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OCTOBER, 1946

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"A Study of Educational Practices in the  
Schools on the Island of Montreal"

T H E S I S

Submitted to the Dean and Faculty  
of  
Graduate Studies and Research  
in  
Partial Fulfilment of the Requirements  
for the  
Degree of Master of Arts  
  
by

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"THE PIVOTAL PROBLEMS OF EDUCATION"

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The function of the administration of education is	-	The Problems
		I
"to enable the right pupils	-	The Pupil
		II
to receive the right education	-	The Curriculum
		III
from the right teachers, - - -	-	The Teacher
		IV
under conditions which will enable the pupils best to profit by their training".	-	The Institution

Sir Graham Balfour, "Educational Administration", Oxford University Press, 1921, p. 38 (as quoted in Dr. W.F. Cunningham, C.S.C., "The Pivotal Problems of Education", The MacMillan Company, New York, 1940, p. XII).

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## P R E F A C E

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### Pioneer Investigation of Actual Conditions

It must have occurred many times to anyone connected with or interested in our rather unique educational "status quo" here in Montreal how valuable and beneficial it would be for all of us if each of us knew just what was actually taking place in his neighbor's classroom. This thesis is a humble beginning step in that general direction. To the best of the author's knowledge no one else has enjoyed the privilege of making a study of conditions in all three of the Montreal groupings - English-Catholic, French-Catholic and Protestant - or if they have, do not seem to have published their findings. This thesis represents the final results of a personal investigation, refined by reading and discussion, of the educational practices actually employed and found in the classrooms of the abovementioned groups. It is not offered as the final word, but as the pioneer report of its kind. It really should be followed by scores of others, constantly exploring in greater detail the general pathways indicated in the present work, - this is clearly a desideratum of our Montreal systems. Mutual understanding would surely be followed by mutual assistance and co-operative endeavour. As a practical suggestion in this regard, I would heartily recommend the practice of exchanging a certain number of teachers each year for short periods between the systems. Certainly, through the observations of the teachers and classes visited in connection with this investigation, I know I have learnt much that will prove of value and benefit in the future course

of my own teaching and technique. There is no one among us who has not something of merit to learn from, or contribute to, his colleagues.

### Method and Technique

In ascertaining what for want of a better term we may call the "personality" of the teacher, the pupils, the classroom and the procedure (that is, the teaching and learning of the subject-matter or "lesson") - and this fundamentally is what constitutes our thesis - the intrusion of the subjective element, the "personal equation", is, at least to a certain extent, inevitable. But it seems that the following points, taken from the useful volume, "Visiting the Teacher at Work" by C.J. Anderson, A.S. Barr and M.G. Bush (D. Appleton and Company, New York, 1925), represent a fairly objective statement of our method and technique in the gathering of the data for the study. "There seem to be --- six types of evidence to look for in the study of teaching. These are: (1) evidences of successful management, including attention to physical conditions, the handling of materials, and discipline; (2) evidence of a wise selection of learning situations, pupil experiences, subject matter, etc.; (3) evidences of economical methods of learning, including a knowledge of the mental processes involved in the several types of learning; (4) evidences of effective teaching procedures; (5) evidences of good methods of getting work done, including provision for individual differences, organization of work around purposeful activities, etc.; and (6) evidences of acceptable standards of attainment". (1) The statistics throughout have been kept mainly to understandable facts expressed in simple, straightforward figures, rather than a maze of intricate (and probably meaningless) percentages.

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(1) Op. cit., p. 9.



### Acknowledgments

Finally, it is with a deep sense of gratitude and appreciation that I acknowledge the very real assistance I received in the course of this thesis from so many generous colleagues in the field of education. Wherever I went I was well received and accorded every possible comfort, convenience and assistance. To all who assisted me in any way in the working out of this research, I express my sincere thanks, especially to my Directors of Research, Professor John Hughes and Dr. Alexander Currie, of McGill University, for guidance and many valuable suggestions; to Mr. Trefflé Boulanger, Director of Studies, and Mr. James Lyng, M.A., B.Ed., Assistant-Director of Studies for English Schools of the Montreal Catholic School Commission; to Mr. J.W. Perks, B.A., (Assistant-Chief) Education Officer, of the Montreal Protestant Central School Board; to Mr. Edward J. McCracken, M.A., Professor of Educational Psychology at the Jacques Cartier Normal School, who kindly supplied samples of rating scales; to Mr. C.F. Foy, M.A., B.Ed., Principal of St. Thomas Aquinas Boys' Intermediate (Junior High) School for sound advice and many worthwhile suggestions; to my friend and colleague, Mr. Martin J. Fleming, also of St. Thomas Aquinas Boys' Intermediate (Junior High) School, who typed the stencil and printed the mimeographed copies of the Rating Scale used throughout the investigation; to Miss Irene Foran, of the same school, who prepared the time table and course of study for Grade One (Catholic); to the principals, teachers and pupils of the various schools and classes visited, whose anonymity has been respected throughout; and to all the others who assisted in any way in the progress or completion of this "study of educational practices in the schools on the island of Montreal".

A.J.W.

Montreal,  
July 16, 1946.

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THE INTRODUCTION

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"A Study of Educational Practices in the  
Schools on the Island of Montreal"

THE INTRODUCTION

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INTRODUCTION

Thesis Organization

An introductory word, - it is our intention to organize the thesis along the following general lines. The first section of this Introduction will be devoted to establishing the essential preliminary background and the second to the definition and delimitation of the terms of the statement of our subject. The strict method will then be described in as great detail as possible in a third and concluding section. Chapter One will deal with the general organization of the two school systems, taking in largely by means of tables a comparative view of the courses of study, time schedules, pupil classification, etc. In Chapter Two the actual data observed will be organized and presented at length within the flexible framework of the subject-matter of the curriculum, while in Chapter Three we shall concern ourselves with the rather interesting facts revealed by the Rating Scale (explained briefly in Section 3 of the Introduction) and various other pertinent and related matters. Finally we shall bring our somewhat lengthy Thesis to a close with the Conclusion wherein shall be found a general summary of our findings, the conclusions arrived at, certain recommendations offered, and the need for further studies along specified lines as revealed by the research on this thesis, together with certain related observations on the process of character formation and what constitute the true essentials of education. The Bibliography and Table of Contents will, of course, be found in their normal and accustomed places.

END OF INTRODUCTION

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## SECTION ONE

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### PRELIMINARY BACKGROUND

#### Quebec Unique/Educational System

It is a well-known fact that the philosophy and organization of education in the Province of Quebec sets it off at once as unique and distinct from the other eight more or less homogeneous provinces, and as one that immediately captivates the imagination and intrigues the interest of all concerned in any manner or to any degree with the vast and complex problem that is Canadian education. The long and varied - and often troubled - history of the education movements, the plans and projects and enterprises and what-not that have led up and contributed to, and resulted in our present system bears out this point conclusively. In a bilingual, bi-cultural country such as our own, where the situation is further complicated and the natural feeling consequently intensified by the fact that the minority in a general sense is distinguished from the majority on a religious basis, much understanding and mutual sympathy and tolerance is obviously not a mere convenience but an absolute need. This need is even more strikingly highlighted when we are confronted with the statistics on population which indicate that the minority form more than 30% of the entire population and are closely knit together, as indicated above, by homogeneity of custom and outlook, religion and language.

Understanding and Tolerance Our Aim

Every positive effort to that end, every successful attempt to contribute to that understanding and tolerance marks further progress in the direction of true national unity and advances us that much further toward the vital goal of Canadian nationhood. It is for such reasons that a thesis of the nature of the present one was felt to possess possibilities for a positive contribution, readily granted in a small and specialized way, to that prime purpose in the important sphere of education. It is based on the belief that in most of the problems that arise within the field of human relations, and that certainly includes the major field of education, there is much indeed that can be said on both sides of the question, and furthermore convinced of the practicality and common sense of learning from each other - for all no matter how humble have something to contribute to the general store of knowledge - it was conceived that any dissipation of the mists of mutual lack of knowledge - I hesitate to use as blunt a term as ignorance - of our actual present-day educational practices, especially at this time of such evident and fervid interest in all matters pertaining to education, would be definitely "à propos" and pertinent. We have great faith in education, we believe in its possibilities, - then surely a most eminently practical step would be to examine, as scientifically and objectively as possible under the circumstances, what actually takes place in our classrooms, be the prevailing system what it may, as a first but necessary step to all consequent discussion and modification contingent upon the revelations of such an enquiry. In a specialized field and within a given area, that is what this thesis humbly purposes to do, as a preliminary



to further study and more detailed research by other possible, and no doubt abler, investigators in the same line of endeavour. Its aim is to provide a basis of factual data, objective and not necessarily even interpreted, that will serve as a foundation to further and more significant efforts on the part of specialists in the various fields. If it serves to arouse even the slightest interest on the part of such experts or causes any quickening whatsoever of the pulse of Canadian educational thinking then it will have more than amply repaid the effort and sacrifice entailed in its preparation and composition.

#### Practical, not Theoretical, Investigation

While what has been stated in the preceding paragraphs might be justly termed the philosophical background, as it were, the remote and recondite yet nevertheless truly present and actual basis of our thinking, in itself it is obviously matter too abstract and theoretical to serve as the subject of such a strictly professional paper. Accordingly, it was determined to translate these general aims into more immediately practical channels of investigation. Consequent upon considerable discussion of the matter in all its possible aspects and ramifications, or at least as many as occurred to the Director of Research and myself, the happy suggestion discussed below was brought forth and evolved into organized form. It was felt that an experimental investigation of the actual daily procedure of the different Montreal schools would provide much valuable data of a kind not, as far as is known, heretofore collected and presented in any systemized manner. What would prove of paramount interest about such a study would be the fact that an opportunity would be afforded to visit and examine representative schools of both of the Quebec systems, those subject to the control

of the Protestant Committee and those, both French and English, under the jurisdiction of the Catholic Committee. The knowledge and assurance that the investigation would endeavour to be as objective and scientific as possible, with a factual report as the end in view, in contradistinction to the more usual and customary literary presentation and treatment, which, while more ornate, tends of its very nature to be less precise and accurate, could only serve to enhance the value of the study in the eyes of all educators interested in securing data on our unique problems for consideration, and render it worthwhile to overcome the many obvious difficulties and obstacles in the way of its fulfilment. When we recall that Montreal - chosen both for convenience and its own intrinsic possibilities for such a study - forms, with its million and a half souls, the metropolis, not only of Quebec, but of all Canada, we begin to see the opportunities inherent in the idea. And that, I say, is how in the beginning, before any stage beyond discussion had been reached, it appeared to us. I might add, looking back now, that the experience of working out the idea to completion has proven of such fruition and satisfaction, from a personal point of view, as amply to justify the original promise held out both by and for it.

#### Preview of General Method

The method, of course, will be explained in meticulous detail shortly, and the terms of the statement of the thesis strictly defined and delimited, but perhaps a simplified overview of the general method used would prove of some value in helping us keeping our thinking clear and to the point before bringing this first section to a close. Clearly the most practical way to ascertain just what goes on in our classrooms,

just what these "educational practices" are we hear about in so many heated discussions today, is to visit as many as possible of the actual classes and record what takes place there on the part of both the teacher and pupils. This therefore was determined to be, with qualifications to be explained in greater detail below, the most fruitful source of objective data. However, it is obviously impossible to spend the required time for a visit of every classroom of every school on the island of Montreal. One evident solution of this difficulty is to discuss and correct the results obtained by actual observation with those trained workers in education - principals, inspectors, directors of study, teachers, and the like - whose endeavours bring them into close daily contact with many pupils and teachers and all matters educational. Accordingly, it was decided that this would serve as our second major source of data and would be of considerable value in correcting possible errors of the primary source. Finally in the order of consideration, but first chronologically, there were naturally wide readings (1) in all aspects of the field of education, readings which served first as background to orient thinking and second which provided norms for judgment, comparison and evaluation. In a word, then, the general method resolved itself in the final analysis into reading, observation and discussion carried on against a background of what we might tactfully term "the realities of the situation".

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(1) See Bibliography, p.196-200.

## SECTION TWO

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### DEFINITION OF TERMS

#### Title of the Thesis

Considerable thought was expended, as is clearly right and befitting, on the selection of the wording, that is, the actual phrasing, of the title of the thesis. After due discussion of its merits, the following was finally decided upon and passed as acceptable: "A Study of Educational Practices in the Schools on the Island of Montreal." It was felt that this title ideally covered the scope of the investigation and at the same time was sufficiently precise as to contain the inquiry within certain well-defined limits. Accordingly, it was submitted to the Dean and Faculty of Graduate Studies and Research and subsequently received their written approval and acceptance as a suitable subject for research and one fit to be entered as partial fulfilment of the requirements for the degree of Master of Arts in Education.

