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VOCATIONAL TRAINING FACILITIES
FOR WOMEN IN MONTREAL

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VOCATIONAL TRAINING FACILITIES
FOR WOMEN IN MONTREAL

by
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Thesis submitted in partial fulfilment
of the requirements for the degree of
Master of Arts

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M.B.

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I. Introductory

Chapter 1.

Vocational Education for Women.

Today every citizen secures some minimum of education; and the majority of parents regard the schooling of their children as a matter to be taken for granted. The school leaving age, of course, varies with the standards of the community and its laws. But all public school students, particularly of adolescent age, must sooner or later consider this academic work partly as the training for some specific occupation, career, or job. The important question before the community today, then, is a classification of the relationships between the educations we give and the vocations we seek. Such a problem involves an understanding of the primary school system and its adequacy; the relation of elementary to secondary and higher types of education; the facilities for technical and commercial training, the demands of current and future industry, and the present methods (and lack of them) by which young persons pass from school to employment.

A vocational training, which is the acquisition of skills with a labour-market value, may be one of a vast range of types. It may be such as is provided for the unskilled worker passing to a manual or service job with the minimum of school education. Or it may be one that is pursued continuously for many years in a university by students, as in Medicine or Law. Again this specialized

training may be obtained in one of the great variety of "half-way houses". These are the institutions that provide technical courses, nurses' training, or business education. Which of these should the young student, preparing for the future, choose? Systematic and comparative information is essential if school curricula are to be properly drawn up, if parents are to know how to guide their children wisely, and if the numbers occupied in any form of trained labour are to be directed and regulated.

Yet the actual situation from which we start has been described in the following words:-

"Of the precise conditions which place the members of the community into all their employment pigeon-holes, of how variable are the degrees of security to be found in this range of jobs, our knowledge is uneven, and often elementary. Except in the higher occupational ranks, there are few guide-posts pointing the many ways which lead from the elementary school; and after that no proper charting of the maze of paths which may be followed. Some are well established, some are only hazily defined. Many of them are beset by various obstacles, even by barriers of privilege or prejudice. Some of them, which start as broad and easy highways, lead only to dead ends. Only a few of them climb to higher levels. All too many of them pursue a monotonous and unchanged level after a while.

At various points and for various groups there are, of course, institutions and agencies offering assistance in the search for employment adjustment. There are technical schools, business and vocational colleges, employment bureaus, welfare agencies, trade unions, the employment departments of the larger firms. But the system is neither comprehensive nor co-ordinated".¹

¹ "Employment Research : L.C. Marsh. Oxford University Press, Toronto, 1935, pp. 11, 12.

The present study deals only with a certain sector of this large task. It presents the problem of vocational choice as it confronts the girl of fifteen or older, describes her opportunities in the most clearly defined fields of white-collar employment, and business and professional occupations.¹¹

Before dealing with this in the main part of the work, however, it is desirable to see something of the picture as a whole. Every student, no matter what career she intends to follow, begins her education in the elementary school. However, Quebec has no compulsory education law and consequently a steady stream of youngsters of all ages pass from the schools into industry. Numbers begin to fall off most noticeably after Grade V. As far as can be measured only 33 per cent of the Montreal Protestant elementary school population enter high school. Of 4,409 children who entered public school, in 1922 only 1,461 enrolled for high school courses; and of these 388 (or less than 9 per cent of the original total) remained to enter Grade XI.¹²

The Dominion Bureau of Statistics has prepared figures showing the average number of years of schooling received by children in various provinces in 1911, 1921, and 1931. These show that school attendance for the average child in Quebec has not increased more than 1.01 years. Moreover, on the average, a boy or girl in Quebec is at school for less than seven years.

¹¹ A selected number of skilled and semi-skilled occupations also touched on by the survey, are not included in the present thesis.

¹² R. Steeves. The Junior High School. Thesis, McGill University, Montreal, 1933, p. 9. (Table I).

Table I . Elimination of Pupils from City of Montreal
Schools 1922-1932.

	Average Number Enrolled in Various Grades	Cumulative Total of Elimination From Grade I	Number Eliminated In Single Years
	(A)	(B)	(C)
Grade 1	4,409	-	-
Grade 5	3,968	441	
Grade 6	3,404	1,005	564
Grade 7	2,649	1,760	755
Grade 8	1,461	2,948	1,188
Grade 9	970	3,434	491
Grade 10	593	3,816	377
Grade 11	388	4,021	205

Source. R. Steeves. The Junior High School,
Thesis McGill University, Montreal 1933, p. 9.

In comparison to other provinces Quebec has registered the smallest increase of all. In Alberta, for example, the increase in the amount of average schooling over the same period was four years.

Table 2. Average Length of Schooling (in years) of Child in Quebec, 1911-1921.

Year	Age 5-6	Age 7-14	Age 15-17	Age 18-24	Total
1911	.53	5.59	.52	.13	6.77
1921	.56	5.98	.69	.20	7.43
1931	.44	6.22	.88	.24	7.78

Source: Dominion Bureau of Statistics, Bulletin of Education Branch, Ottawa. Published by Hon. R. B. Hanson K.C. Minister of Trade and Commerce.

It is apparent from these various sources that schools in Montreal and other parts of the province are not holding the majority of students after the age of 14. In addition, the federal statistics covering a wider area, shows the rate of change and progress to be very slow. It is not within the plan of the present study to attempt to consider the shortcomings of the primary school system. Our interest is rather with the 4,021 children who annually drop out of recognized public educational institutions and turn to other fields of occupation. (Table I)

Both the successful graduates, the failures, and the educational misfits flock to industry and trade from various parts of the city and from every school. In 1931 the female

Table 3 . Proportion of the Juvenile Population
At School Between Ages of 12 and 24 : 1931.

Females : Quebec

Age	Total	At School	P.C.
12	30,939	28,904	93.4
13	30,517	25,747	84.4
14	30,364	20,075	66.1
15	30,232	14,530	48.1
16	31,165	10,012	32.1
17	30,633	5,983	19.5
18	31,289	2,864	9.2
19	29,000	1,238	4.3
20	28,772	497	1.7
21-24	107,611	682	0.6
Total Aged 12- 24	380,522	110,532	29.0

Source. Reproduced from L.C. Marsh, Employment
Research Table 13b.

Table 4. Education Levels for Characteristic Women's Occupations (Standard Elementary and Secondary Schooling.)

Scholastic Grades	Characteristic Occupations
Grade XI plus Grade XI	Profesional work: accountancy, law, medicine, secondary school teaching, etc. Elementary school teaching: Hospital Nursing.
Grades IX-XI Grades VII-IX	Higher grade clerical and sales work. Lower-grade clerical occupations, majority of shop saleswoman jobs: dressmaking.
Grades V-VII Grades III-V	Semi-skilled, repetitive factory work, departmental store wrapping and parcelling, domestic work. Lowest grades unskilled factory and domestic work.

Sources: Proctor (School and Society, 1935), Bulletins of Employment Stabilization Research Institute, (Minnesota), B. M. Robertson (McGill Thesis), Morton (Occupational Abilities). Unpublished Manuscript.

transients who passed from educational institutions (of the province) into other occupations numbered 71 per cent, leaving only 29 per cent of the juvenile population between the ages of twelve and twenty-four in schools.¹¹ Public institutions, therefore, should sponsor the training of boys and girls who later enter employment and who, numerically, at any rate are more important than university candidates.

And in spite of our neglect in matters of vocational guidance and training, a strong correlation has already been formed between the school-leaving grades, and types of employment eventually obtained. The above table compiled by the McGill Department of Psychology, shows vividly the relation of school to career. The pupil who leaves school in the lower grades usually finds employment in the lesser skilled jobs; while those who continue on into High School eventually obtain clerical employment or proceed to study for the professions.

Table 5. Subjects Taught in the Seventh Year of the Protestant Elementary Schools, City of Montreal, Under the Direction of the Protestant Board of School Commissioners, 1936-1937.*

Subjects	Weekly Time	
	Hours	Minutes
Opening Exercises, Morals and Scripture Reading	1	40
Memory Work English	6	00
Spelling	1	20
Arithmetic	3	30
French	2	30
Writing	1	00
Geography	1	50
History	1	20
Hygiene	1	00
Music	1	00
Art	1	00
Manual Training	2	00
Physical Education	-	-
Accident Prevention	-	-
Recesses	-	50
Fire Drill	-	-
Total	25	00

* This curriculum is repeated in the second half of the year.

Source. Pamphlet Elementary Schools. Published by Protestant Board of School Commissioners of the City of Montreal. Session 1936-37, p. 12.

Public School Education.

Until Grade VII, the curriculum of the primary school is the same for all public school students. The purpose of these seven years of primary education is, of course, to enable the student to obtain a general knowledge of the most essential educational subjects. Thus, the curriculum of the last year (Table 5) includes the 3 R's with cognate subjects, as well as courses in French, History, Geography, Hygiene, and some short training in one or two practical skills.

Upon entering a public high school, the student must select one of four courses - (1) the Academic course, Latin division; (2) the Academic course, science division; (3) the General course; or (4) the Commercial course. Her choice is, or should be, based upon the vocation which she later intends to follow. If proceeding to a B.A. or a law degree she enrolls for the Academic course, with Latin. If intending to enter teaching, medicine, or the nursing profession, she may take either the science or latin division of the Academic course. If unable to afford a college education, or not academically suited to it, she will be advised to select the business course. If however, the student is not prepared to select any particular vocation, she is likely to be recommended to enroll for the academic curriculum, inclusive of Latin.

The various courses do not differ in content as much as might be inferred. The following table lists the subjects studied in each of the various programmes. The academic curriculum, leading to matriculation, is still the backbone of high school

Table **B**. Grade IX Curricula of the Protestant High Schools, Montreal

Course	Compulsory	Optional
General	Arithmetic English literature and composition Spelling and dictation Language French History	Algebra Art ^x Bookkeeping ^x Extra English Geography General Science Geometry Household Science ^x Music ^x Stenography and Typewriting ^x
Academic: Latin division	Arithmetic Algebra English literature and composition Spelling and dictation Language French Geometry History Latin	Art ^x Bookkeeping ^x Extra English Geography General Science Household Science ^x Music ^x Stenography and Typewriting ^x
Academic: Science division	English History French Arithmetic Algebra Geometry Spelling and dictation	German Intermediate algebra Intermediate geom- etry and trigon- ometry Chemistry Physics Biology Music or Drawing Art or Mechanical drawing
Commercial	Arithmetic English literature and composition Spelling and dictation Language French History Stenography and Typewriting	Algebra Art Bookkeeping Extra English Geography General Science Geometry Household Science Music

^xThese subjects may be taken only in schools that have adequate equipment and staff. Up to the present none of the high schools include household science in their curricula; and training for the matriculation music examination is taken at the student's own expense, outside of school time.

education in spite of the four courses offered. Compulsory subjects are not by any means the only common subjects: optional choices are relatively so limited that many pupils follow identical programmes. A science student for example might select Latin as the compulsory foreign language and have his course completely coincide with that of the Academic scholar in the Latin division. Greater distinction exists between commercial and academic work, but the former is taught only in three of the six local high schools, and thus 3,150 students are denied the option. (Table 12) All four courses extend for four years; and as the subject matter is adapted to university entrance requirements, the four are equally long and difficult in character. (A short commercial course extending for two years has been inaugurated, but this again is highly academic, and in reality consists of the first two years of high school with a commercial orientation).¹¹ All students sit for the matriculation or the school leaving examinations at the end of the four year period. Papers for both of these certificates are identical: but while the "school leaving" pupil need pass in only eight subjects (with 60 per cent in each), the matriculant must write ten subjects, obtaining not less than 40 per cent in each individual paper, and not less than 60 per cent on the average. The relation of a school leaving to a matriculation certificate, therefore, is that of a second class to a first rate certificate.

¹¹ Commercial students who wish to apply for college entrance usually make up the extra subject by themselves or in supervised study groups.

Technical and Commercial Training.

Technical education forms yet another branch of the public educational system. In Montreal 32 per cent or 1875 pupils in the six public high schools were attending commercial courses in 1935-36. (Table /12). Other kinds of vocational education needed were stated clearly twenty years ago by the Federal Government in the Technical Education Act. A grant of ten million dollars was made available and the following recommendation made.

1. Technical Courses of secondary grade, the purpose of which is to fit boys for entrance to engineering departments in universities or colleges. (Secondary grade includes all work in grades IX to XII).
2. Industrial Courses of secondary grade, the purpose of which is to fit each student for entrance into a previously selected trade or skilled occupation, either as an apprentice of improver or skilled worker.
3. Commercial Courses of secondary grade, the purpose of which is to fit young people for earning a livelihood in commercial occupations such as: bookkeeping, stenography, salesmanship, accounting, secretarial work, business administration, etc.
4. Home Economics or Homemaking Courses of secondary grade of at least two years' duration, the purpose of which is to fit girls for the duties and responsibilities of homemaking.
5. Applied Arts Courses of secondary grade, the purpose of which is to produce skilled workers in the various branches of applied art, including commercial design, illustrating, poster work, show card writing, interior decorating, art metal work, etc.
6. Prevocational or Preparatory Courses of two or more years' duration commencing not earlier than grade VII, the purpose of which is to provide a variety of occupational experiences and information, while continuing the general training in English, mathematics and science, for boys and girls who do not intend to enter universities, in order that they may wisely select, after careful guidance and supervision, the most suitable vocational training for their future lifework.

7. Part-time or Continuation Courses provided under compulsory school attendance laws and conducted during day working hours for the special benefit of young people who are employed.
8. Evening Courses conducted for adults who are employed during the day, the purpose of which is to fit students for advancement in their occupations and to provide training in citizenship.

(Note: Classes in English, French, mathematics, science, history, etc., should be directly related to the vocational interests of the students. Evening courses should provide for individual instruction wherever needed. A desirable size for classes is from six to twenty students per teacher).

9. Short-term courses and Special Industrial Courses.- Day, short-term, unit courses for industrial workers or special students in secondary schools, the contents of which are confined to practical work and related subjects of direct vocational value to the students.
10. Apprenticeship Courses (other than part-time classes). Organized training for indentured apprentices in any occupation, which training should be supervised by a specially appointed official in the employ of either the school board, or an industrial corporation or an industrial organization responsible for apprenticeship in the industry.
11. Foreman Training Courses. Organized training in an industry or school for the purpose of improving the efficiency of foremen or for training competent workmen for the position of foreman.
12. Correspondence Courses. Conducted by the provincial departments of education for the benefit of workers who are unable to attend the regular day or evening classes.
13. Teacher-training Courses. Courses of various kinds (part-time, evening, short-term, summer school, etc.) which are conducted for the training and improvement of teachers and instructors in any branch of secondary vocational education.

The terms of the grant were that each province was allowed ten thousand dollars, the remainder being divided in proportion to the population. This sum might not exceed the amount which the Provincial Government, itself, had expended on technical education within such year. The purpose of the Act was "to assist any form of vocational, technical, or industrial education or instruction deemed necessary or desirable in promoting industry and the mechanical trades or increasing the earning capacity, efficiency and productive power of those employed therein".¹

The grant however was not to be used to aid (a) vocations for which training had long been established, e.g., the professions (involving a degree),² teaching, and agriculture, or (b) as payment to any religious or privately-owned school or institution, or (c) for courses of university standard. In addition, no student under fourteen years of age might attend evening classes, and none under fourteen who had not passed the high school entrance examination or its equivalent, might attend day classes. In each course of study at least 5 per cent of the time was to be devoted to practical work in shop or laboratory.

¹ Vocational Education. Department of Labour, Ottawa, 1930, p. 3.

² Professional training was omitted because it was thought that high salaries are supposed to reimburse the extra cost of training....this in spite of the differences in the professional womens' wages to that of men.

Eight of the nine provinces were unable to earn their full appropriations during the ten years selected by the statutes, namely from 1919 to 1929. Consequently the Act was amended both at the 1929 and the 1934 session, so as to allow provinces the use of the remainder of money due them by the original grant. ^U At least three facts in the above Act are worthy of note. First, recognizing provincial autonomy in matters of education, and realizing that vocational training in one province must differ from that in another, the Act makes no effort to be dogmatic. Nor does it specify in detail exact purposes for which the grants must be used. Secondly, the Act, in stating its thirteen points, is, in reality, making suggestions as to profitable vocational courses which are needed in the provinces and which might well be inaugurated. For example, Number 6 suggests prevocational training to be given during high school years - a recommendation which is deserving of careful consideration in both Quebec Province and Montreal. Finally, the Act allows provincial educators enough time to experiment and then to develop those schemes which have been tried and proved. The Technical Education Act as planned by the Federal Parliament should have provided every province in Canada with a definite stimulus towards _____

^UThe latest amendment stated in the words of the Act, reads as follows: Any portion of the ten million dollars appropriated under this Act which may remain unexpended at the expiration of the fiscal year ending the thirty-first day of March, one thousand nine hundred and thirty-four, whether previously carried forward or not, shall be carried forward and remain available according to its apportionment for the purposes of this Act during any one or more of the five succeeding fiscal years, and no portion of the said ten million dollars shall be paid to any province after the thirty-first day of March, one thousand nine hundred and thirty-nine".

Source. 24-25 George V. Chap. 9. An Act to amend the Technical Education Act. (Assented to 28th March, 1934).

the establishment of more progressive educational institutions.

The grant to the province of Quebec has varied considerably in past years, and the following table shows the expenditure from 1919 to 1930.

Table 7. Summary of Amounts Paid to Quebec, 1919-1930.

Year	Grant	Year	Grant
1919-1920	\$ 36,500.00	1925-1926	\$299,143.78
1920-1921	164,886.85	1926-1927	403,944.35
1921-1922	114,651.04	1927-1928	329,072.14
1922-1923	128,182.27	1928-1929	372,890.80
1923-1924	328,682.25	1929-1930	125,302.35
1924-1925	263,399.70		

Source: Department of Labour. Vocational Education, p. 42.
No. 30. January 1930.

As far as could be ascertained from reports made to Federal authorities, Montreal institutes aided by the grant were the following:

Table 8. Attendance and Number of Teachers in Day and Evening Schools in Quebec as at June 30, 1932.

School	Department	Enrollment and Attendance			TEACHERS
		Day Classes	Evening Classes	All Classes	
Ecole Polytechnique	Special	-	-	-	
Montreal Technical School	Industrial	844	1,280	2,124	109
Montreal Technical Institute	Industrial and Home Economics	-	694	694	40
Montreal School of Fine Arts	Arts	642	214	856	20
Société Saint-Jean Baptiste	Commercial and Industrial	-	544	544	15

Source: Thirteenth Report of the Technical Education Branch of the Department of Labour for the Fiscal Year ending March 31, 1932. p. 17.

The Technical Education grants to Quebec expired in 1930 and payments ceased from that date. Since that year, the same institutions have received financial aid from the provincial

government and, according to a statement by the Assistant Provincial Auditor, the following amounts were granted these institutions during the fiscal year ending June 30th, 1937: Montreal Technical School, \$135,000; School of Cabinet-Making (Montreal Technical School), \$10,000; Ecole Polytechnique \$150,000; Montreal Technical Institute, \$10,000; School of Fine Arts, \$96,615. (unpublished manuscript)

These figures show that the provincial government is by no means neglectful of vocational training schools. The fact remains, however, that very little of this expenditure is for the training of women. The Ecole Polytechnique is a higher commercial school for college graduates, and not over 10 girls attend its courses. The Montreal Technical School is an industrial school in which girls are not accepted. The Montreal Technical Institute sponsors evening courses in cooking, sewing, and millinery, and has an annual attendance of 370 girls, (1934-35). According to these figures therefore, vocational training of girls in Montreal is not receiving a great deal of financial help from provincial authorities. ^U Schools for nurses, social workers, trained attendants, and the majority of commercial schools are forced to limp along with painfully inadequate funds. Unaided by government money, the standards for which they strive depend on

^U Small provincial government grants for domestic training are made sporadically to smaller institutions in the city.

the personnel of their staffs and governing boards. A few, - such as nurses' training schools - associate themselves with larger "semi-public" institutions. The latter help support these struggling vocational enterprises as a matter of public responsibility; or because it is to their advantage to maintain a school as a part of their institution.

The same attitude with regard to the training of women is again evident as a result of the Dominion-Provincial Youth Training Programme, inaugurated by the Federal government in 1937. The sum of \$1,000,000 was divided among the provinces on condition that they share the costs. The purpose of the grant was to provide training and development projects for unemployed young people. Each province put forward specific proposals to meet the need and conditions in its own area. In Quebec the only grant allotted to the vocational training of women was the sum of \$50,000 which was spent in setting up schools for the training of domestics.

It is evident from the above that in Quebec denomination- alism has influenced to a certain extent this phase of educa- tional work. The principles of Catholic faith urge the French Canadian woman to occupy herself with domestic life and the rearing of children. Even where no outer pressure is exerted she places restrictions on herself, having long been subject to an attitude of inferiority

readily understandable in the light of her history and occupations. For even those occupations which elsewhere are considered "women's work" are here delegated to members of religious orders. Forty-two per cent of the provincial teachers, and a great number of the nurses are supplied by convents, leaving only comparatively few posts to the "career women" of the province. (Table 10).

The Present Employment of Women in Quebec Province and Montreal.

Further understanding of woman's vocational training facilities in Montreal calls for a description of the vocations in which women are presently engaged. At the present time, according to the 1931 census, there are 1,447,124 men and 1,427,131 women in the province - that is 101 males to every 100 females. Of these, 823,287 men and 202,422 women over the age of ten are gainfully employed, which in proportion is 100 women to every 407 men.¹² This number is large when compared to those in other Canadian provinces. It may partly be explained by

¹² The legal position of women in Quebec is evidence of the prevailing attitude toward "emancipation". The law of the franchise for example, provides that "no person shall be entitled to vote unless he be of the male sex". With respect to certain civil rights, a married woman is ranked with incapables. The right to contract, to appear in judicial proceedings, or to alienate her own immovable property is ordinarily subject to approval by her husband. In educational work her position is equally anomalous. Females, whether property owners or not, cannot become school trustees. At the same time every resident husband of a woman who is a rate-payer is, subject to a few simple conditions (among them literacy), eligible to be a school commissioner or trustee. This, notwithstanding the fact that it is his wife's worldly possessions which enables him to qualify for such positions. This does not apply to married women entering into contracts relative to a trade in which they are engaged, or to those separated from bed and board. Civil Code, Articles 176, 177, 210, 986, 1,422 et seq).

Source. Quebec: Revised Statutes 1925.

¹² The Gainfully Occupied Woman of Canada. National Employment Commission. Table I.

the equal male and female population, which allows women, from the point of view of number at any rate, to compete with male aspirants to jobs. In addition, Quebec is one of the two most highly industrialized provinces of the Dominion, and 57 per cent of the women workers are occupied in the five large cities.^[1] Montreal, for example, is an important financial, railway and shipping centre; and in itself produces one-fifth of the country's total manufactures, between a fifth and a sixth of its trade, and contains a tenth of the Dominion's population. Saskatchewan, on the other hand, chiefly engaged in agriculture, has the smallest number of gainfully employed women, and for every woman there are eight men, in employment.

Moreover, the numbers of women gainfully employed in Quebec has annually increased over a period of years. The National Employment Commission published a table showing the extent of this increase during the years 1921 to 1931.^[2] In this period the number of girls in employment, aged between 16 and 18, has grown by 32 per cent; and those between 20 and 34 have increased their ranks 63 per cent. For the total number (all gainfully employed women over the age of 10) the census records an increase of 45.5 per cent.

^[1] National Employment Commission. The Gainfully Occupied Women of Canada, April 1937, p.2.

^[2] Ibid, p. 1.

Table 9. Showing Increase in Gainfully Occupied Female Population by Age Groups 1921-1931, for Quebec.*

Age	1921	1931	Increase or Decrease	
			No.	P.C.
10-15	5,903	4,662	-1,241	-21.0
16-19	30,893	40,868	9,975	32.3
20-24	34,649	56,485	21,836	63.0
25-34	29,760	48,533	18,773	63.1
35-64	33,715	46,858	13,143	39.8
65 and over	4,231	5,016	785	18.6
Total	139,151	202,422	63,271	45.5

Source. National Employment Commission, Ottawa.

* The Gainfully Occupied Woman of Canada (Mimeographed bulletin, April 1937): Table VI.

Merely because the gainfully employed women rank numerically high in the province, however, is no reason for concluding that they have a free and equal chance to sell labour in an open market. On the contrary, they create a large class of poorly paid workers who drag down wage scales and lessen the chances of employment for men. A brief survey of the fields wherein women are employed in Montreal, and the vocational training facilities prepared for them, will produce ample evidence as to whether women are pressing themselves at all costs into any unskilled job or whether they are stepping into occupations for which they are adapted and prepared.

A complete description of women's occupations in the province would require a table too detailed for our present purposes. For convenience of treatment, therefore, Table 10 has been prepared to show the numerical relationship which the larger women's occupational groups bear to one another. This data is arranged so as to bring to light some significant facts.

The first and fourth group (Table 10) owners and managers, forewomen, housekeepers and others are comparatively small groups, requiring little vocational preparation. Apprenticeship and experience are the methods by which people learn "the tricks of the trade".

The second group of women, consisting of 38 per cent of their total number, would seem to be taking their full part in the professional work of the province. This figure accepted without further qualification, however, is misleading. Professor Marsh writes on the subject: "it is far from meaning that women have penetrated on any considerable

Table 10a. The Principal Occupational Groups among
Employed Women (Canada: as at 1931).

a. Higher Status Groups.

Occupational Group	All Gainfully Employed Persons		Wage or Salary Paid Workers	
	No.	P.C.	No.	P.C.
Farmers	18,890	6.0	-	-
Boarding and lodging house keepers	18,707	5.9	-	-
Proprietors and managers, retail trade	6,709	2.1	650	0.3
All other managers, employers, etc.	4,534	1.4	1,684	0.7
I. Managers, Employers, etc.	48,840	15.5	2,334	1.0
Teachers, principals, professors	64,968	20.6	55,473	24.5
All other professional occupations	53,149	16.8	25,659	11.3
Commercial occupations, higher-status	2,172	0.7	2,075	0.9
II. Professional and Commercial	120,289	38.1	83,207	36.7
Stenographers, typists	64,993	20.6	64,655	28.5
All other clerical workers	52,456	16.6	51,999	22.9
III. Clerical Workers	117,449	37.2	116,654	51.4
Forewomen, overseers, manufacturing industries	2,161	0.7	2,161	1.0
Housekeepers, matrons, etc.	25,787	8.2	21,536	9.5
All others	25,945	0.3	21,943	0.4
IV. Responsible Occupations	28,893	9.2	24,640	10.9
TOTAL	315,471	100.0	226,835	100.0

Source. L.C. Marsh: The Working Population (Monograph in preparation).

Table 10b. The Principal Occupational Groups
Among Employed Women (Canada : as at 1931).

b. Industrial and Service Operatives.

Occupational Groups	All Gainfully Employed		Wage or Salary Paid Workers	
	No.	P.C.	No.	P.C.
Dressmakers, milliners, and other clothing trades	16,625	4.7	9,615	2.9
Telephone operators	14,373	4.2	14,353	4.5
Primary Textile operatives	7,386	2.1	7,358	2.3
Bakers, cooks	4,200	1.2	3,700	1.2
Printing trades	2,394	0.7	2,373	0.7
Other skilled workers	5,297	1.5	4,858	1.5
V. Skilled Workers	50,275	14.4	42,257	13.1
Salesgirls	44,900	12.8	42,831	13.3
Waitresses	12,797	3.7	12,561	3.9
Domestic servants, n.e.s.	67,000	19.1	63,400	19.7
Hairdressers, manicurists	6,369	1.8	3,133	0.9
Practical nurses, trained attendants, etc.	4,698	1.3	3,718	1.2
Other workers (trade and services)	7,632	2.2	6,658	2.2
<u>Intermediate Skills : Trade and Service</u>	<u>143,396</u>	<u>40.9</u>	<u>132,301</u>	<u>41.2</u>
Sewers, machinists (clothing trades)	23,326	6.7	21,962	6.8
Primary textile operatives	6,539	1.9	6,541	2.0
Knitting-machine operators	2,268	0.6	2,229	0.8
Boot and shoe machine operators	3,288	0.9	3,288	1.0
Other semi-skilled workers	13,744	3.9	13,620	4.2
(Typical factory workers group*)	(11,124)	(3.1)	(11,102)	(13.5)
(Apprentices*)	(1,272)	(0.4)	(1,025)	(0.3)
<u>Intermediate Skills: Industrial</u>	<u>49,165</u>	<u>14.0</u>	<u>47,640</u>	<u>14.8</u>
VI. Intermediate Grade Workers	192,561	54.9	179,941	56.0
Domestic servants n.e.s.	67,000	19.2	63,900	19.9
Other service workers	13,878	3.9	12,315	3.8
<u>Unskilled Workers : Services</u>	<u>80,878</u>	<u>23.1</u>	<u>76,215</u>	<u>23.7</u>
Unskilled workers in factories, etc.	11,707	3.3	11,632	8.6
Packers, wrappers, labellers	7,653	2.2	7,653	2.4
Farm workers	4,862	1.4	1,642	0.5
Other workers	2,348	0.7	2,157	0.7
<u>Unskilled Workers : Industrial</u>	<u>26,570</u>	<u>7.6</u>	<u>23,084</u>	<u>7.2</u>
VII. Unskilled Workers	107,448	30.7	99,299	30.9
TOTAL	350,284	10.0	321,497	100.0

* See Appendix.

scale into the professions formerly exclusive to men. Teachers comprise nearly 60 per cent of the total; and after these, nurses (both probationers and graduates) an outstanding group in recent census figures, make up another 28 per cent. No other group even approached these in size." ^uIn addition 42 per cent of the teachers and a large proportion of the nurses belong to religious orders and work for no monetary remuneration whatever. ^uIf these two large occupational groups were deducted from the professional body of women, it would show that, in reality, the female element plays very little part in the professional activity of the community. Newer occupations, such as accountancy, have comparatively few representatives.

In three other sections, the skilled, intermediate, and unskilled workers, are the majority of the women workers of the province. "In their ranks are a large proportion of the workers in confectionery, tobacco, papermaking, rubber, boot and shoe factories; dressmaking; milliners; glove makers; spinners and knitters in textile plants; telephone operators; restaurant employees; domestic servants of all grades". ^uFew if any of these occupational groups in Montreal receive specialized training before entering the vocation. There may be the odd institution

^uPrincipal Occupations, L.C. Marsh. Unpublished Manuscript.

catering to a minute section of the population, such as "cutter and designer" schools which train only a negligible proportion of the workers, or a company which trains its own employees in particular work, such as the Bell Telephone Company. It is generally taken for granted, however, that no formal training exists for these occupations, and the only method for the novice to become familiar with the work is through informal apprenticeship;

Women's work in the province, therefore, is confined to accepted women's fields. Amongst larger occupational groupings there exist small but definite beginnings of new vocational bodies, which are new either because they overlap into what has previously been men's work, or because they are the result of new social and industrial activity. (Examples of the latter are the librarians and the social service workers). But it is obvious from the lack of training facilities and guidance that the impetus to work originates from the individual workers themselves. They strive to obtain a footing in whatever may be the occupation in which they find placement. Unevenness in the distribution of labour is one result: clerical workers increase in number and domestic servants grow fewer, contrary to the vocational need of the city at the present time. The lower wage scale of women workers is other evidence of her struggle

to obtain placement in the industrial and professional world. Unaided and badly directed, she forces herself into employment at any cost and at much sacrifice.

Vocational Training as the Necessary Link between Industry and General Education.

Any system of vocational education will depend for its candidates on the educational system, and for the placement of its graduates, on industry. The only way it can work effectively and at the same time fulfil its own true purposes, is to enlist both educators and industrialists in its support, to aid both in the planning and direction of its activities.

This is not a new theory. In England the Labour Exchange Act of 1909, empowered the Minister to establish Advisory Committees for Juvenile Employment; these committees were to consist of representatives of local educational boards, teachers, parents, employers, and other persons having special knowledge of, or interest in, juvenile employment and welfare. Their duties fall into three main groups.¹

(a) They maintain close contact with the school children, advising them of the opportunities of employment and the training facilities available. Personal advice is given individual pupils, bearing in mind the educational standards, of each pupil, the desires of child and parent, the fitness of the child, his personality, and the teacher's opinion.

(1) Report of the Committee on Education and Industry (England and Wales) First Part. London, 1926, p. 13 and 14.

(b) An officer of the Exchange surveys the employment facilities available, canvasses employers for vacancies, and informs industry of the number and type of students seeking positions. All occupational information is obtained by this officer, with the two-fold object of satisfying both student and employer.

(c) The Committee goes one step further, and makes provision for industrial supervision. They test the value of their previous advice, and aid the student in the difficult period of transition from school to employment. New employees are invited to spend informal evenings with the members of the Committee and report on their progress and difficulties. The employer is asked to rate the progress of the new worker: and, by a system of home visiting, the Committee even learns the family opinion of the placement.

The framework of the scheme is a laudable one. Compare it with the situation in Montreal. The public schools exist without any organized relationship to vocational institutions. Once a child drops out of school - and there is no compulsory school-attendance in Quebec - there is no authority to guide him in establishing himself in any mode of life. The vocational institutes function as independent units, bearing no relationship to each other whatsoever. The business schools function as a world apart from the teacher's college, and the normal school has no connection

with nursing training centres. It is as though each type of training unit function~~s~~^s towards its own end, oblivious of the common purpose for which they all strive and ~~to~~ which they might better attain^{By} working harmoniously and in close co-operation. These independent units are not organized with industry either. They stand aloof, cut off from both the school which provides their students, and from the industries in which they hope to place them. The result, of course, is a shameful waste of student ability.

On the other hand, the gap between vocational schools and industry is as disastrous as that between the schools and vocational training. Vocational training in Montreal is expensive and available only to those who have attained a certain academic standing. Without the organized co-operation of industry, placement for these students cannot be assured; and the student may find that, after investing time and money in the hope of security, she is unable to obtain employment, or ~~that she~~ is forced to accept a position for which she is not suited. What could be clearer evidence of our illogically planned educational system than the facts that some of our best classical college graduates hold six-dollar-a-week positions in department stores, or that 50 per cent of the unemployed young men are under 25 years of age?

We have been consistent at any rate in the type of mistake. It is as equally illogical to devise an educational system which segregates academic training from life as it is to allow a vocational training system to function independently

of its component parts, the school system and the labour market. It is again the mistake of trying to compartmentalize education in airtight boxes. But if we are forced to adopt such methods for the sake of convenience, let us establish at least artificial relationships between institutions which should operate co-operatively.

The Scope of the Survey.

In conclusion, it may be noted that vocational education differs from vocational training. This survey makes no attempt to treat the subject of vocational education in Montreal, except where it crosses a theme directly concerned with the purpose of the study. To make the distinction clearer, it may be said that general education is that education which prepares the individual for the complete living of life; vocational education is that part of general education wherein the major emphasis is laid on preparation for, and intelligent participation in, a recognized occupation; and vocational training is the means whereby a student who has selected one specific field of work, learns the specialized techniques of that work.

In the main, the present study relates particularly to vocational training though it deals with the wider aspects of a given calling, at various points.

The study includes only vocational training facilities offered by schools or by other special educational institutions. Vocational training is in no way confined, in practice,

to schools and colleges: on the contrary, these are but a few of the media through which vocational instruction is obtained. Considerable numbers of persons in manual and semi-skilled trades learn what they can by the apprenticeship methods. Approximately 9,100 women in industry and 134,000 domestic helpers of the city have received no formal training whatever. (Table 10) Therefore, due to the fact that certain occupations, such as clerical work, are taught in schools by formal methods, while others (and, in fact, the great majority) are learned by the worker in the shop, this survey appears to stress certain vocational fields to the exclusion of others. Training of nurses, teachers, social service workers, librarians, commercial artists is surveyed, in this study. Not a great deal, however, can be said about women in the post-university professions such as law, medicine, engineering, etc., because there are so few recruits. (An attempt was made, however, to show the extent to which women had entered these fields in the chapter "Professions for Women").

Time and resources also made it necessary to limit the scope of the work geographically. As far as possible all statements refer to the area of greater Montreal, i.e., the city of Montreal and the four major adjacent cities Westmount, Outremont, Verdun, and Lachine. In certain instances where it is

difficult to obtain correct figures for the whole of this territory, figures for Montreal City only are used.⁴ While the description relates to purely urban conditions, however, its bearing is wider than it appears because so large a part of the female working population finds training and employment in the cities. This is particularly true of clerical and professional occupations.

The survey does not pretend to have covered every available training school or course open to women in Montreal. Such an undertaking would be almost without limit. There is no one responsible association or organization of schools to facilitate the task, and to centralize relevant information.

Outside the public school system, no attempt was made to select schools on a sectarian or religious basis. The material which relates to high schools, and to teacher training, however, is confined in its inferences to the non-Catholic population of the province, since only Protestant schools were reviewed. Moreover, though considerable training is given in religious educational institutions in the province (both French- and English-speaking), these were not included. On the other hand, training facilities for French Canadians and other non-Protestants is not entirely excluded since many of the training institutes covered, such as the business schools, cater predominantly for French-Canadian groups.

⁴The exact range of territory to which the figures apply is indicated in each table.

Commercial Education.

Chapter 2.

The Growth of the Commercial Schools.

The story of the rise of the "business school" throws a revealing light on two aspects of our industrial and educational systems. On ~~the~~ one hand, industry and commerce have assumed an increasing predominance among the economic activities of the Dominion. Notably in the last two decades, women have been recruited as clerical employees, for the typewriter, shorthand, "business machines", and other developments of office routine have opened up virtually new occupations. These are occupations, moreover, which offer the prospect of a pleasanter working environment than the factory or the private home - "white-collar" clothes, fixed, if not always generous hours, and at least, the feeling of more independence and responsibility than most manual and service employments permit. On the other hand, the public elementary and high schools have only in part provided the kind of education and training which qualifies a girl for an office job. The elementary school provides only an elementary education: the high school, is not generally intended to give a commercial education. In any case only a relatively small proportion of the adolescent population complete the high school grades.

(This, of course, is not a complete answer. What a growing consensus of authorities are realizing is that, at the secondary stage, several different kinds of education need to be provided ~~to cater~~ for different aptitudes. It is only the high school course, intended to lead to the University, which can properly claim that commercial subjects are no proper part of its curriculum.

