Grades	Grade XI	6 weeks	2 years	Granted on temporary basis only
Grade I	All Grades	Jr. Matric.	1 year	perm. when issued	Jr. Matric. & 1 year.
Grade II	All Grades	Jr. Matric.	2 years	perm. when issued	Jr. Matric. & 2 years.
Grade III	All Grades	Jr. Matric.	3 years	perm. when issued	Jr. Matric. & 3 years
Grade IV	All Grades	Jr. Matric.	4 years	perm. when issued	Bachelor's Degree in Ed. or Arts degree + 5 Ed. courses

## CHAPTER VIII

### SUMMARY AND CONCLUSIONS

Teacher education has undergone great change since the first Normal School was founded in Montreal in 1836. However, not all of the provinces have kept pace with modern developments in teacher education since the Second World War, or embarked on expansion programs to provide an adequate supply of qualified teachers. Emergency training programs, which have only recently been discarded, and in some cases are still in use, were adopted in an attempt to fill the gaps in the classrooms. As the trend toward placing teacher education under university control continues, the practice of training teachers at Normal Schools and Teachers Colleges is gradually being discontinued.

#### 1. Physical Plant Facilities

Recent building programs have provided better facilities than teacher education has ever known before, but there is evidence of antiquated buildings still in use. In Manitoba, as well as in other provinces, Education was one of the last of the University Faculties to benefit from the post-war expansion program.

#### 2. Research in Teacher Education

A considerable amount of research in teacher education

has been conducted in the United States. Most of this research has been sponsored by the American Association of Colleges for Teacher Education which was established in 1948. All aspects and phases of teacher education have been the subject of research. The findings have been published in book form and in articles in the National Education Association Yearbooks.

Published research on teacher education in Canada is virtually non-existent, and little unpublished research is available. One significant study is, "Teacher Certification, in Canada", conducted by Donald Roy Cameron, for the Canadian Teachers' Federation.<sup>1</sup>

### 3. Instructional Staffs

Instructors and professors in teacher education institutions possess a variety of academic and professional degrees. The percentage of non-degree teachers in Faculties of Education and Teachers Colleges is small. With regard to academic qualifications, there is a predominance of B.A. and M.A. degrees. Few of the teachers involved in teacher training have science degrees. Professional degrees consist mainly of B.Ed. and M.Ed. degrees. In addition

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<sup>1</sup>Donald Roy Cameron, "Teacher Certification in Canada," (Information Bulletin, Research Division, Canadian Teachers' Federation, Ottawa, 1960).

there were a number of doctoral degrees. The academic and professional qualifications of professors at Faculties of Education are superior to the qualifications of instructors at Teachers Colleges.

#### 4. Teacher Education Programs

Pre-service education varies from one to five years. The basic program in university centred teacher education is, in most cases, a four-year program. Teachers Colleges offer mainly a one or two-year program. Entrance requirements are highest where teacher education is sponsored by universities. Requirements for entry to Teachers Colleges tend to be less rigorous with regard to both subject content and standing.

Teacher education institutions endeavour to prepare students for their specific teaching responsibilities. The entire teacher education program pivots around Educational Psychology, with History and Philosophy of Education playing important roles as core subjects. Methods courses, combined with ample opportunity for practical teaching experience round off the professional aspect of teacher education programs. The academic courses provide a broad general education as well as specialization in chosen subject fields.



## 5. Certification of Teachers

There is a trend toward the reduction of the number of certificates being offered to teachers in the academic field. As the supply of elementary teachers approximates the demand, the provinces are able to discard conditional certificates. Alberta and Nova Scotia have been able to institute a compulsory two-year program of teacher education, following Senior Matriculation, before initial certification. Most provinces issue interim certificates which require a probationary period before permanent certification. However, Saskatchewan, Catholic Quebec, New Brunswick and Newfoundland issue permanent certificates to students upon completion of the teacher education program.

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A P P E N D I X

## APPENDIX

## FACULTIES OF EDUCATION AND TEACHERS COLLEGES

## British Columbia:

1. Faculty and College of Education  
University of British Columbia  
Vancouver, B. C.
2. Faculty of Education  
Victoria College  
Victoria, B. C.