#### Major Terms

In this, the second section of the Introduction, we shall pause briefly and consider in as great detail as necessary the various terms included in the definition and delimitation of our subject. This is clearly a desideratum for unless we achieve agreement on what common connotations these terms are to possess for us throughout the entire course of the thesis, much needless confusion

and lack of understanding will necessarily result. Four major components immediately reveal themselves - study, educational practices, schools, island of Montreal - and these we shall proceed to consider individually and in turn.

### "Study"

By the word "study" we mean to imply the word taken in its broadest and most liberal interpretation. For us it carries with itself the idea of a survey, as it were, an objective, scientific, experimental investigation, - a thorough-going enquiry based on the technique of personal observation and consequent discussion resulting in an evaluation and summary derived from many varied experiences. It does not mean an abstract theoretical approach to the matter in hand, a lofty philosophical discussion of the problem, or a distant artificial viewing of a highly detailed but somewhat unreal perspective - not that all these points do not have their rightful place and value elsewhere - but the emphasis here is on realistic first-hand knowledge of what actually takes place every day in our many and varied classrooms. We are interested not in dialectics, nor in polemics, but in facts and their significance. The method, of course, without wishing to preview our third section wherein it will be treated and explained in considerable detail, is that tried and true one of long-standing use in similar surveys, namely, representative sampling. The value of such a study is assuredly clear, - it possesses the virtues of objectivity, timeliness, coherence and integration, and is functional in the extreme.

### "Educational Practices"

The traditional name for "educational practices" and one that occurs most readily I suppose to the majority of people is that slightly



pompous tag, methodology. While this name is true as far as it goes, it is our intention, however, to connote far more by the term than any definition of what used to be called, and often still is styled, methodology, no matter how liberal the interpretation placed upon it. We are far from meaning any mere technique of instruction, any "know-how" of putting subject-matter across successfully. We do, of course, mean all that, but we also mean to imply much more in addition. In the works of modern educational literature - and there have been some really brilliant volumes produced within recent years (1) - and in the writings of proven authors of the not-so-distant past, there are literally hundreds of different educational practices described at considerable length and discussed, interpreted and evaluated. They form an invaluable reference to return to time and time again for light and guidance on the recurring problems, in practice, of this particular field. In the reading preliminary to this project, they proved of primary value in orienting our thinking along serviceable lines, and in the actual working out of the research they were ready helps always at hand to shed light on some particularly knotty problem. But we are carrying the meaning even beyond this and wish to include under this broad general heading everything found or done in the classroom and that conduces to education taken in its broadest sense. That is to say, we wish this heading to embrace the teacher and his personality, background and evidence of ability, the classroom itself and its "personality" - and believe me each classroom has one of its own as I rapidly found out on my visits - and equipment, the pupils and their

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(1) In this connection, "The Pivotal Problems of Education" by Rev. Dr. W.F. Cunningham, C.S.C. (New York: The MacMillan Company, 1940) and "The Guidance of Learning Activities" by Dr. W.H. Burton (New York: D. Appleton-Century Company, 1944) - to name but two - immediately come to mind.

every action and of course their background, and finally the procedure or what actually was going on at the time of the observation. That all this is a very broad translation of the concept "educational practices" I admit readily, but I at the same time firmly and I hope with sound logic maintain that far from being a loose usage of the term it is a both eminently and immediately practical and realistic approach to a true solution of what is after all the core problem of our research, namely the ascertaining of the "status quo", the true and present state of affairs in our schools, and to do this we must take into proper account every pertinent factor and this, I reasonably offer, is exactly what we have done in our broad but justified interpretation of the key, and indeed pivotal, term at the moment under consideration, namely, "educational practices".

### "Schools"

The visitation of every school, let alone every classroom, on the Island of Montreal is clearly a task impossible of achievement, having due regard to the exigencies of the situation. Furthermore, as far as the needs of this theme are concerned such an undertaking would be a work of supererogation. To establish the general practice, the ordinary atmosphere and attitude, the normal procedure and conduct of the schools and to determine an accurate average from these facts, it is only necessary to visit a sufficient number of truly representative classes for a suitable period of time and form flexible but just judgments from them, - in other words, to employ the method of representative sampling. Thus the word "schools" for us is subject to the following somewhat rigid but not necessarily arbitrary definition. We intend the

use of the term to be broad enough to take in the schools of both the Montreal Protestant Central School Board and those, both French and English, of the Montreal Catholic School Commission, and also the general parental socio-economic backgrounds corresponding to the loosely defined but generally accepted concepts "well-to-do", "middle" and "underprivileged", and precise and specific enough to include the grade-groupings from the kindergarten to the ninth (where specialization of some nature or other usually commences) and also all the variegated lesson-types and procedures. This will be outlined in detail in the following section, suffice it for the moment to get our general meaning of the term clear in our minds. It is also to be understood that we shall visit all types of teachers, - lay and religious, both male and female, and of course all ages of pupils, within the grade-groupings, of both sexes. There are two further points of major interest that I wish to make absolutely clear before proceeding. The first is that for the purposes of this research we shall adhere strictly to the publicly provided schools, taking no account whatsoever of the various privately controlled and operated institutions (1) in the city. We do not deny their worth, we readily acknowledge their place and value in the educational hierarchy, - but in this study we merely prescind from them altogether and completely. The second point is even more important and it is this: it is not to be implied that because our investigation embraces Protestant schools and English and French Catholic schools that we are examining them with a shaply critical eye from the comparative point of view, playing one off against the other. Nothing

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(1) Loyola College, Lower Canada College, Catholic High School, etc., are ready examples of such private establishments.

could be farther from the truth. Such a negative and narrow-minded approach could only result in animosity, bitterness, lack of tolerant understanding and an increase of that prejudice and sectional feeling it is the serious duty of all of us to try to eliminate. Furthermore, such an attitude would frustrate the whole purpose of our thesis which is to ascertain the common general practices of our schools. We wish to emphasize the common bonds that join us together, even in the field of education, and to minimize the differences, often more apparent than real, as the results will frequently reveal, that keep us apart. Believe me, these three great school-systems, each different from its neighbors in aim or philosophy or procedure or emphasis, or a combination thereof, all have contributions of distinct value, and I speak feelingly, to make to the common store of knowledge, and there is much in turn that each can and should learn from the other two. All this is not to say that they shall never be contrasted or their differences indicated, such would be a very unreal and impractical attitude, but rather that while admitting that all three have their own peculiar strengths and weaknesses, we shall concentrate our major efforts on establishing the over-all general picture of the educational situation (teachers - pupils - classrooms - procedures) in our Montreal publicly-provided schools.

#### "Island of Montreal"

This term has been narrowed considerably to cover only those schools subject to the control of the school authorities named above. For obvious reasons of time, convenience and possible value to be derived, we have excluded altogether the outlying districts, largely rural in nature, where education is usually a local and often, unfortunately,

a piece-meal affair. In addition, while the control of the two school boards extends, directly or indirectly, over a wide area of the Island, the schools selected for visitation, while stretching far and wide, were nevertheless contained within the boundaries of Metropolitan Montreal. It was felt, and justly so, I think the reader will agree, that these schools probably afforded (as was subsequently proven) the most favourable opportunities for determining a truly representative picture, our objective, of the present educational practices actually being carried on daily in all our schools.

#### Description of Method to Follow

With this then we bring to a close the second section of the Introduction wherein we have endeavoured to define and further essayed to explain the four major terms in the wording of our subject. There remains the important matter of the detailed description of the method employed in our following-out of that subject, and this we shall strive to do in the third and concluding section, which follows immediately, of this somewhat lengthy, albeit necessary, Introduction.

END OF SECTION TWO

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### SECTION THREE

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#### DESCRIPTION OF METHOD

##### Understanding of Method Important

In a thesis experimental and investigational in nature it is clearly of paramount importance to understand thoroughly and at all times the lines on which it was undertaken, planned and carried to fruition, in short, there must be a firm grasp of the method employed throughout if sympathetic comprehension of the results and findings, and their meaning and significance, is to be secured and achieved. Accordingly, we will devote this third and concluding section of the Introduction completely to an exposition and clarification of the "ways and means", the general method, or methods to how even more closely to the truth for there were several in use as we shall shortly see, utilized in arriving at our data and final conclusions.

##### Observation of Educational Practices

First of all, we would reiterate once more, at the risk of becoming repetitious, but we do consider it of prime importance that this point be clearly borne in mind; that our purpose, the scope of the thesis, our aim and objective is the revelation by first-hand observation - corrected, of course, by further pertinent discussion - of the educational practices at present in constant use in our schools, not the pedagogic background, not the financial status and structure, not the hierarchical design of the whole system, not even what we would wish to be taking place now or in the future, or what did take place in former years, but what is really

and actually taking place here and now as standard procedure. We do not deny deviations of significance, certain fundamental differences even, and we shall endeavour to provide for these and fit them into their proper and useful place. We shall also be motivated by certain secondary considerations and shall include them, not necessarily specifically but certainly at least implicitly, as interesting adjuncts to our main theme, such matters, for example, as the general organization of the leading systems, the courses of study and time-schedules, the general "educational environment" interpreted broadly (teachers - pupils - buildings - equipment), the degree of modernity in the methodology, the kind, quality and extent of the pupils' thinking and evidence of their psychological reactions to current educational practice, etc., etc., as well as any chance light or amusing incidents noted which after all as we teachers in practice well know have their place and which will provide a leaven of very natural relaxation to what may tend to become an over-serious and too-solemn dissertation.

#### Assumptions and Presumptions

There are certain simple assumptions and presumptions we should make clear. They are very few and all elementary and straight-forward. We assume the personal integrity of every principal and teacher concerned and take it for granted that the opinions they express and the conditions they make known are in accord, as far as it lies in their power to know, with the verities of the situation. The expression of such an assumption in writing here is, of course, merely compliance with the requirements of the customary formality. It goes without saying that the words and actions of the generally innocuous children are in real accord with their

inner feelings and beliefs. Secondly, we presume that the conditions and techniques observed during the relatively short time of the visitation are really those that occur in the daily routine of the school. This presumption is further strengthened by the fact that in the majority of the cases the circumstances themselves militated against any manipulation of the matter of the lesson. The door opened and there was the Observer and that was the extent of the preparation for a visitor in most cases. And to be quite candid, I do not believe any teacher worthy of his salt would have wished it otherwise, - certainly none gave evidence of any such feeling. Finally, the exigencies of the situation force us to assume, for the factors here are beyond our control and impossible of measurement and provision, that the lessons observed are "normal", that is, neither the best nor the worst that the teachers and pupils are capable of, but rather a fair and just average. That is to say, we are forced to neglect the very real minor indispositions that lessen efficiency and well-being to which we all, including, of course, the Observer, are subject (1) and to presume optimum conditions in all extraneous matters, focussing our attention solely on the educational specialty at hand.

#### Preliminary Reading

There was considerable preliminary work to be done prior to the actual survey-sampling and this took the form of wide reading, some of it directed, in the field of research methods and procedure in

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(1) My first visit to a Protestant school, for example, was preceded by a trip of an hour and a half on a frigid street-car on a bitterly cold January morning wherein I was so buffeted by the weather that the result was I spent the next day in bed recovering. I might add further that the courtesy of a cup of hot tea provided by the Staff of that school was greatly appreciated and most welcome.

education and also that of general educational literature, and subsequent discussion of the implications thereof for this investigation with my Director of Research. This alone occupied a period of six full weeks of intensive reading and reflection, of formulating plans and hypotheses and their modification and verification. Once the scientific method of proper educational research had been sufficiently mastered and all possible pertinent literature reviewed and re-thought through, a lengthy list of significant points for observations, things to be on the lookout for and to take cognizance of during the actual visits, was drawn up in writing and subjected to appropriate discussion. This lengthy list was further evolved into the fifty-item Rating Scale check list, of which we shall speak shortly.

#### Qualifications

Thus fortified with the necessary background reading, and review (1) which, coupled with Normal School training, subsequent successful University study for the degree of Bachelor of Education and three years' actual classroom experience, it was felt formed as adequate a preparation as possible under the prevailing circumstances, the decision was taken to proceed to the next step prior to the actual direct personal observation of the educational practices in the selected representative classes, namely, that of securing authorization.

#### Systems and Districts

However, there was one thing still to be done and that was the drawing-up of the proposed plan so as to be able to present something

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(1) See Bibliography, p.196-200.

concrete to the various school authorities concerned. With this end in mind and also <sup>as</sup> a means to the further clarification of our own thinking a fairly detailed outline of what it was planned to do, and the means thereof, together with a general sketch of the form the final report would take was put into writing and then approved, with certain valuable suggestions and recommendations, by the Director of Research. An important element in this plan naturally was the basis of selection of the various schools and classes, and the factors that entered therein. We were motivated by a threefold consideration, namely, systems, districts, and grade-groupings. The systems obviously were the two major religious groups, - the Protestant Board, which embraces also the Jewish children, and the two divisions, French and English, of the Catholic Commission. The districts, as we have indicated above, we designated under the somewhat loose labels of "well-to-do", "average" and "under-privileged", or "upper-middle-lower", understood in their usual socio-economic interpretations. In simple language, we wished to include all types of children from all kinds of environments and parental backgrounds and avoid any concentration, conscious or accidental, on any one group. Again, it need hardly be said that we are not comparing one with the other, but are only interested in deriving the common educational denomination, the bonds linking all together in one mutual effort.