The private school offering commercial subjects has arisen partly in response to the newer demands of business correspondence, accounting, and management; and partly to perform an "ambulance service" for those not suited to proceed with academic studies.¹¹ This does not mean that all who turn to the business schools at the age of sixteen or thereabouts are "inferior": the standard of the university-curriculum is not absolute in this respect. It does mean, however, that there is an important alternative field of training, which has been selected by a rising tide of would-be clerical workers.

The history of commercial education in Montreal is typical of the growth of all such recent developments which have not been brought about at the outset by some deliberate plan. A few pioneers or opportunists lead the way, and their places are later taken up by a host of followers. With the exception of one or two benevolent or endowed agencies, the incentive has been that of monetary success

¹¹ In a few cases, also, boys and girls who would prefer to continue to university but cannot afford to do so.

in the venture, or at least an enterprising mode of earning a living.

The first private course in Montreal appears to have been given in 1890.^{//} In that year the daughter of a retired contractor, a graduate of McGill Normal School who had had some experience as a typist, decided to open a business school for girls in conjunction with a copyist bureau and an office supply shop. Both undertakings contributed to the aid of the schools, for while the latter kept the principal in contact with business offices, the former provided students with work of a real apprenticeship nature. At that time it was only the prominent business executive who employed a secretary; the smaller man engaged the copyist office to type such particular work as was needed. Certain events and seasons such as Christmas, sales, elections, etc. brought a great deal of work to the office and consequently to the school. The principal soon found that she could use a large staff on her own premises, and that, in addition, she could easily place others of her graduates in offices with which she had contact. The original enrollment (12 students) doubled and trebled, and it soon became necessary to close

// The forerunner of the present Sir George Williams College, then the educational department of the Y.M.C.A., began teaching commercial subjects in the evening considerably earlier, in 1873; the pupils, however, were men and boys. It has been stated in various documents that the first teacher of the shorthand class was one of the only two shorthand writers in the city at that time.

first the supply shop and then the copyist bureau. In 1906, there were 150 day students, and 135 evening pupils attending classes in this school.

In the following years, several graduates of the original school opened schools of their own, many of which survived as independent and self-supporting institutions. Montreal had now become an industrial centre, with more and more of its population engaged in commercial work, and the demand for office staff grew. The number of commercial pupils in city schools rose from year to year; (the years from 1914-20 in Canada as elsewhere, brought a new influx of female workers into the labour market;) and total enrollments reached a peak in the boom years of 1928 to 1930. (Figure I). By this time, considerable expansion in the type of school catering for commercial pupils had been established. Not only were there many independent schools devoted to commercial courses, but public and secondary schools had come to accord such subjects more prominence in their curricula. The majority of collegiate institutes had also established "departments of commerce" which were rapidly developing into graduate faculties.^① This trend has continued to the present day, in all its various forms.

^① The School of Commerce was opened at McGill University in 1918-19; there have been very few women graduates, however. On this continent, the Harvard Business School is probably the best known of the post-graduate institutions, which set a university degree as the pre-requisite for entrance.

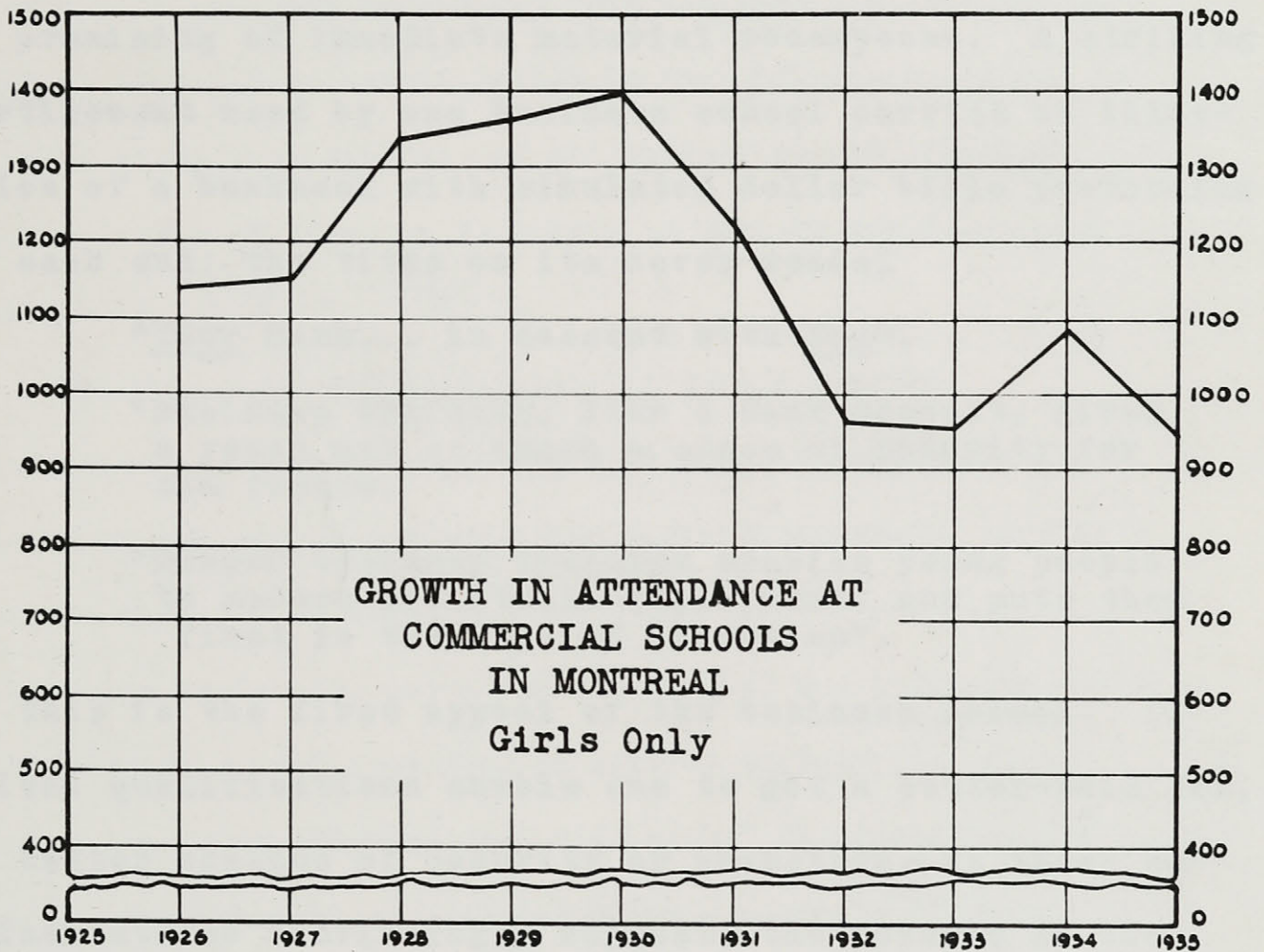


Fig. I Total number of girls attending Commercial Schools in Montreal, 1925-35. (Figures apply only to sample schools visited) See Appendix "A".

The widespread belief in the "practicality" of commercial training is an important reason for its increasing popularity. Anxious parents transfer their sons or daughters from high schools, where education is not "practical", to commercial schools where the course is shorter, less expensive, and more promising of immediate material recompense. A striking advertisement used by one business school carries an illustration of a bankbook with simulated dollar bills protruding from each end; the title on its cover reads,

"Your Bank... in account with You".

"Business training, like a Bank Account, gives a young man or woman a sense of security for the future.

"Proper business training enables young people to secure profitable employment, and puts them first in the line of promotion".

This is the first appeal of the business school. If clerical qualifications enable one to get a better-paid job, with better chances of security or promotion, as these advertisements so convincingly suggest, the rewards of the business school are concrete and immediately appreciated. Students, who enroll for training are equipped to become active wage-earners ~~on completion~~, and the business school may be the bridge leading directly to the business office.

The large enrollments in commercial schools are also partially due to the very differences in requirements

which distinguish them from the well-organized high schools. The majority of students enter business schools at the age of 15 or 16 when they would otherwise be in the tenth or eleventh grade. If they continue high school, they must either qualify for matriculation examinations or a high school leaving certificate. It has been previously remarked that the relation of "School Leaving" to Matriculation is that of a second class to a first class certificate. If the student is not likely to secure either of these he is likely to turn to the Commercial school.

Thirdly, only about six per cent of the student population are in colleges. ¹ The rest are either financially unable or not mentally adapted to pursue professional careers. Between the ages of seventeen and twenty, 85-95 per cent of all youths in Canada, and 40-45 per cent of the girls who enter public schools seek some form of gainful employment. ² It is only a small minority who need high school matriculation for the specific purpose of qualifying for university entrance. A proportion (less than a quarter) of pupils take commercial courses at high school, but a greater number, while of high school age, choose the business school as an educational programme more in accord with their future prospects.

¹ Table 11.

² L.C. Marsh. Employment Research (Oxford University Press, 1935) Table (for 1931) p. 164.

Table *N* Total Number of Students Attending Universities, in
Comparison with Number Attending Other (Protestant) Educational
Institutions^a in Quebec.

Year	Elementary Schools ^a		Intermediary Schools ^b		High Schools		Universities and Affiliated Colleges		Total	P.C.
	No.	P.C.	No.	P.C.	No.	P.C.	No.	P.C.		
1930	51,192	64.1	5,194	6.5	18,761	23.5	4,697	5.9	79,844	100
1931	50,742	62.7	6,148	7.6	19,310	23.8	4,810	5.9	81,010	100
1932	51,140	62.3	6,082	7.4	19,751	24.4	5,115	6.2	82,088	100
1933	52,007	62.3	6,180	7.4	20,966	25.1	4,319	5.2	83,472	100
1934	52,023	60.6	6,678	7.7	21,763	25.3	5,482	6.4	86,016	100
1935	53,152	61.6	6,309	7.3	21,089	24.4	5,739	6.7	86,289	100

Source: Annual Survey of Education in Canada. (Dominion Bureau of Statistics) 1930-1935.

(a) Elementary, intermediate, and high schools under control of Commissioners, Trustees, or independent.

(b) Schools in which the first nine grades are taught.

Time is an important consideration in choosing between high school and business school. The commercial high school course (inclusive of academic subjects) extends over four years, whereas secretarial training in a business school may be completed in one year or less. For in the latter case the student selects only those few subjects which he regards as fundamental.

Life in a business school is less regimented, more informal, and not as exacting in routine matters. Progress depends ^{more on} ~~on~~ individual effort ~~than~~ ^{than} on class activity. Graduation takes place not once a year, but whenever the student has finished his or her work. The dreaded examination system has not the same importance in independent schools: for tests are formalities to be passed only if one desires a diploma.

Commercial high school would be preferred by many students; but if they cannot afford to pay for four years tuition, they turn to the business college as a substitute. ^U The cost of four years of complete high school education is estimated by the Federal Department of Labour to be around \$1,100. ^(fig. II) The cost of a commercial education, (including primary education, one to two years of high school, and a business course), is estimated at about \$900-950. By choosing cheap courses and "economizing" on high school, costs could be further reduced.

^U Scholarships may be a determining factor in such cases. The story told by the principal of a downtown elementary school well illustrates this. A hard rivalry developed between his two star pupils. Each fought the other for every mark, because at the end of the term the leader would be entitled to the only scholarship offered, and neither could afford to pay for high school tuition.

COST OF THE CHILD TO THE FAMILY

DURING 18 YEARS OF DEPENDENCE

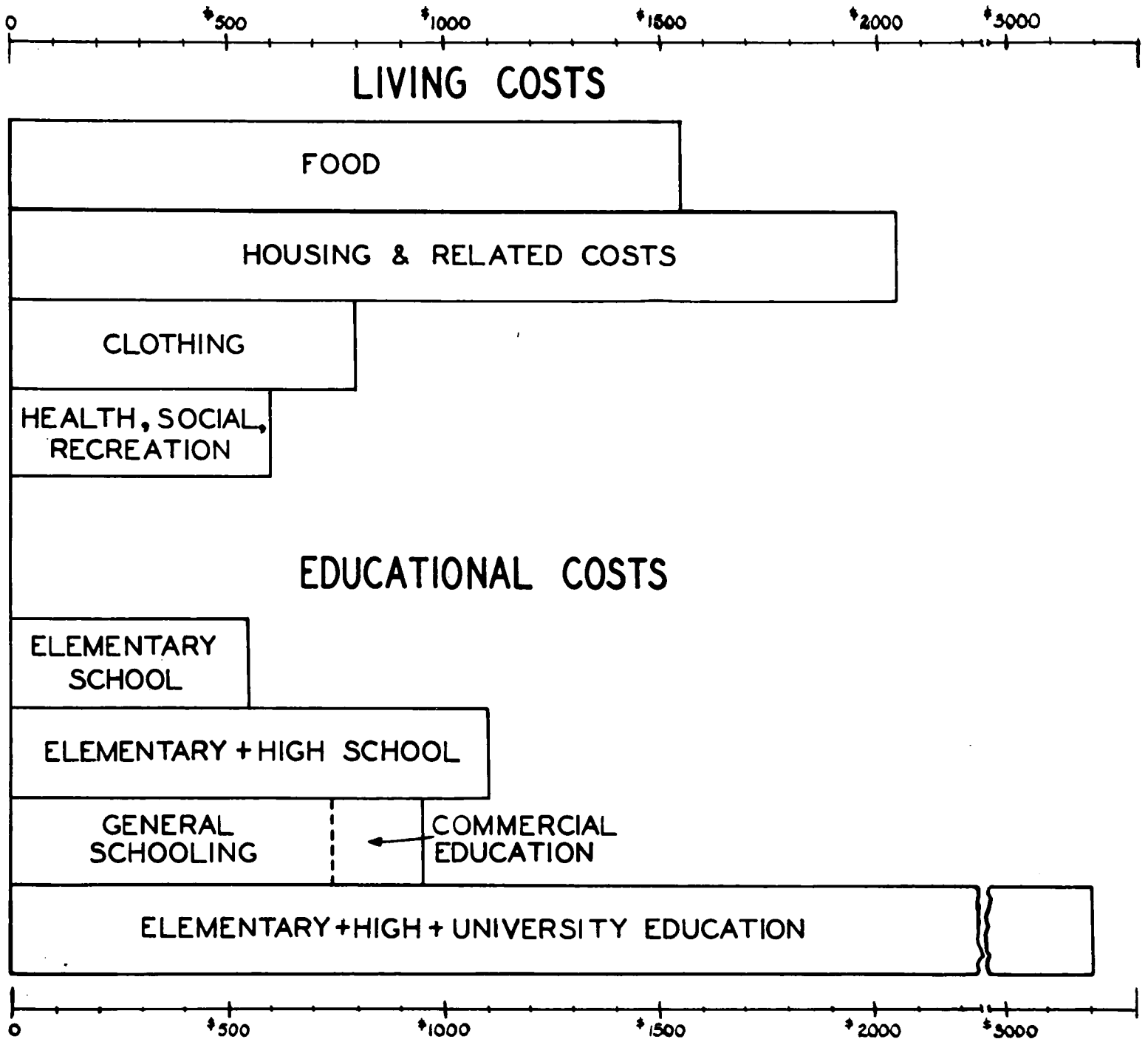


Fig. II The average living and educational costs of a child during 18 years of dependence, showing various educational alternatives, as at 1930. (Source: Education Statistics Branch, Dominion Bureau of Statistics, Cost of Education Bulletin No. 1, 1934.)

It is therefore easy to understand the popularity of the commercial college. It acts as an auxiliary to the high school system, picking up those who cannot, for various reasons, keep pace. Secondly, commercial training appeals because of its prospects of early returns in dollars and cents. Thirdly, its lower cost attracts those not able to afford academic studies. Finally, there is a continuous demand for trained office personnel. For the supply of office workers is continually being reduced by the marriage of a considerable proportion of the female workers. U

The mushroom growth of commercial schools in Montreal has resulted in a variety of institutions and courses. Schools of all descriptions function in the city: they are housed in offices, in stores, in schools, in apartments, and even in the parlours of private homes. It is convenient, therefore, to classify these schools into three groups.

There are the public high schools, under the direction and supervision of the Protestant Board of School Commissioners. These high schools admit public school graduates and provide a course of instruction extending as a rule over a four-year period. Their primary purpose is to continue the general education of the pupil, but to allow for emphasis on commercial

studies for students who are destined for commercial work.

Secondly, there are the independent business schools, offering only technical commercial courses, and run on a private profit basis. Such schools are not subject to any outside educational supervision and consequently a great variety of courses and methods prevail. Many of these are comparatively large ~~scale~~ institutions.

The third group includes the smaller independent school, often conducted by one person who is in sole charge of teaching and administration. Instruction is not of the individual type, but is given to groups or classes. As these places are not necessarily registered as business schools, but listed under personal names in homes or offices, they may often move, unchecked, from place to place. Because the differences between these types are so great, they are discussed separately in the chapters which follow.

~~Because the differences between these types are so great~~

Chapter 3.

Commercial Training in the Public High Schools.

The first Protestant school to include commercial training as part of its curriculum in Montreal was the Commercial High School. This was founded as recently as 1924. It was intended at that date to be the one public school in which pupils from all parts of the city might study typewriting, shorthand, and bookkeeping as well as other educational subjects. But attendance grew so rapidly that accommodation soon proved insufficient. In 1930, class-rooms had to be assigned in two other high schools (Strathearn and Baron Byng) to accommodate the overflow of pupils from the older institution. At present commercial pupils of the first two grades may attend any one of three schools, but as in the tenth and eleventh years attendance is considerably less, all studies in these years are taken at "the Commercial High".

It is to be noted that choice of these courses is left to the pupils or the parents themselves. (It would appear moreover that girls tend to go to the independent commercial schools). The enrollment of girls in Commercial courses, however, has increased 250 per cent in the past ten years. (Fig. II). There are at present 1875 students of both sexes studying commercial subjects, a figure which represents 32 per cent of the total high school registration. (Table 12).

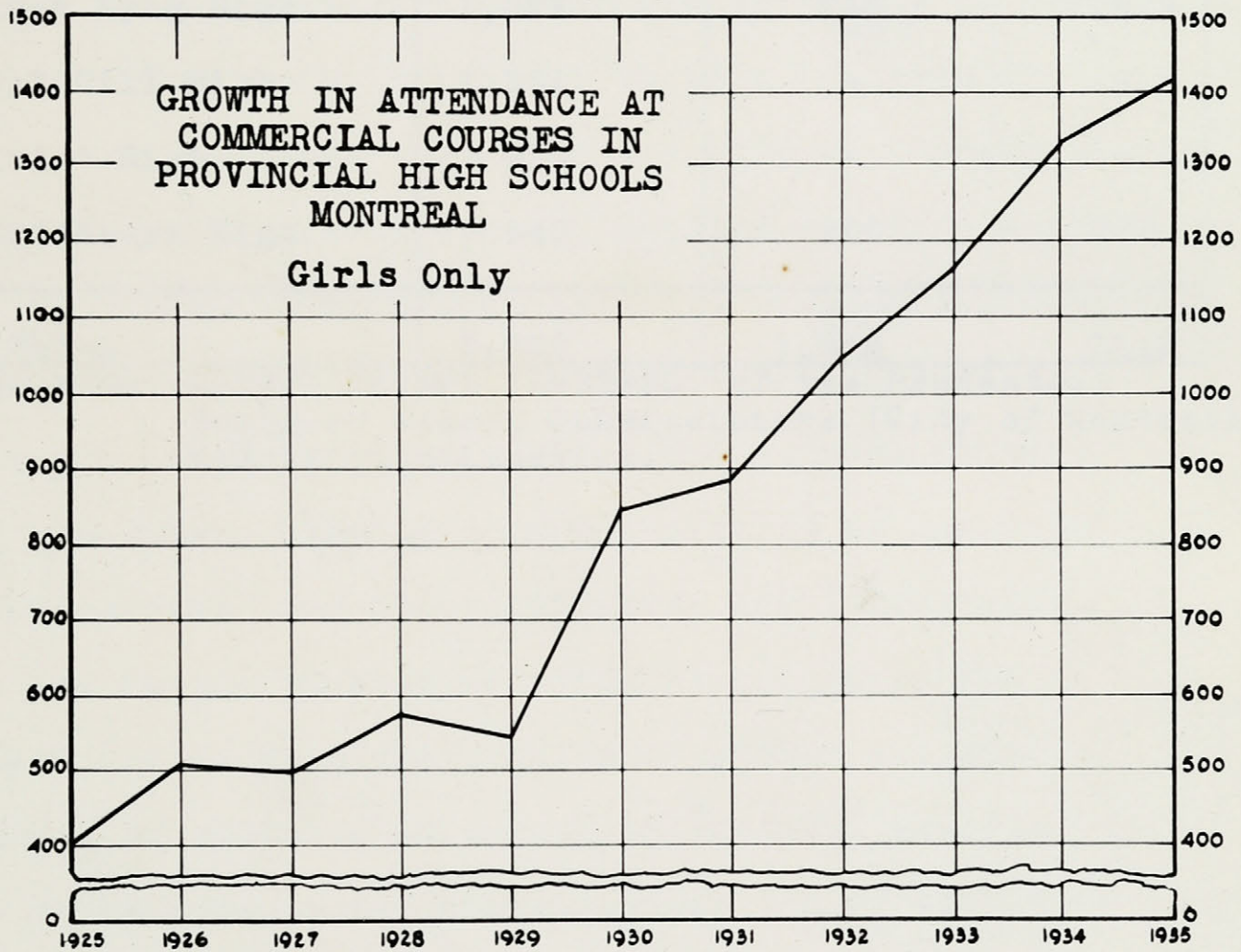


Fig. III Total number of girls attending Commercial Courses in (Protestant) Provincial High Schools, Montreal, 1925-35. (See Appendix "A".)

Table 12. Percentage of Students Engaged in Commercial Studies in the Six High Schools of Montreal (1935-36).

Schools	Total Enrollment	Commercial Students	P.C. of Total
	(A)	(B)	
The High School	933	-	-
The Commercial High	735	735	100
Baron Byng High	1,037	248	18.9
West Hill High	1,251	-	-
Girls' High	964	-	-
Strathearn High	940	940	100
Total	5,880	1,873	31.9

Sources: Annual Report (1935-36) of the Protestant Board of School Commissioners (City of Montreal) and by questionnaire.

Within Greater Montreal, a recent addition to commercial high school facilities has been established in Verdun. The population of this city which numbered only 281 fifty years ago, has since grown to about 65,000. When the Verdun School Board undertook, five years ago, to erect a new high school, they decided to start it with a complete programme of commercial studies. They were influenced in this decision by their knowledge of the economic status of the bulk of the municipality's residents, viz., white collar, skilled and semi-skilled workers. The majority of these residents commute to Montreal City for employment, but maintain their homes in Verdun because of its relatively low rents. The parents of this community are seldom able to afford the costs of complete high school studies for their children, and very rarely indeed do the latter succeed in going to college. The School Board had to face the problem of either allowing large numbers of students to enroll in business schools conducted as private-profit organizations, or of providing the public school with a commercial course allied with a sound foundation of liberal knowledge. A significant move in the right direction was made when the Board decided upon the latter policy.

The first class opened in 1932 with a registration of thirty-two. The next term, the ninth grade received the

graduates and the eighth was opened to new arrivals. One hundred and nineteen girls registered in commercial classes at Verdun that year, and in succeeding sessions the number has continued to increase. (Table 13)

The most recent development of public commercial education has been inaugurated in another of the adjacent cities of Montreal Island. Argyle School in Westmount resembles Strathearn and Baron Byng Schools in that the pupil in the eighth year has a choice of either the academic or the commercial curriculum. It is unique, however, in that commercial pupils can complete their course after two years of work.

The purpose of the Westmount School is not merely to provide a commercial training, but to allow greater flexibility in the curriculum. One has only to enter a class-room, see the freedom of the movable desks and the bright colours of the walls, and catch glimpses of the projects attempted by the pupils, to realize that here a new understanding of child psychology is being developed. The attitude of the principal and the teachers smacks less of rigid discipline and more of friendliness. Within the limits of the present curriculum, Argyle School has accomplished two things. It is the first example of the much needed Junior High School in Montreal. ^u The School has been in existence only two years, and as yet it is still in the

^u In effect this is a school (a) for the purpose of providing a form of education intermediate between elementary and high (or up to the age of sixteen) which is more or less complete for certain kinds of pupils; and (b) one which introduces the choice at the age of about thirteen.

Table 43 .Enrollment of Girls in Commercial Courses
Since 1925; Provincial High Schools of Montreal.
Greater

Year	Commercial High	Baron Byng	Strathearn	Verdun	Argyle	Total
1925	409	-	-	-	-	409
1926	510	-	-	-	-	510
1927	499	-	-	-	-	499
1928	572	-	-	-	-	572
1929	548	-	-	-	-	548
1930	567	210	70	-	-	847
1931	557	177	150	-	-	884
1932	503	216	330	-	-	1,049
1933	498	215	420	32	-	1,165
1934	564	167	474	119	-	1,324
1935	481	481	520	134	65	1,381

experimental stage. Within the near future, however, there is no doubt that ^{The} developments in "progressive" education being pioneered here will pave the way for the introduction of similar Junior High Schools throughout the city. Secondly, it provides a complete commercial course in two years. Students who would otherwise drop out at the end of the eighth or ninth year here find a course convenient to the length of time they are able or wish to spend. In this period, however, the loose ends of their education are tied; the objective is to round off their school years as completely as possible.

Westmount is a wealthy community, and monetary factors are of less weight in affecting the educational decisions made by parents. Pupils in the Argyle school are, theoretically, free to make this selection between academic and commercial subjects on the basis of ability and inclination. This poses a new problem for the educational administrator - that of determining the route which pupils should take at the sixth grade. This is not easy, particularly for average students who have not manifested strong aptitudes in certain directions. Experience is likely to show how this can be done, however. ¹¹ This is a wider matter than the immediate subject of this chapter, but an important part of the broad problem of education and training with which this study as a whole is

¹¹ In Great Britain, under the "Hadow" reorganization, elementary is now one of the accepted turning points to which elementary, secondary, and "central" (commercial and technical) curricula are geared. ^{School}

concerned. It is to be hoped that the technique of vocational guidance will be vigourously developed in Argyle School. A beginning has been made in establishing a "guidance counsellor" but he has five hundred students to supervise, and works only two afternoons a week. A completely successful system of allocating students to the courses for which they are best fitted calls for a good deal of integrated work - the analyses of marks in various related "key" subjects, tests of personal ability and intelligence, probationary periods and "sampling" courses, and the advice of training specialists.

The second problem is not unique to the new school, but one with which the latter may help to deal. It arises from the popular fallacy of believing that commercial students are those who cannot do academic work well. The "bright" pupils are normally expected to proceed to matriculation, while dull students are urged to attempt something easier - for example, commercial subjects. The members of the latter group are not selected because they are able to do this work better than others, but because they are unable to do academic work successfully. This basis of selection must be discarded if secretarial skill is to be evaluated at its true worth. The higher types of clerical work require as much intelligence, skill, and personality qualities as collegiate studies: both groups of people are assets to society, and the training for each career must be highly selective.

The Commercial Course Curriculum.

The curriculum of the Commercial High School is by no means confined solely to specialist courses. It includes in fact, either optionally or regularly, most of the subject matter prescribed for students in the "ordinary" high schools. The designers of the courses had in mind that the pupils who entered the school (at fourteen or fifteen) would not yet have received a satisfactory general education. The Commercial subjects are brought together under three main heads, Stenography, Typewriting, and Bookkeeping. The stenographic course provides for four years practice and development of shorthand. Typewriting is also covered in comprehensive detail, as the table below shows. The bookkeeping course is designed in the eighth year to instruct the pupil in business forms and business papers; this instruction is continued through the ninth and tenth grades, and in the eleventh year the student is able to follow an advanced course of applied bookkeeping and accountancy.

The typewriting course prescribed in the city high schools is as follows:

Table 14. Typewriting Assignments for Grades VIII to XI.⁴

Grade VIII.	Correct position and fingering on a typewriter. Memorizing positions and drill with all letters, Arabic and Roman numerals. "Rational" typewriting.
Grade IX.	Business correspondence. Use of the tabulator. Making carbon copies. Corrections. Speed and accuracy tests. "Rational" typewriting.
Grade X.	Typing from shorthand notes. Business forms. "Rational" typewriting.
Grade XI.	Statistical matter. Balance sheets. Invoices. Legal papers. Banking forms. Stencils. "Rational" typewriting.

⁴ Memoranda for the Guidance of Teachers in the Protestant Schools of the Province of Quebec, Department of Education, 1934, p. 68.

Table 15. Time spent on Commercial Subjects in Various Grades in the Commercial and Verdun High Schools.

School and Grade	Book-keeping	Type-writing	Steno-graphy Shorthand	Total
	hrs	hrs	hrs	hrs. mins
Commercial High				
VIII	2	2	2	6
IX	$2\frac{1}{2}$	2	2	$6\frac{1}{2}$
X	$3\frac{1}{2}$	3	3	$9\frac{1}{2}$
XI	4	3	4	11
Verdun High				
VIII	1	$2\frac{1}{2}$	$1\frac{1}{2}$	5
IX	1	$2\frac{1}{2}$	$1\frac{1}{2}$	5
X	$1\frac{1}{2}$	$3\frac{1}{2}$	2	$65/6$
XI	$11/3$	$31/3$	2	$62/3$

It is important to note that students are permitted to "make up" subjects for the matriculation examination, during extra periods in the afternoon. In order to allow pupils this option, the so-called commercial course in its entirety covers all the main academic subjects together with typing, shorthand and bookkeeping. In part, therefore, the curriculum

is still dominated by the view that the high school is the bridge to the university; but, probably in greater part, it is actuated by the fact that matriculation is still regarded and requested by the business world as a necessary qualification for certain posts. It should be solely a certificate for entrance to university. But so long as it is in effect an employment certificate, it will be sought for this purpose alone; and, until a more appropriate high school certificate replaces it in the public mind, it would be unfair to deprive commercial students of the opportunity to obtain it.

So long as matriculation subjects are principally of "pre-university" character, it would obviously be desirable if the commercial schools could rid themselves of the yoke of this examination. At the present time, although most principals admit the wisdom of adapting curricula to particular student groups, they are handicapped by small staffs, insufficient funds, and inadequate classroom space. Curricula are, therefore, designed with one eye on the student and the other cocked at matriculation examination. But it is doubtful whether compromise of this kind succeeds in securing the best education for either the scholastic or the commercial student. If a clear division could be organized, it would be possible to design a commercial curriculum which, while still cultural in character,

would lay a better distributed emphasis on economic and commercial subjects. ^U Both at Verdun High School and Argyle School, attempts have been made to rearrange the "academic" subject matter in this direction. Thus French courses, for example, may include vocabulary of a commercial nature, and geography deal with the physical bases of trade, commercial products, exports, etc.

The commercial schools are staffed with both academic and commercial instructors. More than three-fourths of the total number have both a university education and normal school training, but the commercial teacher must, in addition, be a graduate of a recognized business school. Comparatively few of this latter group, however, have held positions in business firms. The character of the courses they are intended to give is fairly well defined by Department of Education instructions. The purpose of the stenographic course is speed and accuracy for dictation and transcription. The objectives are 60, 80, and 100 words per minute during the year. In teaching the type-writing course the instructor must deal with business correspondence; statistical matter; balance sheets, invoices,

¹ The matriculation certificate, in its turn, could be more easily organized as the preliminary to various kinds of university education.

legal papers, banking forms, stencils ^U. Such commercial training under the tutelage of a teacher with experience may bring to the student a live and intelligent understanding of the methods and principles of business organization; but it may equally become a routine, with a limited skill being derived from memorization and practice. Much depends, here as elsewhere, on securing the best teaching personnel, and on their facilities in terms of time and the number of students they have to instruct.

The High School and Employment.

The costs of securing a commercial education through the public high school have been mentioned elsewhere. A problem still remains for most pupils and their parents, however, even if a diploma signifying a successful rating in the full course has been obtained. There is little doubt that the commercial high school ~~certificate~~ has a definite employment value, and also that it is likely to be rated the highest of its kind. None the less it provides no guarantee, and in recent years, particularly, it ^{is} ~~has~~ difficult for even the brightest students to find satisfactory jobs.

At present, contact between the schools and business firms depends almost entirely on the personal activity of the principal. He usually makes an effort to keep in touch with the employed graduates and also uses what influence he may have to place the year's graduates in positions. While

this testifies to the goodwill of the principals, it also reveals the lack of any organized bridge between education and industry.⁴ There are various systematic techniques which have been successfully adopted in other countries, - specialized employment bureaus, Juvenile Placement Committees, "career masters", liaison officers between schools and business firms, and so forth. It should not be difficult to create an organization adapted to the special needs of Montreal or Quebec; but one condition is essential. This is the active co-operation of industry. (Representatives of the government, parents, and the general public, would of course also be desirable in any organization of its committees). Once a systematic record of available graduates and of firms' requirements has been built up, this co-operation ^{MAY} have several ~~results~~. It secures jobs more efficiently; it gives intending enrollees more definite information on which to judge the desirability of their taking the course. It provides businesses with a constant and reliable list from which they can choose employees. Above all, it opens up the possibility of making "practice" or "apprenticeship" courses part of the regular training. Students should be able to visit a series of business firms, and better still be ensured of a probationary engagement at the

⁴ The chief exception is the pupil who is fairly sure of a job at the end of a school period because he has relatives or friends in some particular business. But as a matter of efficiency or of democratic principle, this is an unsatisfactory technique of placement.

end of their school career. The other extreme, complete lack of contact with business organizations, means that the student is taught commercial subjects in an artificial atmosphere in which the differences between the classroom and the office cannot properly be appreciated. Finally, if business is not satisfied with the training ~~on the~~ ~~subject matter~~, or educationists ~~and others~~ with the condition of employment (- for the criticisms are not likely to be solely in one direction -) a medium is provided for ~~material~~ discussion and improvement of these problems.

Chapter 4.

The Larger Independent Commercial Schools.

The larger issues of commercial education have been discussed with reference to the high schools because their curricula are the broadest and because, - a part of the public school system, - they offer the primary means of organizing improvements. The problems of the quality of teaching and of its relation to the labour market, which the private commercial schools reveal, are less uniform in detail but more clearly evident.

The larger of the independent schools are separated from the smaller, in this survey, by the standard of a minimum enrollment of twenty^{Pupus}_A and the employment of at least two full time instructors. In all of those to which reference is made, the colleges provide only courses which are specifically commercial or technical in character. Typing and shorthand are the basic subjects, the others varying in range from school to school. There is no standard curriculum and the institutions are subject to no higher educational authority. Those that are incorporated are ~~se~~ organized as businesses rather than schools, and control in this case is limited to a few general health regulations of the city.

At one time most of the principals were women though nowadays this is true of only about half of the schools. The

origins of modern clerical work have influenced this fact. Typing and stenography were early considered as a formal occupation and more women than men possessed the skills with which they might begin to train persons of their own sex. In the last decade or so, however, as students flocked in growing numbers to secure commercial training, business schools came to be fairly sure and profitable institutions, and many men came into the field, conducting the schools as business ventures. They have succeeded because of certain advantages of prestige and appeal. The business world has always been man's realm. His greater familiarity with industry, his personal business experience, the fact that other businesses are "run by" men, supposedly help to bring the training school into closer contact with the business office. There is, too, an added measure of stability attached to institutions conducted by men: the public is aware - somewhat vaguely and unjustly perhaps - that a large percentage of women's work is of a temporary nature, while a man stakes his bread and butter on success or failure. Permanency, stability, variety of business contacts, therefore, ^{are} likely to be believed inherent in institutions supervised by men.

The majority of the principals have pleasant personalities and go about their work liberally and competently. They are successful enough to be able to make a reasonably comfortable living from the income ~~of~~ the school. A few have led eventful

lives and can tell colourful stories. One, an American, who was a civil engineer by training, came first to Northern Canada to convalesce after a long illness; when he returned to Montreal he began to teach commercial subjects and eventually established one of the most successful business schools in the city. Another history is one that Arnold Bennett might have told: of two sisters, (one a graduate of McGill University), who three times made enough money from their school to retire, and each time suffered unexpected reverses of fortune, and had to reopen again. Only last year the elder sister died at the age of 90, while still directing her business school. A talented piano teacher who could not establish herself in this field with any success finally undertook the supervision of a popular business school in the North End of the city. Yet another is a Horatio Alger story, of a girl who was left orphaned and penniless in Ontario. She went into domestic service, managed to make her way through high school, and to continue through one year at a University. Today she is conducting a small but efficient business school in one of the poorer suburbs.

These stories are quoted with a purpose. Men and women of the types described are hardworking and sincere. They are helping to supply a need that the business world ~~patiently~~ requires. Are they qualified, however, to instruct girls and boys at a formative age of their lives? The majority have

been "trained" by commercial experience, and not in the techniques of teaching itself. They know the technical skills, but little of educational methods and purpose. A few of them are interested in the wider "human" possibilities of vocational education, but the majority bend their efforts to introducing a sixteen or seventeen-year-old as quickly as possible to certain commercial techniques, and then ushering them out to find a job. The effects of this are more important than might at first appear, because many of the entrants to commercial courses are those dissatisfied with "ordinary" school; yet actually more in need of sympathetic treatment and creative vocational interests. Ideally, then commercial education should be a means by which boys and girls of certain temperaments become able to develop such talents as they have with a sense of satisfaction, while yet escaping the cramping effect of too narrow a perspective. In practice, the business courses are too likely to be routine matters concerned primarily with a "bread and butter" skill.

Many of the schools claim to give individual attention, but even if the instructors were fully qualified to give it, there are other grounds for placing little confidence in the claim. ^U Even if it be

1) The following are quotations from two letters written by business school principals. The two schools have trained nearly 700 girls in the past years.

"For about 20 years I have been engaged in business college work. Girls constitute about 95 per cent of our pupils and I should thus have something of a knowledge of the quasi-inscrutable ones uncertain, coy and hard to please.

What might perhaps lend interest to any views that I might offer is the fact that somehow or other, it has been my lot, through desire or circumstances, to be a pioneer in my line of work; and these fields in which I operated have largely been among the poor and under-privileged, yet nevertheless, ambitious; and in some cases possessing real ability in directions which could be shaped to great ends for the individual and the community".

"As a private school, it is our aim to give individual attention, moral and social, and also regarding class work. This, of course, varies according to conditions, immediate needs, etc.".

fully realized that adolescents cannot be "educated" in three months after the primary grades, is it possible to prescribe longer courses in the face of competition (from those who will offer "rapid courses") and still earn a livelihood?