## Alberta:

1. Faculty of Education  
University of Alberta  
Edmonton, Alta.
2. Faculty of Education  
University of Alberta  
Calgary, Alta.

## Saskatchewan:

1. College of Education  
University of Saskatchewan  
Saskatoon Campus, Sask.
2. College of Education  
University of Saskatchewan  
Regina Campus, Sask.

## Manitoba:

1. Faculty of Education  
University of Manitoba  
Winnipeg, Man.
2. Faculty of Education  
Brandon College  
Brandon, Man.

## Ontario:

1. Ontario College of Education  
University of Toronto  
Toronto, Ont.
2. Ontario College of Education  
University of Western Ontario  
London, Ont.
3. Hamilton Teachers' College  
Hamilton, Ont.
4. Lakehead Teachers' College  
Port Arthur, Ont.
5. Lakeshore Teachers' College  
New Toronto, Ont.
6. London Teachers' College  
London, Ont.
7. North Bay Teachers' College  
North Bay, Ont.
8. Ottawa Teachers' College  
Ottawa, Ont.
9. Peterborough Teachers' College  
Peterborough, Ont.
10. St. Catharines Teachers College  
St. Catherines, Ont.
11. Stratford Teachers' College  
Stratford, Ont.
12. Sudbury Teachers College  
Sudbury, Ont.
13. Toronto Teachers' College  
Toronto, Ont.
14. University of Ottawa Teachers' College  
Ottawa, Ont.
15. Windsor Teachers' College  
Windsor, Ont.



## Quebec: (Protestant)

1. Faculty of Education  
Macdonald College  
McGill University  
Montreal, Que.
2. Department of Education  
Bishop's University  
Lennoxville, Que.

## Quebec: (Catholic)

Teacher Education at Universities

1. Ecole de Pedagogie et d'Orientation  
Universite Laval  
Ste. Foy, Que.
2. Ecole Normal Secondaire  
Universite de Montreal
3. Institute Saint-Georges  
Laval-Des-Rapides, P. Q.
4. Faculte des Sciences de l'Education  
Universite de Sherbrooke  
Sherbrooke, P. Q.

Normal Schools for Laymen

1. Amos (Mgr. Desmarais)
2. Arivda (Cardinal Begin)
3. Hull
4. Montreal (Jacques-Cartier)
5. Montreal (The St. Joseph Teachers College)  
Section anglais de Quebec
6. Montreal (Ville-Marie)
7. Quebec (Laval)

8. Rimouski (Tanguay)
9. Sherbrooke (Universite)
10. Trois-Rivieres (M. L. Duplessis)

Scholasticates for Brothers

1. Champigny (Ancienne Lorette)  
FF. du Sacre-Coeur
2. Granby (Mont Sacre-Coeur) (Shefford)  
FF. du Sacre-Coeur
3. Iberville (Champagna) (Iberville)  
FF Maristes
4. Laprairie (Sacre-Coeur) (Laprairie)  
FF. des Ecoles Chretienne
5. Laval-Des-Rapides (Mont de la Salle)  
FF. des Ecoles Chretiennes
6. Levis  
FF. de Ste-Croix
7. Montreal (Ste-Croix)  
FF. de Ste-Croix
8. Montreal (St.-Gabriel)  
FF. de St.-Gabriel
9. Pointe-Du-Lac (St.-Joseph) (St. Maurice)  
FF. de l'Inst. Chretiennes
10. Riguid (St.-Viateur) (Vaudreuil)  
Clercs de St.-Viateur
11. Rosemere (Terrebonne)  
FF. du Sacre-Coeur
12. Ste.-Foy  
FF. des Ecoles Chretiennes