#### Grade-groupings

The grade-groupings were more or less arbitrarily sub-divided into three sections, - kindergarten to third, fourth to seventh, and the first two years of the high-school course (in the French system, the Complementary Course, "le cours complémentaire"). The reasoning behind

this was the fact that in the classes found in these three groupings the abilities and deficiencies, the problems and conditions, the methodology and procedure are relatively similar. Further, it was foreseen that in the event of it proving impossible for any reason to visit all the classes of a given school, such a division would be useful in preventing dissipation of effort or concentration on like classes by indicating the general groups to which at least some time, no matter how brief, should be devoted. It will of course be noted that we eliminate from our selection altogether the remaining high-school grades (in the French system, the Superior Course, "le cours supérieur"). This was intentional and is based on several important considerations, - first of all, it is an area of comparative specialization, whereas we are primarily interested in the general picture, secondly, it is a field where independent, though guided, study is, or should be, the prevailing methodology, and finally it was felt that if the general situation could not be adequately derived from a study of the first nine grades (plus kindergarten) where the methodology is similar and to the fore, then whatever beneficial results would accrue from observation of the highest classes would not in any degree compensate for the probably and properly unwelcome interruption of their specialized work. There is a due fitness that must be observed in all things, and the occasion of the writing of a thesis is no excuse for any exception to the rule of courtesy and consideration of others.

#### Subjects, Schools and Classes, Time

Once this integral matter of the basis of selection of the classes had been determined, there only remained the task of making sure that all types of subjects would be observed, a relatively facile

problem, and the calculation of the number of schools and classes in each district and system to be visited, attention being paid to assuring an equitable distribution between boys and girls and also male and female teachers, both lay and religious. In addition the time to be spent in each class, with due regard being paid to the type of subject-matter under treatment at the period of observation, received consideration. From one point of view, the touchstone of all these matters was the likelihood they afforded of opportunities for profitable study.

#### Authorization for English Catholic Schools

All this, however, could certainly not be determined unilaterally, but would necessitate consultation with and approval by the proper authorities in question. Accordingly, it was decided to submit this plan, orally or in writing whichever was requested, for their consideration and, it was hoped, approval and authorization. With all this in mind an interview was secured with Mr. James Lyng, M.A., B.Ed., Assistant-Director of Studies for the English Catholic Schools of the Montreal Catholic School Commission, and the whole plan unfolded to him. He was in thorough and hearty agreement with the proposal and immediately there and then granted permission to visit any of the English Catholic Schools under his jurisdiction, and after enquiring what schools I had in mind kindly recommended several others, both lay and religious, that he thought would prove valuable from the point of view of the considerations outlined at length above. It had previously been determined to begin with the English Catholic Schools, if possible, and use the week spent there as a testing-ground, a subjecting to actual experience, for the proposals embodied in this project before approaching the French Catholic or Protestant boards for authorization to visit their schools.

### Division of Pupils

In Chapter One we shall indicate in detail the class-frequency visitations actually made and the proportional representation assigned to the three systems and the pupil-sex and teacher-type differentiations. But it might prove of interest here to indicate generally the broad technique of assignment employed. As indicated above it was decided to spend exactly a week in the English-Catholic schools and to make the experience gained there as regards technique, changes and probably results normative for the other two systems. Now the 140,000 pupils in our Montreal schools are divided very approximately as follows: French-Catholic 85,000, Protestant (and Jewish) 35,000, and English-Catholic 15,000. We wished to maintain some semblance of balance between the English (including Catholic)-French grouping and also the Catholic-Protestant division. It was something of a dilemma but the solution followed seemed to have been the most satisfactory one possible under the circumstances. It was reasoned that since a week had been somewhat arbitrarily assigned to the English Catholics, more time would have to be given to the Protestants and less to the French (although they are by far the most numerous) to maintain the "religious balance". This view was strengthened by the realization that growth in ease of technique would result as experience increased, or in other words that more could be done in much shorter time in the days assigned to the Protestant and French than in the "slower" days of more or less feeling our way around and becoming oriented to the "know-how" in the week in the English Catholic schools.

### Balanced Schema of Visits

Two further considerations justified the limitation of the time for the French schools, - the language question (although it turned <sup>as</sup>



out the Observer was everywhere complimented, and apparently sincerely, on his use of French, - but nevertheless it still remains a very real difficulty for us Anglo-Saxons) and more important the fact that the French have no high-school as such as we know it, their eighth and ninth grades, "le cours complémentaire", largely "complementing" or continuing in more detailed form (vestiges of the concentric method) the matter of the latter years of the grammar grades. So the following schema resulted: English Catholic Schools 5 days (actually <sup>35</sup>40 classes were visited), Protestant schools 6 days (again 40 classes were visited, but the school buildings themselves were generally inspected on conducted tours), and French Catholic schools 4 days (35 classes visited), or "Catholics" 9 days (75 classes) - "Protestants" 6 days (40 classes) which more or less approximates the statistics given above, and "English-speaking" 11 days (80 visits) "French-speaking" 4 days (35 visits) which while admittedly somewhat unbalanced is partially rectified when we recall that in reality the English and French Catholic, while enjoying vast differences in outlook and technique, are subject in the final analysis to the same governing body, the Catholic Committee of the Council of Public Instruction of the Province of Quebec. Finally, as will be seen in Chapter One, the balance between boys and girls and male and female teachers, both religious and lay, worked out quite precisely.

#### Written Notes

Before bringing this rather extended third section, and thereby the introduction itself, to a final close it might not be amiss to discuss fairly briefly two further points, namely, the actual method, strictly "per se", used throughout, as opposed to the partially incomplete general

terms we have confined ourselves thus far, and the more obvious limitations that method (as do all methods in one way or another) of its very nature necessarily suffers. The strict method in final detail might be embraced under these four headings, which we shall explain in turn: written notes, the Rating Scale, reduction of raw data, commentaries. The most practical way of ascertaining the educational practices to be found in the schools is to go there and observe them. But no human mind can absorb and retain unaided everything seen, said or done in scores of classrooms and here, of course, is where our first item "written notes" enters into the picture. It was immediately seen that the most utilitarian manner of securing the necessary and lengthy raw data would be to make an accurate report for each teacher and in each classroom of everything significant that occurred (broadly interpreted to include "seen, said or done") there in a special notebook for the purpose. One of these black-cover, large size, ruled spiral notebooks filled the requirements admirably as it was flexible, firm, easy to handle and turn the pages, and would always lie flat being thick enough furthermore to form its own backstop, - thus complete and copious notes could readily be taken. Into this notebook went everything the Observer considered of significance for the study, - method, teachers' questions, pupils' answers, commentaries on equipment, unusual features, specialties, outstanding achievements, failures, etc., etc. Practically all these (over 95%) were written then and there in the classroom during the time of the visit while the matter was still fresh and meaningful.

#### Rating Scale

Earlier in this section we spoke of deriving from our considerable reading a lengthy list of things to look for and observe on our visits, which we indicated was further reduced to a compact fifty-item check-list

which we designated the Rating Scale (1), because for most of the items one of the following judgments, poor-fair-good-excellent, was to be selected and indicated (in the space to the right) by the appropriate letter. There were five major sub-headings, with the following items included under each: 1 - GENERAL: Teacher, Grade, School, Date, Time, No. Observation. 2 - TEACHER: Dress, Voice, Posture, Use of English, Vitality, Manner, Discipline, Matter (meaning the teacher's control of the matter he was supposed to be teaching), Skill and Personality. 3 - PUPILS: No. Present, No. Absent, Age (youngest, oldest, average), Sex, Health (including number wearing eyeglasses), Intelligence, Attitude, Interest, Application and Co-operation. 4 - CLASSROOM: Cleanliness, Seating, Lighting, Furniture, Heating, Ventilation, Location, Decoration, Bulletin Board, Blackboards (i.e., number and condition), Bookcases and Miscellaneous Equipment. 5.- PROCEDURE: Subject, Specialty (i.e., did the teacher teach nothing else, e.g. English, French, Drawing, etc.) Type, Phase, Technique, Motivation, Aids, Questioning, Activities, References, Assignment and Evaluation. Each of these divisions except naturally the first was followed by the word "Remarks" and there was ample room (which was very often utilized) for further comments. A sample copy was typed and revised and then a stencil bearing this matter drawn up and properly arranged was "cut" and the necessary number of copies run off. (2) It might be objected, and I grant the objection, that many of these items are general, difficult to measure and that the gamut of poor to excellent might possibly not give a

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(1) For a facsimile of same and a fuller description of the items, see page 142 (Chapter Three).

(2) This work was done by my friend and colleague, Mr. Martin J. Fleming of St. Thomas Aquinas Boys' Intermediate (Junior High) School, for whose assistance I am indeed grateful.

just or accurate picture of the real situation. While I concur, and indeed remark further that the Scale often had to suffer the additional limitation of being filled in and completed rather rapidly due to the exigencies of the situation, yet I can truthfully report that it formed one of the most interesting parts of the final data, providing not only many of the necessary "vital statistics" but also much valuable general data (and many unusual particulars, too) that together with and backed up and strengthened by the material in the more detailed written notes formed the mass of data we relied upon for first analysis and then synthesis into this final report or thesis.

#### Reduction of Data, Commentaries

The reduction of raw data, in fact we have just mentioned it, is clear, - consequent upon completion of the determined number of observations for each system the data was collected, gone over, thought through and reduced in writing to a basic summary (1), which eventually totalled perhaps some twenty large sheets of foolscap, and which in turn was coned and mulled over, and then rejoined to the main body of data (2), and the two together reduced to the final description and commentaries of this report. We might remark that while we are interested in the "universal" (broadly interpreted) educational practices, we do, of course, take note of and provision for the usual deviations of significance from the general norm. Our commentaries and recommendations are to be found, as might be expected, in their normal place in the general summary of the Conclusion, where we have further indicated,

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(1) In this connection it might be remarked that at the request of the Jacques Cartier Normal School Alumni Association, a talk, possibly an hour in length, on some of the results revealed by the Rating Scale was delivered to them at their Saturday February 23rd meeting.

(2) A period of five week intervened between the day of the last classroom visit and the beginning of the actual writing of this final report.

not we trust presumptuously, what appear to us to be suitable and needed projects for further study and research.

### Major Limitations

The second of our final points we said would be a short analysis of the limitations to which the method we have just discussed at some length is inevitably subject. These are chiefly six and we shall have to content ourselves, I fear, with only the most cursory glance at them, for we have already exceeded the original bounds set to this Introduction. First of all, there is the obvious and very real limitation of economy of time, money and physical energy on the part of the Observer. It would doubtless have been of inestimable benefit to have visited a greater number of schools and classes in a more leisurely manner and to have extended the period spent in each one, but dead-lines had to be met and much accomplished within the short time available on the one hand (1), and the financial exigency of earning a living by teaching at the same time as doing post-graduate study and research coped with on the other, and both of these impose a severe and continued strain upon the physical organism, which after all can summon up just so much energy, amazing as that amount often is under duress, and no more, and this in itself constitutes a further limitation on the success of the method, whatsoever it may be. Secondly, there is the limitation that comes from the fact that as far as this thesis was concerned, it was all virgin territory, no one as far as could be ascertained having undertaken, or at any rate published any results, to the knowledge of authorities

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(1) I was granted in all three weeks' leave of absence from my class, made up of two separate periods, one of a week's duration in late November, 1945, and the other, the two middle school weeks of January, 1946.

whose position would surely bring them into contact with it, any previous study that would be of help or assistance, great or small, in this one, and the unbroken trail naturally caused a certain dissipation of effort, an occasional re-tracing of steps and beginning again. In the third place, and this is probably the most serious of all, there is the limitation caused by the fact that all sampling of any nature whatsoever can only be approximately (as we have been at considerable pains to point out fairly frequently above) true and correct, - there always must remain a certain percentage of error, a percentage we strive, of course, to contain within as small a compass as possible at all times.