Entrance Requirements

Students are usually accepted as soon as they have "completed" elementary schools. In some cases the age of the youngest students is less than fourteen. For the stenographic course public school grades are sufficient, though it is usually deemed advisable to accept only high school pupils for the more advanced courses. General conditions of admittance, if any, vary from school to school; and no representative group has yet been organized among business schools themselves to formulate standard entrance requirements.

In every school visited, the number of pupils has shown a continuous increase in recent years. (Table 16 and 17) No tests of commercial ability or prospects are made, however. In view of the fact that no entrance qualifications are demanded, it might be thought that careful guidance and supervision would be given the pupil after admittance; but this is not the case. Few of the schools use intelligence tests, none use aptitude tests, and there is no such thing as probationary periods. Neither physical handicaps nor mental inadaptability seem to be considered particular obstacles to a commercial career.

Table 16. Enrolment at Larger Independent Commercial Schools, Montreal 1933-5.

School	1933	1934	1935	School	1933	1934	1935
A	15	20	25	J	62	70	98
B	7	9	19	K	23	36	63
C	47	52	50	L	27	46	54
D	43	37	43	M	11	30	49
E	65	65	65	N	143	152	154
F	20	35	40	O	60	60	60
G	135	170	106	P	55	60	65
H	10	9	7				

Table 17. Enrolment at Larger Independent Commercial Schools, Montreal, 1925-35.

(Schools who supplied figures for earlier years).

School	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
A	204	188	197	199	206	184	135	67	43	37	43
B	⌘	⌘	200	231	195	200	150	95	135	170	106
C	⌘	62	53	102	135	204	168	153	143	152	154
D	⌘	30	30	⌘	⌘	⌘	⌘	60	60	60	60
E	⌘	⌘	⌘	⌘	⌘	⌘	15	16	10	9	7

⌘ Not stated.

"If they are unable to obtain positions as secretaries, the less able ones will be typists. This skill will be of use to them no matter what they eventually do." This kind of argument advanced by some principals, to explain the lack of vocational guidance, is wide of the mark. It is not unlike the logic of the parent who places her child in school in order that she may be kept off the streets. But this "lesser of two evils" way of thinking is an unsatisfactory approach to a system on which the greater part of industry's clerical personnel is now dependent. If the students of the business colleges are both intelligent women and efficient stenographers, as of course many of them are, it would appear to be largely accidental. The question "What form of vocational guidance is given?" brought little positive information. It is unreasonable to expect great or general interest in this. So long as the schools are run primarily as business enterprises they cannot be anxious to adopt methods of cutting down their number of customers.

Of sixteen schools covered by the survey the majority report that vocational guidance takes the form of a personal interview.^u

u) Table 12.

During this interview the name of the applicant is taken, her academic qualifications run through, her age noted, her preferences asked, the textbooks mentioned, the payment of fees arranged. She is then simply required to start work the following morning. Seldom is there an application form to fill; probably the only notation made by the principal in her books is the course the pupil will attend, and any special arrangements made for the payment of fees. Perhaps, in special cases, a bright pupil is advised to take stenography in preference to typing; or English grammar is suggested to those who obviously need it. More generally the personal interview is an expression of courtesy and good salesmanship on the part of the administration.

Why is this so serious? it may still be asked. Why should not girls take courses of this kind if they wish to do so? The answer is that there are already hundreds of stenographers without jobs, and that all too many are improperly equipped or unsuited to the work. The

The manager of a large industrial organization that employs from seventy to a hundred stenographers, claims that nine out of ten stenographers who apply for positions are not capable of filling them. Naturally this proportion cannot be applied out of hand to all the clerical labour supply. There must in any case be a margin of doubt until a ^{satisfactory} system of measuring personnel abilities is perfected. But even if the figure were only 30 or 40 per cent, the problem is not to weed out the odd three or four who are unsuited to their work, but to discover why four out of ten women are allowed to enter a field for which they have no special ability and in which there are a limited number of positions.

There is one large secretarial employment office in the city. To see the crowd of girls waiting for hours for the chance of getting an employment card, is to know of the failures at least partly attributed to the inefficient selection of commercial students. The manageress said "Yes, they sit here all day - bring their knitting, most of them.....Ninety per cent of these women would be happier and better placed in domestic positions." I have more secretaries on the register now than Montreal can absorb within the next ten years. And yet every year the schools send up hundreds more, without talent, and without ability".

“The Bureau could place 400 or 500 girls and women almost immediately as domestic servants if they were available”, Statement by Mr. F.R. Clarke, Manager of the Protestant Employment Bureau, Montreal Daily Star, February, 1937.

A slight improvement in the selection of applicants during the past two years or so has been noted. It is due at least as much to pressure of circumstances as to thoughtful change of policy, however. An increased number of high school pupils have entered the commercial field. It is very difficult, therefore, for a girl who has only been to elementary school to find employment in a crowded market. The independent school, in order to compete, finds itself compelled to accept pupils of high school grade. Elementary school graduates are still allowed to enter the business school, but they are usually advised to limit their studies to typing or routine clerical work. In the secretarial employment office, the card filled in by the applicant bears a record of her school experience. But the office rarely sends a primary school girl out to apply for a position unless circumstances are exceptional. "Why should I take the chance", explained the manager "when I have so many of the better educated girls on my lists?" The commercial schools have been similarly compelled to exercise a preference. But the academic qualifications generally accepted are of relatively low grades, and no other tests are applied. The principal requisite is that the pupil be able to pay the school fees. (TABLE 18)

Table 18. Summary of Typical Characteristics of the Larger Independent Business Schools.

Course	Entrance Requirements		Ages Most Common	Time Required to Complete	
	Most Common	Others		Average hrs.	Range hrs.
Stenography	7th year; personal interview	8th year; 9th year; none	16-18	600	128-900
Secretarial	8th year; personal interview	9th year	16-25	1020	720-1900
Commercial Bookkeeping	7th and 8th year 8th year	none	17-18 14-25	varies according to number of subjects taken	
Typing	none	none	13-18	150	75-250

Curricula

The curriculum offered in the commercial school includes a wide range of topics. Many of the courses are inferior in idea and achievement; but within the last few years, the demand has been such as to render the curriculum a matter requiring increasing time. In this respect, the work of the average business school comes close to that of the public school. All schools prescribe a five-day week, and the majority allow the students the choice of work on Saturday morning. Instruction occupies three hours in the morning, and is continued in the early afternoon.

For convenience of treatment, the subjects of the business school curriculum may be considered under the headings (1) Secretarial, (2) Stenographic, and (3) Bookkeeping. ^UAs will be indicated, they are not necessarily brought together in this way in every school. The tendency is to offer a wide variety of constituent courses.

The first group includes subjects for advanced commercial education of the more competent girl. The student, who has sufficient qualification to aspire to the highest type of secretarian work, will usually attempt this course. Any subject

^UThe following are additional subjects taught only in a few business schools and therefore not included under any of the above three headings:-

Advanced Stenography for Private Secretaries.

Secretarial Practice.

Economics (Subject matter, included under this heading, differs from school to school)

Advanced Accountancy

Mechanical Drawing, Practical Mathematics, etc.

Clerical Work in Manufacturing

Company Law

Partnerships

Training for commercial teaching.

which has bearing on office routine or business management may be fitted into her schedule. The titles listed below number twenty-five; these bring together all the subjects offered in the advanced course in the various business schools in Montreal. ¹¹ But fully half of this list is repetitious. "Penmanship", "Vocabulary of Business Terms", "Grammar", minor cognate subjects, are here listed as independent studies. They add no doubt to the length of the billboard, but from the point of view of the educator, they detract from the genuine advertised worth of the curriculum. For example, the proper use of the English language cannot be taught without the instruction of grammar, vocabulary, punctuation, and composition. It is nearer the truth to say that the secretarial course includes the following subjects:

Typing
 Shorthand
 The Use of English: ¹² spelling, grammar, punctuation, business correspondence (vocabulary of business terms), penmanship
 French
 Commercial arithmetic, rapid calculation
 Bookkeeping: billing and statement work, accounting
 Office practice: (secretarial training)
 Office "mechanics": mimeographing, inventorying, filing, indexing
 Commercial law: legal forms, specifications, etc.

Typing	English	Mimeographing	Commercial
Shorthand	Grammar	Comptometer	Law
Secretarial Training	Spelling	Modern Mechanisms	Legal Ter ^{ms}
Office Routine	Model Business	Billing and State-	French
Commercial Arithmetic	Correspondence	ment Work	
Rapid Calculation	Penmanship	Inventorying	
Bookkeeping	Vocabulary of	Filing	
Accounting	Business Terms	Indexing	
	Punctuation		

¹³ "English" in the sense of English language and literature may quite properly be called a distinct subject; but it is not so used in business school curriculum.

Table 19. Percentage of Students Attending Each
of the Main Courses in Business Schools.^x

Course	Number	Per Cent
Secretarial	322	57
Stenography	191	33
Bookkeeping	11	2
Typing	39	7
Others	5	1
Total	568	100

x These figures are based on a sampling of 568
students registered in 9 different schools.

Some schools omit the machine work from this course. Others consider French an extra subject. Matter and methods vary in each school; for example, arithmetic may be taught only in bookkeeping form, or it may be treated in an academic manner. In every secretarial school, however, typing, shorthand, English and some arithmetic form the basis of the course; only minor subjects vary with each school.

The Bookkeeping is not as popular as the Secretarial Course. Table 19 shows the relative percentage of students attending each of the three courses. Whereas ³²²~~330~~ were enrolled for the Secretarial course, only ^{ELEVEN}~~twenty-two~~ were interested in following Bookkeeping studies. It may be partly due to the popular misconception that bookkeeping and mathematics are a man's work. Sixteen subjects are listed under this heading. ^H But when condensed to the real subject matter, the course consists of the following:

Mathematics: Commercial arithmetic, rapid calculation.
Bookkeeping: Accountancy.
English: Grammar, spelling, punctuation, penmanship.
Economic techniques: salesmanship, advertising, banking
technique
Commercial law (usually omitted).

Thirdly, there is the stenographic course which seems to be the simplest of the three. Applicants may present very low qualifications, and yet spend the least time on this course. Usually it consists of nothing more than shorthand and typing.

Typing	Commercial Arithmetic	Grammar	Commercial Law
Shorthand	Rapid Calculation	Spelling	Economics
	Bookkeeping	Model Business	Banking Technique
	Accounting	Correspondence	Advertising
		Penmanship	Salesmanship
		Punctuation	

In some of the larger institutions, however, a certain amount of stress is placed upon cognate subjects. The most inclusive list is recorded below. ⁽

Little attempt is made to compel students to round out their subjects with a complete course. Very often the pupil will study typing and omit shorthand; or perhaps combine an advanced course in bookkeeping with elementary typing. Students of various courses are seldom separated into different classes, but usually work together in the same ^{Room} at the same time. Progress then becomes a matter of individual effort. In some schools, however, the more capable are selected by means of examinations: the class is then divided and work progresses in three or four different groups.

It is necessary at this point to make a distinction between individual progress and individual instruction. The two terms are consistently misused both by administrators of schools and by the public. Advertisements promise the latter and mean the former. Meanwhile the public is not always aware of the difference. Individual instruction is a matter of segregating an individual from all other students, and actively teaching that particular pupil the subjects

① Typing	Grammar	Mimeographing	
Shorthand	Spelling	Machine Mechanism	Business
Office Routine	Punctuation	Filing and Indexing	Arithmetic
	Model Business	Manifolding	
	Correspondence		

selected. There is little enough of this in public schools: it is quite exceptional for it to take place in the business school. Neither time nor staff could allow for such individual attention. The schools for the most part are crowded and inadequately staffed. The most common arrangement is for the pupil to be placed with a group of other students, all of whom progress, more or less, at the same rate. She is handed a book, designated to a typewriter, and asked to take dictation with the others of her group. At the head of the classroom, a teacher is probably correcting exercises that have been handed in the day before. Each pupil works silently and separately at different divisions of the same subject. If the student has any difficulty, or if she finishes her exercise, she goes to speak to the mistress at her desk. This method of private work should not be called individual instruction, but rather individual progress. The pupil is able to go ahead - or to lag behind - apart altogether from the general pace of the class.

Length of Study Required.

The question invariably asked a principal is "How long will the course take"? The answer is printed in almost every school prospectus. Every student is anxious to know how long the course will take. Most prospectuses therefore contain a statement on the point. The following, from one of the larger schools, is typical:

"Time Required for Graduation"

"So much depends upon previous education, the student's aptitude for the course selected, and the amount of homework one does, that the time required to complete a specific course cannot be definitely stated.

No school therefore, worthy of the name, will attempt to define the precise limits of time within which a student will qualify for its diploma".^U

This is true as far as it goes. But it is also partly due to the fact that the pupil is left to pick and choose her own subjects, without being guided into a rounded course. The lack of definite time-indications encourages the pupil to leave studies unfinished. Students whose capabilities are of different grades, however, cannot be harnessed to follow at the same pace. One school, for example, accepts both public school and college graduates,-all novices at stenographic work. Are they to be placed in the same class, to proceed at identical speeds? Obviously, that would be unfair to all. Again, the many differentiated programmes undertaken by pupils,makes it difficult to organize and segregate groups in which scarcely two pupils progress at the same rate. It is essential then that each pupil follow at her own pace in each individual subject.

This investigator attempted to learn the average length of time required to complete the various courses in different schools. Any such figure, however, would be misleading in that the subject matter in different schools includes different

^UQuoted directly from the prospectus of a large independent commercial school in Montreal.

Table 20. Comparative Length of Time Required
to Complete the Secretarial and Stenographic Courses.

Sampling of Schools by Lettering	Secretarial Course	Stenographic Course
	Hrs.	Hrs.
A	900	800
B	1,900	900
C	720	640
D	1,000	800
E	1,000	600
F	900	800
G	1,000	420
H	1,000	525
J	800	144
K	840	500
L	1,400	128
M	738	800
Total	12,198	7,057
P.C.	63	36

materials. A common basis cannot be obtained on which to compute an average. It may safely be stated, however, that both the bookkeeping and the secretarial courses require almost double the time usually devoted to a stenographic course. //

Certification

Each school has different methods of setting examinations, various types of examinations, and divers forms of grading. In some cases the staff is allowed to draw up the questions, while in others, standard tests listed by the central offices of Pittman or the Superior Court Examinations are used. Bookkeeping examinations may be procured from Toronto, and from business firms in other cities; more rarely, schools use examinations set for the purpose by institutions of higher learning. Examination hours vary in each school. Many prescribe the "test" as a checking-up method, and use it weekly or even monthly. Others set four examinations throughout the year, while still others prefer to confine themselves to one standard examination at the end of the term.

An employer, on being handed the matriculation certificate, is aware of the type of examination passed, and of the academic qualification of the student. On being presented with a business school certificate, the same employer knows no more than that some person thought fit to award this pupil a diploma for passing an examination in a commercial subject.

Few employers, therefore, rely on official looking diplomas. They cannot be sure that the applicant is able to type at any given rate: if the diploma states her typing speed (as is rarely the case), they are not certain of the method by which her accuracy had been judged. They know, too, that the large business schools hand out a diploma of some kind to every student with the idea of satisfying all. In actual practice, therefore, the employer's tendency is to ignore the stamped square of official paper and to trust to his own practical judgment. The student, on the other hand, finding that the diploma means so little, is not anxious to await official sanction to leave the school, but wastes no time in obtaining a position. From ^{the} point of view of both student and employer the examination and ensuing presentation of a diploma become educational formalities of little practical worth.

Staff

A member of the average business school staff is not called upon to do inspiring teaching. Her duties are not far from those of an overseer and a regulating machine. The pupil is required first to understand fundamental rules, and then to practise until speed is acquired. The teacher's duty is to tender assistance when necessary. Dictation, spelling, tests in speed and accuracy and the correction of exercises are the major part of her work.

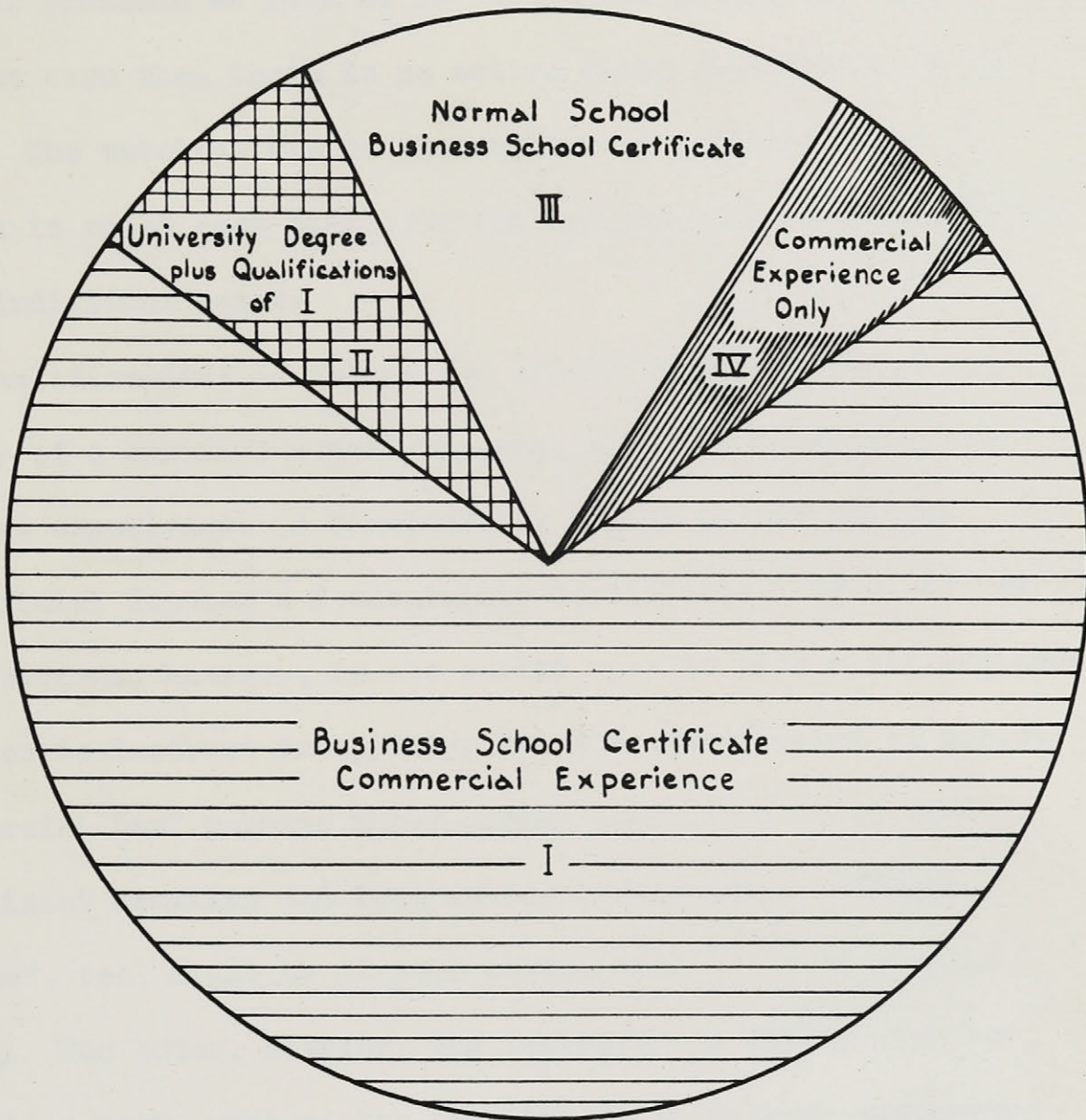


Fig. IV Qualifications of Teachers in the larger Independent Business Schools. (Figs. apply only to the sample schools visited.)

She is also called upon to fulfil the duties of overseer. Every class of adolescent age, whether large or small, must be placed under the supervision of an adult. She solves individual problems as much as is within her power, and offers guidance even when there is no active class instruction to be given. The watchful eye of the overseer is all-important to classes in which each pupil follows her own work, and progresses at an individual speed.

Qualifications of commercial school teachers consist usually of a business school diploma, and of some measure of business experience. A considerable number do not possess the official Teacher's Stenographic Certificate. (Fig. 4) In few instances, however, is she called upon to give vital explanations or to instruct in anything but the memorization of tables. "Commercial Law" perhaps under proper conditions would require intelligent handling and interesting presentation; "Office Routine", too, might be of real educational value if properly taught. Too often, however, the instructor's duty limits her to routine work, such as the teaching of elementary mathematics by a rigidly prescribed textbook, or of Bookkeeping by the memorization of current methods of keeping accounts. Such duties neither demand nor receive high pedagogical training or require exceptional personal attributes. Time is too limited in these schools, entrance qualifications are too low, and types of students are too varied, to permit the teacher her right of stimulating

Table 2/ . Average Monthly Fees, Larger Independent Business Schools.*

Course	Average	Range
Secretarial	\$ 10.50	\$ \$ 7.50-15.00
Stenography	9.50	7.00-15.00
Separate subjects	9.00	5.00-15.00

* Averages to nearest 10¢.

young brains to wider perceptions and keener understanding. Fees range from \$7.50 to \$15 per month. The larger establishments demand \$15, while the smaller schools hope to attract students by cutting the prices to \$10 or even to \$5 monthly.¹¹ In view of the diversity among schools in courses, administration and staff, it might seem reasonable to expect as great a variation in student fees. But too wide a difference is impossible as long as schools are run as business enterprises; none can afford to ignore the prices set by its competitors. Everywhere, however, percentages are taken off for payment in full, and instalments scheduled for fixed periods. For example (one school set fees at \$24 for three months, with a reduction to \$20 if paid within the first few days after registration). Again, price is determined by the type of course selected. The fee for an elementary typist's course differs from that of a full secretarial course. The usual practice, however, is to charge the same fee for all studies, because more thorough students are compelled to remain for a longer period. Time becomes the arbiter of price. There are few scholarships given; and those few take the form of free tuition to special students in needy circumstances.

The systems of collecting fees - the instalments, the percentages, the reductions, the price-cutting - remind one

¹¹ Table 21.

rather forcibly of the practices of retail merchants. There are those who criticize this system, whose purpose is to make of education an expensive tag. Paying little heed to false conceptions, there is great objection to reduction of education to a status comparable to marketable goods. Knowledge then becomes that which can be purchased at any time if the cash is available. But cost, in terms of money alone, is not the measure of value in education. When a student may approach and indignantly remark to a principal, "For \$8 I can get the same course down the street", then it is time that we formulated a truer basis than the merely monetary one on which to present education to the public.

The last federal census (1931) established the fact that 35,912 persons (male and female) described themselves as clerical workers in the city of Montreal. Of this number, 5,888 or 16.4 per cent, were unable to find employment; and 2,511 of these persons, were women.^U Whether the employment of those with a job at the actual date of the census was permanent and how far unemployment in general has increased since 1931, are further important questions which cannot be answered exactly; but it is fairly certain that unemployment is more general now than even these 1931 statistics indicate, ~~in this form~~. Moreover, the particular unemployment problem has been

^U Seventh Census of Canada 1931. Volume XI. Unemployment 1934. Table 36, p. 686.

aggravated by the commercial schools. No attempt has been made at any time to limit the number of students to the number of available positions. The topic of employment is carefully avoided by schools, or again positions never forthcoming are guaranteed to pupils. The avoidance of the subject is usually a deliberate policy of silence, while in the latter cases it is dishonest advertising. Thus, business schools glut the market with an oversupply of graduates, lowering wage-earnings of those employed, and rendering it more difficult for a novice to obtain remunerative work.

Business schools as a group have not yet obtained any organized co-operation from industry. A friendly employer may call to ask the principal's advice in the choice of a stenographer; but during the past few years, these calls were hardly adequate to place the number of recruits. The largest clerical employment office in the city is one organized by a typewriting firm for the convenience of its clients. The office is in charge of one person, at present unaided by any assistants; it is hardly possible that such ^A bureau should serve all schools with equal fairness, and, moreover, it is obviously ~~that it is not~~ inadequate to handle the employment problems of a large and greatly differentiated occupational group.

Commercial schools in Montreal have not reduced the number of applicants who train for positions, nor have they made an attempt to select those who are particularly adapted to do this type of work. They have not obtained the organized

co-operation of men in industry, and more than that, they have not established a central employment agency, to direct the streams of qualified students. But the fault does not lie with the schools alone. They provide commercial training which would otherwise be denied to commercial students of Montreal - and in their own way, fulfil this task to the best of their ability. Higher standards of study, and employment problems, moreover, are not solely their responsibility. These are duties which necessitate public co-operation, and in particular, the organized support of employers, educators and commercial school principals. Until representatives of these three groups unite in the interests of commercial education in Montreal, there can be no adequate solution to the problems of the "business school".

Chapter 5.

The Smaller Independent Schools.

Small independent commercial schools exist on almost every street of the city, tucked away in private homes, back offices, and apartment houses. Situated off the main streets these schools are difficult to trace and find. There is no government regulation, no tax registry, no directory, which might give clues to their addresses. It is possible, however, to locate a good many through advertisements in back files of newspapers. They differ from schools of categories previously described, in being organizations in which one person alone is responsible for both administrative work and teaching. Such schools do not offer private tuition, but arrange for classes of two or more pupils to meet regularly for periods of instruction.

The owners of such establishments vary widely as to both economic and academic status. Some of them are men of high qualifications who through some turn of fortune came to operate a business school; some are women who hold clerical positions and at the same time strive to supplement their income by teaching a few pupils; and others are unemployed stenographers who have been unable to keep their jobs, and depend upon this means of livelihood for a meagre income. Two-thirds of the principals of the last type are women.

The Schools visited had an enrollment that varied from two to twenty-five students. A great deal of detailed labour would be necessary to ascertain the exact number of students attending such schools at a given period of time: few reliable records are kept, and any total of figures available would refer to pupils studying different subjects. If three students entered the X Business School to study stenography, and four students attended the Y School for the same purpose, it could not be said that seven pupils were obtaining identical training in stenographic work. The former three might be given only typing and shorthand, while the latter four were concentrating on these together with cognate subjects. Figures of attendance are therefore apt to be misleading because conditions, methods, and subject matter vary greatly in each school.

Enrollment usually takes place at the beginning of the term, but schools may accept students whenever the chance occurs. Consequently the enrollment varies each month. Many pupils leave after the first sampling of the course; a greater number desert at the first opportunity of obtaining a position; and very few, comparatively speaking, remain to take the final examinations. Any attendance figures must therefore be accompanied by detailed notes; and even then ~~are~~ subject to much interpretation.

Little difference exists between the fees of the small schools and those of the larger ones. The former range from \$3.00 to \$14.00 a month. (Table 22) Although these are the fees quoted, reductions and payment by instalments may always be arranged. Scholarships are seldom granted.

The minimum age at which pupils are admitted is generally sixteen; and many have attended one year of high school. (Table 22) Teachers claim the instruction to be individual enough to enable them to teach each pupil separately. There is probably more substance to this claim than to that of the large schools, but of course the standards of tuition vary widely. No academic qualifications are therefore required as entrance minima, and the weaknesses of the student may be corrected by means of careful tuition.

Such vocational guidance as it exists is of little consequence, One school allowed for a probationary period, while another (directed by an exceptionally able teacher) required two weeks of constant examinations before the student was officially allowed to follow any course. The principals in these schools sought to gain a thorough knowledge of the pupil's quality and experience. These cases are exceptions to the rule, however, and the majority of schools use personal interviews as the sole criterion of students' aptitudes.

Table 22. Summary of General Features of the Smaller Independent Business Schools.

	Courses	Time Required for Course per day		Age of Students	Qualifica- tions	Fees per month
Most Common	Typing Stenography English Usage French	5 mths.	2 1/2 hrs. per day (part lesson, part practice)	16-19	None insisted on	\$3 single subject \$7-10 a course
Particular Variations	Arithmetic Algebra, etc. Bookkeeping Office Routine	3 mths; up to 10 mths. for in- tegrated courses	2 hours and afternoon practice; 3 hours	18-24 for courses intended for older students	Vary from 5th grade to high school graduation	From \$5- \$14 for "business course".

Few schools have standard courses. They propose to fill the immediate needs of the student in contrast to other institutions where individual needs are second to wishes of the majority. A teacher may in the one day tutor three or four students in commercial subjects, coach a small group in senior matriculation studies, and provide instruction to large classes of typing and stenographic pupils. Invariably, typing and shorthand form the basis of commercial curricula while accountancy, bookkeeping, and ancillary subjects are taught only on demand, and if extra payment is made.

The length of time required to complete the course depends on "the adaptability of the student", ^{the} subjects he or she happens to be studying, and the number of school hours in the day. Instruction periods last two or three ~~and a half~~ hours daily, and there are practice periods, usually in the afternoon. (TABLE 22)

Bearing in mind the many different schools, it may be said that on the average a secretarial course, inclusive of typing, stenography, and cognate subjects requires ~~six~~ five months of training. (Table 22). This is a shorter period than that required by the larger schools, ^{AND IT} ~~which~~ may be due either to the individual attention accorded the pupil, or to the poorer quality and lesser amount of work.

^{the} This phrase was constantly used by principals in discussing the length of the training course.

One third of the small schools interviewed did not grant certificates or diplomas. Students, in fact, do not remain long enough nor do they wish to submit themselves to examinations. One teacher found it less expensive to use the official Pitman certificate. Another handed each pupil a certificate with the record of all she had accomplished under her supervision, and which, according to her statement, "is a complete picture of the ability of the student". Still another granted certificates to all graduates and a diploma to those students who would pay \$2.00 extra for the privilege of obtaining one".¹¹

The greater number of smaller institutions make no use of final examinations. They explain this by such reasons as the following: backward students are weeded out during the first few weeks and further examinations are unnecessary; individual attention eliminates the need of tests; students dislike the examination system; a certificate stating the work accomplished day by day obviates the need of examinations. Various means are employed, however, by those who do use the examination system, to test the skill of the pupil. Some schools demand a typing speed of 80 to 129 words a minute; others require a bound copy of each student's completed work, on which her marks will be based; still others ask for six perfect letters which are dictated to the student first in English and then in French. Only one had an organized committee of examiners, which, in this case, was composed of five graduates of the school.

(/ It was observed that few availed themselves of this added distinction.

Students tend to regard the granting of certificates as a superficial formality, and therefore make little effort to complete their studies in the official manner. Less than half remain to take the final examinations. Many drop out because they are financially unable to continue; others because they obtain a temporary position; and a great many others because a holiday season intervenes making a convenient stopping place. They have discovered that those who do receive diplomas are not much better off than those who do not, for unfortunately a diploma representing good work is indistinguishable from the many that have already proved worthless. Its value as a recommendation, especially if the candidate for a job has had no work experience, is practically nil. _____

Placement.

Little concrete information could be obtained as to the exact number of students placed in the last few years. The principals keep no record, and prefer to make an approximate statement in words rather than in numbers. Although the majority of students leave before graduation, principals admitted that less than one quarter of the remaining number could be placed by them annually. The shortage of jobs, the overcrowding of the field, and the lack of co-operation on the part of industrial firms, were offered as ~~were~~ explanatory statements.

Preparation of students for employment is or should be a major justification for the existence of commercial schools. Circumstances, particularly in times of depression, may be such as to prevent them from placing the students they have trained. As individual "shops" they have no power. Each must flounder helplessly, suffering the same fate as ~~his~~ neighbour; but were these schools to band together they might, firstly, establish the proper facilities to place graduates in remunerative occupations, and, secondly, unite to solve some of their other mutual difficulties. Unity would make of them a force competent to maintain educational standards and to link industry to the school in co-operative effort. Whether this can be achieved by the school's own efforts or whether it must come by regulation is an important issue for the future.

Chapter 6.

Vocational Training and Educational Responsibility.

Substantial developments have taken place in the number and character of commercial educational facilities in Montreal. Vocational training *HAS* become recognized as a specialized science, with its laboratory firmly established in the school. Training outside of the classroom is a lengthier process, less thorough in educational purpose, and more selfish in the utilization of student ability to the advantage of the firm. If educational authorities do not take the initiative in making adequate provisions for vocational schools, a gap is left open into which step the private profiteer and the individual opportunist.

In *MONTREAL* not only is the government disinterested in commercial training (outside of the public schools) but the independent schools are compelled to work under most unfortunate conditions.

The legal dictionary defines the word "school" as "any institution of learning, including academy, college, common school, high school, seminary, university, and those which are maintained by private means and in which each pupil enters by virtue of a contract with the proprietor or teacher".

Business schools obviously come under this definition, and they are thereby under legal obligation to observe certain health and safety regulations;⁽¹⁾

At the same time, these independent schools operate primarily for the purpose of private profit; they exist to sell a certain kind of training. The law, therefore, regards them as business ventures, and in this capacity they are taxed. For example, they are subject to the payment of the "business tax".⁽²⁾

⁽¹⁾ (a) The principal... shall, in so far as possible, instruct the pupil as to what is to be done in case of fire. Provision of fire extinguishers and fire apparatus, holding of regular drills, etc. (b) Schools shall constantly keep posted a certificate signed by the inspector, attesting that all precautions touching the safety of the pupils, etc. have been taken. (Fire-escapes, etc.). (c) No second class building hereafter erected or which may be altered to be used as a school, shall exceed three storeys in height above the pavement. There are also a number of health regulations relating to total area of floor; temperature of rooms; height of classroom; area of windows; cloak room; ventilation; dormitories, seats; desks; prohibition of wallpaper; contagious diseases.

⁽²⁾ An annual tax, to be called "the business tax", is hereby imposed and shall be levied upon all trades, manufactures, financial or commercial institutions, premises occupied as warehouses or storehouses, occupations, arts, professions or means of profit or livelihood carried on, exercised or operated by any person or persons in the City, and such business tax shall be ten per cent of the annual value, as established by the tax collection roll, of the premises in which such trades, manufactures, financial or commercial institutions, occupations, arts, professions or means of profit or livelihood are respectively carried on, exercised or operated; and all persons, companies or corporations engaged in or carrying on such trades, manufactures, financial or commercial institutions, occupations, arts, professions or means of profit or livelihood shall be directly responsible for the payment of such tax. Source: City of Montreal, By-Law 432.

It must be observed that the most cursory examination of premises in which business schools are conducted reveals a general laxity in regard to the carrying out of the fire and health precautions required by the law.

The provincial educational system is fully understood as a state responsibility. Regulations governing the minutest details of administration are recorded under the statutes. With regard to the independent business school, however, the state is concerned merely with the application of such health and fire regulations as would be necessary in any institution where people congregate. There is no attention devoted to the qualifications of the principals or teachers. There is no inspection of the teaching methods, no set standard either for examinations or for diplomas. There is no supervisory council ready with advice to help the principal. There is no regulation as to fees, which vary in accordance with the ordinary laws of business competition.¹⁾ There is no co-ordinating link established between the public educational facilities and the business school, or between the business school and industry. For the purpose of law, the schools offering clerical courses for women are placed in the same category as any other commercial organization; if these institutions had been regarded as schools by the legislators, safeguards to insure the proper standards of education would have been determined and maintained.

An attempt to define the aims and purposes of the business school must recognize the legal ambiguity of its

¹⁾ There are exceptional schools of course in which such conditions do not exist.

position. As the provincial law regards them (i.e., as commercial institutions whose aim is primarily to pay profits) so these business schools have come to regard themselves. Their educational aim, confined within the limitations imposed by the first consideration, is to give the pupils only such technical training as will help to fit them for positions as stenographers, typists, bookkeepers, or secretaries.

Do these schools, while remunerating their administrators, discharge their vocational duties to the student? The operator of an independent school, motivated primarily by the necessity of earning a livelihood, competes against every other principal. The competition to which he is subject is keen and uncontrolled. To bring the student, and more particularly the student's fees, to his school he must charge less than the next man. The policy of "laissez faire" and the absence of authority produced a scramble: the school offering the seemingly best bargain is the most successful, and "the devil take the hindmost".^u It is unfortunate indeed that this kind of training, so necessary to girls seeking white-collar jobs and necessary also to modern industry, should have to be "cut" in order to "sell".

^u Once again the statement does not apply equally to all local business schools. An exceptional institution here and there maintained a high educational standard.

To be inclusive of all the cognate subjects a commercial course requires at least a full two years. But if one school, attempting to make a course more attractive to their clients, reduces the time limit to eight months, an adjacent school may be forced to strip its course of all educational subjects and, for example, teach typing and stenography alone in four or five months. Theoretically only high school pupils are allowed to enter business school, and yet it is an unusual school indeed that does not lower qualifications when the opportunity presents itself. Neither vocational guidance nor the elimination of the unsuited exists because of this kind of competition. If a pupil is not accepted in one place, she will be welcomed in another. The staffs are not trained pedagogical leaders; they are the employees who can secure the maximum "results" for money. Their duty is not so much to give a commercial education, as to teach a routine skill. Diplomas are given in order that the customers will be pleased, and will send their friends and relatives to the same school.

Examples of the pressure which competition brings to bear on the business school are evinced daily in local newspapers. The advertisements make drastic and unbelievable announcements:

"Stenography in three weeks. Bookkeeping, typewriting, English, French. Day, night, also morning classes for children".

FREE NIGHT COURSES for day pupils starting before Sept. 15th. Secretarial and business training courses, stenography (Gregg, Pitman, ~~Bilingual~~), typewriting, accountancy, French, etc. No better tuition for such a price; \$8.00 a month".

"Typewriting, adding machine, multigraphing. Backward pupils taught individually, Library, Swimming Pool and Gymnasium. Results and position guaranteed. Day and Evening".

In other highly competitive occupations, where competition is deleterious, associations of various kinds have been organized to adjust and maintain standards, or ~~trade unions~~, state regulation has been undertaken. Trade unions, co-operatives, professional associations, are the result of a desire to co-operate in the interests of a common purpose; wage regulation, "unfair practices" prohibitions, are actions taken by the government in the interest of general social welfare. ~~Each~~ In this occupation, however, it is hard to find any spirit of collective control. Each principal would rather conduct his own little school in his own fashion, perhaps accepting one or two free pupils for philanthropic motives, but training twelve or fifteen others in a stereotyped fashion for positions that may or may not be available. The operators of schools themselves give several reasons for the lack of co-operation. In the

first place, they are dubious as to whether schools varying so widely in size and methods could be united. Secondly, many small and inefficient business schools would have to be closed or greatly changed, but these offer the most relentless and vociferous opposition to any attempt at control. Thirdly, differences of language and religion must apparently be accepted as practically irreconcilable; unfortunately they contribute to separatism and independence, and add a further obstacle to harmonious co-operation.