Normal Schools for Laywomen

1. Alma Ext. (Lac St.-Jean)  
SS. Congregation Notre-Dame
2. Amos (E.N. l'Assomption) (Abitibi)  
SS. de l'Assomption de la S.V.
3. Amqui (Matapedis)  
SS. Les Ursulines
4. Baie St.-Paul (Charlevoix)  
SS. Congregation Notre-Dame
5. Beauceville-Est. (Beauce)  
SS. de Jeans-Marie
6. Cap-De-La Madeleine (Val-Marie)  
SS. Les Filles de Jesus
7. Carleton (Bonaventure)  
SS. de la Charite de Quebec
8. Chapeau (St. Mary's Teachers  
Training School) (Pontiac)  
SS. de St-Joseph
9. Charlesbourg (Ste-Marie-des-Anges)  
SS. de St.-Francois d'Assise
10. Chicoutimi (N.-D. du Bon-Conseil)  
SS. N.-D. du Bon-Conseil
11. Chicoutimi (Bon-Pasteur)  
SS. du Bon-Pasteur de Quebec
12. Coaticook (E.N. Nouvelle-France)  
SS. de la Presentation de Marie
13. Disraeli (E.N. Marie-Rose)  
SS. des SS NN. de Jesus et de M.
14. Dolleau (E.N. Chanoine-Simard)  
Petites Franciscaines de Marie
15. Dowal (Notre-Dame de la Sagesse)  
SS. Les Filles de la Sagesse

16. Drummondville (Ext. St.-Georges)  
SS. de l'Assonaption de la S.V.
17. Fort-Coulonge (E.N. St.-Michel)  
Pontiac  
SS. Grises de la Croix
18. Gaspé  
SS. Les Ursulines
19. Granby (Presentation de Marie)  
SS. de la Presentation de Marie
20. Hauterville (E.N. Mgr. Labrie)  
SS. de L. Croix et des Sept. Doul
21. Havre-Aux-Maisons (N.-D. des Flots)  
(lles-de-la Madelaine)  
SS. Congregation de Notre-Dame
22. Havre-Saint-Pierre (E.N. St.-Joseph)  
(Saguenay)  
SS. de la Charite de Quebec
23. Hull (E.N. St-Joseph)  
SS. Grises de la Croix
24. Joliette  
SS. Congregation Notre-Dame
25. Lac-Megantic (Ext. N.-D. de l'Etrie)  
SS. Congregation Notre-Dame
26. Levis (N.-D de Toutes-Graces)  
SS. de la Charite de Quebec
27. L'Islet (N.-D.-de-Bon-Secours)  
SS. du Bon Pasteur de Quebec
28. Matane  
SS. du Bon Pasteur de Quebec
29. Mont-Joli (N.-D. du St-Rosaire)  
SS. de N.-D. du St-Rosaire
30. Mont-Laurier (E.N. Christ-Roi)  
SS. de Ste-Croix et des Sept Doul

31. Montreal (Card. Leger)  
SS. de Ste-Anne
32. Montreal (Ignace-Bourger)  
SS. de Ste-Croix et des sept Doul
33. Montreal (Institut Pedagogique)  
SS. Congregation Notre-Dame
34. Montreal (Marg.-de-la Jemmerais)  
SS. Grises de Montreal
35. Montreal (E.N. Notre-Dame)  
SS. Congregation Notre-Dame
36. Montreal (The St-Jos.-Teachers'-Coll.)  
SS. de la Congregation Notre-Dame  
  
Section anglaise de Crosse-Point  
(Bonaventure)  
SS. du St.-Rosaire  
  
Section anglaise de Quebec
37. Nicolet  
SS. de l'Assomption de las S.V.
38. Pont-Rouge (Portneuf)  
SS. de la Charite de St.-Louis
39. Quebec (Francois-Delaplace)  
SS. serv-du-St-Coeur-de-Marie
40. Quebec (Merici)  
SS. Ursulines
41. Quebec (Notre-Dame)  
SS. Congregation Notre-Dame
42. Rigvad (Esther Blondin)  
(Vaudreuil)  
SS. de Ste-Anne-de-Lachine
43. Rimouski  
SS. Les Ursulines
44. Riviere-du-Loup (N.-D. de Lourdes)  
SS. de l'Enfant-Jesus