#### Other Limitations

A further limitation is the "personal equation", the possibility that an unconscious subjective factor may creep unnoticed by the Observer into his judgments and calculations, and this danger is increased when the observing is done by one person alone without the corrective influence of correlation with other observers' results. However, in this instance, besides being made aware of this tendency (1) and thus forewarned against it, the even better antidote of discussion of the conditions observed with other and more mature and experienced observers (e.g. principals, inspectors, etc.) was applied, as we explained earlier in the first section of the Introduction. Another limitation, and one beyond our scope to remedy, is lack as yet of precise tools and ideally delicate instruments for accurate educational measurement, - much, of course, indeed very much, has already been done in this field, but we must admit that much more still remains to be accomplished. Finally, there is the limitation we spoke of,

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(1) By the Director of Research.

and I believe sufficiently well disposed of and dissipated in listing and discussing our assumptions and presumptions in the early part of this third section, namely the possibility of a "show lesson" being staged for the Observer's benefit, - I do not believe it happened, but I include it as a possibility nevertheless for the sake of scientific accuracy and completeness.

#### Authorization for Protestant and French Catholic Schools

With that I think we have completed the task we set ourselves in this Introduction, that is, of first of all indicating generally our basic educational philosophy, at least insofar as it applies to this thesis, secondly of defining and making clear exactly what we intend to mean by the various terms of our title, and finally of describing in detail what we might with justice call the history of our research, or in other words the narration of the method employed in the bringing to final fruition of the problem set forth in the wording of the thesis itself, namely, "A study of educational practices in the schools on the island of Montreal". There is, however, one further and final piece that I wish to fit into the picture thus far assembled to make it complete. We spoke of securing permission to spend a week in the English-Catholic schools and of deciding to use them, and the experience gained therein, as a "control group", as it were, before approaching the other two sets of authorities. This was done and they were visited from Monday, November 26 to Friday, November 30, both inclusive. What I wish now is to indicate the similar procedure with the other two boards. It is a relatively simple and straightforward story. In December the Protestant Board was approached and an interview secured with Mr. J.W. Perks, B.A., (Assistant-Chief) Education Officer for the Montreal Protestant Central School Board, at which

Messrs. D. Pope, M.A., and R. Japp, M.A., the two Provincial Inspectors for the District were present. What was planned and what had been accomplished was explained. Mr. Perks promised to take the matter up with the <sup>proper</sup> higher authorities and shortly thereafter written permission was forwarded by mail indicating the schools selected and the days (1) on which arrangement had been made with the Principals for the visits to take place. These all turned out to be elementary schools and later similar arrangements were made by mail to visit one of the major Protestant high schools of the city (2). Subsequent to these first arrangements, but prior to the actual visitation of the Protestant schools, an appointment was made with Mr. Trefflé Boulanger, Director of Studies for the Montreal Catholic School Commission, the situation explained and permission sought to visit the French schools for the number of days previously indicated. It was readily granted and on my being unable to name any specific schools I wished to visit he kindly recommended certain ones that conformed to the basis and conditions of selection described in detail above, and shortly thereafter I received in the mail the written authorization I had requested from him as an adjunct to my possibly collapsible French. Accordingly the French schools selected were visited from Monday, January 21 to Thursday, January 24, both inclusive, 1946.

END OF SECTION THREE

(1) Monday, January 14 to Friday, January 18, both inclusive, 1946.

(2) Friday, January 25, 1946.



## CONCLUSION

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### Background Completed

That, to the best of my knowledge, completes the background detail necessary to an understanding of the aims and objectives, the difficulties and data, the possibilities and limitations, the scope and perimeter of our selected subject of research and brings us at long last to the end of our lengthy though necessary introduction. In Chapter One, which follows immediately, we shall deal with the general organization of the school systems and similar related matters, largely by the use of illustrative and comparative Tables.

END OF THE INTRODUCTION

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CHAPTER ONE

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PRELIMINARY STATISTICS

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## CHAPTER ONE

### PRELIMINARY STATISTICS

#### INTRODUCTION

##### Outline of the Chapter

As pointed out in the first part of the Introduction it was felt that a preliminary chapter devoted exclusively to an outline, largely in tabular form, of the general organization of education in the Province and in particular of the two major school systems on the Island of Montreal under immediate consideration, together with such pertinent and related matters as comparative time-tables and courses of study, the statistics on the numbers of schools-classes-instructors (plus their position held)-pupils (plus their age-grade frequency), the various racial origins of the pupils and grades followed, and finally a chart showing the actual classes (and their frequency) visited and the division of the observations on the basis of boys and girls (often mixed, in the case of the Protestants) and male and female teachers, both lay and religious, would be a distinct assistance in the clarification of the multitude of background data, an understanding of which must form a necessary prerequisite to a true and valid comprehension and evaluation of much of the more specific and detailed material of the thesis itself. Accordingly this chapter has been broken into four general sections corresponding roughly to the above and a short conclusion appended which serves to bring the whole chapter to a final close.

END OF INTRODUCTION

## SECTION ONE

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### GENERAL ORGANIZATION OF THE SCHOOLS

#### Administration of Education in Quebec

In contrast to the other eight provinces, where the schools of the minority group (1) are definitely set apart under the somewhat misleading title of so-called "Separate Schools" although generally subject in many ways to the control or at least supervision of the dominant group, Quebec enjoys a quite different and distinctive system, two-fold in nature. We shall merely indicate it here in a general way, for it is surely familiar to anyone native to, or even only teaching in, this Province. The Council of Public Instruction embraces two independent Committees, one Catholic and one Protestant, which administer respectively the schools falling naturally under their jurisdiction. The whole is responsible to the (appointed) Superintendent of Education (2), who in turn reports to the Provincial Secretary in the Assembly Cabinet, to whose department falls, among many other matters, the administration of education. It is well to understand that in this predominantly French-speaking Roman Catholic Province, the Protestant minority, confined largely to the Eastern Townships and the Island of Montreal, enjoys complete autonomy in

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(1) In every instance, the Roman Catholic population.

(2) He is President of the Council and is assisted by two Secretaries, one Catholic and the other Protestant, who as deputy heads of the Department are also joint secretaries of the Council (the Protestant secretary also acts as Director of Protestant Education in the Province).

education, - their curriculum and its methodology are self-imposed, the teaching and inspecting staffs are Protestant as is the administrative group, and in fact no Catholic may set his foot unbidden in any Protestant school. Small wonder is it then that the Roman Catholic minority groups of the other provinces, notwithstanding the provisions of the British North America Act, turn wistful eyes toward Quebec and the treatment accorded the Protestants there by their Catholic brethren.

#### Administration in Montreal

Each municipality chooses or elects a board of school commissioners who establish and administer schools therein, subject, of course, to the provisions of the Education Act. On the Island of Montreal, as might be expected, the administrative bodies are somewhat larger, both the Montreal Catholic School Commission and the Montreal Protestant Central School Board, of more recent origin, controlling and administering the education, not only of metropolitan Montreal, but also of several surrounding smaller communities. Incidentally, even within the urban area, there are certain strong autonomous groups, for example, the Catholic School Commission of Verdun (the third largest city in the Province, second only in population to Montreal and Quebec City), and the City of Westmount in the Protestant system, and others could be cited. It seems logical to assume, however, that with the passage of time these independent groups will gradually be absorbed for the sake of efficiency and uniformity and sound educational development into the larger administrative units.

#### Aim of the Catholic High-School Course

It seemed at this point that a quotation, not from a comparative point of view, not even as it happens on precisely the same matter, from

recent publications of the two major Montreal boards might serve, as it were, to sound the keynote, no matter how broadly, to their respective general educational perspectives. In the introduction to the General Circular of the Montreal Catholic School Commission (1), we find instruction (knowledge) contrasted with education (formation) and their respective roles defined. Education is divided into intellectual, moral and religious, physical, and education for citizenship and nationality, - "He learns to respect the rights of others"(2). It states as the purpose of the primary school "the formation of good habits" (3). It goes on to speak of the aim of the high-school course, and here we quote almost in full, as being:

"a) To help the young man and the young woman to develop a more mature mind, through the medium of more serious general culture and more efficacious habits of personal effort; thus directed, they derive more benefit from their studies, employ their leisure hours more rationally and prepare themselves for the duties to which they aspire. (b) To develop in them a spirit of honor and to cultivate deportment, devotion to duty, efficiency and ambition; in other words, to develop the group of intellectual, moral, social and ethnical habits which go to make personality and character. (c) To complete their Christian education by deeper studies, by judicious counsels and by motivated practice, so that our young people may leave school convinced - - - that they should live it (their religion) intensely in their public as well as in their private lives, if they wish to be honest, give good example, and exercise a salutary influence on those with whom they come in contact. (d) To impress upon them the great importance of hygiene and health for the individual as well as for society. (e) To enable them to earn a livelihood upon the termination of their course, in positions which demand special instruction and a certain practical training: commerce, finance, industry, secretaryships, laboratories, civil service, etc. To provide others who wish to enter schools of specialization with the intellectual formation and the knowledge which is required for admission to these institutions"(4).

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(1) Published complete in the January 1945 issue of "L'école canadienne", the monthly pedagogical review and official publication of the Montreal Catholic School Commission.

(2) Op. cit., p. 201

(3) Op. cit., p. 199.

(4) Ibid., p. 202.

## Protestant Report on the Curriculum

The Annual Report (1943-44) of the Superintendent of Schools for the Protestant Board of School Commissioners of the City of Montreal has this to say concerning the curriculum:

"At one time the chief duty of the school was to impart to its pupils a fund of knowledge which could not readily be acquired elsewhere in the community. The curriculum then meant the material content of this knowledge, such as Reading, Writing, Arithmetic, Grammar, Geography, History, and the like. The methods of teaching by means of which this material knowledge was imparted were regarded as entirely separate. On the one hand was the material to be learned, on the other the method of "getting it across". - - - The good school of these times realizes that while certain basic knowledge (such as some geographical and historical facts) and skills (such as reading, writing, the use of arithmetic and the English language) are supremely important and must be well learned, there are other valuable factors in educational growth which are frequently not well developed outside the school in this day and age. These include the practice of healthful living; how to acquire useful information from a wide variety of sources; an appreciation of the finer things of life such as art, music and literature; good citizenship through a practice of the time-honoured virtues in a setting of co-operation and mutual good will; and a development of happy, stable and healthful personalities. The school of today in short seeks to tap and develop its pupils' full potentialities of mind, body and spirit"(1).

It goes on further to speak of the place of the Enterprise in the Elementary Schools as emphasizing interest, activity and group effect.

## Aspects of the High School Problem

With reference to the High Schools it stresses that the problem is fundamentally "the problem of the schools' part in dealing with the Nation's youth at a crucial stage in their development and it is one which is now engaging the serious consideration of public-spirited men and women all over the English-speaking world"(2). After outlining three aspects of the problem - conditions demand full secondary education for all, the

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(1) Op. cit., p. 18-19.

(2) Ibid., p. 22.

nature of the present curriculum, and the need for diversity of content and method - it summarizes thus:

"In short, the new secondary school curriculum must place the highly academic and classic subjects, content and methods in their proper proportion to the practical and the artistic subjects and to the crafts; to modern information and everyday problems of living; to active as well as passive learning". (3)

#### General Background Complete

Thus much, then, for our view of the general organization of the provincial systems and their Montreal application, and the background pertinent and relative to each. In the next section, we shall consider comparatively the blocks of subject-matter studied and the time devoted to them individually by each of the three major groups.

END OF SECTION ONE

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## SECTION TWO

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### TIME SCHEDULES AND COURSES OF STUDY

#### Comparative Time-Tables and Courses of Study

To obtain a true perspective of the two systems it is necessary to possess at least some understanding, even if hazy, of the general subjects that go to make up the course of study and of the time devoted to each. With this end in view we have gone to the effort of preparing three tables that should prove of benefit and interest in securing as clear a picture of the real situation as is possible under the circumstances. Table I on page 50 shows the time assigned to the blocks of subjects in the schools, both French (1) and English, under the jurisdiction of the Montreal Catholic School Commission. The major part of this material was adapted, with modifications, from the official provincial Programme of Studies for the Primary Elementary and Primary Intermediate Schools and the Programme of Studies for the English Catholic High Schools. Table II on page 51 shows the similar matter for the schools under the direction of the Protestant Board of School Commissioners of the

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(1) There are certain pertinent differences between the English and the French Catholic courses we should point out: a) in Grades 4 and 5, the French have 10 hrs. Mother Tongue, 3 hrs. History and Geography, and while 2 hrs. is permissive in Grade 5, no Second Language at all in Grade 4; b) in Grades 8 and 9, Manual Training is eliminated, the 1/2 hr. Singing course is continued, Grade 9 History-Geography reverts to 2 1/2 hrs., and the Manners course ("Civisme, hygiène et bienséances") is extended and increased to  $\frac{3}{4}$  hrs., -also the boys take an additional 1/4 hr. Second Language, but only  $\frac{3}{4}$  hr. callisthenics (the girls take only 1/2 hr.); c) in Grades 2 to 5, the girls take a 1 hr. Household Science course (time deducted from General Science) which eventually in Grades 8 and 9 is increased to 1 1/2 hrs. (time here deducted mainly from Mathematics which becomes 4 1/2 hrs.).