It is questionable whether these reasons are entirely valid and not merely rationalizations to justify and to excuse. From the social point of view there are definite gains to be achieved. They would, however, require either forceful leadership from within the field, or definite governmental regulation, or both to replan these services in a satisfactory way. Commercial education for women in the ~~city~~ city has grown up in response to an unorganized demand; it has not been built up in response to carefully considered requirements. The demand has come from young men and women who need certain techniques in order to obtain immediate employment, not from educational authorities appointed by the province or selected by the schools, or even sponsored by industry itself, ^{to} encourage and maintain certain definite standards.

The organization that is needed must direct attention to some fundamental facts. (1) The foundations of "elementary" education, on which commercial education rests, are in many places inadequate and should be strengthened. (2) Uncontrolled and unchecked competition between schools is disastrous to educational programmes. (3) Commercial education is as much the responsibility of the state as is the public school system. If it is not to be provided publicly it can only be assured from private source through proper regulation: ~~but~~ financial support must be assured to encourage schools to reach higher standards. ⁽¹⁾ Finally, commercial training can only be developed in response to a conscious demand for such training by the industries of the community. This means that courses should be worked out in co-operation with representatives of industry; but it also means that industry has some responsibility for the standards or services of the schools on which it depends.

⁽¹⁾ The following is quoted from a letter from a well-organized and efficient day-school for boys. It is illustrative of the high costs involved in operating a good school. It would be rare and almost impossible for a private individual to spend such sums without co-operation and financial help.

"You may be interested in the following information regarding the Day Business School for boys. During the school year 1934-35 total tuition income in this Day Business School was \$6,550. Against this there were expenditures of some \$4,000 for instruction services, \$500 for instructional supplies and equipment repairs, and \$1,300 prorata charge for maintenance and upkeep. There is thus a total of \$5,800 expenses in this unit without including, as of course must be done, any share in administrative salaries, general college office expenses or advertising. As you can readily imagine, it would be stretching the remaining \$700 to the utmost limit to consider that it might include these last three items". (83 boys were enrolled for the year, and average attendance was 55).

Until such time as these facts are met, ~~is set up~~, the public school system will continue to hold itself largely aloof from commercial training; the independent schools of different and indifferent standards will remain; and a labour market problem of waste and indirection will continue to result from the inadequate functioning of competing business schools.

Normal School Courses.

Chapter VII .

Teachers Training : General Preview.

Teaching is still variously regarded on the one hand as a vocation of inestimable service to the community, calling for very special qualities and ability: and on the other (in its elementary grades at least) it is considered an employment which any woman of average intelligence can take up, since the "rudiments" appear to be comparatively easy. This conflict has not yet been entirely swept away, and one of the basic reasons is that the profession of teaching is not homogeneous. A teacher may begin work at eighteen or twenty-four; there are large gaps between rural ungraded schools and the best urban elementary schools; between the salaries of teachers of primary grades and high school specialists and principals. There are several types of training and grades of certificates; and the young man or woman who looks to teaching as a career needs to know something of all of them if he is to make a successful choice. The general background of the profession in Quebec, and the present educational structure, is also an important element in this preliminary knowledge.

In Canada, as in other countries, teachers in the early days were recruited with little system. A

report on the Protestant schools prepared by Professor John Adams in 1902 was very strongly worded. "It is almost inconceivable that the School Commissioners, evidently intelligent and progressive men in their own business, should use the following argument with which I have been met on many occasions; * We have only to advertise in the Montreal papers, and we'll get fifty candidates eager to come to us at \$15 a month. Why should we pay more? That wouldn't be business:'".^U

Three years later, Dr. Paterson, principal of McGill University at that date, was saying in objection to the suggestion that standards should be lowered in order to increase the supply of teachers for rural schools: "There is a great outcry about the alleged scarcity of qualified teachers for our rural districts. The scarcity is rather in the money with which they ought to be paid..... We are being urged now, in the interests of the poorest schhols, to cancel the regulation which requires a four months' course of training at the Normal School, and allow young girls, of the class from which our rural teachers are generally drawn, to take up school work as soon as they themselves leave school.....We ought certainly not to progress backward. Rather should we unite our efforts to strengthen our footing on every inch of ground that we gain and get ready

at the same time for future advances".¹

Four months' training looks to us today a very inadequate period indeed. A great majority of rural teachers, however, were unqualified or not even partially trained. Conditions were more satisfactory in the towns, to which the greater number of the graduates of the existing normal schools came. Prior to 1907 there were three such schools ~~as~~ established as early as 1857.² Each bore a name of historical import. Of the two Catholic ones, Laval Normal School adopted the name of the first Bishop of Quebec; and Jacques Cartier Normal School was established in honour of the founder of Lower Canada. The Protestant normal school was named after the famous Montrealer, James McGill; and organized as a department of the university which he had founded thirty years before. Three types of diplomas were granted by the normal schools - for colleges students, "model" school students, and elementary school students. By far the great proportion of students taking the courses were women. (Tables 23 and 24).

While the number of graduates increased with passing

¹W. Peterson. The University and the School. Address delivered before the Graduate Society of the District of Bedford, P.Q., Granby, December 8th, 1905; pp. 9-10.

²"Be it enacted, that it shall be lawful for the Governor-in-Council to adopt all needful measures for the establishment in Lower Canada of one or more Normal Schools.... under the control of the Superintendent of Schools for Lower Canada.... who shall, subject to the approval of the Governor-in-Council, cause to be made from time to time such rules and regulations as may be required for the management.... and for prescribing the terms and conditions on which students shall be received and instructed therein". Statutes of Canada, 1856, Cap. 54, Article XI, p. 232.

Table 23. Number and Kind of Pedagogical Diplomas
Granted by the Quebec Department of Education, 1857-1872.

School	Type of Diploma			Total
	Colleges	"Model" Schools	Elementary Schools	
McGill Normal School				
M.	12	178	462	652
F.	21	31	46	98
Laval Normal School				
M.	34	111	80	225
F.	-	179	250	429
Jacques Cartier Normal School	34	133	112	279
Total	101	632	950	1,683

Source. J.B. Meilleur. Memorial de l'education du Bas Canada. Quebec, 1876.

Table 24. Enrollment at the McGill Normal School, 1857-1872.

Period	Women	Men	Total
1857-1860	292	28	320
1861-1865	330	32	362
1866-1870	339	24	363
1871-1872	94	13	107

Source. Ibid: p. 278.

years, the problem of providing the rural districts with qualified teachers gradually became acute. Sir William Macdonald had interested himself particularly in the needs of rural communities, and in 1907 his interest took the tangible form of establishing Macdonald College on his estates at Ste. Anne de Bellevue. A transfer was arranged to permit the establishment of a new teachers' training institute in lieu of the McGill Normal School. The new training college was endowed so that it might be financially independent, but remained under government supervision. Apart from the change of locality, however, the control of the budget, staff appointments and general administration were still the responsibility of McGill University.

A further development was now possible. The number of university undergraduates desiring to become teachers gradually increased, and at first these individuals had to enroll for teaching certificates on equal terms with high school graduates. In 1929, however, a Department of Education was established at the University in conjunction with the Arts course, and it was made possible for a student in this faculty to work during his four years for both the bachelor's degree and a High School Teaching Diploma.

This situation was improved in 1932-3 when for the first time a special year of educational training was available to graduates who wished to obtain the High School Teaching Diploma.

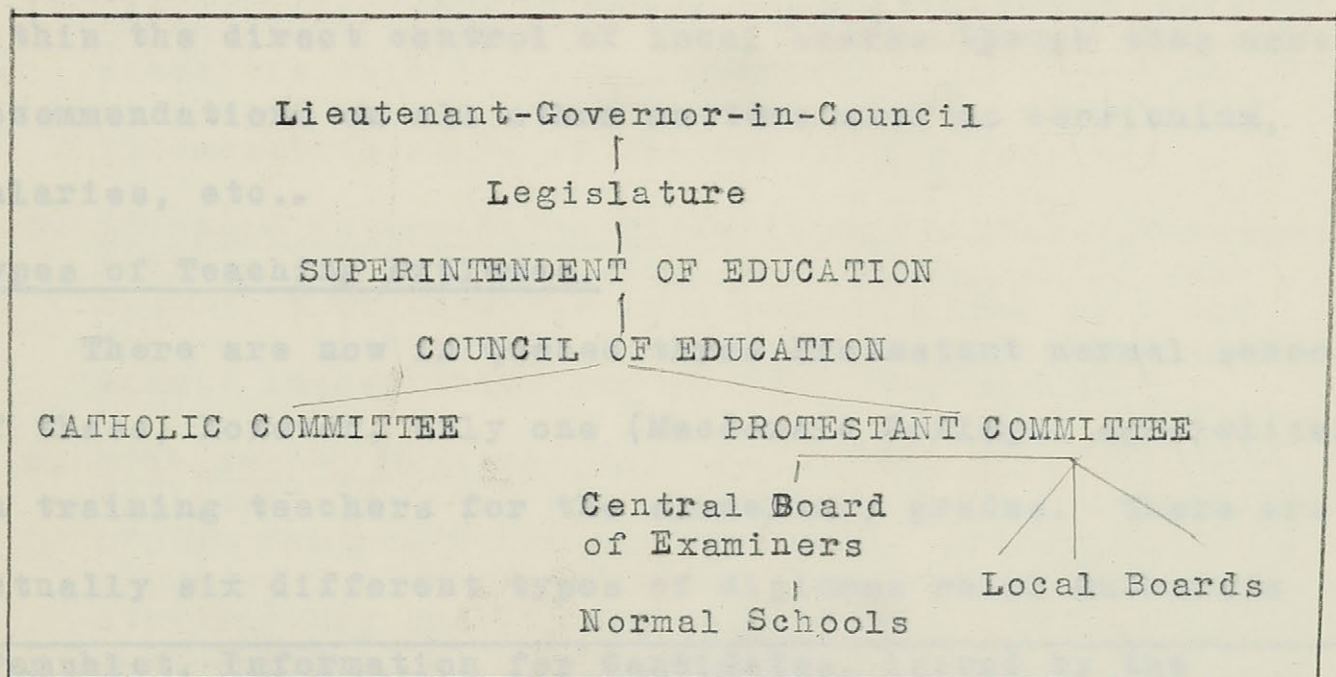
After some experience with this, the view stated in one of the University's reports was that the experiment of the graduate school has worked out so successfully, and the need of raising the standards of high school teachers was so urgent, that no time should be lost in making the graduate year obligatory for all candidates for a High School Diploma. This reorganization is by no means yet complete. Although the graduate course is now well established, students are still allowed to follow pedagogical courses during the third and fourth years of the ordinary Arts degree.

The Governmental Supervision over Education
in Quebec

Before reviewing the kinds of training courses now available, it is necessary to sketch the main features of the governmental control of education in the province. In Quebec, as in the rest of Canada, the provincial parliament is the supreme legislative authority in educational affairs. The Education Act places the active administration in the hands of the Superintendent of Education, whose functions are threefold. He is the custodian of educational documents including reports on the normal schools. He has authority to award or withhold grants to public schools and other educational institutions; among others, the financial reports of normal schools are subject to his approval. And his third capacity is that of spokesman to the provincial

legislature. The Superintendent and his Department naturally form the focal point of the educational activities of the province.

Detailed administration is further subdivided through two bodies, the Catholic Committee and the Protestant Committee, which together form the Council of Education. The Council meets on relatively few occasions where educational matters of common interest are under consideration; while the Committees deal with the questions of each of the two major religious groups. These bodies are ~~the most~~ directly responsible for the organization and supervision of schools. A Central Board of Examiners, appointed on the recommendation of each Committee, controls entrance requirements, examination papers, the



granting of certificates, normal school bursaries, etc.

It has the authority "to admit to any class, in exceptional cases, persons whose qualification may be insufficient for entrance"; and it may also grant diplomas to candidates

in special cases upon any examination specifically indicated by it^U. The regulation of normal schools, the appointment of members of their staffs and supervision of their finances, are a special function of this authority. Full provision is made for the complete responsibility of directors and principals to the Central Board - though in practice the principals or other officers of the schools may be members of the Board.

The final links in the administration chain are ~~the~~ the many local Boards or Commissions (also separated into Protestant and Catholic) which administer the educational system in their city or district, and whose members usually include various local appointees besides representatives of the teaching profession. Teachers' training does not come within the direct control of local boards though they make recommendations on all other matters such as curriculum, salaries, etc..

Types of Teaching Diplomas.

There are now in Quebec three Protestant normal schools. Of these, however, only one (Macdonald College) specializes in training teachers for the elementary grades. There are actually six different types of diplomas which authorize

^U Pamphlet, Information for Candidates, issued by the Protestant Central Board of Examiners of the Province of Quebec, 1926.

their holders to teach in the public schools : and their standards and curricula differ considerably. They are officially described as follows:

1. Elementary Diplomas, for such persons as have successfully completed a year's course of training in the School for Teachers.
2. Advanced Elementary Diplomas, for holders of elementary diplomas who have successfully completed two sessions in the summer school provided for such teachers in this Province, and who have taught successfully for at least two years.
3. Kindergarten Director's Diplomas, for such persons as have successfully completed a year's course of training in the kindergarten class of the School for Teachers.
4. Intermediate Diplomas, for such persons as have successfully completed a year's course of training in the intermediate class of the School for Teachers, or holders of elementary diplomas who shall have successfully completed three sessions in the summer school in this Province, provided that they have completed the requirements for entrance to the intermediate class of the School for Teachers.
5. Advanced Intermediate Diplomas, for holders of intermediate diplomas who shall have successfully completed three sessions in a summer school provided for such teachers in this Province, and who have taught successfully for at least two years.⁴
6. High School Diplomas, for persons who have had professional training and who fulfil the requirements of the Central Board of Examiners. Graduates of an approved university with the prescribed academic standing may qualify for high school diplomas by taking a year of post graduate studies in the university and fulfilling the necessary requirements.

McGill University in Montreal and Bishop's College in Lennoxville, are the two (Protestant) institutions

⁴ Changes in the Regulations of the Protestant Committee. (Pamphlet issued by Superintendent of Education, Quebec), Regulation 21.

qualified to ^{GRANT}~~train~~ High School Teachers ~~diplomas~~. As few Montreal residents attend Bishop's College, for teacher training, it is, therefore, not within the scope of the study and ~~therefore~~ not included in the detailed review which follows.

Chapter VIII.

The High School Teaching Diploma.

The highest grade of teaching diploma, the First Class High School Diploma, can be secured through attendance at McGill University. There are two ways in which this diploma may be obtained; each one involves important differences in the training to be received: (1) The student who takes and passes certain required undergraduate courses may receive the teaching diploma at the same time as the regular B.A. degree. (2) A student who has an approved university degree (B.A., etc.) may obtain a teaching diploma through one year's post graduation work in the Department of Education. If the applicant, however, has completed an honours degree, a certificate may be granted, enabling the holder to teach the major subjects of the degree in high schools. By the latter means a teacher may be able to specialize, e.g., in English, history, mathematics, etc.

Students do not enroll in the Department of Education until the third year at the University. The figures of enrollment (Table 25) are much larger than the number who actually receive Teaching Diplomas. Many of the registrants of the third year course are partial students and graduate nurses, who do not intend to take up teaching as a profession. On the average, only about forty men and women receive first class diplomas every year.

(Cf. Educational Statistics, annual reports, Provincial Secretary, Quebec. 1934-35, p. 212.

Table 25 Enrolment in the Undergraduate Educational Courses in the Department of Education, McGill University, 1930-1937

Year	Third Year Arts Course		Fourth Year Arts Course		Total
	Men	Women	Men	Women	
1930	10	30	7	22	69
1931	25	36	9	26	96
1932	22	53	18	40	133
1933	23	49	19	42	133
1934	23	44	11	29	107
1935	23	55	5	39	122
1936	18	30	24	28	100
1937	15	55	11	22	103
Average 1930-37	19.9	44.0	13.0	31.0	107.9

Source. Data supplied by courtesy of Registrar's Office,
McGill University.

Many requirements reflect the double authority to which the student teacher in Quebec is responsible. The entrance requirements are determined by the Quebec Board of Examiners, who issue the diplomas. The Department, however, is responsible for its own administration, the courses given, the lecture programme and the organization of practice work.

Only British subjects by birth or naturalization may enter for the High School Diploma; and the candidate must also satisfy both authorities (the Department and the Board) that she is free from mental and physical defects, and has successfully completed certain pre-requisite courses. In following the B.A. course it is necessary to enroll for five courses (involving 15 hours of class-room work weekly) in each of the first two years. The subjects among these, which are pre-requisite in the teachers' training curriculum, are English and French and three of the following: Latin, History, Mathematics, a science subject, or a second science subject. "It is provided, however, (1) that a candidate may omit in the second year any three of these subjects except English, in which he has taken at least sixty per cent in the First Year. (2) that a candidate who is beginning an Honours course in the second year is exempt from the foregoing second year requirements".⁽¹⁾

In the third year the student attends three lectures weekly on General Principles of Education. (Education I).

⁽¹⁾Announcement of McGill College (Faculty of Arts and Sciences) 1936-1937, p. 54. (Revised according to recent changes in the Regulations of the Protestant Committee).

In the fourth year, the training becomes more intensive, and each week in addition to three hours spent on the study of "Method and School Organization", (Education 2) there are courses in methods of teaching music, drawing and French (one hour weekly being devoted to each of the three subjects). The course also provides classes on methods of teaching History, English, Science, Geography, Classics, Language Teaching, and Mathematics. In addition, each student attends a speech training course one hour weekly for the year. These special method courses are most valuable to the prospective teacher, and, together with the practice teaching periods, provide him with direct knowledge of his future teaching programme. (The Honour student is expected to attend educational courses: but the special method courses and the Monday afternoons practice teaching are optional). The graduate student must follow the prerequisite courses and also Education 1 and 2. Examinations must be passed in cognate subjects (such as philosophy, psychology,) additional courses must be taken in the academic subjects in which he specialized, and he must attend at least two selected teaching-method courses.

Clearly the choice of subjects is of considerable importance, and may call for careful advice - even in the case of the Honour student who has certain special interests

clearly in mind. Much depends on the student's adaptability; but, in general, the less well-known the character of what his future teaching is likely to be, the harder it is to make an efficient and integrated choice. Another factor may present difficulties for some individuals. The student body is a mixed one. Besides graduate nurses and other "non-teachers", it includes undergraduates working for their teacher's diploma and teachers already in positions, who are studying to improve their qualifications. The latter group may be considerably older than the rest of the class and may have had several years of actual teaching. Whether this serves to generate a "cross-fertilization" of ideas - or merely confuses the younger students and retards the progress of the older ones - depends very much on the adaptability of the class, and also, of course, on the success of the instructor in catering for this unequal group. This kind of situation has been criticized severely when it has gone to extreme lengths such as e.g., the assembling of elementary teachers and high school teachers in the same classes. ^U

^U Cf. W.S. Learned, W.C. Bagley et al The Professional Preparation of Teachers for American Public Schools, New York, 1920.

Attempts are constantly made today to present pedagogical subjects so as to encourage student participation rather than blind or passive receptivity. Student discussion is encouraged during lecture periods, and study groups are formed to stimulate the interchange of opinion. The aim of the essays or "term papers" ^{is} ~~are~~ to send the students foraging on individual quests, upon which it is hardly possible, with limited time and facilities, to lead a large class. Visiting lecturers are invited to speak on special subjects, and the opportunity is given to students to visit various educational institutions in the city - private schools, schools for the physically handicapped, "homes" for poor children, and so forth.

All these endeavours express the new trend in education, which is to place stress on the development of the student teacher rather than on the material he or she should be "fed". To be successful, however, this policy depends not only on the way subjects are taught, but on the administration of the work and the breadth of time which can be allowed for it. Method in the teaching programme requires, in addition, the co-operation and assistance of all the other elements which go to make up a successful course. If the student is to become vitally aware of the problems and possibilities of the profession, time, personal attention, and creative tuition are precious assets in the task.

These considerations apply particularly to practice teaching. This is, as it were, the laboratory training of the teacher, and should be the focus of the specialized curriculum. At McGill the requirements are that, at least, fifty half-days must be spent in practice teaching in the elementary and high schools of the city. This usually takes place in September (before entrance to the last year of the Arts course) and in May and June after the final examinations. Students are delegated to various classes in the public schools, and are required to teach three lessons a day, two in the morning and one in the afternoon. The remainder of the time is spent in observation. In the course of this practice teaching period, each student has taught at least ten "criticism lessons". The generally accepted procedure is to give the student a teaching assignment, indicating the subject, the textbook to be used and other sources of information. On the date of the lesson, she hands a lesson plan to the director and another to student teachers who remain in the classroom throughout the period. A lesson lasts from 20 to 25 minutes.

After the class has been dismissed, the supervisor and the student teachers remain to discuss the lessons and the methods used. The latter are encouraged to participate in such discussion so as not to make the period one of

criticism from the supervisor alone. The teacher is rated according to (1) personality (appearance, manner, posture, speech), (2) teaching ability (the aim, preparation, motivation and teaching method of the lesson), and (3) control (class management): grades being marked from A to E.

One of the shortcomings of this procedure is that a student may be less able to demonstrate teaching ability in a series of separate assignments than if given the opportunity to work out and complete a course of related material. Under the latter conditions the psychological handicaps are likely to be much less, and the teacher is given a chance to "warm to his work".

This difficulty is offset if supervisors are sufficient in number to give a good deal of time to each student, so as to become familiar with their particular temperament and interests. Attempts, which have been made to assess a minimum standard, have suggested that no more than eight students should be allotted to one full-time instructor. The present ratio of supervisors to students is nearer one to fifteen, though the participation of teachers in the public schools in criticizing student practice groups, helps out appreciably. Every effort is made to guide students

✓ In a recent report on teacher training the following hopeful statement was made: "It seems that the custom of confining practice work to merely the teaching of isolated lessons is being replaced more and more by attempts to have students teach through a unit of subject matter or to place them under some good teacher for a definite period of time". (Report on the Training of Teachers in Normal Schools and Departments of Education Throughout the Provinces of the Dominion. Canadian Teachers' Federation, July, 1936, p. 25), It is far from being the rule as yet.

during the training year, but it is not humanly possible to give individual attention to everybody. Members of the public school staffs, themselves burdened with large classes, are busy people who cannot be charged with more than a small share in the task of directing the new apprentices.

Until recently the entire practice period was spend in elementary schools even though the course was principally to prepare teachers for high schools. In the last few years, however, arrangements have been made for practice teaching to be undertaken in high schools on one particular afternoon of the week. These periods are compulsory for graduate students and optional to undergraduates who may wish to avail themselves of this opportunity.

Although other improvements have been made ~~both~~ in the manner of conducting the practice teaching period, ~~and~~ the concurrent demands of the Arts degree and the pedagogical courses make it difficult to spare more time for practice teaching within the ordinary session. If unusually poor, a student is required to spend longer time in the public schools until such time as he accommodates himself better to teaching conditions.

In the circumstances, this is probably the most reasonable procedure. The problem which remains to be coped with, however, is the satisfactory correlation of theoretical and practical training. Principles studied in education

and psychology courses, stimulating and helpful though they be, are always likely to come into conflict with the pressure of routine and curriculum exigencies. Much depends on drawing closer the relations between the schools and the pedagogical institution. Several steps have been taken. Practice teaching which was until recently supervised separately, has now been placed under the direction of the instructors ~~in~~ of the theoretical subjects, who have accordingly a better chance of bringing principles and action into harmony.

Another means, which has much to recommend it because it dovetails well in point of time, and because it applies to the teacher who has already worked in a school, is an adaptation of the post-graduation summer school. As with all other diplomas, two years of appropriate teaching, certified as satisfactory by the Central Board of Examiners or its representatives, must be added before the high school diploma becomes permanent. It has been suggested by some that further provision for summer school work should be available for high school teachers - at least for those who desire to become principals⁴ - and possibly as a necessary additional requirement for endorsement. Such an addition to training is already required of elementary or intermediate teachers, - it being recognized that their regular period at college is all too short.

(1 At present, the only statutory requirement for appointment as principal of a high school is the possession of a permanent high school diploma; and for the principal of an intermediate school, endorsed for two years of successful teaching. Permission to the contrary may be given in special cases.

A DIPLOMA

Compared with the problems which beset the elementary school system and its teachers, the improvement of pedagogical training for the high school is far less pressing. There is still much to be done, however. Those who have the standards and responsibilities of the teaching profession at heart, hope particularly for such improvements as an increase in the number of instructors for the guidance of students, a longer period of practice teaching, and the development of facilities for experimental and progressive work. The reconsideration of high school, technical, and intermediate curricula, which is a basic part of this problem, is too large a subject for any discussion here; but it is one which must today be kept in mind by both present and prospective teachers.

Chapter IX.

Teaching Diplomas : Kindergarten,
Elementary and Intermediate.

The young woman who wishes to teach in a Protestant elementary, intermediate, or kindergarten class in Quebec must spend at least one year in residence at Macdonald College. Macdonald is equipped for academic training, actual practice teaching, and extra-curricular activities and sports. Part of the properties at Ste. Anne de Bellevue includes a model school, (inclusive of grades from kindergarten to eleventh year), which is attended during the school session by some 300 pupils. Like the colleges of Agriculture and Household Science, which are also located at Ste. Anne, the School for Teachers is a corporate part of McGill University. The staff of the School includes both full-time professors and associated lecturers - the latter being members of other faculties who contribute to courses for the student teachers on certain specialized topics. In addition to these, the staff of the Demonstration ^U and Practice School (13 in number) co-operate with the faculty of the School for Teachers, especially in the direction of practice teaching. The School is administered by the Dean, who is also the supervisor of the Demonstration School, and one of the principal members of the Board of Examiners.

^U Announcement of the School for Teachers, Macdonald College, McGill University, Session 1935-36.

While in residence, the student teacher has to conform to a comprehensive series of regulations and usages covering study and leisure periods, leave of absence, visitors, etc.. Classes are usually from 8.30 in the morning to four in the afternoon; while the period from eight to ten in the evening of every lecture day is a compulsory time for private study. Saturday afternoons and Sundays are holidays, subject to certain restrictions.

Campus life is active; and the fact that the college is residential gives special stimulus to athletics, debating, dramatics, publishing of magazines, and other student activities. Extra-curricular interests have increased in importance as the college has grown, and today, they are considered one of the essential elements in teacher training. Co-operation and leadership are qualities which cannot be taught, but develop from the organizations sponsored and run by students themselves. Because of the growing recognition of this fact, it may be pointed out here that the girl who is considering a teaching career should not rely entirely on scholastic attainments, but should also consult her inclinations for social participation of various kinds.

Student discipline is, in part, given to the control of a House Committee elected by the students from their own numbers; and the Committee is encouraged to "accept the greatest possible amount of freedom and responsibility in connection with their own affairs, including the enforcement of necessary regulations, exaction of disciplinary measures, and regulation of conduct in and out of residence."

"Regulations for women students of Macdonald College."

Table 26. Approximate Cost of Teachers Training Courses (Macdonald College : as at 1936).

Items	Intermediate	Elementary	Kindergarten
	\$	\$	\$
1. Tuition, per session	Free	Free	Free
2. Other fees, per session	10.00	10.00	10.00
3. Board - 39 weeks at \$7.50 weekly	292.50	292.50	292.50
4. Medical service	4.00	4.00	4.00
5. Student activities			
Men	11.35	11.35	7.50
Women	7.50	7.50	↪
6. Textbooks, notebooks, class room material	25.00	22.00	15.00
7. Personal expenditures, inc. laundry, uniforms, gym, costumes, etc.	(Not included in these figures)		
Total Net Cost (exc. personal items)	342.85 ⁺ 339.00	339.85 [⌘] 336.00	329.00 329.00

⌘

Bursaries of \$100 are payable to Elementary Class students by the Department of Education, subject to certain departmental regulations.

+ Although students who take the course leading to an intermediate diploma do not receive a bursary during attendance at the School for Teachers; they may do so under certain regulations and after they have gratified by teaching in some rural school.

Source: Announcement of the School for Teachers. ~~Ibid.~~ p. 94.

Op. Cit.

The three courses, for which a student may enter, differ considerably in entrance requirements, subject matter, and the character of the training; and are therefore dealt with separately below.

Kindergarten Assistants

The scholastic requirements for entrance to a Kindergarten Assistant's course are a School Leaving Certificate, Matriculation, or an Intermediate Diploma. Other requirements, are "a love of children, a good voice, musical ability, and an engaging manner"¹. (Although men are not specifically excluded, this work is obviously planned for women). Candidates for the courses are very carefully selected and the enrollment is accordingly relatively small. Testimonials as to health and character must be furnished, and a personal interview may be required. Admittance is permitted only upon a report of the Dean to the effect that the applicant has "the necessary special fitness for kindergarten work"². The upper age limit is 24. There is no set period of probation but the character of the training is naturally selective in itself.

A complete course, leading to a Director's certificate, requires three years. But at the end of two years' satisfactory study, an Assistant's certificate can be obtained which

¹ Quotations are from the Announcement of the School for Teachers. Session 1935-36, pages 93 and 96.

enables the holder to work in this capacity if she wishes. If the first two years of kindergarten training are taken in Montreal, the student is responsible to one instructress. In general, she is under the supervision of the Dean of the School for Teachers, who also selects candidates and directs the practice teaching.

The first year of the course, from October to May, includes the following subjects : Principles of Education, School Management and Law, Kindergarten Theories, Gifts and Occupations, Nature Study, Music, Art Work, Hand Work, Physical Training, Games and Songs of the Kindergarten, Stories and Story-Telling, Lectures, discussion, essays and a good deal of practical work. The majority of the time is spent learning the following skills:

(1) handwork (sewing papers, doll's clothes, crayon work, poster work, cutting and folding paper, modelling); (2) gymnastics (general exercise); (3) music, voice training, etc; and (4) simple darning. Other subjects of study are Countries, Customs, Nature Study, Animals and Flowers, and Kindergarten Theory (elementary psychology in theory and practice).

At least two months in the first year is devoted to practice teaching, that is, actually assisting in a kindergarten. In the second year, ten months are spent in practical observation and teaching, and during this period the student teacher is paid the regular salary of a kindergarten assistant. A third year of study is necessary, if the student wishes to secure the diploma qualifying her for a kindergarten director's post. For this, an Assistant's certificate obtained in Montreal, is sufficient academic entrance requirement. In this final year, the staff

of Macdonald College takes charge of all student training. ~~Some~~ Of the number who have received diplomas, either as assistants or directors, none are at present without employment.

The Elementary Teaching Diploma.

Teachers in the rural elementary schools should have completed two or more years of high school. To enter for the elementary course at Macdonald College, a girl does not have to be a graduate of high school : she must have obtained a passmark in the provincial examinations for the tenth grade only and entered upon her seventeenth year. The candidate must present documents testifying to ~~her~~ character and good health (including vaccination). No personal interview is required, but the relevant documents are submitted to the Central Board of Examiners which approves all applications. Only British subjects or those who have taken out British naturalization papers are eligible. _____

There are no tuition fees involved in the elementary teachers' training course, but the student must enter into residence at the college; and the minimum expenses of board, books and related costs are estimated at around \$240, excluding laundry and uniforms, etc. These would perhaps require another \$50. The total for necessities may not seem a very large sum and since the course is completed in one session, entrance to the profession at this grade is in fact comparatively inexpensive. An appreciably larger amount would, of course, be needed to add many comfortable "extras" to the student-teacher's living standards. (TABLE 26)

The elementary course may be divided into four parts:

(1), a general review of subjects taught in the rural schools; (2), primary methods of teaching certain basic subjects (English, Arithmetic, French, History, Geography, Writing, Drawing, Hygiene and Physical Training, nature study and agriculture, scripture, and music); (3), lectures on the principles of education, school management and law, etc.; and (4), observation and practice teaching. The details of the subjects and the time allotted to each are shown in Table 17.

Subject	Elementary		Intermediate	
	Hours per week		Hours per week	
	Half Year	Full Year	Half Year	Full Year
General Methods of Education	4	-	-	-
History of Education	-	-	1	-
Theory and Practice	-	-	-	3
Psychology	3	-	-	3
School Management	1	-	1	-
School Law	-	12	-	12
Primary Methods	-	2	-	2
Educational Handwork	12	-	12	-
Mathematics (Arithmetic, Algebra and Geometry)	-	4	-	4
French	-	4	-	4
English (Literature, Grammar and Composition, etc.)	-	4	-	4
History and Geography	-	3	-	3
Nature Study	-	2	-	2
Physiology and Hygiene	-	1	-	1
Penmanship	7 lectures		7 lectures	
Drawing	-	3	-	3
Music	-	3	-	3
Sewing (for women)	-	-	2	-
Cadet Corps Work (for men)	-	-	2	-
Scripture	-	1	-	1
Religious Instruction (by clergy)	-	1	-	1
Physical Training	-	3	-	2
Physical Training	-	-	-	-
Mental Hygiene	3 lectures		3 lectures	

Successful graduates of these courses receive the First Class Elementary Diploma. These, however, are of an interim character and are made permanent when the graduate has taught successfully for two years.

The elementary courses were originally organized to train school teachers for rural areas. To encourage young women to take up this work, provincial government bursaries of \$100 are available to all students who undertake to teach for three years in a rural school in the province of Quebec. In spite of this, the provision of adequate teaching staffs for the country districts is still one of the major problems of education. The lowest standards of educational attainment are still recorded in these areas, and good teachers are badly needed. The chief reason, undoubtedly is that the conditions of this branch of the profession are not sufficiently attractive. Rural teachers cannot hope for a large salary and easy promotion, yet the responsibility is high. In this respect the conditions which were referred to at the beginning of this section are still by no means a thing of the past. Recent action by the provincial government,^U and evidence before the Royal Commission on Dominion-Provincial Relations, and the Quebec Provincial Educational Survey, show that the importance of these facts is being realized. But even if considerable improvements are made, it is clear that the young applicant to the elementary teaching profession has to have more than monetary gain in mind, in choosing this as her field of work.

⁽¹⁾ Funds were provided in 1938 to raise the minimum annual salary of rural teachers to at least \$300.

Intermediate Teaching Diplomas.

The Intermediate course is open to the holder of a high school leaving certificate, provided that the candidate is at least 18 years old. A doctor's certificate, vaccination, and testimonials as to good character are required.

As with the elementary diploma, the course can be completed in one session (extending from September to June). The expenses for this year's training are estimated at \$340, but once again various unavoidable expenses undoubtedly contribute to this total. Bursaries of \$100 are also available to students undertaking to teach in rural districts for three years. (Table 26)

Subjects in the intermediate curriculum and the amount of time allowed to each are shown in Table 27. It is evident that a wide range of subject matter must be covered within the nine months. The problem involved is a familiar one. The normal-school curriculum has to have a very broad scope; but the short period allowed for training prevents the student from making an intensive study of any one subject.

In part, this circumstance is met by the regulations attached to the diploma. The Intermediate diploma like the Elementary diploma, becomes permanent only when the student has had her diploma endorsed for satisfactory teaching in two successive years. Furthermore, the teacher who continues

training by attending three sessions at an approved summer school and passing the requisite examinations may secure an Advanced Intermediate diploma. This naturally allows her superior consideration when finding a place in a school.

Practice Teaching.

Practice teaching is an essential part of both Elementary and Intermediate training courses. The final rating of the student teacher is never based entirely on the results of practice teaching alone. The student may not always be able to judge her aptitude for the work on this basis alone, and she can expect somewhat easier conditions when she takes a class of her own. None the less, the practice class is a valuable means of focussing criticism and of becoming acquainted with class procedure.

Students of both the Intermediate and Elementary courses get their chief practice teaching^{experience} in the model school, where they may be given lesson-assignments in various grades between the first and the ninth years. They also observe and teach for a short period in the public schools of Montreal. Elementary student-teachers follow the same procedure in an ungraded school. Demonstration lessons are given by members of the staff as part of the training course. Chief attention, however, is paid to "criticism lessons" given by the student

in the presence of supervisors. Teaching ability is marked according to personality, manner, scholarship, teaching-method devices, attention and discipline of the class. Separate judgments are made by a number of staff members who later compare ratings.

After Graduation.

At one time it was possible, even for some Elementary graduates from the college, to begin their teaching in an urban school in one of the cities of the province. More and more, however, preference in placement of this kind has been received by university graduates who have applied for these jobs. Not only elementary teachers but the holders of Intermediate diplomas now usually begin their work in the smaller and rural schools.

At the School for Teachers the intermediate course is still the best attended. (Table 28.) Far less than half that number enroll for the elementary course, and in recent years the number has fallen off considerably. Kindergarten diplomas are taken by a select few, the complete total in both such courses in the last ten years having been little more than one hundred. With the latter as an exception, it is important to remember that there is no longer any guarantee that a diploma of given status will secure a teaching post of the most remunerative kind in this grade.

Table 28. Enrollment of Women at the School for Teachers (Macdonald College) According to Courses.

Year	Kindergarten Assistant	Kindergarten Director	Intermediate Diploma	Elementary Diploma	Total
1928-29	8	3	107	30	148
1929-30	9	3	84	33	129
1930-31	12	2	92	50	156
1931-32	17	1	144	54	216
1932-33	12	1	151	88	252
1933-34	6	-	130	83	219
1934-35	4	-	116	13	133
1935-36	10	1	78	9	98
1936-37	11	2	82	9	104
1937-38	7	1	93	12	113
Total	96	14	1,077	381	1,568

Figures supplied by the Dean's Office of the School for Teachers' Macdonald College 1936.

The tendency is for men and women with first-class high school diplomas to secure the best posts in city schools. The holders of Intermediate diplomas must usually expect to teach in the less populous sections of the province, while the girl with only an Elementary diploma will have to begin teaching in the most distant and poorly paid schools. This means that teaching positions in both rural and urban areas are being staffed with more adequately trained personnel: but it is far less satisfactory, for the individual looking to teaching as a career. Particularly is this true if she has been prevented, by economic conditions, from securing the extra years of training which would qualify ~~her~~^{TEACHERS'} for the Intermediate or the High School diploma.

Chapter X.

Problems of the Teaching Profession.