45. Roberval  
SS. Les Ursulines
46. Rouyn (N.-Dame-de-Grace)  
SS. Grises-de-la-Croix, d'Ottawa
47. St-Andre-Avellin (Sacre-Coeur)  
(Papineau)  
SS. de la Charite de la Prov. de  
Montreal
48. Ste-Anne-Des-Monts  
(Gaspé-nord)  
SS. St-Paul-de-Chartres
49. St-Damien (Bellechase)  
SS. N.-D. du Perpetuel-Secours
50. St.-Hyacinthe (St.-Joseph)  
SS. de la Presentation de Marie
51. Saint-Hyacinthe (St.-Joseph)  
SS. de St.-Joseph de St.-Hyacinthe
52. Saint-Jean-De-Quebec  
SS. de la Congregation de N.-D.
53. St.-Jerome (Terrebonne)  
SS. de Ste-Anne
54. St.-Joseph-De-Sorel (Mgr. L.-Z. Moreau)  
(Richelieu)  
SS. de St.-Joseph-de-St.-Hyacinthe
55. Saint-Lambert (Eulalie-Durocher)  
SS. des SS NN de Jesus et de Marie
56. Saint-Pascal (Kamouraske)  
SS. de la Congregation N.-D.
57. Saint-Leonard D'Aston (Nicolet)  
SS. de l'Assomption de la S.V.
58. Sainte-Rose-du-Degelis  
(N.-D. du St.-Rosaire) (Temiscouata)  
SS. Notre-Dame-du-St-Rosaire

59. Sainte-Ursule (Maskinonge)  
SS. de Charite de Prov. de Montreal
60. Senneterre (Sacre-Coeur)  
(Abitibi--est)  
SS. des Sacres-Coeurs des Jes et de M.
61. Shawinigan (Ext. Saint-Pie X)  
(St. Maurice)  
SS. Grises-de-la-Croix
62. Sherbrooke (Marguerite-Bourgeois)  
SS. de la Congregation N.-D.
63. Sherbrooke-Est (N.-D. du Sacre-Coeur)  
Les Filles de la Charite du S.-C. de  
Jesus
64. Thetford Mines (N.-D. du Sacre-Coeur)
65. Trois-Rivieres (Christ-Roi)  
SS. Les-Ursulines
66. Valleyfield (Mgr. Emard)  
SS. des SS NN de J. et de M.
67. Victoriaville  
SS. Congregation de N.-D. de Mtl.
68. Ville-Marie (N.-D. de Lourdes)  
(Temiscamingue)  
SS. Grises-de-la-Croix

Scholasticates for Sisters

1. Beauceville--Est (Beauce)  
Religieuses de Jesus-Marie de Sillery
2. Beauport  
SS. Serv. du St-Coeur-de-Marie
3. Giffard  
SS. de la Charite de Quebec

4. Giffard  
SS. Ste-Chretienne
5. Les Vieilles Forges  
(St-Maurice)  
Oblates Miss. de Marie-Imm.
6. Montreal (St-Pie X)  
SS. Miss.-de-l'Imm.-Conception
7. Montreal (E. M. Providence)  
SS. de Ch. de la Prov. de Mtl.
8. Quebec  
SS. de St-Joseph-de-Saint-Vallier
9. Rimouski  
SS. de N.-D. du St.-R.
10. Saint-Damieu  
(Bellechase)  
SS. N.-D. du Perpetual Secours
11. Saint-Hubert (Sacre Coeur)  
SS. du Sacre-Coeur de Jesus
12. Saint-Hyacinthe (St. Joseph)  
SS. St.-Joseph de St-Hyacinthe
13. Sherbrooke  
FF. de la Ch. du S. Coeur de Jesus

New Brunswick:

1. Education Department  
University of New Brunswick  
Fredericton, N. B.
2. Education Department  
Mount Allison University  
Sackville, N. B.
3. Teachers College  
Fredericton, N. B.



## Nova Scotia:

1. Department of Education  
Acadia University  
Wolfville, N. S.
2. Department of Education  
St. Francis Xavier University  
Antigonish, N. S.
3. Department of Education  
Mount Saint Vincent College  
Rockingham, Halifax County, N. S.
4. Department of Education  
Dalhousie University  
Halifax, N. S.
5. Department of Education  
Saint Mary's University  
Halifax, N. S.
6. Nova Scotia Teachers College  
Truro, N. S.

## Prince Edward Island:

1. Department of Education  
St. Dunstan's University  
Charlottetown, P.E.I.
2. Prince of Wales College and Normal School  
Charlottetown, P.E.I.

## Newfoundland:

1. Faculty of Education  
Memorial University  
St. John's, Nfld.