TABLE 1

Average Amounts of Time in Hours per Week in Each Grade Allotted to the Subjects by the Montreal Catholic School Commission.

SUBJECT	Grade 1 (1)	Grades 2-3	Grade 4	Grade 5	Grades 6-7	(High School) Grade 8	Grade 9
Religious Instruction and Moral Formation	6.15	3.45	3.45	4.00	2.30	2.30	2.30
Mother Tongue (2)	6.00	10.00	9.00	9.00	9.00	8.00	8.00
Language Lessons and Gen- eral Science & Hygiene (3)	2.30	2.00	2.00	1.45	.30	1.00	1.00
Mathematics	5.00	5.00	5.00	5.00	5.00	5.30	5.30
History and Geography (4)	-	3.00	2.00	2.00	2.00	2.30	3.45
Drawing (5)	1.30	1.00	1.00	1.00	1.00	1.00	1.00
Callisthenics	.45	1.00	1.00	1.00	1.00	1.00	1.00
Singing and Sol-fa	.30	.30	.30	.30	.30	-	-
Second Language	-	-	2.00	2.00	3.00	3.30	3.30
Manual Training (6)	-	-	-	-	1.15	1.15	-
Manners (7)	-	-	-	-	.30	-	-
T O T A L	22.30 (8)	26.15	26.15	26.15	26.15	26.15	26.15

(See over for Footnotes)

### FOOTNOTES TO TABLE I

- (1) The Programme of Studies (p.9) stresses that Grade 1 should be "under the exclusive direction of a lady teacher and in a separate classroom" so that the children "can be given the particular attention so necessary for them".
- (2) Includes Penmanship.
- (3) From Grade 5 on, this becomes General Science, the Language Lessons being absorbed into Mother Tongue; in Grade 1, this becomes Language and Object Lessons (also, Spelling is here not a formal but an incidental subject).
- (4) In Grades 8 and 9 Classical, Latin Grammar replaces Commercial Geography.
- (5) In Grade 1 includes Manual Activities (folding, cutting, weaving, etc.)
- (6) Household Science replaces this in girls' schools and in addition absorbs approximately half of the time devoted to Science (Grades 2-5) and a portion of that assigned to Mathematics (Grades 8-9) in the boys' schools.
- (7) To Grade 5, incidental and largely absorbed into Religion Course.
- (8) The time-table and course of study for Grade 1 was prepared and supplied through the courtesy of Miss Irene Foran of St. Thomas Aquinas Boys' Intermediate (Junior High) School.

TABLE II

Average Amounts of Time in Hours per Week in Each Grade Allotted to the Subjects by the Montreal Protestant Board of School Commissioners.

SUBJECT	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	(High Grade 8	School) Grade 9
Opening and Closing Exercises, Morals and Scripture	2.05	2.05	2.05	1.40	1.40	1.40	1.40	(4) ✓	✓
English	9.30	10.05	8.45	9.55	7.55	7.35	7.20	(5) ✓	✓
Arithmetic	1.15	2.25	4.50	4.15	4.25	4.00	3.30	✓	✓
French	-	-	1.40	2.30	2.50	2.40	2.30	✓	✓
Handwriting	1.40	1.40	1.40	1.40	1.00	1.00	1.00	-	-
History-Geography - Nature Study	.30	.30	.40	1.20	3.10	2.30	2.70	✓(6)	✓
Music	1.15	1.00	1.00	1.00	1.00	1.00	1.00	✓(7)	✓
Hygiene - Physical Education (1)	1.00	-	-	.50	.40	.45	1.00	✓	✓
Art and Handwork (2)	1.30	1.00	1.00	1.00	1.30	1.30	1.00	✓	✓
Industrial Arts (3)	-	-	-	-	-	1.30	2.00	✓(8)	✓
Recesses	1.15	1.15	.50	.50	.50	.50	.50	- (9)	-
T O T A L	20.00	20.00	22.30	25.00	25.00	25.00	25.00	23.00 <sup>(10)</sup>	23.00

(1) From Grade 3 on, time for Gymnasium work is deducted from the other subjects alternately.

(2) From Grade 4 on, this becomes strictly Art.

(3) Woodwork for Boys, Household Science for Girls.

(4) High-School periods are approximately forty minutes each, the number per week varies with the subject and course.

(5) English, Arithmetic, French and History are compulsory.

(6) History is compulsory, Geography optional, and Nature Study absorbed in the optional course in Agriculture.

(7) See Footnote 8.

(8) The school must have the necessary staff and equipment, - this applies also to Household Science and Arts and Crafts, as well as such unlisted optional subjects as Instrumental Music, Book-keeping, Stenography and Typewriting and Office Practice; the other options are Latin, Algebra, and Secretarial Practice (Grade 9)

(Over)

(8) Cont'd.

Geometry (Grade 9) and Extra English and French.

(9) In general, the only recess is the variable one for the noon-day meal.

(10) Approximately correct.

Average Amounts of Time in Minutes per Week in Each Grade Allotted to the Subjects  
by Forty-Four Cities in 1926.(1)

SUBJECT	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Grades 1-6
Reading and Phonics	456	399	317	217	169	150	1708
Literature-language and grammar	108	126	171	183	195	200	983
Spelling and Penmanship	105	162	178	181	175	168	969
Arithmetic	80	146	196	211	215	215	1063
History and Geography	12	18	84	190	254	277	835
Social Science - citizenship & civics	13	15	17	21	25	28	118
Nature Study and elementary science	21	23	21	19	17	16	117
Art and drawing	71	73	74	73	72	70	433
Music	74	76	77	80	79	77	463
Household and manual arts -handwork- projects and achievements	40	30	22	20	28	37	177
Health education - physical training	109	110	118	125	131	132	725
Recess	111	112	109	103	97	92	624
Opening Exercises	51	53	52	49	48	47	300
Supervised Study	18	24	31	44	49	52	218
Unassigned and free time - Miscellaneous	78	68	68	65	59	55	393
T O T A L	1347	1435	1535	1581	1613	1615	9126

(1) Adapted from C. H. Mann, "How Schools Use Their Time", Columbia Univ. Press (New York, 1928),  
p. 23 (as quoted, p. 510, in I. L. Kandel, "Comparative Education", Houghton Mifflin, Boston, 1933).

City of Montreal, and was adapted, in the case of the elementary grades, from the recent (Session 1944-45) pamphlet on the Elementary Schools, the matter for the High School grades being taken from the 1945-46 Course of Study for Protestant Schools issued by the Department of Education at Quebec. One thing which immediately stands out is the difference in the total hours-per-week, the Catholic schools putting in 1 1/4 to 6 1/4 <sup>more</sup> hours per week, depending on the grade, - a fact made even more striking when we note that their totals do not include the time allotted to "entrance" or that spent at recess or recreation, as is the case with the Protestant totals. We have also included on page 52, a third table adapted with changes from the table appearing in J.L. Kandel's "Comparative Education" and quoted from C.H. Mann's 1926 study of how the schools of some forty-four American cities distribute the week's time among the various subjects, which provides us with a rough but ready means of comparison with our own systems. It is to be noted that no time for any form of religious instruction or moral formation appears on this latter table, in the opinion of the writer definitely a desideratum.

#### Kindergarten Program

It might not be out of place here to devote a very few words to the Infant School, or Kindergarten, as it is usually called. It is "the passage from the family to the school" (1), and on the Catholic side comprises elementary notions of religious and moral education, drawing, singing and simple manual work, talks on ordinary every-day things (e.g., food, clothing, dwellings, animals, seasons, heroes of history, plants, flowers, etc.) well within the children's ken and experience, and easy exercises in thinking, language and recitations.(2) In the Protestant set-up such topics (3)

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(1) Regulations of the Catholic Committee of the Council of Public Instruction (amended to July 1942), p. 103.

(2) Adapted from the Regulations, p. 105.

(3) Adapted from the pamphlet on Elementary Schools issued (Session 1944-45) by the Protestant Board of School Commissioners of the City of Montreal.

as Bible stories and hymns, singing and rhythm bands, nature study, health and safety, work with blocks, cut-outs, sand, plasticine and similar materials, stories and poems, simple games, etc., etc., are included. There is a slight difference in the class hours for kindergarten in the two systems, the Catholic pupils (their average age is slightly higher here) normally attending a full and complete, though considerably shortened, school-day, while it is customary for the Protestant pupils (numerically larger here) to attend either a morning or an afternoon session, but not usually both on the same day.

#### Time and Space Preclude Detailed Discussion

There is obviously insufficient time and space for any detailed discussion here of these schedules and courses - accordingly we shall leave their conning and study to the interest and initiative of the reader, passing on to Section Three, which treats of the statistics of the student and teaching bodies.

END OF SECTION TWO

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### SECTION THREE

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#### PUPILS - TEACHERS - SCHOOLS - CLASSES

##### Comparative Pupil Registration and Classification

It seemed pertinent to a comprehension of the total situation that some understanding be achieved of the quantity and quality, as it were, of the pupils with whom we are dealing, and also some general idea of the composition of the teaching staffs secured. Therefore we have prepared Tables IV and V (on pages 56 and 57) showing the totals by classes (and also by sexes for the Catholic schools) and by age-grade classification of the Montreal student-body, or that large part under study in this thesis. We have indicated further in Table VI on page 58 the racial origin of the Catholic pupils (1). The Protestant Board does not keep this record, but making proper allowances for the expected French-English-Irish-Italian-Jewish figure-changes, the picture on that side is probably not greatly different from the Catholic one (2). I remember one Protestant principal in a "middle-class" district mentioned incidentally during our conversation that he had something like ten different nationalities in his average-sized school.

##### Instructional Staffs

The statistics for tables IV and V were drawn up and adapted from the Report of the Director of Studies for the Scholastic year 1943-44,

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(1) It will be noted that in the English-Catholic schools the number of French pupils actually exceeds that of those strictly English (that is, excluding the Irish and the Scotch), - this phenomenon is readily explained by the fact that the French pupils are sent to the English schools by their parents to learn to speak English by the most practical way, and apparently the method is highly successful, judging from the vocabulary and pronunciation of pupils therein distinctly French both in name and appearance.

(2) An exception must be made, however, for the coloured pupils and those of oriental origin, who while not actually very numerous in themselves in either system, are far more frequently met in the Protestant schools than in the Catholic ones.

Summary of Registration per Class of the Three Systems.

SYSTEM →	English-Catholic (1)			French-Catholic (2)			Protestant (3)
↓ CLASS	Girls	Boys	Total	Girls	Boys	Total	Total
Kindergarten	-	-	-	-	-	-	1,360
Grade One	803	929	1,732	6,459	6,691	13,150	2,642
Grade Two	722	756	1,478	6,014	6,141	12,155	2,498
Grade Three	855	838	1,693	5,412	5,901	11,313	2,701
Grade Four	821	848	1,669	5,686	5,890	11,576	2,875
Grade Five	868	776	1,644	5,412	5,491	10,903	2,770
Grade Six	840	818	1,658	4,778	5,013	9,791	2,884
Grade Seven	760	690	1,450	3,606	3,698	7,304	2,752
Grade Eight	550	517	1,067	2,209	2,305	4,514	2,560
Grade Nine	357	321	678	1,549	1,649	3,198	1,771
T O T A L	6,576	6,593	13,169	41,135	42,779	83,914	25,013

(1) As of September 30, 1943.

(2) As of September 30, 1943.

(3) As of December 31, 1943.

TABLE V

Classification of Pupils (Catholic and Protestant) According to Age and Grade.

GRS		AGE: 5 and under 6		7	8	9	10	11	12	13	14	15	16	17 & 18	over	TOTAL
K.	P.	1,337	23													1,360
I	C.	5,379	6,465	2,171	586	171	56	32	15	6		1				14,882
	P.	69	1,994	450	96	23	9	1								2,642
II	C.	79	2,943	5,802	2,881	1,135	487	194	81	25	5	1				13,633
	P.	1	97	1,675	482	178	48	11	5	1						2,498
III	C.		58	2,043	5,306	3,065	1,452	649	297	113	19	3				13,006
	P.			125	1,595	641	254	68	14	4						2,701
IV	C.			45	1,719	4,748	3,394	1,842	972	439	73	11	2			13,245
	P.			4	259	1,501	631	330	103	34	12	1				2,875
V	C.				511	1,569	4,280	3,268	2,075	999	263	33	9			12,547
	P.				6	110	1,370	709	345	188	40	2				2,770
VI	C.				1	40	1,383	3,876	3,246	2,009	693	164	31	5	1	11,449
	P.					5	157	1,369	774	409	138	29	3			2,884
VII	C.						64	1,274	3,400	2,499	1,111	340	56	5	5	8,754
	P.						3	133	1,357	825	331	95	8			2,752
VIII	C.						1	49	955	2,377	1,471	584	123	16	5	5,581
	P.							5	157	1,290	752	273	69	13	1	2,560
IX	C.								60	775	1,773	905	292	55	16	3,876
	P.								2	106	918	525	183	32	4	1,771
X	C.									18	362	773	401	119	74	3,519
	P.										94	632	322	106	25	1,179
XI	C.										14	213	413	188	98	926
	P.										21	131	394	220	82	848
XII	C.											12	131	177	134	454
	P.											1	21	106	59	187
Aux.	C.		1	23	77	114	184	270	408	428	179	55	16	4	1	1,760
Spec.	P.		1	5	7	23	24	40	40	50	18	8	2			218
T	CATH.	5,458	9,467	10,084	10,621	10,842	11,301	11,454	11,509	9,688	5,963	3,095	1,475	569	296	101,822
O	(1)															
A	PROT.	1,407	2,115	2,259	2,445	2,481	2,496	2,666	2,797	2,907	2,325	1,697	1,002	477	171	27,245
L	(2)															

(1) As of September 30, 1943.