That nothing is more important to a community than a good supply of properly-trained teachers would be agreed on by everyone. But it is a complicated process on which we rely to secure this objective and one which raises a series of problems. Types of schools and their needs, the sources from which teachers are recruited, their theoretical and practical training, their development and opportunities within school, the standards of remuneration and incentive within the profession, are some of the major elements to be assessed. Only those aspects of immediate relevance to the present study can be dealt with here.

Comparison between high school and elementary school teaching is a fundamental theme which must be kept in mind throughout. Ideally the primary school and the high school should be perfectly integrated. There should be no marked dividing line, whether in the student body or in the quality of the teachers. Actually, there are too many pupils who have "finished school" at fourteen or earlier, and many others whose parents cannot afford to keep them out of employment. There

is also a difference, between the background and training of teachers in the high schools and in primary schools to an anomalous degree. Elementary school teaching is different in its character and requirements, but it is equally important, if not more so: a first-class elementary teacher should be worth as much to the community as a first-class secondary school teacher.

Whereas the (Protestant) elementary public schools in Montreal have an attendance of over 50,000 a year, the high schools cater for a limited number - about 20,000, or only 40 per cent of the total. ^UIt is quite impossible, therefore, to assume simply that more attention should be given to the training of high school teachers and less to elementary teachers, without doing an injustice to the large majority of children who never reach the higher grades - apart altogether from the cumulative loss to the community in general, which accrues from supplying inferior education to its youngest generation. Divergencies between high school and elementary or intermediate training should be scrutinized very closely: difference in kind, but not in quality, should be expected.

The high school training course, as at present given in the McGill Department of Education, is more liberal and elective in character, while the curricula of the School for Teachers is more prescriptive. Elementary school teaching prepares for a uniform curriculum based on standard text books. The university

students, on the other hand, are training for either high school or intermediate school teaching and a measure of adaptability has to be allowed for. Another difference is that the Elementary and Intermediate courses emphasize practical instruction, while educational theory and academic preparation assume more importance in the Department of Education work.

Shortage of time is a difficulty in both cases. Both schools are forced to compress into one session the knowledge pertaining to subject-matter, teaching methods, and educational philosophy. The McGill student undoubtedly has advantages, since his acquaintance with subject-matter at least may be spread over four or five years at the university, though his practice period is too short in proportion. The Macdonald students are younger, and have a slighter basis of general and theoretical studies; they learn more of technique, but are more likely to fall into the practice of teaching only the rudiments of various subjects in a too-well-disciplined curriculum.

The risks of inadequate training are probably greater for the latter. The elementary school teacher in particular must be trained to understand and teach individual children. If there is a conflict, the capacities of the children, rather than the exigencies of the curriculum should prevail. "In the lower grades, - primary and lower intermediate, the real need of skill in teaching and especially of trained insight into the mental differences of growing children stands out in all its significance....."

School systems in general have been organized to fit their weakest point, which is the intermediate grades. Teachers that are inefficiently or mechanically trained make necessary the rigid curriculum with its allotted pages, identical for each of many varied minds; the mechanical supervision laid on firmly from without is inevitable, and the result is the dead average of mass-progress".¹¹ The avoidance of this depends on the school system as well as the teacher, but the precepts and objectives placed before her during her teaching are obviously important. One year's preparation after graduation from high school is a short period in which to inspire the student with these ideals of "the new education".

The high school teacher^{also} needs this approach ~~also~~ and has somewhat better opportunity for realizing it. But both types of pedagogical institutions have to provide more scope than there is at present for introducing the future teacher to the individual difficulties of education. A growing realization of this is now being expressed, notably from experienced teachers themselves. The demand for more flexible and diversified subjects of study,- for more attention to individual preferences and rates of learning, for the development of vocational education,- ^{is} ~~are~~ part of this movement. For one reason or another, every teacher is placed at some time in a position when she doubts the suitability of the prescribed subjects for all of her pupils en masse, or sees some student being forced to drop out who she

¹¹ Learned and Bagley, op. cit., p. 134.

believes to be promising in other subjects, and might be saved through proper vocational guidance and alternative courses.

It is highly desirable that students, graduating from training college, should know more of these problems and of the experiments being operated in various countries to render the school system more adaptable.¹¹ This involves, of course, more than a knowledge of psychological tests: "aptitude" is a many-sided quality, into which home conditions, health, race, and other factors must enter. It does not mean, that every teacher must become a fully-equipped vocational counsellor. If she learns the wider implications of the subject, however, such knowledge will have a double value: firstly, it would awaken the teacher more clearly than by any other method to the fact that she is dealing with separate individuals. Secondly, it would make the student teacher more keenly aware of some of the weaknesses of our school system. It will assist the training school not to produce merely obedient automatons but to develop intelligent, keen men and women who use their knowledge as a spearhead in the drive towards educational progress.

Were the length of the training courses extended, it would be possible to enlarge the curricula in certain other

¹¹ At a recent summer course on vocational education, a high school teacher told a group she felt herself compelled to take an interest in vocational training because of the difficulty she experienced in teaching the regular academic subjects to her class of girls. The failures and all the eighth year students with low I.Q.s had been grouped together in her class, and were expected to undertake the same academic programme at the same speed as students in the next classroom who were selected for their scholarship.

ways, to include, for example, some elementary training in fine arts, in commercial training subjects, in home economics, in the manual and industrial arts, and in library work as related to childrens' literature. Such studies may be made optional or compulsory. Some of this work might be better done by speciality teachers. The latter, however, should be encouraged to obtain their training at the university in addition to their pedagogical preparation.

Elementary Training Courses.

The elementary course at Macdonald College, although constituting a considerable advance over previous training, is in many respects a compromise measure. The difficulty in Canada has been the pressing need of furnishing a supply of rural teachers. It has meant, however, that adolescents have been recruited into what is supposed to be porfessional work before they have completed high school. There has also been less disposition to make a careful selection of candidates. It is probable that this situation is changing for the better. Fewer girls are enrolling for the elementary diploma, and intermediate teachers who cannot secure urban posts are working in rural schools. On the other hand, there are still a few teachers in elementary schools who have no certification of any sort whatever. Moreover, few enter rural schools by choice, because the conditions are exacting and the remuneration poor.

The rural school problem is a complex one. It is a problem of the training of teachers, but it is also a question of rural educational facilities and funds. An ultimate reason for energy in this direction is that the country child should be accorded opportunities at least equal to those of even poor children in the larger cities. It is to be hoped that training conditions for elementary teachers can be recast. Specialized curricula for rural teachers are not uncommon in the normal schools of the United States, and some special items will probably need to be included in the instructional courses for Quebec; but the general objective should be to bring standards and educational services up to those of the city. Rural teaching demands as high a grade of efficiency as any other branch of the teaching profession, for the problems of successful rural school organization and instruction are varied and difficult: the range of subject matter which the teacher must disseminate is wide; supervision is less frequent and usually less competent; and the responsibilities of the teacher for community leadership are especially heavy.

Practice Teaching.

There are many difficulties in the way of effecting a thoroughly unified organization of teacher training work; and

the desired interlinking of theory with practice is one of the constant problems of teacher training. The apprenticeship method hitherto adopted has a number of possible weaknesses. Public school teachers and principals may not always be the best equipped to give guidance, (especially if they are not in sympathy with the individual approach to education or accept the rigid curriculum as less troublesome). Again, the amount and the quality of the supervision received by the student under this system are extremely variable. Though, in some cases, the results are excellent, it may be due to a heavy extra burden of work borne by the teachers and professors.

Plans, which have been developed for practice teaching classes in Minnesota, are of considerable interest, and they suggest a standard that might be considered model in many respects:

"One period ~~a day~~ each day, practically for the entire year, is spent by the training-class student in the elementary school. At the beginning of the year two weeks are given to close observation. Then each student takes a group of about five pupils for 15 minutes each day, the teaching being limited at the outset to very simple exercises, preferably of the "drill" type. After two weeks of this work, the training-class spends a week in visiting and observing neighbouring rural schools, and the following week is devoted to a discussion of these visits. With this preparation, the more intensive teaching of small groups in the local graded rural schools is begun and continued for three months. Following this, two months are spent in teaching larger groups, and then two weeks in actual rural school teaching".¹

The general principles underlying this plan are worthy of imitation. In the first place, practice teaching is not an incidental to the academic preparation of the student, but a vital part of it. Time is allotted generously to all activity pertaining to practice teaching. Secondly, students are not plunged at once into a full public school class, but are required to follow a carefully planned programme which leads from the simpler routines to the more complex teaching and management of a class. Lastly, it is recognized that teachers are a professional body, who must be acquainted generally with every teaching field before specializing in a particular type of teaching; it is therefore strongly advised that teachers be made familiar with teaching in rural and elementary schools as well as the high schools of the city. It is obviously highly desirable that instructors should know of the functions and the conditions of other educational institutions from which their students come, and to which their students go. Without this, they cannot properly appreciate the problems or background of their pupils; and without this understanding of the tasks of others of the same profession, it is not possible to integrate the teaching body into a co-operative group.

Placement and Employment.

The purpose of the training institute is only properly fulfilled when fully qualified teachers are brought into the educational system and are teaching the children of the

province in the most effective manner. Securing employment for the teacher, however, has not been regarded as a function of the normal schools. Their primary objective, in this view, would apparently be not to train special agents for public service, but simply to offer courses of general educational value for those who may wish to take them. During the depression, with teaching positions scarce, there has unfortunately been a stronger tendency to adopt this position. One executive of a normal school stated during an interview, "We divorce ourselves entirely from the employment problem. We have no powers, no duties, no responsibilities, and little information about students who have been placed".

Such a situation is difficult to accept. The vocational objectives of the school must be a primary reason for its existence. Its work should be closely geared to the needs of the schools, in respect of quantity and of quality of teachers. The entrance qualifications are an obvious substantiation of the vocational purpose of the schools. For example, it is distinctly specified in the regulations that all who enter teacher training schools must be expected to teach:

"Candidates for admission to the School for Teachers must sign an agreement to teach at least three years in the province of Quebec after receiving a diploma. The Superintendent of Education may release any teacher from this obligation to teach for three years in the province of Quebec, ~~but~~ **every** candidate is expected to enter into the agreement in good faith and with the intention of respecting it".⁴

⁴ Cf. pamphlet. Protestant Central Board of Examiners of the Province of Quebec, 1936; Articles 24 and 25.

A binding obligation upon the training school to find jobs for all graduates is not of course suggested. A specialized placement agency with appropriate personnel is probably the best means of organizing placement. None the less, the educational authorities must be interested in seeing that those who seek training apply it to the best use.

The selection and training of student teachers cannot proceed intelligently without a fairly exact knowledge of the positions which are available to graduates. The placement agency, in close touch with educational headquarters, needs to receive reports from all school districts in the province, and to form these periodically into a picture of the current conditions which the graduate may expect. Some information of this type is outlined here as an example.

So far as can be ascertained there were (in 1936) 605 elementary teachers, of both sexes, employed in the provincial Protestant schools. ¹⁾ In spite of the increasing number of students who are annually enrolling for more advanced pedagogical courses, there are still a few who have had no formal training at all. The total number of intermediate teachers employed in Protestant schools is 1,543 - more than double the total of elementary teachers. As pointed out previously, the tendency is for higher-qualified graduates to apply for posts available theoretically for holders of elementary diplomas. So far,

¹⁾ Quebec, Bureau of Statistics. Statistiques de L'Enseignement pour l'Année Scolaire, 1935-36. Page XIII, Table IV.

however, no readjustment of salary scales has been arranged. The Dean of the School for Teachers in 1937 made some pertinent remarks on this topic to the year's graduating class.

"For the last two years the number of students obtaining diplomas at Macdonald College has been far below the normal average. This has been due to the employment situation, the small salaries offered by school boards and the increase in qualifications for diplomas. However, the employment situation is very much better than it has been for several years, and already 55 per cent of our students have obtained positions in districts outside the City of Montreal.

So far, no appointments have been offered to our students in the City of Montreal, although several are anticipated. If the number of students in training to be teachers does not materially increase, it is easy to predict a scarcity of teachers in the near future, and increases in salaries will be necessary to attract a sufficient number of suitable candidates. Already there is a scarcity of certain categories of special teachers".

In the high schools of Quebec there are 539 Protestant teachers.^U The number qualified to teach in high schools - but engaged in both elementary and high schools - greatly exceeds that amount. There is a tendency for this overlapping to be greater among women than men, and there would appear to be a somewhat greater preference for male teachers in high schools. On the other hand it must be remembered that there is a slight preponderance of boys over girls in high school enrollments.

^U Ibid., Table IV.

Salaries and Promotion.

Recent surveys have turned the spotlight on to teachers' salaries and their low level (particularly for women and in the rural districts) and these facts are now becoming better known. The figures for the Quebec Protestant schools have recently shown that women teachers in rural elementary positions receive on the average about \$490 per annum, as compared with \$1280 for urban elementary teaching. Rural high school (female) teachers' salaries average about \$770 yearly, while urban high school teachers receive \$1417.¹¹ Some allowances have to be made for differences in rural cost of living, and for the fact that the country school teacher may receive relatively cheap board or lodging. But the amenities of rural teaching are few, while the money wage compares ill even with the wages for semi-skilled factory work in the city. (In Catholic schools, even lower salaries have been obtained).¹² In considerable part this is a product of the system of financing education on a municipal basis, and a provincial grant made in 1937 makes possible some improvement. The full problem, however, is by no means yet solved.¹³

¹¹ Dominion Bureau of Statistics. Annual Survey of Education in Canada, 1934, Table 30, p. 51.

¹² "In the region of Quebec and Saguenay the average salary of teachers in the elementary schools was \$319 in 1930-31. It fell to \$298 in 1931-32, to \$237 in the following year, and in 1933-34 the average was as low as \$208. In 1934-35 it was increased to \$211.45 and last year it was advanced a little further to \$211.81". (Gazette, Montreal; editorial, May 25, 1937).

¹³ "The Government has done well to vote a monetary grant to school municipalities to enable them to pay better salaries to their school teachers, but in the light of the facts revealed in the current report of the Superintendent of Education the sum of \$400,000 may not be enough to enforce fair wages for all school teachers throughout the province". (Ibid).

The promotion system is an important part of the picture. Salary differentiation runs parallel to the high school - elementary school grades. An elementary school teacher is promoted by being placed in a higher grade and only then is her salary increased. A high school teacher is paid more, generally speaking, than an elementary school teacher. This would suggest that the teaching of younger children is easier than of older adolescents. Is that truly so? Is it more difficult for an instructor who has been specially trained for the elementary school to teach a group of fifty third-year students, boys and girls, than for an eighth year teacher who has been qualified for a high school to teach a group of eighth-year girls? And is it necessarily the most desirable form of promotion to remove the good elementary school teacher to the high school?

Since wage scales are themselves taken as an index of prestige or qualification, it is easy to create a false distinction emphasizing the teaching of older pupils in preference to younger ones. The effect on teacher training institutes has been to encourage students to make elementary teaching, whether urban or rural, a stepping stone to high school positions, or in some cases, a "stop-gap" or temporary occupation, _____

This is disastrous; since the broad base of elementary education which affects all students is weakened. Many high school instructors and University teachers, moreover, have complained that their students do not progress faster because of deficiencies in elementary training.

Married Women.

A final point, of considerable importance for the woman teacher, is whether she can continue her profession if she marries. In the Province of Quebec at present, it is required by law that married women be refused teaching positions. The reasons commonly given are that, self-supporting women need the salary more than others; and that, the duty of the married woman is to attend to her home. This contention can be questioned both on the grounds of economics and on the grounds of personal liberty. But the principal objection, which is most relevant to the present study, is that this argument disregards the most important element in the schooling process - the children. The best teacher should be engaged regardless of her marital status.

There are a series of reasons why married women should not be discriminated against as a class in the teaching profession. Firstly, - assuming that we are dealing with well-trained, successful teachers, - home and domestic diversions will not weaken their professional interest any more than the leisure activities of the unmarried young teacher. The whole

tendency of marriage is to stabilize one's life and aims.

"Marriage and the deepening experiences of motherhood could not but serve to clarify her insight, to broaden and humanize her sympathy, and to intensify devotion to her central purpose - a purpose that would then link together and co-ordinate the processes of both home and school"⁴.... Secondly, a great deal of waste is incurred by the dismissal of married teachers, whose training and practical experience is thereby lost to the profession. These are prevented from teaching, while new apprentices repeat the usual beginners' errors before they are qualified to fill the older teachers' positions. Thirdly, the fact that women are not allowed to continue after marriage encourages students to take up teaching as a "meanwhile job" and not as a real career. Without this element of permanency, the "professional spirit" in its best sense can and will not flourish.

Conclusion.

Whether a student will profit from normal school training depends, in the first place, on certain native abilities - the faculty of understanding children, of grasping the basic principles of a subject and explaining them lucidly, and on the ability to comprehend the wider purposes and possibilities

⁴ Learned and Bagley, op. cit., p. 142.

of education. Secondly, knowledge and class room technique must be added. Proper training has become more and more necessary as the educational process has grown more complex. The teacher must acquire familiarity with extensive and varied subject matter, learn how to deal with large and often unwieldy classes, and overcome conditions in school and home environment which render teaching difficult. The third problem, a pressing and immediate one, is that of employment conditions and prospects. This is not the responsibility of the normal schools alone; but, as has been suggested these institutions cannot realize their full worth unless they help to maintain standards in the schools as well as to provide the personnel to teach them. On all of these, the most active elements in the teaching profession are now making their views heard. Improvements have also been made in teachers' training institutes in recent years within the limit of their resources. The other forces in the situation are public opinion and the governmental authorities. Given their favourable support, the difficulty of preparing teachers of expert attainment, of placing them in an integrated school system, and improving their status, may gradually be overcome.

Nurses' Training Schools.

Chapter //.

Nursing : Past and Present.

Nursing ranks with teaching as a major professional field, attracting a great many new entrants every year and counting today in Montreal around 4,000 workers.⁽¹⁾ These figures include practical nurses, attendants, midwives, etc., who form now but a small minority of women whose work is to minister to the sick, Even more than in teaching, however, there have been great changes in the recruitment and training of women in the profession. Fifty years ago, many were little more than general helpers, and frequently the line between medical and domestic duties was not well drawn. The growth of hospitals, however, increased the need for capable nursing staffs, and these were not easy to procure. Training was then begun through the unpaid apprenticeship method, and probationers' work was contributed in return for instruction.

The first nurses' training school in Canada was opened at the Montreal General Hospital in 1890 under the direction of Miss Livingstone who was then superintendent

⁽¹⁾ Gainfully Employed Ten Years of Age and Over. Classified According to Occupation and Sex for Cities of 30,000 and Over, 1931. Bulletin No. XXVIII. Dominion Bureau of Statistics.

She

of the Montreal General Hospital, [^]arranged for the opening of the first nurses' training school in Montreal. Students were attracted by advertisements promising girls over 21 years of age training for two years with free board and tuition. Attendance from the first year until the present time increased annually. While the first graduating class (1891) numbered six; the same hospital today turns out about fifty qualified nurses. (~~Appendix 4~~, Table ²⁹ 17.) During these forty intervening years other local hospitals came to realize the advantages of opening their own affiliated schools. By this means an institution was assured of a trained personnel, while at the same time, students service proved cheaper than the maintenance of entire graduate staffs. The Royal Victoria Hospital opened a training school in 1894 and other hospitals followed suit. In a comparatively short period, student nurses were graduating in an unprecedented number; and in less than 20 years, nurses and student nurses in Canada had increased from fewer than 6000 in 1911 to more than 30,000 in 1930.^U As early as 1905, seven good schools of nursing were operating in Canada, and by 1920 departments of nursing education were established in three Canadian universities. During this time questions of status, fitting in the work of the hospital probationer with her instructional needs, began to come to the fore.

^U The Public and the Survey.

The Hon. Vincent Massey. Canadian Nurses Association, Biennial Meeting, June 21, 1932, Saint John, N.B. p. 3.

Table 29. Annual Number of Graduates in the School
for Nurses, Montreal General Hospital, 1890-1930.

Year	1890-1900	Year	1901-1910	Year	1911-1920	Year	1921-1930
1891	6	1901	17	1911	25	1921	30
1892	23	1902	12	1912	25	1922	39
1893	16	1903	12	1913	29	1923	39
1894	28	1904	19	1914	27	1924	36
1895	16	1905	28	1915	20	1925	41
1896	15	1906	9	1916	39	1926	38
1897	17	1907	21	1917	36	1927	57
1898	11	1908	22	1918	35	1928	48 56
1899	21	1909	27	1919	43	1929	49
1900	20	1910	18	1920	42	1930	61
Total	173		185		321		446

Source. "The Alumnae Association of the Montreal General Hospital
Training School for Nurses" 1931.

A great stimulus to the training and prestige of nurses was given by the war. In 1920 a committee, asking for the incorporation of a nurses' association, stated their purpose was "to provide a body of fully trained and competent nurses for the care of the sick, and to provide means whereby those who possess such competency and training may be made known to the public, and also to promote the efficiency, usefulness and welfare of nurses generally."¹ The request was granted, and the Quebec Association of Registered Nurses came into being.

The Department of Graduate Nurses provided a new focus for the professional needs of the vocation. Before these could be met with, however, a greater measure of co-operative unity had to be secured within the group. The more progressive leaders among the nurses set about this task with characteristic efficiency. In 1927 delegates of the Canadian Nurses and the Canadian Medical Associations proposed a thorough survey of Canadian Nursing education. Funds for this venture were supplied by Dominion nurses and doctors in the proportion of 70 to 30 per cent. This report is so complete in its coverage that it must be frequently referred to in the following pages. Professor George Weir undertook the work and spent eighteen months on the investigation and reports.²

¹Registration Act and By-Laws. (Amended 19th March, 1925). Association of Registered Nurses of the Province of Quebec.
²Illustrations of the immensity of the task undertaken by Dr. Weir and the thoroughness with which he fulfilled his work, are the facts that 10,000 questionnaires pertaining to the subject were answered by Canadians in the Dominion; and that the author travelled 35,000 miles in personal investigation, visiting 145 training schools and giving 2,280 intelligence tests to nurses in all parts of the country.

His approach to the final report was that defects must be pointed out and even emphasized before they can be remedied. Self criticism was to be the means of constructive reform, of finding out how the profession could develop, of serving better both itself and the community.

This Association today is responsible for the maintenance of necessary educational standards in the various schools. An official visitor supervises and reports on the educational activity as often as possible. Qualifications and numbers of new recruits are controlled by members of the Association. Two committees are appointed to draw up the examinations for all prospective graduates of these schools; and only those who graduate from "approved" institutions are entitled to use the initials R.N. (Registered Nurse), and to become members of the Association.

The official visitor, appointed by the Association, is no mere figurehead, but an instrument of central control. Her duty is to see that academic standards are maintained, that instructors are competent, and that nursing students throughout the province are being cared for mentally and physically. Her

reports to the Association in recent years give proof of increasing co-operation on the part of hospital administrators. At present thirty-one of the thirty-six training schools in the province are "approved" by the visitor; while six hospitals, not qualified to conduct training schools, have closed their training schools entirely.

Table 30. Number of Registered Nurses in Quebec, 1934-35.

Type of Nurses	1935
Institutional Nurses	1469
Private duty nurses	1057
Public health	584
Others (Registrars and doctor's office nurses)	32
New graduates	521
Total	3,663
Total Active Members	3,360 ⁴

(English members number 1,690

French members number 1,670 of whom 1,323 are lay nurses, 347 are sisters.

Employment Agencies.

Placement of many nurses in hospitals comes through hospital directors' recommendation, based on the nurses' work. A great number, however, depend on private duty work. A second organization conducted for the benefit of such local nurses, therefore, is the Montreal Graduate Nurses' Association. This group was incorporated as early as 1895

for the purpose of promoting the professional instruction of graduates, and conducting a registry for private duty nurses. But the office may only enroll those willing to do this type of nursing: and it does not serve those engaged in public health or institutional work. The power of this registry moreover is further limited in that it cannot enforce proper working conditions even for this specialized group. "Unfortunately we cannot insist on an eight-hour day nor on proper food in the private homes. We are merely an employment office; nothing else is at present within our power".

Employment agencies for nurses, therefore, are limited in scope and power. The Nurses' Association is aware of the need for further investigation into nursing employment, and in 1937 it appointed a committee to study this, as part of the wider problem of finding "ways and means of developing nursing service to our community and controlling the services of the subsidiary worker"⁽¹⁾. It is proposed to set up a Bureau, whose first duty will be to assure the public of service by preventing incompetent persons from answering calls. For example, students who have been discharged from schools should not be allowed to pose as graduate nurses and accept cases. The second duty of the Bureau is to provide the registrants with the maximum amount of economic security -

⁽¹⁾ The Association of Registered Nurses of the Province of Quebec. Report of the Director to the Bureau Committee; May 27th, 1937

that is, to study ways by which the economic gap between nurse and public may be bridged, to arrange for more efficient placement methods, to study the plans for hourly nursing, and to arrange for a satisfactory pension scheme or retiring plan for members of the profession.

Wider Problems.

The demand for nurses is inseparable from the problem of the distribution of income in the community: for upon the latter depends all medical services. Dr. Stewart Cameron, in commenting on nursing employment, writes, "Our population can be divided into three classes. There is a small group at the one end who, because of their wealth, can command any service they desire when ill. At the other end, a fairly permanent class who are always the wards of public and private beneficence. In between these extremes, is a great body of our citizens who have not the financial resources, on the one hand, nor the desire to be the recipients of charity, on the other hand, but who do need very careful consideration in all future plans of health service. It is not always possible or necessary for them to be sent to a hospital, and to engage a private nurse for any considerable time is out of the question".

The Nursing Bureau was set up as a primary move towards the control both of nursing service and of the training of new recruits, but its immediate work is to investigate the public need of nursing service. This is a difficult task and raises problems of its own. But once some co-ordination between demand and supply can be achieved, the bureau may eventually gain

G. Stewart Cameron, M.D., F.R.S.C. The Medical and Nursing Professions and the Survey Report. Biennial Meeting Canadian Nurses Association, June, 1932, p. 10.

sufficient strength to obtain legislative authority to control nursing registration in the province. This would carry with it the power to supervise nurses who are in practice, and to suggest training programmes for new groups entering the profession. Such a bureau would be well aware of the nurse's deficiencies while "on the job", and would consequently take precautions to protect itself and future nurses from failings which might be corrected during the training period.

Members of the nursing profession are therefore seeking improvements today by two means. Firstly, by educating the public to the need of a competent body of nurses; secondly, by uniting the nursing body into a co-operative unit, so that instead of each nurse becoming a free lance as soon as she leaves the training school, she becomes a member of a unified organization. Both of these objectives will be partially realized when and if the Nursing Bureau begins to function. It will attempt to adjust nursing service to the public need; and it will no doubt eventually influence the vocational training of the student. This raises the need for appropriate personnel, time, and funds. But it is one of the most promising organizational means by which the difficulties of training and employment may be compared and adjusted.

Chapter 12.

The Training School.

The director of the training school, usually the superintendent of nurses, is responsible for the selection of candidates. Minimum entrance requirements are set by the Registered Nurses Association, but if the number exceeds those required, the superintendent may raise standards so as to admit only the top few. "The more complete the qualifications before entrance into a school of nursing, the more likelihood of her ability to acquire technical knowledge in the minimum length of time, and also to develop a broader vision of the work and deeper understanding of the true meaning of service".¹

So far as the entrance qualifications to local nurses training schools can be summarized, they are the following:-

(a) Applicants should be between twenty and thirty years of age.² Three schools in Montreal quote the entrance age as twenty, though one permits students to enter while still nineteen years old.

(b) It is the unwritten law today that no applicant can be admitted without a completed high school education.

¹The Montreal General Hospital School for Nurses. Announcement. 1936, p. 11.

²The average age of the student nurse in Quebec exceeds that of student nurses in other provinces. Dr. Weir explains this as due to the longer time spent in high schools. In this province the average nurse has spent 4.14 years in post-elementary studies, which is half a year longer than the general education period of the Ontario student nurse.

In spite of the higher entrance requirements, the four Montreal schools are pried with applications. University students enroll in increasing numbers, while high school graduates, particularly since the depression period, seem anxious to enter a vocation rather than an arts course that will keep them at general studies for four more years. As a result, the Royal Victoria Hospital has found it possible to raise the entrance qualifications to senior matriculation, and the student must be listed in the upper half of the class.

The raising of academic entrance requirements has helped eliminate persons of inferior intelligence from the profession and has improved the standards of general education within the schools. Household work, as a major part of student activity, is not expected or encouraged: and students are now held responsible for a wider range and a more intensive study of medical subjects. And there is no doubt but that higher entrance requirements will help eliminate mediocre nurses who swell the ranks of the vocation. In 1932 it was possible to say that fully forty per cent of the present student nursing personnel in Canada should not, owing to their low grade intelligence, be allowed to practise on their own responsibility, as private duty nurses." ⁽¹⁾

(c) The majority of applicants to nursing schools are refused because they are not physically qualified to enter upon such work. The nurses serve sick people eight or more hours daily and the physical strain is severe. The doctor

" C.M. Weir, op. cit. p. 218

gives his orders but it is the nurse who is responsible to see that these orders are carried out. Such continuous responsibilities make health qualification an essential consideration.

Before an applicant is admitted, a health certificate is filled in by the family physician. On arrival at the school she is given a thorough physical examination.⁴ Family histories are noted, X-rays are taken, and tests - particularly to record tubercular reactions - are used. Examination of chest, urinalysis ; blood count; heart; foot, blood pressure; height and weight are compulsory.² In spite of such precautions the number of nurses who develop tuberculosis during service is alarmingly high. This is due in some measure to fatigue caused by the long working day.

(d) Whenever possible, the superintendent asks for a personal interview with the candidate.³ This is the principal means used to investigate characters and personalities. Yet it is difficult to enumerate qualities the nurse should possess. One superintendent claimed that she seeks traits denoting sympathy, consideration, mental

(1) "We have a medical supervisor in this hospital, a man who lives here and is at our disposal at all times of the day. He gives freely of his care and attention to nurses at all times; and of course his services are of great value to us in the selection of applicants"... Remarks by a Superintendent of Hospital.

(2) Evaluation and Responses from Questionnaire Study showing Trends and Opinions Relating to Nursing Education. Miss Lindembergh, Graduate School of Nursing, 1936.

(3) The number able to come range from 33 to 75 per cent of the total number of applicants.

stability, alertness and tact. One leading administrator summed it up, "I look for two things in a personal interview - brightness and a certain amount of charm".

(e) Ability to meet the cost of training must be considered as necessary a qualification as academic standing. On university entrance requirements, a college dean once remarked, "The important qualification to the majority of students is not sixteen credits, but \$2,000". Although nursing schools do not demand anything like this amount, it is certain that no girl can remain for three years at a school without some means of private support. The student usually pays a \$25 to \$35 deposit which is returned at the end of her training if she passes, or is retained by the hospital if she fails or is dismissed. Her books, and tuition are supplied by the hospital, and she is given full maintenance for three years.

In spite of this it is difficult for a girl devoid of any financial support to attempt this course. Scholarships are allowed only to graduate students; but on several occasions, as a private matter between student and superintendent, loan funds have been arranged. Some hospitals pay a small stipend, but there is a growing feeling among hospital authorities that students should pay for their education in the same manner as they would for any other

vocational training. The cost moreover to the student is at least one hundred to two hundred dollars a year. However, 50 per cent of the students manage on less than \$500 for the three years.

In each hospital only a quota of Jewish students are allowed entrance. This is no written rule, but an understood regulation. This discrimination is due in some cases to racial bigotry, and in others to a supposedly scientific understanding of the characteristics of the race. Superintendents claim that Jewish girls are brighter mentally, and therefore, in theoretical work, superior to their companions. But, say the superintendents, "the Jews were never a group who excelled in manual labour - and so much of nursing is patient, laborious handwork".

The possibility of well-defined character-traits belonging to such a diverse and non-segregate group is an apparent rationalization to justify a basic prejudice. On the other hand, it is possible that Jewish students brought up in urban surroundings, prefer to specialize in white-collar jobs - occupations which involve the use of intelligence without the drudgery of manual labour. Because of their unwillingness to train for more "humble" duties, they have saddled upon the race a supposed trait of character, which to the superficial observer, may appear to be justified.

Aptitude tests are not used to any extent in training schools. Although the latter admittedly prove limited results, nevertheless, if properly used, they do indicate the learner's ability and his range of knowledge. Nursing aptitudes are subtle, however, ^{AND} intricately related to physical fitness, character, temperament, and intelligence: and the long probationary period is considered a fairer way of testing the student's worth. The accepted candidate is known as a probationer. If, at the end of five months ~~en~~ trial, she is competent to proceed, she is "capped" and allowed to complete the junior year; ^{if} if, for some reason, her superiors do not consider her worthy, she must leave the training school without further question or complaint. At the end of the period she writes an examination on the theoretical matter that has been taught, and passes practical tests demonstrating her knowledge of bed-side nursing. On the results of these records and examination, local hospitals reject from 2 to 36 per cent of the probationers.

The hospital thus spends six months of time and money in discovering so many of the students to be unfit; but if methods and instruments of vocational guidance could be of any assistance at all before candidates admission

Table 31A - Comparison of Graduates and Initial Enrollments of Student Nurses in Two Large Training Schools - Montreal.

Year	Institution			Institution		
	Initial Enrollment	After Rejection of Probationers	Graduates [*]	Initial Enrollment	After Rejection of Probationers	Graduates [*]
1927	95	73	42	203	191	57
1928	89	66	62	212	206	56
1929	78	61	69	222	210	49
1930	73	50	68	216	203	61
1931	80	51	55	199	190	71
1932	89	65	59	179	169	60
1933	99	73	49	183	174	52
1934	104	82	45	171	162	46
1935	101	78	56	179	169	42
1936	110	77	50	189	179	51

*The number of graduates refer to those who entered the school three years previously.

Table 32 - Annual Number of Graduates from Four Approved Hospitals in Montreal.

Hospital	1928	1929	1930	1931	1932	1933	1934	1935	1936
A	12	5	12	20	6	14	12	9	11
B	62	69	68	55	59	49	45	56	50
C	56	49	61	71	60	52	46	42	51
D	10	10	10	10	10	10	10	10	10
Total	140	133	151	156	135	125	113	117	122

to hospitals, they should be given every consideration both in order to safeguard the interests of institution and student. Hospital "Discipline".

The strictness of hospital regulations is a matter of much concern to many student nurses, ~~who~~ ^{where} elementary services ~~are~~ required, but ~~she~~ ^{not} should be allowed to undertake responsibility beyond ~~her~~ capabilities. Accordingly, the hospital imposes strict "discipline" in the wards. Perhaps nursing orders originating in the 10th and 11th centuries in Europe have impressed certain military forms upon the profession of which distinct traces are still to be found ~~even~~ in Canada. The "standing attention" during formal medical rounds, is a heritage of the past, and an example of the similarity between the nursing and the military understanding of discipline.

Discussion with several supervisors on the matter brought to light two distinct viewpoints. The first was that of the disciplinarian who quite justified her stand with the following illustration; "In our work, circumstances force us to be most severe. One year, for example, there was a great deal of sickness amongst the student body. We did everything possible to prevent it; and finally as a last resort, we checked up on the students. After working all day, it seems that they remained quietly

talking in each others' rooms until past midnight. After giving the students warning, we took ~~severe~~ measures with those who disobeyed the ruling. The results of these measures have been the rewards for our strictness".^U In the same hospital, inspection of the laboratories and students' kitchens bears witness to the exemplary results ~~value~~ of such regulations. Each utensil, in the individual cupboards, is placed in the same position as its counterpart in every other cupboard; on each soapbox, the brush lies exactly at the same angle; in the chemistry closets, test-tubes are in unvarying order. The completed result gives the impression of closely-disciplined organization, tidiness of body and thought, and complete obedience to detailed orders. The seriousness of the duties in which the student nurse is engaged makes it of paramount importance that she be careful and exact. Carelessness or disobedience may endanger a life and bring disgrace on the whole personnel of a hospital. A seemingly unimportant error carries in its wake calamity to student, patient, and institution.

The opposite interpretation of this detailed order in nurses' training schools was given by another supervisor who claimed that it results in forcing all outside interests from the student's life. "It is startling to find that the

^U From an interview with a superintendent of a nurses' training school.

discipline of three years of student nursing can exact pressure so great as to orient one's every activity to nursing interests. "I can safely say that the average student during each year at school does not read ten good books outside of textbooks. There is no time to encourage social contacts with other nurses or other institutions, or with men and women of other professions. Every effort is made to concentrate on nursing practice within the group".

The difficulty is to expect both obedience, and self-reliance and a rounded personality, from this process. Were the student to study under less pressure, to ripen mentally and physically to a realization of her responsibility, there would be no need to wield continually this rod of discipline. At present, it is a factor necessary to the function of the training school; because it is a precautionary measure, necessarily enforced when untrained students are given responsibilities exceeding their knowledge and ability.

A very definite attempt is being made, at the present time, to enforce an eight-hour day and a six-day week in nurses' training schools. The first step has been taken (in Montreal) in that lectures are given during the student's time "on duty", and free time is not exploited for educational purposes. Until further advances have been made, toward limiting the working day, the development of other interests to that of nursing must remain a serious problem. A hopeful

sign, in the more progressive institutions, is the development of student government. In these schools, the representatives of the student body are in control of extra-curricular activities. They ~~set~~ their own rules and regulations with regard to "time off ", late leaves, and social events. They are also responsible, to some extent, for the ~~the~~ maintenance of discipline in the residence. They act as counsellors to incoming students, and appoint "big sisters" to meet the "proby" as she arrives at the station, and to see that she is properly welcomed into the student fold. Although there has been an effort to do away with "policeman" instructors in the smaller hospitals, the students play a very minor rôle in conducting their own affairs in such institutions. They have a student government which organizes social events, runs a glee club, etc., but they are allowed little or no say in the management of their residence life.

Student government is a most educative instrument, when functioning under proper conditions. It is a method whereby a spirit of independence, resourcefulness and responsibility may be fostered among students, and intelligent interest stimulated with regard to their own problems and position. The result is usually more willing co-operation on the part of the student body, and more purposeful initiative amongst their leaders, in consequence of recognized power.