(2) As of December 31, 1943.

TABLE VI

Racial Origin of Pupils Registered (1) in the Schools of the Montreal Catholic School Commission.(2)

SYSTEM →	ENGLISH-CATHOLIC					FRENCH-CATHOLIC					GRAND
RACIAL ORIGIN ↙	Grades 1-3	Grades 4-7	Grades 8-12	Aux.	Total	Grades 1-3	Grades 4-7	Grades 8-12	Aux.	Total	TOTAL
French	645	1,229	606	6	2,486	32,297	35,123	11,097	1,560	80,977	83,463
Irish	1,322	1,809	835	8	3,974	157	164	53	7	381	4,355
English	1,156	1,101	361	1	2,619	218	171	30	7	426	3,045
Scotch	133	234	116	1	484	28	51	13	1	93	577
Italian	584	807	258	1	1,650	622	709	170	75	1,576	3,226
Polish	207	321	167	-	695	22	34	5	-	61	756
Ukrainian	115	194	86	-	395	59	19	4	-	82	477
Czechoslovakian	34	112	79	-	225	43	28	3	-	74	299
Hungarian	62	112	56	-	230	2	10	2	-	14	244
German	40	68	37	-	145	5	13	-	1	19	164
Lithuanian	49	64	39	-	152	6	4	1	-	11	163
Belgian	13	18	5	-	36	33	36	14	2	85	121
American	16	28	28	-	72	6	14	18	2	40	112
Russian	14	18	11	1	44	16	7	1	1	25	69
Syrian	14	18	5	-	37	15	9	6	-	30	67
Greek	10	10	7	-	27	13	4	2	-	19	46
Swiss	3	9	6	-	18	5	5	3	-	13	31
Romanian	5	11	3	-	19	3	2	3	-	8	27
Chinese	5	13	5	-	23	3	-	-	-	3	26
Spanish	3	12	4	-	19	3	1	1	-	5	24
Dutch	6	8	2	-	16	-	2	3	-	5	21
Indian	7	3	5	-	15	2	2	1	-	5	20
Yugoslavian	7	10	3	-	20	-	-	-	-	-	20
Austrian	2	10	3	-	15	2	2	-	-	4	19
Danish	1	5	1	-	7	4	2	-	-	6	13
Swedish	1	1	4	-	6	-	4	-	-	4	10
Jewish	2	-	-	-	2	-	-	-	-	-	7
Armenian	1	3	2	-	5	-	2	1	1	4	9
Bulgarian	1	1	-	-	2	-	-	-	-	-	2
Others (3)	5	8	11	-	24	6	9	1	-	15	39
TOTAL	4,462	6,237	2,745	18	13,462	33,570	37,334	11,422	1,657	83,993	97,455

(Over)



for the Catholic pupils, and from the Annual Report (1943-44) of the Superintendent of Schools, in the case of the Protestant. Table VI represents a rearranged version of the tables to be found in the "Official Documents" section of the February 1946 edition of "L'Ecole canadienne". Table VII on page 60 gives the various major divisions of the instructional staffs of both Commissions and the number of incumbents in each. The factor that stands out here is the almost complete absence of men teachers in the Protestant Elementary Schools. On the Catholic side it is seen that the number of positions is practically evenly divided between the religious and the lay teachers. These figures were culled and summarized from the same sources already mentioned above.

#### Further Vital Statistics

As to the number of schools and classes, - (to Grade 12, inclusive), - the French-Catholics have 2840 classes in 190 schools with an enrolment of 88,130 for an average of 31.03 pupils per class; the English-Catholics have 472 classes in 50 schools (6 of which are French schools with English classes) with a total enrolment of 13,692 pupils for a 29.01 average; and the Protestants have 836 classes in some 50 schools with an enrolment of 26,518 pupils for an over-all average of 32 pupils-per-class. Another note of interest is the fact that in the Protestant schools there are to be found some 514 non-residents, 83 Roman Catholics, 8,553 resident non-Protestant, non-R.C., 7066 Jews, 1349 Greek Orthodox and 138 others (non-Prot., non-R.C.), but in the Catholic schools (disregarding the resident and non-resident distinction) the Protestants and others only number 56 or 0.05% of the total enrolment. These statistics were drawn from the above mentioned source in the case of the Protestants, and from the Director of Studies' Report (1943-44) and the Treasurer's Report (1944-45) for those of the Catholic Commission.

Instructional Staffs of the Catholic (1) and Protestant (2) Boards of Montreal.

System →	Catholic					Protestant		
SEX →	Men		Women		Total	Men	Women	Total
POSITION ↓	Religious	Secular	Religious	Secular				
Principals	54	47	92	15	208	33	14	47
Assistant Principals	40	12	44	8	104	-	-	-
Supplementaries to Principals, etc.	4	5	7	6	22	-	-	-
Class Teachers - Elementary Course	431	586	815	799	2,631	1	566	567
Class Teachers - (3) Complementary Course	95	132	186	37	450	85	126	211 (5)
Class Teachers - (4) Superior Course	48	30	37	6	121			
Supplementary Teachers, etc.	19	62	9	25	115	7	8	15 (6)
Specialists, Auxiliary Classes, Librarians, etc.	19	76	76	70	241	46	140	186
T O T A L	710	950	1,266	966	3,892	172	854	1,026

(1) As of June 30, 1944.

(2) As of the school year 1944-45.

(3) Grades 8 and 9 in the Catholic system.

(4) Grades 10 to 12 in the Catholic system.

(5) Grades 8 to 12 in the Protestant system.

(6) Here not Supplementary Teachers, but Inspectors, Super<sup>vis</sup>ors and Assistant Super<sup>vis</sup>ors.

Grade Frequencies Follow

With this then, let us move on to Section Four wherein we shall indicate the grade frequency for each system that the actual visits to the schools and the observations therein more or less arbitrarily, within the general divisions indicated and explained in the Introduction, chanced to form.

END OF SECTION THREE

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## SECTION FOUR

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### GRADE FREQUENCIES OF OBSERVATION

#### Comparative Grade-Sex-System Observations

The fourth section of Chapter One we have devoted to a resume of the actual observations and visits made to the schools of the Montreal Catholic and Protestant Boards. Table VIII on page 63 is a statistical reduction of the grade-sex frequencies and distribution of visitation. These were not planned beforehand in detail, but rather, while adhering to the method of selection outlined in the Introduction, resulted more or less from the prevailing conditions in each of the various schools on the day it was visited. Interruptions of various natures were, of course, inevitable and our planned schedule had on certain occasions to be adjusted accordingly. Nevertheless, taking note of this, an admirable balance resulted, as the Table shows, for the over-all picture. We might sum up the three full weeks of actual observations as follows:- a) English-Catholic schools: 35 observations of 35 teachers and 924 pupils in 35 classes (27 boys, 8 girls) in 8 schools in 5 days; b) French-Catholic schools: 35 observations of 35 teachers and 926 pupils in 35 classes (19 boys, 16 girls) in 6 schools in 4 days; c) Protestant schools: 40 observations of 40 teachers and 1152 pupils (one class counted three times) in 40 classes (8 boys, 3 girls, 29 mixed) in 6 schools in 6 days (1). In all 54 boys' classes (1463 pupils), 27 girls' (725 pupils) and

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(1) Illness actually reduced this to 5 days, but the work was so re-arranged that that of 6 days was compressed into the time of only 5 without, I feel, the thesis suffering in any way.

TABLE VIII

Observations per Grade and Sex for the Three Systems.

System →	English-Catholic			French-Catholic			Protestant			
Grade ↓	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Mixed	Total
Kindergarten (1)	-	-	-	-	-	-	-	-	2	2
Grade One	3	1	4	3	0	3	-	-	4	4
Grade Two	2	0	2	2	2	4	-	-	3	3
Grade Three	3	0	3	2	1	3	-	-	3	3
Grade Four	4	0	4	1	3	4	-	-	6	6
Grade Five	4	0	4	3	1	4	-	1	4	5
Grade Six	2	1 (3)	3	2	3	5	1	-	3 (8)	4
Grade Seven	3	2	5	2	1	3	2	2	4	8
Grade Eight	4 (2)	1	5	2 (5)	3 (6)	5	3 (7)	-	-	3
Grade Nine	2	3 (4)	5	2	2	4	2	-	-	2
T O T A L	27	8	35	19	16	35	8	3	29	40

(1) As far as can be ascertained, no English or French Catholic Kindergartens are at present in existence.

(2) Includes one Grade 8-9 combined class.

(3) Includes one Grade 5-6 combined class.

(4) Includes one Grade 8-9 combined class.

(5) Includes one Grade 7-8-9 combined class.

(6) Includes one Grade 7-8-9 combined class.

(7) Same class observed with 3 different teachers.

(8) Includes one Grade 5-6 combined Gym class.

29 mixed classes (814 pupils) were visited and observed, the time spent in each varied with the nature of the work being carried on and in no instance exceeded one hour, - in general, an attempt, usually successful, was made to observe at least one complete lesson in a given subject (1).

#### Staffs, Schools, and Area Covered

As to the teaching staffs, the statistics for them break down thus: 19 laymen and 1 Brother, 9 laywomen and 6 Sisters were observed in the English-Catholic classrooms, and 9 laymen and 5 Brothers, 15 laywomen and 6 Sisters, in the French Catholic ones, for a total of 28 laymen, 6 Brothers, 24 laywomen and 12 Sisters in both combined; and finally, 3 laymen and 37 laywomen were visited in the Protestant schools. Discussions (2) often quite lengthy, on both general and detailed pertinent educational matters were carried on with the ready and very welcome assistance of most of the various Principals encountered (3 English-Catholic laymen, 3 Mother Superiors and one Brother-Director; 2 French-Catholic laymen and one laywomen, 2 Mother Superiors and one Brother-Director; and 6 Protestant laymen). The schools themselves, in accordance with our socio-economic interpretation of the terms would probably be fairly accurately described and encompassed within the following bounds and range: English-Catholic - 4 upper, 3 middle, 1 lower, French-Catholic - 1 upper, 2 middle, 1 lower, and Protestant - 2 upper, 3 middle, 1 lower, for an over-all

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(1) It will be noted that considerably more Catholic high school grades (or the French equivalent) were visited than Protestant. This is explained by the fact that the vast majority of Catholic schools, (4 of those visited) include Grades Eight and Nine Commercial (or the Complementary Course for the French), whereas most of the Protestant schools (5 out of the 6 visited) are strictly Elementary, terminating with Grade Seven. Both systems, of course, maintain complete high schools as such, in some of which observations of Grades 8 and 9 (mostly classical) were carried out.

(2) These were further supplemented by previous and later talks with certain of the Inspectors and members of the Administrative Staffs.

total of 7 upper, 8 middle and 3 lower class schools. Finally, while observing the strictest anonymity regarding the identities of the teachers and schools visited, we may say that they ranged in actual fact from the general Notre-Dame de Grace area to the district of Maisonneuve in the east end of the city, and from as far north as Rosemount down almost to the St. Lawrence River itself.

#### Statistical Background Complete

The description of the distribution and frequency of the observations actually made in the schools brings us to the completion of the task we set ourselves in this first chapter, namely, of providing the general organization and statistical backgrounds of the systems under consideration and study in our thesis. There remain but the few short final observations we deem it necessary to make and which will be found in the brief concluding section which follows immediately.

END OF SECTION FOUR

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## CONCLUSION

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### Background Material Essential to Understanding

In this preliminary chapter we have striven to the best of our ability with the materials available to construct and formulate as comprehensive a framework and background as possible under the circumstances in which to set the established data of the actual observations themselves, which form, of course, the core and body of the present thesis. In the general economy of the writing of this report we have devoted, as but a little thought will clearly reveal, much time and considerable effort - the construction of the tables alone, for example, consumed many long hours of painstaking and laborious work - to the assembling and arrangement of the matter for this chapter. We have done this for a definite reason, and it is this, - from the very nature of things no one of us, in any of the systems, has a clear, vivid and absolutely true picture of conditions and standards in all three of the distinct and diverse educational set-ups here in Montreal, the educational practices of which form the matter of our investigation. Yet we are going to endeavour to indicate in the next two chapters, the main body of the thesis, matters and conditions common to all three, together with significant deviations pertinent to each, and attempt to establish certain conclusions and recommendations, and at the very least engage in a considerable amount, granted perhaps largely by implication, but possessing nevertheless a very real and factual existence, of interpretation and evaluation, and what is more, this latter will be somewhat normative in character. Accordingly, then, it seemed not only fitting and of interest, but even necessary and essential to collect and collate as much background material as possible, especially that statistical in nature which lends itself more readily

in its final form to comparative treatment and arrangement, and from this to derive by a measure of careful and sympathetic intelligent thought thereon at least some rough understanding and picture of the three separate systems, two Catholic and one Protestant, as they bear on and relate to each other and one another. With this end in view, the various sections of this chapter, together with the related statistical tables, were evolved and prepared, and if they contribute in any manner whatsoever to an understanding and sympathetic appreciation of the unique problems that face us all here in Quebec, then that will be more than ample reward for the hours of tedious labour expended in their formulation.

#### Co-operation and Assistance of All Acknowledged

There is <sup>one</sup> further point I would like to make, and it is indeed not only a personal pleasure to do so, but also a tribute to the good and cordial relations that do maintain, and forsooth have maintained over a long period of years, between English and French, Catholic and Protestant, in matters educational in this our bi-lingual, bi-cultural province of Quebec. It is the very pleasant task of acknowledging the excellent treatment I was everywhere accorded on my visits and observations. In all the schools, Protestant as well as English and French Catholic, and by all the Teachers and especially the Principals, I was most cordially and politely received and made to feel welcome. Being a teacher, I know the unexpected interruption simply must have been here and there a possible upset of the plans for the day, and everywhere meant at least some derangement of the day's program, but so warm was my welcome everywhere that nowhere in any instance was I allowed or able to detect just where this undercurrent existed, if indeed it did, or made to feel in the slightest degree an intruder or interloper in the private affairs of the conduct of the school. The attitude on the part of the pupils

was likewise one of respect, co-operation and politeness. Finally, the authorities of both the Catholic Commission and the Protestant Board, with whom I had the pleasure of dealing, accorded me, as did the actual instructional staffs, every possible comfort, convenience and assistance it lay within their power to provide. Without the willing assistance and generous co-operation of all these fellow-workers in education, this thesis, and the research it involves would never have been possible. Their sympathy and encouragement were at all times a source of strength, courage and enthusiasm to me in the arduous task undertaken, and I am glad to seize this opportunity of paying this humble and unsolicited, nay perhaps even slightly embarrassing, public tribute to them for their gracious and always friendly assistance in this work.

#### Final Reporting Twofold

Let us end, therefore, on this note, assigning to the next two chapters, first of all by the blocks of the subject-matter and secondly by the items of the check-list Rating Scale, the final reporting of the educational practices actually observed in our Montreal schools, the core-problem of our research and thesis.

END OF CHAPTER ONE

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## CHAPTER TWO

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### THE EDUCATIONAL PRACTICES IN THE BLOCKS OF SUBJECT-MATTER

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## CHAPTER TWO

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### THE EDUCATIONAL PRACTICES IN THE BLOCKS OF SUBJECT-MATTER

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#### INTRODUCTION

##### Method of Presentation of Data

The most important problem that presented itself for solution, once the observations had been finally concluded and the general raw data in the form of notes collected together, was the one of deciding on the organization and presentation the final synthesis would take. It seemed to us that no useful purpose would be served, and indeed harmful bias and unwanted prejudice might even possibly result, from an arrangement of the matter solely by system. Furthermore, it is clearly impossible to compare the systems, entirely apart from the fact that we are opposed to it on principle in this thesis, in many matters on the program, e.g., religion, mother tongue, etc., because the essential basis of any comparison, the presence of similar elements or like factors, simply does not exist. Again, it was felt that a straightforward presentation of our results by subject arrangement alone would also be incomplete, running the risk of overlooking minor but significant points in the general aim of securing uniformity. But a combination of the best elements of both plans seemed the ideal solution, and accordingly the following method of presentation was adopted and adhered to throughout this chapter. The general organization of the data would be around the major blocks of subject-matter, namely, Religion, Mother Tongue, Mathematics, Second Language, and Other Subjects (a convenient means of collecting in one place the remaining admittedly important but

generally considered more "minor" items on the curriculum).(1) But within each part of this broad grouping perfect freedom of discussion would be the rule, so that where possible we would be able to attain our ideal of deriving and discussing elements common to all three of the systems, and yet on matters where this would prove to be impossible, as we indicated by example above, we would still be able to present the practices characteristic of each system, not on a strictly, and probably distasteful, comparative basis, but as significant, worthwhile and interesting deviations, resting ultimately on the aims, objectives and educational philosophy peculiar of and particular to each of the principal pertinent patterns. In other words we will strive to interpret the educational practice and procedure in terms of the underlying philosophy, aim and content that inspire and guide it.

#### One Aim Common to Both Systems

Furthermore, I would like to point out even at this early stage that the dichotomy between the Catholic and Protestant approaches to the problem of education, as experimental observation and investigation clearly reveal, is, granting certain fundamental and obvious exceptions, more apparent than real, and not as fundamental in character as many educators on both sides of the educational fence seem to believe. And is this not to be expected, for after all we are attempting to accomplish the same arduous task in the same milieu and environment, subject largely to the same difficulties

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(1) The presentation of the data revealed by the fifty item educational check-list we spoke of in the Introduction as the "Rating Scale" will be reserved for a full and complete separate chapter in itself, immediately following this present one.

TABLE IX

Observations by Subject for the Three Systems.

SUBJECT ↓	SYSTEM →	Eng.Cath.	Fr.Cath.	Prot.	TOTAL
Religion		6	4	(Opening Exercises) 1	11
Mother Tongue:		(25)	(26)	(15)	(66)
Spelling		7	3	3	13
Reading		7	10	5	22
Literature		4	1	1	6
Language		0	1	2	3
Grammar		5	9	1	15
Penmanship		1	1	2	4
Miscellaneous		(Letter Writing) 1	(Free Work) 1	(Story Telling) 1	3
Mathematics:		(9)	(11)	(6)	(26)
Arithmetic		6	11	6	23
Algebra		3	0	0	3
Second Language		1	0	6	7
Other Subjects		(8)	(8)	(24)	(40)
History		1	4	0	5
Geography		1	2	6	9
Science		3	0	2	5
Latin		3	(not carried)	0	3
Art		0	0	7	7
Singing		0	2	2	4
Health Education		0	0	2	2
Miscellaneous		0	0	5 (1)	5
T O T A L (2)		49	49	52	150

(1) Two kindergarten classes, 2 opportunity classes and 1 Industrial Arts class.

(2) The number of lessons observed exceeds the number of classes visited because quite often more than one subject was taught during the time of the observation.

and striving to achieve the same result, namely, the training and guidance of Christian Canadian citizens (1).

#### Material Based on Revised Data

This chapter, then, divides itself into the various sections listed above, corresponding to the major blocks of subject-matter ordinarily found on the average curriculum. Table IX on page 72 shows the grouping of the actual observations made arranged by subject (and where necessary by subject sub-division) for each of the three systems. The material presented and the commentaries made are in accord with the data collected and notes taken during the time of the observations listed on this Table as modified and revised by discussion and experience, which, after all, as the adage has it, is the "greatest teacher".

#### Interpretation Left to Reader

We have striven to present an accurate exposition and narration of the true situation actually prevailing in our schools, preferring for the most part to leave the evaluation and interpretation of the data given to the judgment and understanding and probably greater knowledge and experience of the individual reader to be made for himself as he best sees fit and proper.

#### END OF INTRODUCTION

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(1) It is interesting to note in this regard the increasing number of direct quotations from and references to modern English (largely American) texts in the various educational journals printed in the French language, - a number sufficiently large to impress itself on the consciousness of the writer even in the very small amount of such French reading done. For those interested, two very significant articles (in English) appeared in successive issues (December 1945 and January, 1946) of "L'école Canadienne", the official pedagogical review of the Montreal Catholic School Commission, namely, "Our Merit System" by Mr. Trefflé Boulanger (Director of Studies), p.175-181, and "The New School Program in Quebec" by B.O. Filteau (French Secretary of the Department of Public Instruction), p.214-219. Turning to the other side of the picture we also take note of the fact that Dr. William H. Burton (non-Catholic) in his magnificent treatise, "The Guidance of Learning Activities" (D. Appleton Century Co. Inc., New York, 1944), takes the opportunity of making this equally significant statement on p.587: "These very (modern and progressive) methods are being expertly used, however, by large numbers of Catholic teachers in public schools and by an appreciable number of nuns in parochial schools". Granted he was speaking primarily of American Catholic schools, - nevertheless it does signify a definite trend of great importance, especially for those of us living and teaching here in Quebec.

## SECTION ONE

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### THE TEACHING OF RELIGION

#### Evident Differences

It is clearly evident that whatever similarities may exist in other subjects, it is in this matter of religion and its objectives, content and methodology/<sup>that we are going to find possibly the greatest differences</sup> and divergencies, - indeed it is fundamentally, as even an elementary study of our history immediately reveals, the "raison d'être" of our whole bi-religious educational system, and yet both divisions of this system are professedly Christian. Let us begin with brief statements of the aims and objectives, as expressed in their official publications, of the two systems in this important regard, following up then with a glance at the content of the religious courses, and finally considering at some length the actual methodology observed or discussed during the period of investigation.

#### AIMS AND OBJECTIVES

##### Catholic Aims

The Programme of Studies for English-Catholic High Schools (1) has this to say concerning religion:

"In the teaching of religion it is of the utmost importance that the pupils be brought to realize the vital influence which the doctrine and practice of the Church should have on their lives. Hence the formal teaching of the classroom must be supplemented by Sodality organizations and Catholic Action groups, by which our young people will learn to work into their daily lives the subject matter studied in class and to realize that it is their duty to use the truths they have received for the enlightenment and the betterment of their fellowmen". (2)

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(1) Remarks and quotations on religion naturally apply with equal force to both sub-divisions, English and French, of the Catholic system. This condition will generally maintain for the other subjects also, except, naturally, Mother Tongue and Second Language, in all the grades up to Seven inclusive.

(2) Op. cit., p.3.

Again, in the program for the Elementary and Intermediate schools we read: "We teach our children prayers in order to show them how to speak to God with intelligence and love". (1) And later on, "Catechism is not something that must be merely learned. It ought to become an integral part of life, permeating the souls of the children and directing their actions"(2). The two reasons given for the teaching of Church History are: "(a) To prove that the Church is of Divine origin; (b) As an aid in Apologetics, especially in answering objections".(3) Finally, we find Civics (included under Religion in Catholic schools) defined as "The sum of the feelings and practices which produce a good citizen", who is "distinguished by his attachment and devotion to his city and country".(4)

#### Protestant Aims

In the Handbook for Teachers in the Protestant Schools of the Province of Quebec, the following clear statement is made:

"No education is complete which disregards the spiritual legacy of the ages. This consists of the great body of thought and aspiration which is comprised in morality and religion. The principles of moral living must be included in any adequate programme of school instruction both because of their intrinsic interest and because they are essential to that well-rounded character which is the final goal of the educational process".(5)

A few pages later speaking of Bible Study as part of the English Course, we come across this statement: "The decision to make Bible Study compulsory

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(1) Ibid., p.16.

(2) Ibid., p.19.

(3) Ibid., p.65.

(4) Ibid., p.23

(5) Op.cit., p.9.

is in keeping with the thoughts of many people that a study of the Scriptures is fundamental to the preservation of Christian civilization".(1) Finally, the aims of Moral and Religious Instruction are given as:

"1. To impart a general knowledge of the contents of the Bible with particular reference to the incidents and passages which afford a basis for the moral and religious instruction of children. 2. To stimulate an interest in the Bible as one of the masterpieces of English literature. 3. To afford the teacher an opportunity of emphasizing the moral and religious foundations of our civilization and the importance of upright character in personal and national life". (2) As to civic and social training this thought is expressed: "The objectives of education will be attained if children are so trained that they become healthy, moral, cultural, efficient, self-supporting and co-operative citizens". (3)

#### CONTENT

This we will indicate only very briefly indeed, as the various programs and courses of study are readily available for further consultation, if such is needed or desired. The Catholic program (to Grade 9 only) includes Prayer (perhaps 35 or so in all), Catechism (more broadly interpreted than any mere question-and-answer technique) (4), Sacred and Church History, Gospel reading, a little elementary Church Liturgy, and courses in Good Manners and Civics and Sociology. Every pupil in the higher grades is required to have a copy of the New Testament. The program in the Protestant Schools (5) takes

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(1) Ibid., p. 42.