Conclusion:-

A great many women find a most satisfying career in the profession of nursing. Those who enter upon such work, however, without understanding the qualifications a student nurse should possess, or the difficulties she must undergo, are those most likely to be disappointed in their work. Physical stamina, a controlled temperament, and ability to think rapidly and clearly are qualities essential to successful practice. In addition, the applicant to the profession, should familiarize herself with conditions in the training school, the economic costs, the regulations in ward and residence, the hours of duty, and an outline of the programme of studies. For the choice of vocation is too important a one to be selected haphazardly and too often necessary information is left to be discovered only after entrance into the training school. As much detail as possible, therefore, should be sought by the applicant in order that she understand more of the work she will have to perform; and this information will, no doubt, help her the more readily to adapt herself to the conditions of the training school ~~into~~ which she enters.

Chapter XIII.

Nursing Curriculum.

The amount and the quality of the training which the probationer nurse receives naturally varies to some extent according to the size of the hospital. There are four "approved" non-Catholic training schools in the city of Montreal who have pledged themselves to maintain certain minimum educational standards. They vary in size from a bed capacity of 100 to one of 750.¹² The average number of patients in the smallest is 80, while 545 are housed daily in the largest. The former employs only 23 graduate nurses, whereas the latter requires the services of 137 trained persons. The one enrolls 10 students annually, the other conducts training courses for 200 pupils. Different advantages, as a result, accrue from each type of institution; and indeed the difference of size should influence the applicant in her choice of school.¹³

In the large institution, the student encounters qualified and efficient instructors; she makes a great many and varied contacts; the name of the school is honoured throughout the

¹² A student who trains in a hospital that is not approved by the R.N.A. is likely to find, after three years of hard work, that her qualifications will not be accepted in all hospitals, and that she may have difficulty in having her name placed in an employment registry.

¹² No hospital should be authorized to conduct a training school or be placed on the "approved" list unless it has at least 75 beds (excluding cots and bassinets) and a daily average of 50 patients. G.M. Weir, op. cit., p. 299.

¹³ Table 39.

Table 23. Considerations Influencing Choice of Nurses' Training School (As at 1936).

School	A	B	C	D
Size				
Number of beds	750	585	200	82
Patients (Average no.)	492	545	150	80
Graduate nurses	127	115	26	23
Entrance Requirements				
Age (usual)	20	20	19	20
Academic	Matriculation		Matriculation	
Personality rating	Yes	Yes	Yes	Yes
Physical examination	Yes	Yes	Yes	Yes
Salaries, Scholarships, etc.				
Salary (mthly)	0	0	\$6-\$10	0
Board	Full Maintenance		Full Maintenance	
Scholarships	Loan funds	12	Nil	2

Dominion, and the alumnae scattered far and wide. The administration should be efficient, the equipment expensive, and the dormitories comfortable. In the smaller school the instruction may be as good, perhaps better in some respects - for personal contact established between pupil and teacher may render each small duty part of an enlightened education. Each girl knows her neighbour, and studies under the guidance of a familiar and friendly instructor. On the other hand there is more necessity in all large schools for students to fit into the activity as well-oiled cogs would fit into a smoothly-running machine. Neither adequate time nor care may be available to assure the attention to individual differences. Again, smaller training schools may be established primarily because student nursing service is cheaper than graduate nursing service. The girls may be exploited, their free hours cut, and their studies limited to a negligible part of the day.

Instructional Staffs.

The Governors of the hospitals, who are usually laymen, are compelled to devote the major part of their attention to financial problems. The responsibility of conducting the school is left to the superintendent, her staff and appointed committees. In some hospitals, the educational committee includes doctors, supervisors, superintendents, and a representative from the board of governors.

Approved schools are required to have at least one full-time instructor. In local schools the number of teachers varies

from one to four. These are usually graduates of approved training schools who have spent some time in hospital service and have, in addition, attended courses in the Graduate School of Nursing, where they received pedagogical training. Each school also engages a dietitian for the instruction of dietetics and related subjects. One of the large local hospitals has introduced on its staff the public health teacher, to lecture on preventive hygiene and public health work. This person may also undertake to supervise the physical training of students. In addition to the regular staff, doctors deliver daily lectures on specialized topics. For this reason a training school associated with a university may have some advantages. The doctors, many of whom are university professors, give their services to the school, and in addition place the facilities of the medical department at the disposal of the students. Doubtless, as time goes on, the number of professors "loaned" to the nursing staff will diminish, and only teachers specially qualified will be chosen for instructional purposes.

All nursing instructors are under the general direction of the superintendent of nurses, who is responsible for the administration of the nursing service both graduate and undergraduate. Her duty requires her to see that all the patients are properly attended. She represents as well the nursing body of the hospital, and in that capacity, she is required to fulfil

a great many social obligations. In addition to all this, she is the principal of the training school and the supervisor of graduate education. ¹¹ A local prospectus makes her educational authority quite clear - "The Principal of the Training School has entire charge of the school, and her authority extends over all that pertains to the duties and discipline of the nurses in the Home, and in relation to the Hospital as well as to the details of their instruction". ¹²

Curriculum.

In July 1936, the Canadian Nurses Association adopted and authorized for use in all provinces (including Quebec) "A Proposed Curriculum for Schools of Nursing in Canada", which had been prepared by a committee of that Association. Due to inadequate facilities and over-burdened time-tables, many are unable to put the entire scheme into practice; but within their individual capacities they are all working to establish the new recommendations as quickly as possible. The model curriculum is quoted here in lieu of the specific teaching ~~profession~~ ^{programmes} in operation in the various schools. (Table 34).

The Curriculum Committee suggests that preventive hygiene, mental hygiene, as well as social studies, should receive more emphasis in the programme of studies. These additions are well suggested. The following is a quotation from the Annual Report of the District Superintendent of the Victorian Order

¹¹ "Staff education both within the hospitals and without has become a reality, and the numbers of supervisors of departments and wards who endeavour to improve their qualifications for service within the school of nursing is increasing yearly".... Report of the Executive Secretary and Registrar of the Registered Nurses Association, January, 1936.

¹² The Montreal General Hospital School for Nurses. Announcement, 1936. P. 9

Courses	Hours	Year of Course
Anatomy and Physiology	80-90	1st, 2nd
Bacteriology	30-40	1st
Chemistry	30-40	1st
Nutrition in health and disease	50-60	1st
Health education (principles of teaching)	15-20	2nd
Psychology and mental hygiene	35-45	1st
Pharmacology and therapeutics	45-50	1st, 2nd
Nursing:		
A. Maintenance of a healthful environment	10-15	1st
B. General nursing practices	120-130	1st
C. Special nursing adaptations as applied to specific types of nursing:		
Medical - including specialities	90-100	1st, 2nd, 3rd
Surgical - including specialities	70-80	1st, 2nd, 3rd
Paediatrics	40-50	1st, 2nd, 3rd
Obstetrics	30-40	2nd, 3rd
Psychiatry	35-45	2nd, 3rd
Community health and social needs	35-45	3rd
History of nursing	10-15	1st, 2nd
Trends and opportunities in nursing including professional and ethical problems	25-35	3rd
Hours	750-900	

* A proposed Curriculum for School of Nursing in Canada, 1936.

of Nurses:-

"Today the distress among the families on the district is almost as great as it was so many years ago, and, in addition to the physical strain of nursing the sick under these circumstances, is that of the emotional when the nurse is confronted with problems and difficulties which seem well-nigh insurmountable". ¹

At present there is not sufficient instruction in this field, although recognition of the importance of this work is slowly developing.

In addition, there is need for more intensive study of nutrition and dietetics. The Report suggests that thirty hours of theory and sixty hours of practice should be set up as minimum time-allowances for this work. Finally, the Committee recommends that the student's time be used more profitably in the wards. A student's practical experience should call into use all theoretical work which is as essential as academic training. No amount of theoretical instruction can supplement necessary experience. Constant work among the sick brings to the student nurse the reality of her tasks, and the constant opportunity to learn by practice. In the better schools any risk to the patient from inexperienced nursing is practically eliminated by careful student supervision. Each pupil is taught nursing procedures on a dummy, or, if possible, on another classmate, before attempting to work with patients. On the first occasions when the student performs floor duty, a "white nurse" will be seen working nearby. The latter is an instructor who, in

¹ Report of the District Superintendent of the Victorian Order of Nurses. Local Association of Greater Montreal, for the year 1935.

order not to embarrass the patient, gives no sign that this is a demonstration of student ability, but stands by to render whatever aid is needed.

Seven methods of teaching are used in a nurses' training school: lecture; discussion; "quiz"; demonstration; use of objective materials, manikins, specimens, charts; bedside instruction, nursing clinics; case studies.

The Curriculum Committee advises complete organization in the methods of teaching anatomy, recognizing the lecture method as one which tends to produce the "static cold-storage idea" of knowledge. The teaching of anatomy, physiology, chemistry and bacteriology must necessarily place greater stress on "learning through process of experimentation". It is regrettable that so few "lab." courses are prescribed for nurses. As Dr. Weir points out, "a day spent in purposeful investigation is worth a week consumed in copying and attempted assimilation of dictated information".^U At present all the training schools are not properly equipped with laboratories. They are, therefore, compelled to borrow the hospital laboratory, or, in the case of dietetics, to make use of a corner of the kitchen. These makeshift arrangements are obviously unsatisfactory.

Examinations.

The Provincial Registration Act has determined the framework of the examination system in approved hospitals. An examination board consisting of six members, French and English,

1) G. M. Weir, op. cit. p. 327

sets the final test, which decides whether a student may graduate or not. These examinations are held twice annually, in the spring and fall; the pass mark is 60 per cent. The essay type of examination used on this occasion, tests neither accurately nor completely those qualities most desirable in a good nurse. It is also true, however, that an incapable nurse would have been found out during the three years spent in a training school. If educational standards in hospitals are well founded and maintained, there should be no question of an undesirable student being allowed to proceed as far as the R.N. examination.

An attempt is being made by the Examination Committee of the Registered Nurses Association, as by the medical and pharmaceutical boards of the city, to use the examination as a regulating and testing instrument. The Protestant nursing schools try to limit the number of graduates to the number able to find employment; and in limiting numbers, the most able of the group are usually selected. Limitation in this case means selection, and consequently higher standards for the nursing personnel.

The Problem of Time.

It is generally recognized that a major difficulty is not the selection of the proper curricula and teaching methods or examination, but in the provision of adequate time to enable students to assimilate the required knowledge. The young

medical student studies five years (exclusive of the pre-med courses) ~~To~~ learn the theory of his subject. The student nurse, devoting eight hours of practical service daily to the hospital, is required to obtain a bird's-eye view of the complete medical field, and all its branches. To do this she is allowed one hour of study a day, and two hours of free time. During the two hour recreation period she must attend to personal affairs, to play, and to the memorization of the condensed lecture material which took the lifetime of a scientist to discover.

Such a time-table is not conducive to thought and study. To alter the curriculum is one minor factor; a greater issue lies in separating the training school from the hospital in order to give the student adequate time for study by ensuring a working day and week of reasonable length.

The Montreal hospitals associated with training schools demand a nine and ten-hour duty. The daily schedule (Fig. V) of the nurse, therefore, allowing for slight variations in different institutions, would be roughly as follows: she sleeps seven or seven and a quarter hours each night. (She is required to retire at a certain time as she must be on duty in the very early morning). Breakfast is optional, many nurses preferring to sleep a half-hour longer. Thirty minutes is allowed for each of the three meals. Usually an hour a day

AVERAGE DAY OF THE STUDENT NURSE

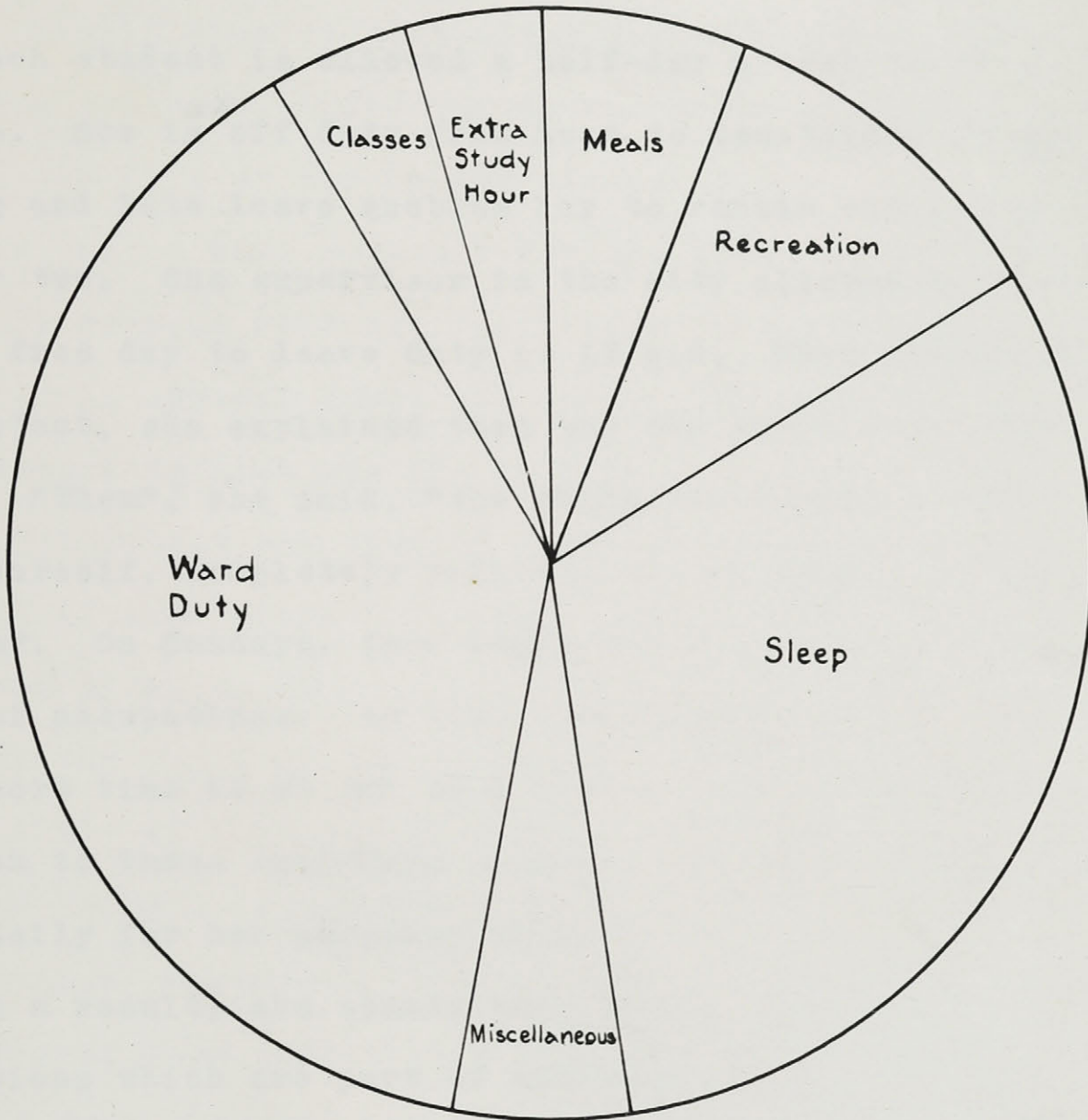


Fig. V Graphic representation of allotments in student nurses' schedules. The chart represents only the average minimum as hours in class and study periods vary with each grade. Half-day weekly and Sunday holidays are not included in the average. Source: See Appendix "A".

is devoted to lectures. In training schools lectures for seniors or for a particular group of students will be held in the evening. Students in affiliated schools, for instance, are expected to attend evening lectures given at their own hospital.

Each student is allowed a half-day a week to do as she pleases. She is off duty from noon to ten-thirty in the evening and late leave enables her to remain out for an extra hour or two. One supervisor in the city allowed each nurse on her free day to leave duty at 10 a.m. When questioned on the subject, she explained that the two extra hours were for sleep. "Then", she said, "the nurse can really go out and enjoy herself, completely relieved of the strain of hospital service". On Sundays, four hours are allowed for the student's personal occupations. As church attendance is not compulsory, this short time is at the free disposal of the student. In addition to these half-days weekly, each pupil is allowed two hours daily for her personal affairs.

As a result, she spends very little time on the cultural recreations which are part of educated living. As one experienced superintendent has put it, "The nursing situation today tends to cramp the life of the nurse, it robs her of her individuality. What time has she to live, to study, to attend lectures, to hear music, to read books in the two hours

she is given daily? Usually she is so tired she drops into a chair unable to participate in any activity. Our only excuse and defence is that nursing has been such a rapid growth; it is only fifty years since nursing became any sort of a corporate body^u. Little time is left after the more immediate work to attending lectures, listening to concerts, and taking an active part in the life of the larger community.

Nor has it been possible for the hospital authorities to bring the various cultural facilities to the school. Good libraries in nurses' homes are rare. The shelves are loaded with medical volumes and the fiction collection is comparatively poor. The latter are usually gifts to the hospital or the discards of some private library. The majority of cases are protected by glass covers which are opened only at certain hours of the day when the librarian is present - a most uninviting way of interesting students to browse among the books.

The failure to enforce physical training and outdoor sports is a serious omission. ^u Although tennis courts are provided and a recreational room established in a few hospitals, one cannot help but feel that the environment is not conducive to sport. This problem is tied up with the crowded and tiring daily schedule. There is little use in providing facilities for sport when there is no time for students to participate.

^u Only probationers receive compulsory physical training.

Accordingly, games are not compulsory, nor outdoor exercise encouraged; teams are not organized nor healthy physical competition stressed as an essential part of the day's programme. It is paradoxical that a profession devoted to the interests of public health cannot insist that its own ministrants obtain the utmost enjoyment out of physical well-being.

There is a constant tendency, in prescribing any course of vocational education, to overemphasize the value of specialized training. In nursing education, for example, all emphasis centres on technical training and specialized work. A prominent educationist raises the issue thus: "Is there any profession which requires, more than nursing, that its professional training shall itself be penetrated through and through with a rich and liberal human significance, so that the clinical thermometer and the compress become, in themselves, symbols of salvation of more than a physical kind? Can we afford to make the same cardinal mistake in the training of nurses that we made in the past in the training of teachers, where we gave the narrowest and most illiberal of trainings for what should be the broadest and most liberal of professions?" The question arises again and again as to the advisability of allowing time for "extra-curricular" activities. The lay authorities in nurses' training tend to assume that the student has completed her general education by the time she enters training school. They forget, that, whether the student be twelve or twenty years of age, her

⌞ F. Clarke: Life, Profession and School. Speech to the Biennial Meeting of the Canadian Nurses Association, Saint John, N.B., June 21-25, 1932. Published by the Canadian Nurses Association, p. 16.

whole interest cannot be absorbed in one subject, even though that subject contain as many diversified elements as a nursing education. Life itself, like art, has light and shade, highlights and shadows. Interest is not confined to a single channel; nor is it undesirable that it should be so. "Men long trained in a special experience have a vision limited by the character of that experience". The great profession of healing as represented in Canada, however, is happy in possessing many men who, like Sir William Osler, have the vision to see their own branch of knowledge in relation to life as a whole".^U The nurse whose training has been so narrowed as to limit her knowledge to efficiency in the technique of nursing is less effective as a nurse and as a human being.

In conclusion, however, it must be stated that all nursing schools in the city of Montreal are in a transitional stage of growth. Small changes affecting curricula, discipline, methods of teaching are being introduced from day to day. But ^{the} the major change of becoming financially independent of the hospitals has not yet been accomplished. No man can serve two masters, and neither can a school; if a school's primary function is to educate students, then the overwhelming need

of the hospital for nursing service must not be allowed to interfere with the first duty of the school.

The hospital, however, must not be made the intentional villain of the piece. The majority of hospitals continue their schools for two reasons, both of which are inter-dependent. Firstly, because they cannot afford graduate staffs and secondly, because they desire to give their patients the best nursing service within their means. The obvious solution is to accept "students" and give them as much training as possible. Were our local hospitals sure of adequate financial security, training programmes could be more adequate yet less rigorous. ~~and the number of nurses could be increased.~~ In the meantime due to the demands, just or unjust, of the hospital, they are forced to sacrifice education in order to provide service. In some schools entrance standards are lowered to ^{STUDENTS ;} accept_A the curriculum is not as diversified and as thorough as it should be; and extra-curricular activities are limited in scope and interest. Due to their limited budgets, competent staffs cannot be permanently engaged; proper teaching facilities (such as laboratories) are not always available, and small but necessary extra supplies are dependent on the individual ingenuity of the particular superintendent.

In 1860, when Florence Nightingale founded a training school for English nurses, she had the vision to realize that such a school although responsible to certain authority

should function with a degree of financial independence. The Rockefeller Foundation interested in stimulating public interest, granted sufficient funds for the same purposes to a nursing school in Toronto. Significantly, these schools are termed in all nursing surveys and reports, "the few". For it is realized that "So long as the commercialised competitive basis persists, so long will the human and social values that should dominate training tend to be vitiated at their source". ^u As long as nursing schools are completely dependent upon hospitals, their aims will be confused with those of the hospital.

^u F. Clarke, op. cit., p. 22.

Chapter XIV

Openings for Graduates.

The four local approved hospitals have trained 1192 graduates within the past nine years: while the new R.N. members in Quebec annually number from 550 to 625. These new graduates may enter private duty nursing, serve in hospitals, or continue training in the School for Graduate Nurses.

Some nurses enter the field of private duty nursing because they prefer it. A great many others accept it because they cannot find, or are not qualified, for employment in the better paid fields of public health and institutional work. The private duty nurse accepts the calls she wishes to take, and rests as long as desired between cases. This arrangement, however, has obvious disadvantages. It involves temporary employment and therefore a temporary and irregular income. Unless a private duty nurse has other financial means to aid her through periods when there is no demand for her service, she will have a hard time in supporting herself. Even if she were employed six days a week for 52 weeks in the year with full salary of \$5.00 a day, her total earnings would amount to only \$1,560 per annum. The Survey found the average annual

(1 ~~Appendix A~~, Table 32..

(1 TABLE 30.

income of the private duty nurse in Quebec to be \$1,189 (in 1936 it was even less). Less than \$100 a month, this is a small income in consideration of her many years of training and the living standards she must maintain. (

Another choice of career open to the registered nurse is that of "institutional nursing". In this case, the student remains to do graduate work on the hospital staff and, of course, is subject to regulations of the institution in which she is employed. She is allowed two and a half free hours a day and is "off duty" one day a week, a half-day Sunday, and one Saturday a month. The salary of institutional nurses in Quebec according to the Survey, averaged \$1,539 per annum in 1930, an amount which includes lodging, board and laundry; (the average salary actually paid in money would be several hundred dollars less). (This type of nurse, however, is encouraged to continue her education, and she may attend seminars where matters of medical importance are discussed. Staff conferences are held periodically, and alumnae associations of hospitals sponsor programmes of interest to the graduate nursing body.

In 1924, the Montreal General Hospital with fifty and sixty graduates a year, amalgamated with the Western Hospital, and planned to staff the institution with graduates of the training school. To obtain a post in the new hospital a graduate remains two extra months, interning in the hospital and specializing in some subject of her choice. During this period she is allowed

(G.M. Weir: op. cit., p. 75.

(G.M. Weir: op. cit., p. 103.

\$20 monthly and full maintenance.¹

The Graduate School.

Instead of entering nursing practice immediately, the graduate may continue specialized studies at any one of the four graduate schools of nursing in Canada. (Those schools are situated in Toronto, London, British Columbia, and Montreal). In the Montreal School for Graduate Nurses, while the attendance is usually limited to twenty-six students,² over ten scholarships are offered so that deserving students may be encouraged to continue their studies for an additional period. The School has as its objective "to prepare qualified nurses to act as instructors, supervisors, or superintendents and directors in schools of nursing and for public health nursing in hospitals".³ There are four major training courses, leading to posts as (1) teachers in the schools of nursing, (2) superintendents in hospitals and schools of nursing, (3) administrators in hospitals and schools of nursing, and (4) administrators and supervisors in public health nursing.

The calibre of the work being done in the graduate school is very high. As a faculty within the university, it is subject to all university privileges; the students may use various libraries, and attend cognate lectures in other faculties. Affiliations with local organizations for the purposes of

¹The possibilities of unemployment have been offset by opening the Western Wing of the Montreal General. The Hospital is staffed by our graduates. They are asked to remain an extra two months and specialize in whatever subject they wish. During this time they are paid \$20 and full maintenance. (Stated during interview).

²Table 35.

³McGill University Calendar, 1936-37, Montreal : section on School for Graduate Nurses, p. 7.

Table 35 Annual Number of Graduates in the School
for Graduate Nurses, McGill University, 1930-1935.

Courses	Public Health	Adminis- tration	Teach- ing	Super- vision	Totals	Partials
1930	8	5	7	2	22	13
1931	8	6	8	2	24	11
1932	21	3	12	0	36	8
1933	15	0	13	5	33	6
1934	16	0	5	1	22	1
1935	18	0	5	3	26	20
Total	86	14	50	13	163	59

observation and practice permit opportunities for the application of theoretical knowledge. At the present time the Graduate School in Montreal is affiliated or has informal connections with the Victorian Order of Nurses, the Child Welfare and the Family Welfare organizations, industrial clinics, maternity clinics, mental hygiene clinics, social service departments of hospitals, the Municipal Health Department, the County Health Units, the Department of Hygiene in the School of Medicine, and the majority of hospitals. Students are admitted to those organizations where they remain long enough to learn of the institution's programme and its allied activities.

The graduate course is interested in developing leaders familiar with all nursing problems. Accordingly, matter prescribed in the various curricula includes a wide scope of subjects. The list of courses is outlined in ~~Appendix A~~, Table 36.

A statement made by the director sheds light upon employment opportunities for public health nurses. "These nurses are in great demand. They are engaged by local organizations even before they finish the course. Of the fourteen who graduate this year, every single one knows the position she will hold in May". It is not odd, therefore, that an increasing number of graduates train for public health nursing in the hope that there will continue to be this demand for trained public health workers. Judged by the status and need of such work, this

Table 36. Curricula in School for Graduate Nurses 1936.

Course	Subjects in Faculty of Arts and Sciences	Nursing Education		Practice
		General	Special Subjects	
Teaching and Supervision in Schools of Nursing	Psychology or Sociology Education Chemistry or Physiology	Nursing Legislation Public Health and Preventive Medicine (First term) Public Health Nursing (First term) History of Nursing Mental Hygiene	Teaching and Supervision Nursing Education Principles and Methods of Teaching Observation and Practice Teaching Ward Teaching and Supervision	
Administration in Hospitals and Schools of Nursing	Psychology or Sociology Education	Nursing Legislation Mental Hygiene Public Health and Preventive Medicine (First term) or Public Health Nursing (First term) Nursing Education	Administration in Schools of Nursing Administration in Schools of Nursing Hospital Economics and Administration	
Public Health Nursing	Psychology I or Sociology I Education I Sociology The Community, The Family Economics, Elements of Political Economy, or Educational Psychology	Bacteriology in Public Health Mental Hygiene Public Health or Preventive Medicine Child Hygiene Nutrition Social Case Work Public Speaking	Public Health Nursing Public Health Nursing Health Education Methods and Practice	Agencies: Child Welfare Association Family Welfare Association Mental Hygiene Institute Montreal Department of Health, Division of Child Hygiene Royal Edward Institut (Tuberculosis Clinic) Victorian Order of Nurses Social Service Departments Industrial Health Services One County Health Unit

should certainly be the case. The following view was expressed by Professor Fraser, of the Department of Biology and Bacteriology at Mount Allison University. "I am making no exaggerated statement when I say that in years to come the public health nurse will be practically the greatest single instrument for the conservation of human health".¹

The widening range of the activity of the public health nurse in the city indicates the extent to which the spirit of socialized medicine has taken ~~poote~~. The 584 public health nurses in Montreal are distributed among the following public and private organizations:²

Montreal Department of Health	125 nurses
Provincial Government:	
Department of Health	103 "
Department of Colonization	2 "
Metropolitan Life Insurance Company ³	100 "
Victorian Order of Nurses	71 "
Tuberculosis Clinics (other than those included in the public health department)	30 "
Child Welfare Association of Montreal	19 "
Medical Social Service (hospitals)	16 "
Assistance Maternelle	15 "
District nurses under various municipal organizations and including mental hygiene	14 "
Canadian Red Cross Society	1 nurse

If the state should ever realize ~~an~~ obligation, the public health nurse will play a more important rôle in community life than heretofore. As yet, however, although public health is to many nurses the most attractive of all fields, opportunities

¹ Roy Fraser: The Scientist and the Survey Report. (The Canadian Nurses Association, June, 1932)

² Report of the Executive Secretary and Registrar of the Association of Registered Nurses of the Province of Quebec, January 20th, 1936.

³ "Most of our nurses have had a public health course in addition to their training in a hospital school of nursing. The minimum requirements are four years of high school, a graduate course in a first class training school, and a university course in public health nursing". Assistant Superintendent of Nursing, Metropolitan Life Insurance Company.

for employment are sharply limited. The group presently active in the city totals less than 32 per cent of the number practising in nursing institutions.

According to the 1931 census figures, the graduate nurses of Montreal number 2,235 persons.¹ They are thus the third largest single group of women's occupations in the city, and the second large professional body. This total includes all branches of nursing in Montreal, of which institutional nursing claims roughly half. Private duty nursing still attracts the largest number of recruits. Public health nursing, however, - still at a very early stage of growth, and necessitating longer training periods - draws but a few.

. Proportionate Importance of the Chief Nursing Fields (Sampling of Figures secured by the Association of Registered Nurses, Quebec, 1933).²

	English	French	Total	Increase 1935-1934
Institutions:				
Sisters	6	341	347	
Nurses	785	337	1,122	235
Private Duty	574	483	1,057	256
Public Health	x	x	584	6
Total	(a)	(a)	3,110	497

x Not available. (a) Estimated.

¹Gainfully Employed Ten Years of Age and Over. Classified According to Occupation and Sex for Cities of 30,000 and Over, Op. cit., p. 21.

²Although these figures are for the province of Quebec and include only those registered with the R.N. Association, they may be regarded as a fairly representative sampling of the division of nursing groups according to numerical importance, throughout Canada.

The Victorian Order of Nurses is doing much to stimulate interest in public health nursing. Their object is "to provide nursing care for the sick in their homes, to demonstrate nursing methods and to aid in the prevention of disease, and the maintenance of health". The practical achievements of the group do not lag far behind their written aspirations. In 1935 they made 128,710 visits to the homes of sick patients, of which 44,066 were free. V.O.N. nurses visit the sick of all nationalities, advising as to diet, teaching health rules and instructing in the laws of preventive hygiene. Each succeeding year the public demands more service from this group; in 1936 there was an increase of 2,500 cases.

That there is wide room for the multiplication of public health work is evident to those who know the present problems of Canadian medical care. The type of nursing at present conducted by the V.O.N. needs considerable expansion among the relief population and other low-wage groups. Not all the provinces yet have adequate systems of "medical relief". The preventive and educational work of county health units and similar organizations is a long way from complete throughout Canada. Group medicine schemes are just

2 Cf. Health and Unemployment: Marsh, Fleming and Blackler, Chapter 24. (McGill Social Research Series No. 7 Oxford Press 1938). In the press.

3 (Report of the District Superintendent of the Victorian Order of Nurses, op. cit., p. 8).

beginning to receive organized attention. Health insurance on a comprehensive basis for the Dominion as a whole would of course give the greatest impetus to the expansion, and extended training, of nursing staffs. There are new and attractive opportunities to be opened up in this field when either the reorganization of state and private medical care services or health insurance, or both, are instituted in Canada.

It is significant that (as shown in the list quoted above) one insurance company at present engages one-fifth of the public health nurses of the province). Social insurance conducted by the State might one day perform the duty now undertaken by private companies, with the difference that all men would be insured and the government, in lieu of an independent company, would administer health services. And insurance companies have given the movement impetus. For great innovations take place gradually, supported by people only after they have accustomed themselves to lesser adaptations of the idea. In the same way insurance companies, are sowing the first seed of socialized medicine in ground that must gradually be worked before yielding its better promise. ^U

^U "I was struck by the analogy suggested between this present problem and a controversy which now seems to belong to the remote past. The arguments urged against the assumption by the state of a responsibility for the health of its citizens are closely paralleled by the protests of a century or so against the admission of a public obligation to educate the individual".

Source. Vincent Massey, op. cit., p. 12.

Social Welfare Work.

Chapter 15

Social Welfare Work.

Twenty-five years ago few people, engaged in "social welfare work", were specially trained for such task. "Charitable work" was performed, of course, by citizens of the ministerial teaching and commercial occupations, and by women of independent means. The rank and file personnel of the agencies included voluntary or unpaid workers, some trained persons (e.g., nurses) and a few employees, who learned their work "on the job". These social welfare agencies, moreover, were a diverse and unco-ordinated group, with some units large and well-established (e.g., the Y.M.C.A. and the Y.W.C.A.) and others small and transitory. Great changes, however, have since taken place in this vocation, particularly since the year 1930. The larger cities of the Dominion have brought together their charitable and welfare agencies into Federations and Community chests; the divisions of welfare work have been clarified,¹¹ and a fund of experience has grown up on the type of personnel required, and the standards and principles of community aid improved. Above all, the heaviest burden of unemployment the Dominion has ever known, since 1930 has transformed the whole field. A series of new tasks have had to be performed by private and public agencies, relief

¹¹ Health and welfare services; family dependency, and other kinds of dependency (old age, orphanhood, etc); delinquency; education, leisure, and group activities; are well-recognized examples.

provision has been gradually but inevitably transferred from private philanthropy to government finance; and a small army of administrators, inspectors, welfare workers, clerical assistants, committee-members has been drafted into a dozen varieties of federal, provincial, and municipal projects across the country. The training of persons to take part in these functions has taken on a new and now keenly-realized importance. This training obviously includes certain specialized techniques, but it must have some important general elements in addition: a social worker must have a broad foundational knowledge of community problems as well as the practical apprenticeship in "case work", health instruction, group leadership, or other specialized field.

So far, trained social workers or welfare administrators, as they are, in fact, tending to become - are a small minority. In spite of the growing need for personnel in the measures sponsored by public and private agencies, the profession of social work in Canada is still in its early stages, and the supply of adequately prepared graduates is unequal to the demand. In the entire Dominion at the present time, only three schools train social workers to the total number of less than 200 a year. Two of these (in Toronto and Vancouver) are a corporate part of the local universities. The Montreal school has cordial relations with McGill, but no formal affiliation. It is supported by a group of citizens who appreciate the vital need for proper training in this field. Its problems are not only those of directing and developing the educational preparation of new recruits, but of

enlisting the finances needed to provide training facilities. It is very evident that more students could be accommodated if they were allowed to enter, and also that a continuously increasing enrollment is to be expected for several years to come.

Social workers of all kinds, trained and untrained, are still not very numerous in relation to the vast volume of work needed. The cost of various forms of social work in Canada was estimated in 1930 to be more than \$100,000,000, annually. Of this sum \$25,000,000 alone was spent on old age pensions and mothers' allowances. But in spite of the importance and amount of the investment, social workers in 1930 numbered less than 750, a large proportion of whom had had formal preparatory training in only slight degree.¹ This condition has been improved in the past six years, but not to an extent sufficient to change this generalization.

A start was made in social work training in Montreal in 1913, when the Charity Organization Society sponsored a course of lectures on sociological topics for the instruction of social workers.² Prior to this there had been little or no "theoretical" training. As time went on, growing dissatisfaction was experienced

¹ These figures do not include expenditures on emergency unemployment relief measures. (From reports of a Joint National Committee representing the Canadian Association of Social Workers and the Canadian Council on Child and Family Welfare, 1932, pp. 5 and 6).

² The Charity Organization Society was incorporated in 1900, "to form a common centre and means of inter-communication for all those interested in the welfare of the poor; not only for the exchanging of information, but for the discussion of right methods and for the planning of those definite positive reforms which work towards the prevention of pauperism rather than its cure". First Annual Report of the Charity Organization Society, April 30, 1901.

by all concerned with the apprenticeship method of training. Agencies could not afford to devote adequate time or money to educational facilities; clients suffered under student services: and the student found such training to be neither thorough nor of professional standard. It was increasingly obvious that the training of social workers had to be entrusted to properly qualified teachers engaged specially for the task. In 1919, McGill University inaugurated such a training course and placed it in the Department of Sociology. The school functioned until 1931: and then the University, stating that "the matter of developing vocational schools within the University has been called into question of recent years, and the added difficulty of financing the various University departments has brought matters to a head", discontinued their grants for this kind of training.

The closing of the McGill School for Social Workers created a condition of urgency with regard to the training of workers. A group of people interested in local social service work then formed committees (composed of members of the Canadian Association of Social Workers as well as interested lay leaders) to study and report on the possibility of re-establishing a professional school. In 1933, the Montreal School of Social Work was opened to carry on the work begun by the McGill School. It stated its objective as the provision "of scientific training for professional and volunteer workers in the field of social welfare".² The

¹ Report prepared by Mr. R. Clarkson, Miss J. Wisdom, and Miss Dorothy King, March 19, 1932.

² The Montreal School of Social Work. Prospectus 1937-38. p.7.

School was given offices on the McGill campus, and the use of lecture rooms and libraries. Adequate financial support, however, was not provided, and although the problem was temporarily dealt with, the school is not yet assured of either a satisfactory or permanent income. A shortage of funds, of course, hinders the educational functions of any institution and the lack of security retards its rate of progress.

In 1925, the McGill School had become a member of the American Association of Schools of Social Work. This Association was formed to unite professional training centres in the United States and Canada in the interests of improving educational standards. At one time, institutions offering a full-time one-year course of training, and sponsoring a curriculum which included a substantial amount of both class instruction and supervised field work, were eligible for membership. Even if willing, however, the new school would now be unable to take this membership because of two significant clauses in the entrance qualifications:-

- (1) "...an annual budget for teaching and administering salaries of not less than \$10,000.
- (2)a satisfactory assurance, in writing, of continued maintenance from a responsible institution or from responsible persons, covering a period of not less than three years following the date of admission."⁽¹⁾

(It is likely, however, that this membership will be possible shortly)

The McGill School for Social Workers at first granted certificates to students who completed one year's work, and diplomas to those who had finished two years. By this method the directors attempted to supply welfare agencies with a body of trained and

¹⁾ By-laws of the American Association of Schools of Social Work Constitution and By-Laws. January 17, 1937.

Table 37. Annual Enrollment, Montreal Schools of Social Work, 1919-1937.

Session	Students in Diploma Course		"Certificate" Students (b)	Students in Limited Diploma Course (a)	Partial Students
	1st yr.	2nd yr.			
1919-1920	-	-	9	-	-
1920-1921	7	-	4	-	-
1921-1922	-	-	4	-	-
1922-1923	-	-	6	-	-
1923-1924	2	-	11	-	-
1924-1925	12	-	3	-	-
1925-1926	8	7	-	6	-
1926-1927	11	10	-	6	-
1927-1928	14	11	-	4	-
1928-1929	8	10	-	6	1
1929-1930-	6	7	-	12	4
1930-1931	-	-	-	-	-
1931-1932	-	11	-	-	5
1933-1934	9	-	-	-	-
1934-1935	-	9	-	-	-
1935-1936	7	6	-	5	-
1936-1937	6	8	-	2	7

Source: ^{McGill} School of Social Work, Annual Prospectus; Montreal School of Social Work, Inc. after 1933.

(a) Students who require more than two years to complete the course. In their final year, however, these are registered as 2nd year diploma students.

(b) Students who received a certificate after one year's study. This course was abolished in 1926.

partially trained workers. In 1925, however, the one year course was abolished, and the longer course has since been maintained. The Director of the new school, in her annual report for 1927*, commented, "It is significant that at St. Louis recently, the American Association of Schools of Social Work, now numbering 34 schools, voted that after the autumn of 1939 every school within the Association must have a two-year graduate course".

⁽¹⁾ The Montreal School of Social Work. Director's Report, 1937.

Entrance Qualifications.

The minimum academic entrance-qualification to the diploma course is a degree from a recognized university. In specially approved cases the degree requirement may be waived, but the majority have always been graduates. Undergraduates, who later intend to enter the school, are counselled to follow lectures in sociology, psychology, economics, political science, anthropology, and biology, during their college years. The purpose is to establish a foundation of social and biological sciences so that the professional course may help the students to interpret this knowledge in the interests of social work. The majority of sophomores and juniors (particularly young women) do not decide on careers, however, until towards the end of the Arts course. It is not advisable, therefore, that the school insist too specifically on the pre-requisites in Social Science - although the number of students presenting under-graduate work in this field has increased annually. ^U

The age range for applicants is between 21 and 35. These limits are not always strictly adhered to, but it is rightly surmised that girls under 21 have not yet attained the emotional stability or maturity of outlook necessary to successful practice in the profession. Older women, having spent ten or fifteen years in other occupations, may have difficulty in orienting themselves to new fields, and to new modes of thought and action.

^U This is particularly true of the graduates of recent years.

There are exceptional cases, of course, and these are willingly considered by the Director of the School.

The personality and equipment of the worker is of primary importance. She is not engaged in performing a routine job, but assumes the responsibility of interfering with the lives of other human beings. The Canadian Association of Social Workers, in a report^U published in 1932, suggested that schools "adopt higher standards of admission from the point of view of personality, emotional balance, and maturity". In considering applicants stress is laid on good personality, health, and intelligence. (Since all candidates are university graduates, the student does not take intelligence tests: and no personality tests are required). In the case of out-of-town pupils, a consultant interviews the applicant and forwards a report to the Director of the School.

Each prospective student presents a health certificate, but is not subject to a special health examination upon arrival at the school. As the student group grows larger it is possible, however, that an independent medical examiner will be appointed for this purpose.

The fee, payable annually, is not high when compared with amounts charged by graduate faculties. If considered, however, as part of a six-year course (undergraduate as well as professional training) the expense is a considerable item, and quite beyond

^U Professional Training for Social Work. The Report of a Joint National Committee Representing the Canadian Association of Social Workers and the Canadian Council on Child and Family Welfare, 1932. p. 11.

the means of the majority of young people. The average costs for the social work school year may be estimated as follows:

	<u>low</u>	<u>high</u>
Tuition fees.....	\$100	\$100
Books and carfare.....	25	40
Board and lodging.....	360	500
Incidentals.....	30	45
Total	<u>\$515</u>	<u>\$685</u>

At present there are only three scholarships, donated by various local organizations, which grant \$150, \$75, and \$25 respectively to meritorious students. These sums are hardly sufficient to cover the pupil's tuition, and all three together would not pay for the complete expenditure of any one student during the year. Occasionally a part time position is available and may be given to a student who is short of funds. "A limited number of well-equipped students, nominated by certain local agencies and prepared to accept positions in Montreal upon graduation, may be accepted on half fees".¹¹

Each student is required to attend not less than eight one-hour lectures per week during the two years. He or she may select subjects from the courses listed in Table 38. The student must familiarize herself with all four divisions of the curriculum.

¹¹ Montreal Schhol of Social Work, 1936-37, p. 11.

Table 38. Curriculum of the Montreal School of Social Work.

Group	No.	Course	Session
<u>Group A</u> All required	1	Introduction to Social Work	Full
	4	Social Case Work	Full
	10	Public Health and Preventive Medicine	Full
	11	Mental Hygiene	Full
<u>Group B</u> 2 courses required	2	The Community	Full
	7	The Family	1st Term
	14	Community Organization	1st Term
	6	Advanced Case Work	2nd Term
	15	Group Work	1st Term
	8	Case Studies in Mental Hygiene	1st Term
<u>Group C</u> 2 courses required	3	Immigration	2nd Term
	5	Labour Problems	1st Term
	24	Public Welfare Administration	To be arranged
	12	Child Welfare	2nd Term
	9	Sociology of the Child	1st Term
	19	Social Work Seminar	Full
<u>Group D</u> 1 course required	18	Statistics in Social Studies	2nd Term
	13	Social Legislation	1st Term
	17	Legal Aspects of Social Work	2nd Term
	23	Administration of Social Work Agencies	2nd Term
<u>Group E</u> Optional	22	Nutrition and Cost of Living	2nd Term
	21	Medical Social Problems	To be arranged
	20	Interpretation of Social Work	2nd Term
	16	Problems of Delinquency	To be arranged

Practical Work.

Approximately one half of the student's course consists of supervised field work under the direction of experienced social workers. Six consecutive weeks each year, and two or three days weekly during the term are spent in actual case work with a local social service agency. Practical work must be undertaken in at least two fields and

related to each student's course of study.

According to all authorities, a great part of the professional training should be directed along practical lines. Porter R. Lee and Marion E. Kenworth have defined the function of field work ^{as follows:}
as follows:

- "1. To provide an opportunity for the development of skill through practice in the use of its several ingredients - knowledge, philosophy and techniques.
2. To develop in students the ability to discern in actual situations and in human beings facts and concepts with which they have become intellectually familiar through study.
3. To provide the test of practically for theories and methods with which students have become familiar through study".

"This is sound advice, but its application is more difficult. All field work in the School is arranged through the courtesy of local social service agencies; and supervision of student activity must be continual and competent. This arrangement, however, is not without cost to the agency, planning the programmes for the students is a complicated and difficult task, and considerable time is spent by paid employees in guiding the student. Although advisers are selected carefully by the School and the agency, it is often found that a competent social worker may not necessarily be ~~as~~ a good teacher. Certain social service schools in the United States have solved the problem by employing paid workers to follow the student and supervise his or her practical work. This programme, however, is an expensive one,

/ Brown, Social Work as a Profession, p. 58.

beyond the present means of the Montreal School of Social Work. There are several other plans to meet the field work difficulty, but the largest group of schools adopt the same procedure as followed in Montreal, i.e., make co-operative arrangements with selected agencies, which assume responsibility for cost and instruction in field work. They gain the advantage of aid in their work, and a certain prestige to the agency is a concomitant.

The above is a typical example of the problems which beset the School. There are two conflicting forces; on the one hand, the desire of the leaders to raise educational standards and improve the status of the profession, and on the other, the feeble financial condition which holds all such plans in check. Those compromises which have been effected seem to be rather the result of pressing financial claims which may sometimes be given preference over the educational needs of the student.

Employment Prospects.

The first graduating class of the new Montreal School for Social Work (in June 1935) had accepted positions prior to the date of graduation, and last year again, all 1936 graduates were placed. It is claimed that Montreal's English-speaking charitable organizations will require 15 to 25 new workers per year in the ordinary course of replacements and turnover, apart altogether from any expansions in service; while the lay personnel for English Catholic agencies will involve three to four new workers annually.^U

^U Based on a study of annual personnel requirements (20 per cent) by the Family Welfare Association of America.

All social legislation now and in the future, holds promise for the status and employment of the social worker. The administration of laws, concerning public health, old age pensions, workmen's compensation, etc., requires trained persons if it is to be well developed and effective. New legislation of various kinds must be anticipated from now on. For this reason, social work is a career with a positive future. The vocation is certainly now become^a profession, demanding special background and equipment dependent on scientific principles, and a specialized technique in as great a degree as other callings". In Montreal the distribution of unemployment relief funds which had been handled by private agencies, has been taken over by a civic unemployment relief commission. Debates on old-age pensions and mother's allowances were important discussions before the last provincial legislature: and bills to provide unemployment insurance, to plan for better housing schemes, and to establish a re-organized employment service are figuring in the federal House.

Although it is known that social work has developed rapidly in the past decade⁽¹⁹²⁵⁻³⁵⁾ the increase in the number of professionally trained workers (those who have studied in graduate university courses) are not available. Past census grouping have placed together social workers, public health nurses, employees (social workers and others) of community institutions such as the Y.M.C.A.,

(1 Professional Training for Social Work. The Report of a Joint National Committee Representing the Canadian Association of Social Workers and the Canadian Council on Child and Family Welfare, 1932. p.5.

and volunteers in charitable organizations. It was possible to check the number of professionally trained workers in one large social work organization, and these results are more or less typical of the trend in other local social service agencies (Figure VI). It is to be noted that the number has more than doubled in the period between 1925 and 1937.

Social service workers are now engaged in many different types of service, "work in governmental and municipal welfare and relief agencies and in family and children's private case work agencies: social service departments of children's institutions: medical social service in connection with general hospitals and clinics, ~~positions~~ and in mental hospitals: special child guidance clinics: positions in the Courts as probation officers: social work in public schools: statistical and investigation work in private associations and government welfare departments: executive positions with private social agencies of various kinds".⁽¹⁾ It is therefore evident that if a girl have the temperament suited to social work and the necessary professional training, her chances of specialization are most encouraging.

In summing up the state of the training of social workers in Montreal, the survey quotes the significant statement with which the Director of the School closed her report: "The task of building up an efficient school of social work outside the

⁽¹⁾ Mr. M.B. Scott, Report, April 5th, 1937.

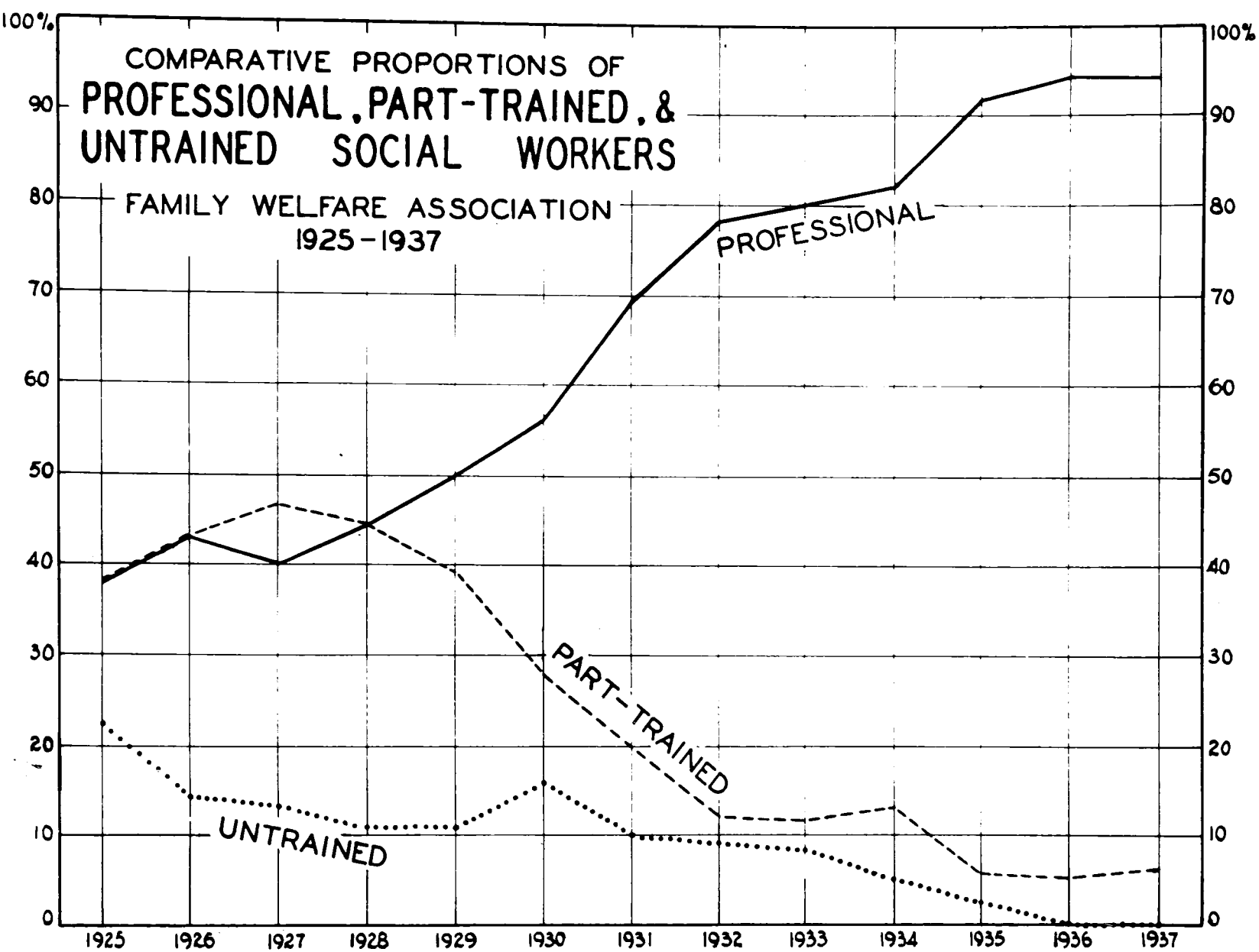


Fig. VI The comparative proportions of Professional, Part-Trained and Untrained Social Workers, 1925-37. (Figs. obtained through the courtesy of the Family Welfare Association).

University and without adequate finances does not grow easier with the years. If we are to succeed in having the Montreal School take its proper place as a training centre of this metropolis and in Canadian social work, as a whole, we need the fullest possible measure of ~~understanding~~ co-operation between the Boards of our social agencies, the professional social workers, and the School".¹¹ Until such time as the State will share the duty of training "public servants" for social work, the School alone bears the responsibility of educating leaders for this new and vitally important profession.

¹¹ The Montreal School of Social Work, Director's Report, 1937.

LIBRARIANSHIP.

Chapter XVI.

Librarianship.

Librarianship as a specialized vocation for women, is a comparatively new profession. Because of the pleasant nature of the work, however, library posts had always attracted a great many women applicants. These were selected for their inherent capabilities and trained by the apprenticeship method in the library in which they served. Specialized training courses for the preparation of such workers were inaugurated in Montreal only at the beginning of the present century. As a result of the efforts of the librarian of the Redpath Library (McGill University)¹, plans were formulated for the introduction of a professional library course in 1904. Unfortunately, adequate funds were not forthcoming, and a summer course only was established at the time. It was twenty-three years later before the original plans were made possible through the generosity of the Carnegie Corporation, which co-operated with McGill University in establishing the first full-time training school for librarians in the Dominion.

The school opened as a junior undergraduate school under the auspices of the University. A course of one year's duration was offered to those who had "a minimum of one year of work acceptable for admission to the Sophomore class of an approved college or university."² In the first three years 46 students

¹ Charles H. Gould, Librarian from 1893-1919.

² McGill University Library School. Announcement, 1929-30. p. 3

completed this course. (Table 39). In 1930 the directors were able to raise the entrance requirements, so that it became a graduate school with the power to confer the degree of Bachelor of Library Science. The new educational conceptions were expressed as follows:

"Librarianship is far broader than mere clerical work, filing, indexing, or the minutiae of routine. It demands for its direction, business ability as well as book knowledge. Social understanding is also an essential to the librarian, for the library is unquestionably a social agency. Loyalty to the authorities and to associates, ability to work happily with others and to subordinate personal interest to the service of the public are other fundamental requirements.

The best foundation for library work is now admitted to be four years of college, involving a liberal arts programme, supplemented by at least one year of professional education at an accredited library school."

The present Library School is a faculty of the University, subject to the same privileges and restrictions as other graduate departments. It is situated in the Redpath Library, and students are allowed the use of all reading materials.^[2] The School also conducts a summer course for six weeks. It is designed to "prepare librarians for small libraries or assistants for larger libraries"^[3]. No credit toward the one-year course is granted, but special summer school certificates are issued. A total of 137 students have attended this during the past ~~eight~~ years. Evening courses consisting of a series of lectures, are given three nights a week during the academic year. This course is

^[1] Librarianship as a Profession for College Trained Men and Women (Pamphlet) Published McGill University Library School, 1937.

^[2] The Redpath Library contains over 300,000 volumes, 35,000 pamphlets - exclusive of maps, periodicals, government publications, and photographs - and a number of rare books and serials.

^[3] McGill University Library School. Summer Session Pamphlet.

planned "to meet the needs of secretaries, research workers, graduate students, and office assistants, as well as those actively engaged in library work. It aims to assist those who are unable to leave their posts in the summer for six weeks of full-time study, as well as those who cannot qualify for admission to a one-year course".⁴ These extension courses have attracted a considerable body of students during the past decade.

There are only two graduate library schools in Canada, one at McGill and the other, more recently established, at the University of Toronto. In spite of the number of applications to the former institution the policy is to limit attendance to about twenty students a year. Since its inception, therefore, it has granted 161 diplomas - 149 to women and only 12 to men.

Table 39. Attendance at the McGill University Library School, 1927-1937.

Year	Number of students		
	Male	Female	Total
1927-1928	1	19	20
1928-1929	1	10	11
1929-1930	0	15	15
1930-1931	3	12	15
1931-1932	2	11	13
1932-1933	0	11	11
1933-1934	1	15	16
1934-1935	1	14	15
1935-1936	3	16	19
1936-1937	0	5	5
1937-1938	0	21	21
Total	12	149	161

Session	Extension Courses				Total	Summer Courses		
	Catalog- uing	Book Selection	Refer- ence	Adminis- tration		Registra- tion	Partial	Total
1928-29	19	8	-	-	27	15	2	17
1929-30	7	-	6	-	13	15	2	17
1930-31	14	14	-	-	28	12	3	15
1931-32	-	19	16	19	54	10	-	10
1932-33	11	-	12	7	30	18	9	27
1933-34	14	19	-	-	33	37	-	37
1934-35	-	5	7	8	20	10	4	14
1935-36	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘

⌘ No extension courses offered in 1935-6 and 1936-7.

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In the past eight years only 33 per cent of the students were from the province of Quebec. The majority have come from other provinces of the Dominion and from the United States.

Table 41.1. Local Origins of McGill University Library School Students, 1928-1936.

Birthplace	No. of Students	P.C.	Birthplace	No. of Students	P.C.
Alberta	3	2.4	Ontario	15	12.0
British Columbia	22	17.6	Quebec	42	33.6
Manitoba	9	7.2	Saskatchewan	1	0.8
New Brunswick	2	1.6	Newfoundland	2	1.6
Nova Scotia	11	8.8	United States	18	14.4

Entrance Requirements

The applicant to the McGill Library School must be a graduate of a recognized college or university, and not over 35 years of age. Students submit a regulation application form¹¹, a recent photograph, and a certificate of health and vaccination. On arrival at the University they must again present themselves for medical examination. Ability to use a typewriter is considered a valuable asset; and students are advised to provide themselves with a portable typewriter, or to rent one from the School.

The tuition fee, including library and diploma charges, is \$160. A trip to New York libraries, (which is a compulsory part of the course) amounts to at least \$75, and expenses for textbooks, typewriter, library supplies and other small matters costs \$50 extra. These expenditures total to \$285, quite apart from lodgings,

board, and clothing. This cost is prohibitive to a great number of applicants who would otherwise be qualified to apply. Only one scholarship ranging between \$30 and \$60 is available to students.

If the applicant is a resident of another city, it is difficult to arrange for a personal interview. A different procedure is therefore followed. An application blank, asking for detailed information concerning health, language ability, medical certificates, and character reference is forwarded to the candidate. On receipt of a satisfactory response, a letter is sent to the librarian of the district asking her to interview the prospect and return the necessary information.

Character of the Training.

The Library School, unlike the Montreal School of Social Work or McGill School for Graduate Nurses, does not interchange faculty members with other departments of the University. Members of the staff are all full-time instructors, qualified to teach specialized subjects. Two of the four people who comprise the teaching staff are women. In addition, however, a great number of topics are covered by outside experts. In a recent session, for example, thirty-six non-staff lecturers were heard by the students. Librarians who spoke on different phases of library work numbered 22, (nine of whom conduct libraries outside of Montreal); four were professors lecturing on topics associated with library work; and three other speakers described special

periods in the history of literature. Five of the visitors were authors and the remaining two were proprietors of large bookstores. As one reads through the titles of these special lectures, the astonishingly large scope of library work is revealed. Concerning such a profession, it is true that "in its ever-widening sphere there is a variety of specialized interests which satisfy temperaments wholly unlike and which call for abilities and powers completely dissimilar".¹¹

A list of the subjects of study and time spent on each will best bring to the reader an adequate idea of ^{the} field of work covered by the modern trained librarian. On the average, the student takes 15 or 16 lectures a week, and the course extends over three terms.

While a great deal of theory and study is necessary before the student can operate a library intelligently the school does not lose sight of the fact that it is the practical experience of the librarian which will prove her greatest worth. Thus "all theory in the lecture periods is given with a view to its application in professional service".¹² Observation and field work is planned in the following three ways. In each theoretical course, time is allowed for "lab. work", when the pupil puts into practice the methods and principles she has been taught. She spends approximately 225 hours on this work. In addition, a week's visit to

¹¹ Librarianship as a Profession for College Trained Men and Women. Ibid.
¹² McGill University, Announcement of the Library School. 1936-37, p. 12.

Table 42 . Schedule of Course in the McGill
Library School 1936.

Term	Required Courses	Hours per Week	Elective Courses	Hours per Week
<u>First Term</u> 12 weeks, 14 hours	Administration of Libraries Book Selection Classification and Cataloguing Reference and Biblio- graphy History of Books and Libraries Accessions	1 3 4 3 2 1		
<u>Second Term</u> 8 weeks, 14 hours	Administration of Libraries Book Selection Classification and Cataloguing Reference and Biblio- graphy History of Books and Libraries Library Buildings and Equipment	2 3 2 3 1 2	Government Publica- tions Indexing and Filing	1 1
<u>Third Term</u> 8 weeks, 13 hours	Reference and Biblio- graphy Periodicals and serials Classification and Cataloguing History of Books and Libraries Binding Circulation Field Work	1 1 2 1 1 1	College and University Libraries Special Libraries School Libraries and Children's Reading Extension and Publicity	2 2 2 2

the libraries of New York and nearby cities is an integral part of the training; inspection visits are also organized to libraries, binderies, and museums in the city. The "field work provides an opportunity for wider observation, comparison of libraries and their methods, and actual practice in the routine of library work, where the pace is set by experienced workers".¹ Finally, at the end of the session, each student spends two weeks in a library under the direction of the librarian and her assistants. In the message sent to the hostess librarian, (to whom the student is directly responsible during her practice period), it is suggested that this work will give the students".... a sense of the life of the library rather than to make them skilful in specific parts of routine processes.

One of the things most worth while to the student will be observation, and where possible, participation at the chief points of public contact. A chance to see, at close range, different parts of the work as that for children or for special groups, will be valuable. The association with the working staff will make clearer the division of duties, the interplay of departments and the reaction between staff and public. The observer will be alert to see how the clientele is to be served and the purpose of various types of libraries, college, public or school, influence the buildings, book collections and methods.

It will be quite understood too that it is an impression rather than a full judgment that will be given after so short an acquaintance"²

¹ Ibid., p. 13.

² Quoted from a letter sent by the Director of the School to the hostess libraries.

The correct purpose of a two weeks practise period is well understood by the directors of the Library School. It is recognized as a period of training and a method of familiarizing the student with practical conditions within a library. At the end of the period the student, as well as the hostess librarian, are asked to submit reports to the school on the activities of the student. The latter is thus encouraged to note new procedure and methods; at the same time the school is able to judge and aid the student in the practical application of her knowledge.

Placement. Although an appreciation of literature, and interest in books or particular subjects, are the fundamental requisite, the wide scope of library work allows for the placement of students with varying abilities. The McGill Library School classified all libraries into six types:

1. School Libraries (public and high)
2. Children's Libraries
3. College and University Libraries
4. Public Libraries
5. Commercial Libraries
6. Special Libraries

The latter are a numerous and growing group whose importance is marked by the fact that it has an Association of its own (The Special Libraries Association). It included (in 1933) 76 libraries. Their number and diversity indicate the extent to which education, science, and business call for the service of library operators.

^L Appendix B. Forms D and E.

There are, for example, newspaper libraries; public libraries; commercial libraries; public utility libraries; municipal reference libraries; banking libraries; federal department and bureau libraries; insurance libraries; historical society libraries; religious libraries; medical and public health libraries. There are approximately 6,500 public libraries in the United States and Canada; about 700 university college libraries, 1,000 special and business libraries, and a growing number of public and high school libraries. Post graduates of the Library School have been placed as librarians in each of the nine provinces of the Dominion, and in thirteen states of the United States. (In one case a post was secured in ~~Denmark~~ ^{Forty-seven} positions are held by McGill Library School graduates. Eleven of them are employed in private libraries or commercial organizations, ten in bureaus conducted for charitable purposes, nine in public and private schools, nine in public municipal libraries, seven in universities, and one in the bookselling section of a department store.

Few qualified librarians are today without employment, although in some cases students have had to wait several months before a vacancy occurred. In general, the employment record of this group is an enviable one, and a perusal of the facts will reveal underlying causes. In the first place, it is important to recognize that the field of employment is limited. Comparatively speaking, there are still relatively few libraries in Montreal and in Quebec;

and the turnover in the number of existing librarians also is not very great. The employment record is a good one, however, because the School has ~~not realised this fact~~, kept its entrance qualifications high and limited the number of graduates. Secondly, two-thirds of the students are not residents of Quebec and they return to their homes on completion of the course. One pupil, now engaged as librarian in a Danish city, completed his course at McGill and then returned to his native land. It may be said that a great many - and in some years, the majority - do not compete with Montreal librarians in an attempt to obtain employment, and as there are only ~~two~~ schools in all of Canada (one in Toronto and one in ~~Montreal~~) other graduates do not often compete for local posts.

However, even at best, graduates must often be prepared to wait several months before an opportunity for placement occurs. The School may eventually find her employment, but she is without permanent work for a certain time after graduation. Finally, although the profession is endeavouring to standardize salaries and working conditions, there is still much to be done here. The School published the following information regarding general conditions of work in libraries:

"For a library school graduate, \$1,200 is the usual beginning salary, with a perceptible increase after two or three years of successful experience. The librarian's working schedule varies in different libraries from 36 to 44 hours a week. Vacations are usually one month, with a tendency toward slightly longer periods in college and university libraries, and the customary vacation in school library positions. Leave of absence for travel or study usually may be arranged".¹¹

This is not yet wholly true: there are still exceptions. The field, however, has definite advantages. ~~however.~~ While the salary is by no means a high one, the working conditions are pleasant, the members of the staff usually congenial to work with, and the occupation itself - to one interested in books - may well become a satisfying career.

Other Professional Fields.

Chapter ~~XVIII~~ .

Other Professional Fields.

Women's professional occupations in Montreal are characterized by two main features: (a) there are only two or three major occupational groups : and (b) there are comparatively few representatives in other professional vocations. The largest two local professional groups (female) are the teachers (comprising of 3,905 workers) and the graduate nurses (with 2,235 persons)¹. The exact numbers practising in other professions, however, is difficult to know, because census figures do not list the very small vocations separately. (For example, dietitians are not listed as such, but included in a larger grouping). These smaller vocations attract comparatively few women either because the vocation is new or highly specialized therefore requiring few workers: or because the particular profession has long been confined exclusively to men. The following chapter will describe, briefly, the training required for the newer or highly specialized professions, such as, Physical Education, Commercial Art, Household Science, and Music. The latter part of the chapter will be devoted to professional training for the "male" professions of Accountancy, Architecture, Law, Medicine, Dentistry, and Pharmacy.

¹ p. 7.

Physical Education.

McGill University provides a three-year course for the training of physical educators and dancing instructors. There is a steady demand for trained teachers in physical education and the field is rapidly widening to include such organizations as the following: Public and Private Schools: High Schools; Colleges; Y.M.C.A.'s: Y.W.C.A.'s: Church Clubs: Playgrounds; Recreation centres; Welfare and Social Clubs; Settlements; Industrial Organizations; Boy Scouts; Girl Guides; Summer Camps, etc. ¹¹

Previously the course had extended for two years only, and any student who had passed the junior matriculation examinations was qualified for entrance. In 1933 the undergraduate courses were lengthened, and a graduate course established. At the present time therefore there are two types of courses sponsored by the School of Physical Education (a) the diploma course, for the student who has spent only one year in the faculty of arts and sciences, and (b) the higher diploma course for university graduates. So far few have entered for the latter course because of the higher entrance qualifications.

A definite effort is now being made to limit the number of students to the number of positions available. Table 43 shows the number of graduates in both courses up to the year 1937. (Six men are graduates of the school and are included in the figures of the table)

¹¹ McGill University, School of Physical Education Announcement, 1936-37.

Table 43. Number of Graduates of the Department of Physical Education, McGill University, 1925-36.

Year	Diploma Course	Year	Diploma Course	Higher Diploma Course
1925	18	1931	15	-
1926	26	1932	14	-
1927	23	1933	10	-
1928	23	1934	12	1
1929	17	1935	2	3
1930	15	1936	9	1

The entrance qualifications are clearly stated in the prospectus. "A natural aptitude for, and previous training in, physical activities, together with a sense of rhythm, are essential. A student should know how to swim, play basketball and tennis, skate, and have some instruction in gymnastics and dancing before entering".¹ Students under 18 years of age, or over 27, are admitted only on special conditions. The minimum scholastic requirements are one year of university work, or senior matriculation; (the higher diploma student, however, must be a graduate and ^{HAVE} COMPLETED satisfactory courses in the undergraduate work of an approved university). A photograph, vaccination certificate, and references (one from a former teacher) are required. All students are medically examined on arrival, by a doctor appointed by the School.

¹ McGill University, School of Physical Education. Announcement, 1936-37, p. 7.

The fee for diploma students, inclusive of physical examination, registration, and graduation, is \$210. An additional fee of \$15 is payable for the support of campus organizations. The charge for board and residence is estimated at \$470 (\$175 for room and \$295 for board) for the session.

Table 44. Curricula for Undergraduate Course.

First Year	Second Year
<u>Theory</u> Anatomy Psychology 1 Principles of Physical Education 1 Personal and Community Hygiene	<u>Theory</u> Physiology of Exercise History of Physical Education Principles of Physical Education 2 Physical Education Methods Elective: (To be elected from courses given in the Faculty of Arts and Science and approved by the Director)
<u>Practical</u> Theory and Practice of Games 1 Theory and Practice of Dancing 1 Theory and Practice of Gymnastics 1 Winter Sports Advanced Swimming	<u>Practical</u> Theory and Practice of Games 2 Theory and Practice of Dancing 2 Theory and Practice of Gymnastics 2 Winter Sports

The curriculum prescribed for the higher diploma course depends on the individual capabilities of the student and her preliminary training.

Practice work is arranged so that students may accustom themselves to teaching in the public schools. Taking the year 1936-37 as an example, each first year student taught 15

practice lessons; while those in second year taught 12 lessons and spent three weeks in public schools. Each lesson is judged according to Preparation, Method, Organization, Content, Manner, Appearance, Voice.

There are at present three full-time teachers of the School who are graduates of the faculty of arts or sciences; and fourteen other part-time lecturers who instruct the students in special topics. This latter group include professors from other faculties of the university and other specialists who are engaged to teach the student particular topics.

The employment field for this group of graduates may appear at first to be very limited. The public and private schools of the city engage not more than one or two gymnasium instructors to a school, and the turnover of personnel is very slight. The School moreover has no defined relationships with other organizations for the purpose of employment, but every effort is being made to place graduates in satisfactory positions.

Music

Pupils of unusual artistic talent are very rare, and the professions of music, art, drama, are not ordinary careers or ones that can be successfully practised merely by training. The methods by which artists acquire technique are too individual and unorganized for description here. It is to be noted, however, that the McGill Conservatorium of Music gives

three courses of a specifically vocational character. These are the ~~Licentiate~~ Course, Elementary School Music Teachers' Course, and High School Music Instructors' Course. The first is the more advanced of the three, and includes thorough training in all branches of music as well as in the pedagogical aspect of the subject. The second is a simple course designed for elementary school teachers: and the last is a more advanced course for high school instructors. The length of time that a student must spend on these respective studies depends on her preliminary training.

Attendance at these courses was found to be so small (22 students in all three courses over a period of ten years) that the subject merited further investigation. Music instructors in the schools, it seems, are either men with much higher qualifications, such as a licentiate degree, or men from a reputable College of Music with no formal qualifications at all. There is no doubt that a great musician who has studied privately may be more justified in teaching than a mediocre artist with a dozen diplomas. To what advantage is it then, that a student should enroll for these courses? From the vocational point of view, not a great deal may be said, and perhaps this accounts for the scarcity of applicants. But if a teacher in the elementary grades has difficulty in teaching music, or if a high school teacher wishes to aid the music instructor in his work, this training would aid in the

Table 45. Number of Women Students Taking Certificates in Three Courses at McGill Conservatorium of Music.

Year	Licentiate Course	Elementary Teachers	High School Music Instructors
1927	1	-	-
1928	1	-	-
1929	2	-	-
1930	1	-	-
1931	4	1	-
1932	-	1	-
1933	-	-	-
1934	3	1	-
1935	-	1	4
1936	2	-	-
Total (10 years)	14	4	4

teaching of the extra subject. In the more advanced course, the greatest vocational advantage is that it allows the student to begin a private practice and to show a degree testifying high educational value and successful accomplishment.

Commercial Art.

Commercial art is hardly yet a profession. It recognizes no one standard training course, but is open to all students whose work is acceptable to industry. Because increasing numbers are anxious to earn money this way, training schools have opened up in all parts of the city. In addition to large institutions, a great many private teachers instruct individual pupils and classes. There is no organized unity between teachers, nor educational supervision of the group as a whole; each institution is completely separate and independent. For convenience of treatment these schools may be divided into the following categories: the large government-endowed school; the independent school supported and directed by a larger educational institution; the independent school conducted by the proprietor who teaches students in private classes.

(a) There is one such large government-endowed school in Montreal, L'Ecole des Beaux Arts. The staff consists of the director and sixteen professors.¹¹ Students may enroll here for either the professional art diploma courses, the architectural course, or for individual subjects. A four-year course is also

¹¹ Prospectus, Ecole des Beaux Arts, 1937

offered to these who wish to qualify as professors in sight drawing.

Entrance qualifications vary with the course: the only two definite requirements are that the student be between the ages of 13 and 30, and know how to read and write. Frequently before entrance to more advanced work, a candidate must pass a special examination.

The following subjects are taught at this school: Painting, Pastel; and Art Drawing (higher, intermediate and elementary courses); Ornamental Modelling; Decorative Composition; Water Colour, and Distemper; Ceramics; Artistic Anatomy; Engraving; Lettering, History of Art, and Architecture.

Secondly, there is the independent school supported and directed by a larger educational institution. This school maintains both night and day classes: eight or ten girls attend during the day, and ten or twelve in the evenings. The full course extends over a period of two to three years; but young women usually specialize in "fashion drawing" alone, a subject which requires at least eight months training. The subjects comprising the complete professional course are Illustrating, Lettering, Layout, Fashions, Displays, Drawing and Painting.

There is one instructor aided by an assistant in charge of the students. His purpose is to "make the student creative" and not allow him to become satisfied merely with the production

of other men's ideas. No certificates are issued. The usual practice in this occupation is for a student, who is seeking employment, to show a sampling of his work. If further recommendation is required, the employer may contact the school.

^{Another type of}
(c) The independent school is one which has been in existence for only two years. Attendance is small but has grown from seven in 1934 to eighteen in 1936. The majority are high school graduates, usually not more than 17 years old. Six of the students are married women. Jewish students are not accepted.

The course is both expensive and long. A student must remain for three years before a diploma is granted, and the tuition fees are \$200 per year. The pupil spends three months of this time on a conducted tour observing and studying in various large cities. One teacher and an assistant are in charge of the school.

The following is a list of the courses: Drawing, Painting, Designing, Interior architecture, Colour composition. Students are also trained in interior decorating and designing.

(e) The fourth source of commercial art instruction is private tuition. One local artist coaches as many as 25 students a week. They usually remain five or six months, and take two or three lessons weekly. On completion of the course a letter of recommendation is given the student, which may help her gain employment. The fees at this particular private school were \$17.50 for a 34-week period of 32 lessons. Added expense is incurred for drawing materials and paints.

The directors of commercial art schools in the city are unanimously of the opinion that there is plenty of opportunity for young artists in the city. Business managers and manufacturers must first be convinced, however, that local talent is as good as that imported from New York or some other metropolis. To illustrate the point, one principal told of a New York silk manufacturer who opened a large concern in Montreal. He was accustomed to engage American designers and did not consider the local labour market at all. It was only at one time in a rush season that he found it necessary to approach the principal of the school and ask for the services of three students. They were carefully selected, and, because of some original designs which they created, were eventually kept as permanent employees.

It is surprising for the average layman to learn of the many fields of employment open to these artists. They are required to fashion the designs for material, or to dress windows. They create advertisements and do lettering. Some few are trained to do interior decorating, others to draw posters for travel firms. They may do newspaper work, story illustrations, and copyings. A few have been engaged at large expositions to do display work and to arrange the material for exhibition. One director told of an artist who was employed in a university reproducing on a larger scale, material which was studied under a microscope. Some

design clothes and become fashion experts. At the present time there are only some 130 women engaged in art work in the entire province of Quebec, about 80 of whom are in Montreal.⁴

Household Science.

Macdonald College, which is affiliated with McGill University, offers a four-year course leading to the degree of Bachelor of Household Science. The final year of the course is arranged to give more specific training in two fields; in that of dietitian, and in that of teacher of Household Science. Specialized Certificates for teaching Household Science subjects may be granted by the Protestant Central Board of Examiners of the Province of Quebec to candidates awarded the Bachelor of Household Science degree.

Having regard to the highly specialized nature of the work the attendance has been comparatively large.

Table 46. Attendance and Number of Graduates from the B.H.S. Course at Macdonald College, 1928-35.

Year	First Year	Second Year	Third Year	Fourth Year	Diploma Granted	Graduates Placed by the School ^a
1928	First two years		4	9	5	4
1929	at McGill		8	4	9	6
1930	University		-	-	4	-
1931	17	11	5	8	7	-
1932	13	19	12	6	8	4
1933	20	19	16	12	6	4
1934	25	26	17	16	12	5
1935	28	26	21	17	16	5

^a Some of these were temporary positions

^b These include artists, sculptors, painters, and art teachers.

Junior matriculation is a prerequisite to enrollment. All students must have passed the Senior Matriculation examinations for entrance to the Science Division of the Faculty of Arts and Science, McGill University. They must present as well certificates of health and vaccination.

The average cost of a Household Science course is estimated to be approximately \$400. This is divided up as follows: Tuition, \$100; other sessional fees, \$20; board for ~~thirty weeks~~ weeks, \$232.50; medical service; \$4; student activities, \$7.50; textbooks, classroom materials, etc., \$30. ^U Purely personal expenditures, however, such as laundry, gymnasium costumes, and so on, must be added. No fellowships or scholarships are available.

In the first year the subjects are of a general nature and may be taken in an approved university or at Macdonald College. The last three years must be spent in residence at the College. Conditions are very similar to those of teachers described in an earlier section. Lectures begin at 8.30 a.m. daily, and continue through the morning to 12 noon. The student resumes work again at 1.15 p.m. and continues till 5 ~~PM~~. The hours between 8 and 10 in the evening are devoted to study. Pupils are allowed one evening a week free, Saturdays after the noon hour, and Sundays all day. The curriculum for each of the four years is set out in Table ~~43. of Appendix A.~~

^U Approximate costs of courses at Macdonald College. Pamphlet published by Macdonald College, July 1937.

Table 47. Syllabus in Bachelor of Household Science Course, Macdonald College, 1936.

Subject	First Term		Second Term		Subject	First Term		Second Term	
	A	B	A	B		A	B	A	B
First Year					Third Year				
*Botany (Introductory)	2	2	2	2	Microbiology Food	-	-	1	2
Chemistry (Inorganic)	3	2	3	2	Microbiology General	2	2	-	-
English, Composition	1	1	1	1	Biochemistry	-	-	2	2
English Literature	2	-	2	-	Chemistry Analytical	1	3	-	-
Household Science					Educational Psychology	3	-	-	-
(Introduction)	3	-	-	-	Food and Cookery	2	1	2	1
Mathematical Analysis	3	-	3	-	Household Administration	1	1	-	-
Physics	2	1	2	1	Physiology Elementary	3	-	-	-
Physical Education	Minimum 2 hours weekly				Clothing Construction of	2	1	2	1
Second Year					Fourth Year				
Art, Interior Decorating	2	-	2	-	Biochemistry	2	1	3	1
Art, Costume	1	-	1	-	Demonstration Practice	-	-	3	1
Chemistry Organic	3	2	3	2	Practice Teaching	-	-	3	-
Economics	-	-	3	-	Methods of Teaching	3	-	-	-
English Literature	3	-	-	-	Institution Administration	2	-	2	-
Foods and Cookery	2	2	2	2	Dietotherapy	-	-	3	1
Foods, Theory of	1	-	1	-	Normal Diet	3	2	-	-
Zoology, Elementary	2	2	2	2	Clothing Selection and Construction	1	2	1	2
					Elective	3 hours of lecture in either term			
					+ Practice House	Two weeks			

* In lieu of Botany 10, first year French or German will be accepted from students from other Universities.

+ Either in third or fourth years.

The School as yet has felt no need to limit the number of students. On the contrary, there are too few graduates at present to overcrowd the field. Although no organized relationships have been established with other institutions, the staff makes every effort to place their graduates. Table 46 indicates the number placed through the contacts of the school. 4

There is an ever-widening field of employment for the professional dietitian - in hospitals, restaurants, department stores, hotels, railroads and steamship companies. Moreover, the graduate of the B.H.S. course is qualified to be a teacher of dietetics and may be engaged as an instructor in nurses' training schools, and other educational institutions. A few have entered public health fields and others have obtained employment with welfare organizations or youth centres.

Other Professions.

The average Canadian young woman has proved most conservative in her choice of occupations; perhaps due to force of circumstances she has confined her selection almost entirely to the well-explored fields. Her entrance as a worker into professional occupations has been too recent a development to receive unqualified acceptance, and she may indeed meet with special opposition and obstruction. In Quebec, for example, women may either be refused entrance to the training school, or, while being allowed to study for the professions,

4 Others who graduate (Table 46) either do not seek positions or have obtained employment independent of the School's efforts.

are not permitted to practise. Legal authority for such discrimination is, as a rule, not vested in the Statutes of Quebec, but drawn up by a closed association created by the Statute to maintain the educational and ethical standards of the profession. The regulation is promoted by this association in the form of a by-law, and it is usually the representative opinion held by members of the profession. A consideration of woman's position in a few of other well known professions will be sufficient to typify the general situation.

Accountancy.

Although an average of 25 women enroll annually for the commercial course at McGill university, few specialize in accountancy. In order to qualify for an accountant's certificate, the student is required to follow certain subjects during her undergraduate years. In addition she must pass the extra examination in accounting and auditing set by a board of professors and members of the various provincial Associations of Accountants. So far as can be ascertained, few girls even attempt the examination. Of 2,000 accountants who practice in the city, only 80 are women. ^U

Possibly the public does not wish to believe that women are as adept with figures as men; or perhaps the root of the matter is that the field is overcrowded. Under such conditions firms do not accept women as professional accountants.

^U Gainfully Employed Ten Years of Age and over, Classified According to Occupation and Sex For Cities of 30,000 and over. 1931. Dominion Bureau of Statistics, p. 17.

Architecture.

There is no law to prevent women from practising as architects in the province of Quebec. But of the 200 architects in Montreal, there is only one woman. ¹¹

Law.

The City of Montreal has only four women lawyers while over 800 men are engaged in the profession. These women, although employed in law firms in Montreal are not admitted to the Bar, and therefore cannot appear on behalf of clients in court. The legal provisions for the practice of law, as judicially interpreted, apply only to men. "No one shall be admitted to practice the profession unless he is a British subject, etc." ¹² Similarly the notarial profession publishes a by-law which states, "British subjects only, of the male sex, shall be admitted to study the notarial profession." ¹³

Medicine.

Women who have the necessary qualifications may enter medical school. Only the very exceptional girl, however, attempts this career. Today there are less than twenty women practising out of a total of 1,200 doctors in the city. ¹⁴ The course is difficult, lengthy, and expensive, and this may partly explain why so few women graduate from the medical faculty of the university.

¹¹ Ibid, p. 16

¹² Quebec: Revised Statutes, Chapter 210, Section 57.

¹³ Ibid. Chap. 211 Section 208

¹⁴ Ibid, p. 16

Dentistry.

Few women in Montreal are dentists, but these few have real employment opportunities: they may begin in private practice or work in dental clinics. Three women dentists are at present practising in Montreal.¹¹ The entire profession is not overcrowded if the number is considered in proportion to the population; but if measured in relation to people receiving adequate dental care at present, the field is sufficiently staffed.

Pharmacy.

The Pharmaceutical Association feared that if women were permitted to enter an already overcrowded field, the husbands of these women might take control of the drugstore and dispense chemicals in their stead. Such a proceeding would, naturally, endanger public health. One of the members of the board quoted that standard maxim which is used in every discussion of the problem, "La place de la femme, c'est au foyer". Women students are, as a result, barred from the profession by being refused entrance to the pharmaceutical schools. "Nobody shall be admitted to the study of Pharmacy unless a British subject of the male sex and at least 17 years old".¹²

The entrance of women into the professions is too recent a development for satisfactory adjustments to have

¹¹ Ibid, p. 16.

¹² By-Laws of the Pharmaceutical Association of the Province of Quebec, 1932.

taken place. The problem is not a small one, nor is it easily solved. The traditional conviction that women's place is near the cradle and the cook-stove holds an enduring place in the community's ideology. It has been accepted almost in the nature of an obvious corollary to certain racial and religious beliefs. It is not purely a matter of public opinion or prejudice, however. It is partly perhaps ~~largely~~ a question of finance. Women, by and large, do not yet receive, or appear to merit as large an expenditure on education as men. The "alternative" of marriage is another factor ~~in this~~. Finally, ~~The~~ ^{PROBLEM} ~~it~~ is inextricably bound up with employment and unemployment problems. The entrance of even one-half of the local female population into industrial and professional work would create difficulties which could be adjusted only by a revision of deeply rooted economic practices. It is unlikely to occur so rapidly, however, or on such a large scale. Many women still remain convinced of their "differences", and are not ready to undertake to become equals of men in professional life.

Whether women will satisfactorily adjust themselves to take their part in the vocational work of the community depends on the communities' need and demand for such work, on their ability and training, ^{AND} on the organization of the professional labour market. It is significant that larger

numbers are now entering every occupation,- professional and otherwise,- and if the increase continues, it will not be long before the feeling that this is unusual,begins to disappear. Subject only to the continued barriers of industrial depression, there would seem to be plenty of room for women with originality, drive, or special talents,to find professional careers. Those who are pioneers will lend encouragement to many followers. Employment achievements, successful organization of professional groups, ~~and~~ improvement of present training facilities, will react favourably upon each other.

Summary and Conclusions.

Chapter ~~XVII~~

Summary and Conclusions.

Seven vocations comprise the chief occupational opportunities for women in Canada. When the number engaged in these occupations is totaled, over 82 per cent of the gainfully employed women of the country are accounted for (Fig. VII). It is possible, therefore, to briefly summarize, firstly, current methods of vocational guidance: and secondly, the training facilities which prepare women for any one of these single occupations.

Vocational Guidance.

The purpose of guidance should be to assist the individual to measure her own ability and direct it to satisfactory vocational adjustment. Candidates as a rule are not guided into any one of the above vocations on the basis of individual adaptability. The young student is generally influenced in her choice of career by other considerations - perhaps, the financial cost of training, the length of the course, or the remuneration which she may expect.

The result of such "guidance" or lack of it, is obvious and disheartening. Every profession is filled with mediocre and unable workers. Fully half the people in nursing schools should not be there at all; unsatisfactory commercial workers over-run the city; while wooden, narrow-minded teachers

PRINCIPAL OCCUPATIONS OF GAINFULLY EMPLOYED WOMEN IN CANADA (AS AT 1931)

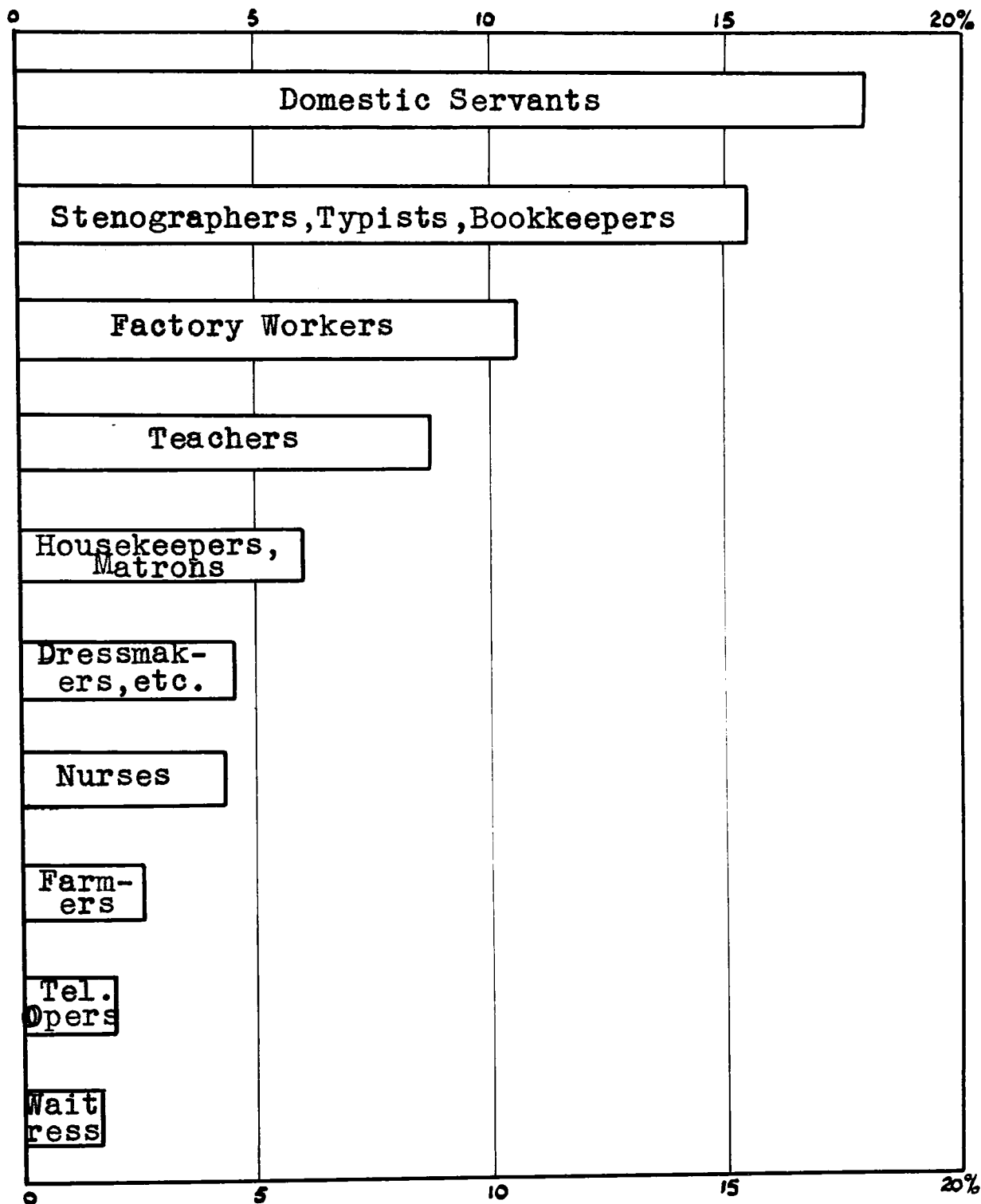


Fig. VII. The principal occupations of gainfully employed women in Canada, as at 1931. Source: L.C. Marsh, The Status of the Canadian Working Population, (Social Research Bulletin in preparation.).

graduate every year from our normal schools. Although a proper system of guidance could not guarantee invariable success, at least the student would be aided before she entered a vocational school, and a great deal of trouble, expense, maladjustment and unhappiness might be avoided. ✓

If any vocational programme is to succeed or to be of benefit to a community, it must necessarily begin its work in the schools. The school is the assembly house of youth of both sexes. It also purposes to be the institution which molds young minds to participate in modern thought and share in co-operative living. Because of its convenience, therefore, and because of the coincidence of aims and purpose, the school is the logical place for vocational education to begin its work; in time, it should become an integral part of any educational programme.

11 "Concerning vocational guidance, I believe that it should be an integral part of the work of any educational institution, vocational or general. Vocational guidance, however, would not prevent the graduation of clerical workers in numbers too large to be absorbed into business, especially in time of depression. That is the task of a social engineer of a type which has not yet been produced in any land. Vocational guidance is concerned with the individual person, and must not be confused with vocational "selection" or with this type of social planning. As a matter of fact, vocational guidance officers themselves are practically powerless in this regard unless industry and government plays its part - so much so that the 1935 Conference of the Vocational Guidance Association of U.S.A. had as one of its major matters of discussion, the establishment of such an occupational planning bureau in Washington. Vocational guidance in commercial schools would help eliminate the half-training of unfit clerical workers, but its lack, I believe, should not be blamed for the over-production of workers, unless by the sad alternative of condemning many potentially good workers to remain forever in the ranks of the unskilled. It is perhaps just as disheartening to be unemployed and unskilled as to be unemployed and skilled, and there is less hope for the future." (Quoted from a letter written by the principal of a large vocational school)

The extent, however, to which vocational education should comprise part of the school curriculum is a matter of deep import. The survey is of the opinion that guidance should at least be introduced in the higher grades of elementary school and definitely constitute an essential part of the high school curriculum. Moreover, as has too often been the case in the past, such guidance should not be determined by the accident of birth - that is, influenced by the individual's economic or social status. The tradition that the professions, for example, are the domain of the privileged few dies hard. Today, ~~however~~, educationalists, should discard the time-worn standards which were previously adopted in shaping educational systems, and regard the individual selves as the centres and foci of education. Were this to happen, we might look to the establishment of an educational system which, oblivious of race, clan and social strata, would provide training facilities to all whose practical abilities merit them.

Once a girl has selected her vocation, the training school may or may not choose to test her ability. Nursing schools, for example, require a six-months probationary period to decide whether or not the student is suited for the vocation; in the business schools, on the other hand, there is no question at all of being personally fitted for commercial

work. Every candidate is acceptable if she pays her fees. The fact that this survey brings out, however, is that there is no actual guidance into vocations; and if there is a suggestion of guidance in the vocational school itself, it is to test the special ability of the student rather than to aid her in proper adjustment in any other suitable occupations.

An analysis of entrance requirements to the various training-schools reveals that, while academic standards, financial obligations and certificates of health are defined with great clarity, the personality requirements are so vaguely stated, ~~that~~ ^{therefore,} the student has every chance of sliding through the doors of the institution without genuinely possessing those personal faculties which will later be the dominant factor in deciding her success or failure.

Vocational Training Facilities Available to Women of Montreal.

The individual schools have been dealt with at some length in the second part of this study, and no attempt will be made to repeat what has already been said. The principle problems, however, which effect the educational facilities in each one of the main vocations, are summarized briefly below, for only by treating these fundamental organizational difficulties can true progress be realized.

Commercial Education.

Commercial training is given in both the provincial high schools and independent "business colleges". In the former institutions the course is of four years duration and ^{is} as expensive as other high school education. Students are not

guided into commercial courses, because they are fit for such work but because they are unable for various reasons to enroll for academic work. Moreover, the course is most academic in character; three subjects, bookkeeping, typing and shorthand are the only distinctive commercial subjects.

The independent schools have a different problem. These are primarily business ventures, organized for private profits. Educational aims, are secondary to those of monetary success. In addition, the number of business schools has grown considerably and competition has made the problem even more acute. Because of lack of security, therefore, business schools have lowered their standards of education to attract more "customers". Nor is there any adequate educational supervision imposed by the province on such schools to insure students of the proper facilities.

Teacher Training Institutes.

Teacher training institutes must necessarily be fashioned, to some extent, on the type of teacher the public desires to use. Thus, raising the entrance qualifications for Elementary Diploma students, and lengthening the course of training for both these and Intermediate Diploma students, is not a simple matter of reform. For finally, should the school train highly competent persons, what positions and what salaries are available for such teachers? It is obvious that the responsibility of training teachers cannot be confined within the normal schools, but

these problems depend largely on government intervention and support.

The most serious problem, within both the School for Teachers, and the Department of Education, is ensuring the student of adequate time for training. In the former institution both Intermediate and Elementary Diploma students are accepted with academic qualifications of high school level, (not subjected to a personal interview) and allowed only ten months of training before actually teaching in a class. In the latter institution, students are allowed to qualify for an Arts degree at the same time as for a High School Teachers' diploma. The necessary pedagogical training, therefore, is somewhat crowded in the student's concurrent programmes .

Should satisfactory time arrangements be assured in both schools, other smaller, but as necessary reforms should follow. Students might assume a little more initiative, courses ^{BE} broadened ^{ED} and subject matter deepened. Staffs would be adequate to divide their time amongst smaller and more homogeneous groups of students. And practice teaching should be given as much time and attention as is merited in a thorough teacher training programme.

Nurses Training Schools.

Great improvements have taken place in the training of nurses, but still fundamental readjustment must be arranged in the relationship of the hospital to the training school. For this latter liaison, as it exists at the present time, is responsible for much that might be remedied in the training school. Hospitals, unfortunately, are forced to exist on

limited budgets, and they, in an attempt to provide adequate service to their patients, employ student nurses - because it is cheaper than the engaging of entire graduate staffs. In exchange for service, the hospital prepares the student nurse for her vocation, by allowing her instruction, and practical experience. The primary function of the school, however, is to provide service to the hospital and, only secondly, to supply educate students. Although the better student should make the better hospital nurse, - the time and money allowances given to training schools limit the adequacy of its educational programme.

Other Professional Workers.

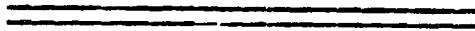
The training facilities ~~for~~ social workers, librarians, and other professional women, are new institutions which attract comparatively few women. Such training schools, ~~therefore~~, are still in the pioneering stages, and have those organizational problems which effect all new institutions. (The problems of recruiting adequate numbers and of finally placing them in satisfactory positions are most important.) Moreover, the present vocational training facilities are the expression of existing social prejudices. Adequate vocational schools, for example, are provided for the training of housewives, teachers and nurses, while single schools for social workers and graduate nurses are compelled to fight for survival. Education, instead of interpreting new trends and planning new fields,

follows the growth of occupational groups, and only when the numbers interested in a certain vocation have grown sufficiently large, do the agents of formal vocational training step in to supply the necessary training. The power of vocational schools, therefore, to affect the labour market is negligible, for by confining their training to established vocations they tend to perpetuate the status quo of occupational opportunities.

Conclusion.

The educative process is a continuous one. Vocational schools receive their candidates from general and educational institutions, and prepare them for gainful employment. The reason for the existence of such schools, therefore, is as a bridge to join education to employment. As has been repeated so often in each section of this study, the only way a vocational education institution can fulfil its purpose is to obtain the organized aid of both general educator and employer. Whether we inaugurate Advisory Councils, as has been done in England, or whether we use other methods to link these three forces together - the principle is plain. And we have both as guide and guarantee the examples of other and more progressive countries who have begun the work which we must eventually carry on.

A P P E N D I X A



Methods of Procedure and Other Notes.

It was difficult to compile an adequate directory of the vocational training schools for women in the city. The survey therefore includes names obtained from advertisement files in local newspapers, vocational schools mentioned in Lovell's Directory, those listed in the telephone book, as well as those compiled by the Bell Telephone Company for the use of their own employees. The Registered Nurses' Association supplied the names of the approved nurses' training schools; (and the Minimum Wage Board augmented the available directory of local institutions who train beauty parlour operators.)

The survey did not rely solely on the prepared questionnaires to obtain required data. All schools were visited personally and the questionnaires were used or ignored as the occasion demanded. The surveyor also visited central registries and supervisory bodies as well as individuals who were in positions to contact either the applicants or the graduates of such schools. A great deal of information was culled from other written material and in particular we should like to mention two books:- The Professional Preparation of Teachers for American Public Schools by W.S.Learned, W.C.Bagely et al, and The Survey of Nursing Education in Canada by G.M.Weir.

A great deal of correspondence was necessary in order to arrange appointments and to contact the proper persons, who were authorized to give information.

The following are noted which, briefly mentioned in the text, are here quoted in full:-

Note I.

The Cost of Schools vs Other Expenditure on a Child.*

The only major item in connection with rearing a child that has not now been considered, is the value of the parents' services and sacrifices, especially the mother's. While it is not in any sense intended to overlook these, they must be passed over with the barest mention, as they do not permit of measurement in dollars, for comparison with the other costs. Bringing together the costs under the several headings now, we have the following summary for the average Canadian child during its 18 years of dependence, on the basis of economic conditions in 1930-31.

Food.....	\$1,550
Clothing.....	800
Housing, and related costs.....	2,050
Health, recreational and social costs	600
Total without schooling.....	5,000
Schooling.....	750
Total including schooling.....	5,750

- * This is the proportion adopted in the book, The Money Value of a Man, by Louis I. Dublin, Ph.D., and Alfred J. Lotka, D.Sc. The Ronald Press Company, New York, 1930. See p. 32.
- ** Quoted from "Cost of Education" Bulletin No. 1, Dominion Bureau of Statistics, Ottawa, 1934, Education Branch.

Note II.

Fees of a High School Student in Montreal proper 1935-36.*

Eighth Year	\$3.00	a month
Ninth Year	3.50	" "
Tenth Year	4.25	" "
Eleventh Year	5.00	" "
Twelfth Year	10.00	" "

(a) Books : The cost of books and supplies is about \$10.00 for the Eighth Year, decreasing somewhat in the succeeding years. The average cost is about \$8.00 per year over the four year period.

(b) Athletic Association: A small fee is paid by each pupil to the School Athletic Association to enable the after-school athletic programme to be adequately carried out.

(c) Uniforms for Girls: Girls in attendance at all the High Schools are required to wear distinctive school uniforms, both for gymnastic work and for regular school purposes.

* Taken from a pamphlet entitled "Information for Parents and Pupils regarding the High Schools under the Control of the Protestant Board of School Commissioners of the City of Montreal.

Daily Routine of Nurses in Training in
Approved Local Hospitals (Montreal - 1936).

	Duty in Wards	Classes	Extra Study	Meals	Free Hours per Day	Free Days per Week	Sleep	Hours on Sunday
A	10	1	-	1 1/2	2	Half day 10.30 p.m.	7 1/2	4
B	10	1	1	1 1/2	3	Half day 12 noon	7 1/2	5
C	8	1	1	1 1/2	3	Half day	7 1/2	4
D	9	1	-	1 1/2	2	Half day	7 1/2	5

The number of hours spent in class or extra study varies with the grade and training school. The above figures represent the minimum amount.

Number of Active Members in Good Standing registered
in the Montreal Graduate Nurses' Association:-

1931 - 688
1932 - 646
1933 - 656
1934 - 639
1935 - 588

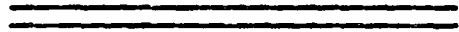
Scholarships Granted by School for Graduate Nurses, McGill University, 1930-1936.

Scholarship	1930	1931	1932	1933	1934	1935	1936	Total
Crowe	1	6	4	5	-	-	2	18
Montreal Hospitals, inc. Forbes Memorial Scholarships	9	6	6	7	7	6	7	48
Nurses' Association, inc. Alumnae	2	9	4	4	2	4	3	28
V.O.N.	3	1	3	2	-	-	-	9
Medical Profession	-	1	-	1	1	1	-	4
Municipal Department of Health	-	1	-	-	-	-	-	1
Total	15	24	17	19	10	11	12	108

Approximate Cost of Attending the Graduate School for Nurses, McGill University.

	Minimum	Maximum
University Fees	\$110	\$110
Books	20	40
Room (30-32 weeks)	175	225
Board	225	300
Incidentals	30	40
Total	\$560	\$700

A P P E N D I X B



Students Record-Card in Local Nurses' Training Schools.

Name Nativity Age.....
 Address.....Name of
 Address.....Nearest Relative.....Address.....
 Primary Education.....Religion.....
 Date of Admission..... Date of Acceptance.....
 Graduation.....Training Completed.....
 Dismissed..... Time..... Cause.....

Departments	1st	2nd	3rd yr.		1st	2nd	3rd yr.
Medical { Women in Charge				Punctuality			
Surgical { Women in Charge				Interest			
Children { Medical				General Department			
Infants { Surgical				Attention			
Orthopedic				Obedience			
Maternity				Memory			
Gynecology				Neatness: Personal			
Special				Room			
Diet Kitchen				Work			
Out-Patient Dept.				Record			
Operating Room				Conscientiousness			
Private Floors				Thoroughness			
Case Room				Reliability			
E.E.N. & T.				Powers of Observation			
Affiliation for {				Manner to Patients			
Communicable {				Officials			
Diseases {				Colleagues			
Vacation				Domestic			
Absence				Staff			
Illness				Consideration of			
				Others			
				Practical Work			
				System			
				Executive Ability			
				Marked Peculiarity			
				Character { Strong Points			
				Weak Points			
				Work { Strong Points			
				Weak Points			
Causes:	Total Average						
Employments after Graduation	General Remarks as to Appearance, Adaptability for Special Lines of Work, etc.						

* This form is slightly modified in individual hospitals.

Form A. Application Blank Sent to Out-of-Town
Students by the McGill University Library School.

Date.....

Name in full.....

Home address, in full

.....

Birthplace..... Date of birth

Religion Race

Married or single..... Health

Have you defective hearing, speech or sight?

Any other defect, such as lameness?

What has been your education? Give schools and years. State if a
graduate and give dates of graduation and degrees.

.....

.....

Have you studied since leaving school? If so, state subjects and
amount of work done.

.....

.....

To what extent have you traveled?

.....

Do you read or speak French? German?.....

Have you studied Latin?

Specify any other language that you read or speak.....

Have you had any experience in library work?

If so, where, for how long, and in what capacity?

.....

Can you use the typewriter? Can you take dictation?

Have you had any experience

- 1. as teacher?
- 2. in business?
- 3. as secretary?
- 4. in other lines of work?

If so, state extent of experience.
.....
.....

References. (Give names and addresses of two persons, one of them preferably a former teacher, to whom you can refer for a testimonial of character and ability. If you have been employed, give name and address of an employer).
.....
.....
.....

Please attach a pass-port size photograph.

Form B. Copy of Printed Form Sent to Two References
by the McGill University Library School 1936.

Personality
Enthusiasm.....
Sense of humour.....
Character and standing in the community.....
General health and appearance.....
Educational background.....
General fitness and quality of work.....
Intelligence.....
Executive ability and power to assume responsibility.....
Adaptability.....
Ability to work with others.....
Business ability
Technical library ability
Remarks:-.....

Form C. Copy of Interview Blank Sent to Librarian
by the McGill University Library School, 1936.

Name

Address.....

Phone.....

Education

Experience

Interview remarks

Personal appearance.....

Ability to express one's self.....

Ability to answer questions

Probably fitted for

General impression

Form D. Practice Work - Librarian's Report McGill
University Library School.

Report of the work of

Inclusive dates.....

Number of hours

Please give an estimate of the student in each of the
following traits:

Business

Promptness.....

Accuracy

System

Speed

Personal

Neatness

Adaptability

Pleasantness

Dignity

Tact

Professional

Interest in work

Enthusiasm for librarianship

Knowledge of books

What type of work did she do best?

Please note any undesirable traits or habits or any lack of
professional attitude toward the work.

Remarks:

Signature.....

Date.....

Library

Form E. Practice Work - Students Report McGill
University Library School.

Library Librarian

Type of Library; e.g. College, public, school, special (check)

City

Is the main building new or old?

Is it well located for the convenience of its patrons?

Has it adequate day light and air?

Is it well lighted at night?

If new what are its best features?

If new what are its worst features?

If old, has there been good adaptability of building to purpose?

Is it well cared for; e.g. clean, etc?

Has it been adorned or beautified in any way?

Size of the book collection

Extent and type of patronage.....

Number on the staff? Proportion of trained members?....

Is there good staff spirit; i.e do members work well together
and for the interests of their public?

Are staff accommodations adequate?

Check the following departments to which you were assigned, give
number of hours in each, and kind of work done:

Catalogue.....	Periodicals
Circulation.....	Documents.....
Reference.....	Special (art, technology, business etc.)
Children.....	Order
Schools.....	Branches.....
Extension.....	

What variations in procedure, if any, did you observe?.....

What new features?

What methods used do you think could be improved?

Remarks:

Date..... Signature.....

Teachers ' Training Schools.

1. Name.....

Location

No. of years in existence.....

Education committee.....

Financial directors.....

Associated with what University.....

Principal..... Length of Office.....

Other positions

2. Total Enrolment:

	K	E	I		K	E	I		K	E	I		K	E	I
1925	1928	..	..	..	1931	..	..	..	1934	..	..	...
1926	1929	..	..	..	1932	..	..	..	1935	..	..	...
1927	1930	..	..	..	1933	..	..	..	
K = Kindergarten E = Elementary I = Intermediate															

Names of diplomas granted

.....

.....

No. of diplomas granted past 10 years

1925 1928..... 1931 1934

1926 1929..... 1932 1935

1927 1930..... 1933

Reasons for non-graduation:

.....

.....

3. Subjects of Curriculum.

1st year :

Subject	Hours per week	Total hours per term
.....
.....
.....

2nd year:

.....
.....
.....

Length of course. (dates).....

Has there been any important changes in your curriculum?

.....
.....
.....

4. Staff.

No. of teachers. (full-time)

1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
.....

Qualifications of Staff of 1936.

College degrees	Teaching Experience	Subject taught
.....
.....
.....

Average Salary of Instructor.....

Who selects the Faculty

Supervision of Class-Room Work.....

No. of part-time lecturers (1936).....

5. Method of Instruction:

- Lectures.....
- Discussion
- Supervised Study Groups.....
- Essays.....
- Other

How far do you give individual instruction to pupils:

- Supervision
- Active Ins.....
- Reports.....
- Other.....

6. Practice Teaching

- How long is the period of practice teaching?
- When does practice teaching take place?
- To what grades are student teachers assigned?
- How many lessons is a student allowed?
- Students supervised by principal
- assistant supervisors.....
- critic teachers.....
- teachers of special subjects.....

How are the lessons judged?
.....
.....
.....

No. of failures on this account?

1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
.....

General reasons for failures:
.....

7. General method of promotion.

Examination Other

How often?

Final Examination set by

Corrected by

8. Qualifications.

Do you offer guidance to students before they enter the course.
If so, of what type (examinations, aptitude tests, student preferences, etc.)

.....

.....

1. General qualifications

2. Age.....

3. Academic Qualifications.....

4. Racial Preferences

5. Personality Factors.....

6. Personal Interviews

7. Intelligence Tests.....

8. Physical Examinations

Entrance.....

During term.....

9. Daily Routine

1. Average number of lectures per day

1st

2nd

3rd

2. Average number of free hours per day.

.....
.....

3. Evening lectures, or activity

.....
.....

4. No. of free days per week

.....
.....

5. Daily Schedule:

Lectures	Sleep	Study	Meals	Free
.....

6. Probationary Period:

Length of time
No. of rejections (3 yrs).....
Reasons

7. Size of library : fiction
text-books

8. What extra-curricular activities are popular on the campus
(clubs, athleatics, dramatics, etc.).....
.....

10. Fees.

Fees paid by student annually

Other expenses

.....

Are loan funds available or opportunities for repayment after graduation?

.....

How many scholarship students were there in the past 3 years?

1933.....

1934.....

1935.....

How many bursaries were granted and under what conditions?

1933

1934.....

1935.....

11. General Employment.

1. What opportunity do you offer for the placement of pupils?

.....

.....

Have you any organized arrangements with any type of organization?

.....

.....

2. Is any effort made to keep in touch with graduates

Employed

Unemployed

3. How many pupils approximately have obtained employment?

1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
.....

4. What percentage of your placements are of a temporary nature?.....

5. Have any arrangements been made to regulate the number of student applicants?

1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
.....

12. Relation of the normal school to public schools

- 1. Board
- 2. Principal's recommendations.....
- 3. Curriculum.....
- 4. Classroom administration
- 5. Other
- 6. Local educational problems.....

13. What per cent of the schools total expenditure do students' fees cover?

1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
.....

Other main sources of income?

.....
.....

Notes:

14. Average age of students who enter?

Are any contracts or agreements made by applicant to
apply normal school studies?

.....

No. of men students who have taken the course.

1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
.....

15. Method of determining what should be taught.....

- (a) Board members.....
- (b) Principal
- (c) Instructors.....
- (d) Faculty in Conference.....

Nurses' Training Schools.

No. of years in existence?.....

1. Associated with what hospital, (university)?.....

2. Number of beds in the hospital?

Average number of patients No. of graduate nurses.....

3. Principal of school..... Other hospital position held at
same time

4. Educational committee, financial directors.....
.....

5. No. of enrolment for the past 10 years.....

6. No. of graduate nurses at the hospital

7. Names of diplomas and special certificates (where used).....

8. No. of diplomas granted past 10 years.....

9. Curriculum

	Practical			Theoretical		
	1st	2nd	3rd	1st	2nd	3rd
1. Materia Medica
2. Anatomy and Physiology
3. Dietetics
4. Mental Hygiene and Psychiatric Nursing
5. Pediatrics
6. Obstetrics
7. Contagious and Infections Diseases
8. Operating Room Technique
9. Prescribing
10. Chemistry
11. Bacteriology
12. Psychology
13. Bedside Nursing
14. Ortheopedric

10. 1. Staff.No.....Women.....Men.....
2. Clinicians No.....(Instructors). Women.....Men.....
3. Full-time Instructors.....
4. Average Fee.....
5. No. with pedagogical training?.....
6. Professional qualifications reg'd.....
7. Staff supervised by whom?.....

		1st	2nd	3rd
11.	<u>Method</u>			
	Lecture	.....	.....	.....
	Quizz	.....	.....	.....
	Case study	.....	.....	.....
	Supervised study groups	.....	.....	.....
	Bedside nursing	.....	.....	.....
12.	Are "theoretical" classes as large as "lecture" classes?.....			
13.	Are courses optional? ... Specialization 1st, 2nd, 3rd?			

General Qualifications.

1. Age (20 yrs.).....
2. Academic Qualifications.....
3. Racial Preferences.....
4. Personality Factors.....
5. Personal Interviews.....
6. Intelligence Tests.....
7. Physical Examinations.....

Wages, etc.

1. Fees paid to student nurses.....
 - First year.....
 - Second year.....
 - Third year.....
 2. What does "board" cover, according to hospital facilities available to the student nurse?
 3. Wages (average) paid to the
 - Institutional nurse.....
 - Private nurse.....
 - Public Health nurse.....
 4. Loan funds, scholarships, etc.....
- (P.S. What are the positions in Montreal held by the so called public health nurse).

Daily Routine of Nurses

1. No. of hours of lectures per week. 1st year..... 2nd year.....3rd year...
2. No. of free hours per day..... 1st year.....2nd year..... 3rd year.....
3. Relative number of hours spent on practical work during day?.....
How much of this is household rather than clinical work?
.....
4. Are there evening lectures or supervised study periods?
.....
5. Daily schedule - On Duty - Sleeping - Recreation - Study - Classes -Meals
(hours)
6. Probationary Period:
Length of time

No. of rejections (3 yrs).....

Reasons

7. Physical examinations year by year?
8. Size of library.....

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