(2) Ibid., p. 91.

(3) Ibid., p. 10.

(4) The DePaul Course in Religion, organized on the Morrison Unit Plan was recently tested in selected schools.

(5) It has to be remembered that they must perforce deal with all the various Protestant sects and also the Jewish group, a handicap the Catholic schools obviously do not suffer in this regard.

in explained Bible Readings (English Course) and Scripture Study, hymns and prayers (the Lord's Prayer) used in the opening exercises, instruction in morals (without denominational teaching) and democratic citizenship, and the saluting of the Flag and the singing of "God Save the King". In general, the Protestant pupils study the New Testament and the Jewish ones the Old Testament.

### EDUCATIONAL PRACTICES

#### Protestant Schools

The Opening Exercises in the Protestant schools are conducted in a dignified and generally respectful manner, the singing is good, the Scripture intelligently read (usually by a pupil, it would seem), and the short explanation by the Teacher reasonably well followed, and the Flag Salute and National Anthem are excellent. However, a certain ennui, I hesitate to use the word "boredom", is apparent in the attitude of some of the pupils. While they are not at all shy about their participation, or the observation thereof, in the opening Exercises, their enthusiasm is, to say the least, not over-marked, and the interest and attention displayed not of the keenest. Probably the explanation lies in the fact that doing what almost amounts to the same thing every day at the same time does inevitably militate, even in what should be as vital and compelling a matter as religion, against a consistently high rate of interest and attention. What is the best solution to this problem is beyond the strict field of this work - nor for that matter do I pretend to know the perfect and lasting answer - but it would seem to be a matter where a little intelligent thought and effort might pay rich dividends for all concerned. This little suggestion, however, must not cause us to lose sight of the more important fact that in general the Opening Exercises in the Protestant schools are normally very well done. The Bible Reading course



is clear in itself, obviously depending for success in the main on the ability and initiative of the individual teacher and the degree of interest and receptivity (including the home environment) of the individual pupil. Citizenship and democracy are taught primarily by practice supplemented by precept, both in the classroom itself and in such related fields as clubs, discussions, forums, student councils, etc., etc. A detailed description of all these is clearly impossible here, - let it suffice to say that the job done in the Protestant schools is outstanding, both in its scope and achievement.

### Catholic Schools

The morning and afternoon sessions in the Catholic schools open and close with prayers and these are said by both teacher and pupil with attention, respect and devotion. Occasionally the teacher will add a short informal pertinent meditation of his own (I heard an excellent one during one of the observations), and often the prayers are offered for some special intention (a sick or deceased parent or pupil, in honor of a special feast-day, etc.). This tends to prevent the monotony I spoke of above and makes the act of praying much more personal and meaningful to the pupil. Another practice is the offering up to God of all the actions (work, study, play, etc.) of the day in the prayer called the Morning Offering, which seems to me a splendid way to start the day off right. The last prayer said before final dismissal is the Act of Contrition, when forgiveness is asked for the offences of the day. I could write much more in similar vein, but I will content myself with saying this, - it is a beautiful and inspiring sight to see these Catholic classes, teacher and pupils, united in earnest, dignified and heartfelt (you are aware of, and can almost "feel", their deep-rooted sincerity) supplication to the Creator and Common Father of us all. The Catechism is explained by the teacher and recited later by the pupil,

preferably in his own words, but if not, then in words fairly closely approximat<sup>ing</sup>ely those of the text. The other divisions mentioned under "content" are handled in somewhat similar manner. Practical democracy is more directly fostered in extra-curricular activities, especially organized sports, than in the classroom itself (save by precept, of course) which still tends to be regarded as primarily a place of more intellectual pursuits. While granting all the above, and more, with regard to the Catholic Schools, there is one ever-present possible weakness and danger, and it is that a mere parrot-like and often very rapid repetition of the words of the prayer or catechetical text or what have you, without any understanding of the basic meaning thereof, may result. The French schools with their greater insistence on the strict wording of the text are much more prone to this serious fault than the English, and it was indeed actually encountered there at times during the visitations. The courses in Sacred History, Gospel, Liturgy, and also those in Good Manners and Civics and Sociology, receive less formal treatment and with the exception of the first are usually made the subject of incidental teaching. The Gospel of the Mass for the coming Sunday is normally read and explained during the preceding week.

#### "Learning by Doing" in Religion

There is one final remark I wish to make and it is this, while religion is treated with due reverence and importance in the Catholic Schools (although as Table I on page 50 shows, it does not receive a very large share of the program-time), it must not be assumed that it is either over-formalized or distasteful to the pupils. On the contrary, the interest here equals or surpasses that accorded many of the other subjects, a possible reason being that the pupils of every class seem to have an inexhaustible fund of possible situations, contingencies, difficulties, technicalities and the like,

that they love to present and discuss in all their detail, a natural source of interest, of course, which the teachers encourage and foster. One last word, - religion is further brought to the pupils' notice and attention by regular visits and talks from the parish clergy (for the Catholic schools are largely organized on a parochial basis) and by various religious observances and ceremonies (often on their own time) in common throughout the year, e.g., the children's Sunday Mass, Benediction, Corpus Christi procession, etc., and also, for many, <sup>by</sup> being members of the Altar-boys Sanctuary. These latter practices, of course, entirely apart from their proper religious significance as acts of homage and worship, are vivid examples of the possibilities of applying the "learning by doing" technique to the learning of religion and the fostering of moral education.

#### Religion Essential to True Education

In conclusion, then, I think it is therefore a safe and prudent observation to make that in our Quebec schools, on both sides, while granting that perfection is yet to be achieved, we are doing a praiseworthy and worthwhile job in our efforts on behalf of religious instruction and moral formation, and my strong personal conviction is that by so doing we are securing the better part of what true education is meant to be and to imply, for as the Great Teacher Himself said, "What doth it profit a man, if he gain the whole world and suffer the loss of his own soul?" (Matthew XVI, 26)

END OF SECTION ONE

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## SECTION TWO

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### THE TEACHING OF THE MOTHER TONGUE

#### Language Differentiation

While our commentaries in the first section on the teaching of religion were differentiated on the basis of the religious affiliation of the two great groups here in Quebec, those in this second section on the teaching of the mother tongue will necessarily be embraced under another and different classification, namely, that not of religion but of language and race. For clearly the mother tongue of the two English-speaking minorities, Catholic as well as Protestant, is the same, being naturally English, whereas in like manner the mother tongue of the larger body of Quebec Catholics is, of course, that cherished and exceedingly well-developed, though, as even its most loyal adherents and strongest supporters admit, very difficult to learn language, French. With this in mind, then, we shall strive as much as possible to correlate our observations of the English-speaking systems under one unified heading and treatment, reserving a similar unity of commentary in each of the sub-sections (aims and objectives, content, and educational practices) for our investigation and evaluation of the French group.

#### AIMS AND OBJECTIVES

##### Objectives in the Protestant Schools

Under the heading "Aims" in the section on "English" in the same Handbook for Protestant Teachers referred to above, the following are listed:

"1. To stimulate an appreciation of fine expression in prose and verse. 2. To introduce pupils to the great literary heritage of the English-speaking peoples. 3. To establish contacts with the life and thought of others, in varying circumstances, through imaginative reconstruction of the experiences described by great writers. 4. To afford pupils a means of understanding and interpreting their own lives through the recorded life experiences of others. 5. To provide a way for the profitable use of leisure". (1)

And earlier in the same text we find the following:

"Our literary heritage is the great body of books which preserve the results of human thought through the ages. This is a priceless heritage, the biography of the human spirit. - - - The study of literature finds its justification in this element in humanity's funded capital".(2)

It might be well to recall again here a point of which we have already made pertinent mention in the first section on the teaching of religion, namely, the inclusion of Bible Study as part of the English Course in the Protestant schools. Various specialized aims are also mentioned in certain parts of this Handbook, among them being the ones on Language ["To enable pupils to use their own language as a spoken and written medium, correctly, clearly, and in a pleasing manner".](3), Spelling ("To help pupils to master the spelling of words which they are likely to use in writing, under all ordinary circumstances".) (4), and Writing ("To teach this means of communication in language, with particular attention to speed and legibility"). (5)

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(1) Op. cit., p. 30

(2) Ibid., p. 9.

(3) Ibid., p. 80.

(4) Ibid., p. 139.

(5) Ibid., p. 140.

### Objectives in the English Catholic Schools

The above-mentioned English-Catholic Programme of Studies lists various aims in the different sections on the pedagogy of English throughout the book among which are included the following:

"Exercises involving thought and its expression should stimulate the faculty of observation, inspire ideas on the things of nature and of life and enkindle noble aspirations in the heart. - - - To encourage the children to think clearly and to speak freely about things which they know. To lead them to find new ideas from their surroundings and to acquire the means of expressing those ideas. To train them to learn the thought of others from the spoken word, pictures, the printed word. (1) To develop in children the ability to think clearly and logically. To train them to express their thoughts simply and correctly, naturally and effectively, in speaking and writing. (2) To develop appreciation (this is under the heading "Literature") of beauty in thought and form; to develop a love of the good and beautiful; to furnish the child with a stock of models of good thought and expression; to encourage him to read good books. (3) To lead the pupils to read for profit and for pleasure, for information and for the occupation of leisure time". (4) In various ways, in both manuals, the basic idea that "Every teacher is a teacher of English" is emphasized and made clear.

### Fundamental French-Canadian Educational Tenets

It is a well-known fact that Frenchmen the world over regard their mother tongue with reverence almost and are very proud of it as a masterpiece of brilliance, beauty and precision. This natural feeling is further intensified in the French of Quebec, who regard their province as the sole remaining bastion and guardian of the glory of what was once French Canada in the days of long ago. But there is far more to it than

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(1) Op. cit., p. 11.

(2) Ibid., p. 24.

(3) Ibid., p. 35.

(4) Ibid., p. 67.

merely this, as Mr. John C. Gallagher (a high school teacher on the staff of the Montreal Catholic School Commission) clearly saw and brilliantly interpreted in his thesis (1) on French influences on Canadian education, an admirable work with which every Canadian interested in education should make himself familiar for it contains very much material of significance that will shed light where merely heat exists at present. Perhaps two quotations from it will serve to make our point clear, firstly:

"In 1763 the uncertainty with which the French Canadians looked to the future was tinged with a spirit of bitterness (2) toward France which had not provided them with adequate defence, and which now, after a ruinous war had left them impoverished and at the mercy of their hereditary enemy whose language they did not understand, whose religion they would not accept, and whose designs upon their own they suspected. Thrown upon their own resources they determined to struggle for what in their eyes had real value, and what was almost their very life. Since fortunes of war had made them British subjects, they were determined that they would be French-speaking, French-thinking, French-worshipping British subjects". (3)

And later on:

"There are, then, three fundamental articles of belief which characterize French-Canadian theories of education. - - - The first is that education and religion cannot be divorced; the second, that the ultimate end of education is the same as that of religion; and third, that there is a definite relationship between language and religion. These three articles of belief have been determining factors throughout the whole course of development of education in French Canada" (4).

I definitely do not wish to become involved here in the thorny race question, but I do honestly think that a calm and sympathetic thinking through of these points in a Christian spirit of good-will and tolerance, which means accepting French-Canadians (constituting after all about 30% of the total population) as they really are and not as some of us

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(1) "A Study of French Influences on Canadian Education with Special Reference to Quebec" - Master of Arts in Education Thesis, McGill University, 1941.

(2) This feeling still exists and possibly partially accounts for, or is a secondary or contributing cause to, their well known indifference, as far as personal action is concerned, to France's fortunes in war.

(3) Up. cit., pp.2-3.

(4) Up. cit., pp.169-70.

think they are or wish they were, would clear away much of the suspicion, misunderstanding and prejudice on the part of the English-speaking population. I would recommend a similar course of action also to our French-speaking brethren, for national unity, essential as it is to this Canada of ours, remains nevertheless a two-way street. These thoughts, however, should prove of assistance to us in our interpretation of the teaching of the French language as the mother tongue in the French-Catholic schools.

#### Objectives in the French Catholic Schools

In the "Programme d'Etudes des Ecoles primaires élémentaires et primaires complémentaires" we find the following under the heading of aim and importance of the mother tongue:

"L'enseignement de la langue maternelle à l'école primaire est d'une importance qu'on ne peut exagérer. Il doit être aussi parfait que le comporte le caractère de l'école primaire. Aucune culture ne peut compenser la connaissance de la langue maternelle, parce que c'est elle qui rend quelqu'un capable de penser par lui-même, de s'assimiler les pensées des autres et de donner une forme personnelle à sa pensée. C'est la base de l'éducation intellectuelle. - - - Dans l'enseignement de toutes les parties de la langue maternelle, il faut toujours avoir présent à l'esprit que, tout en visant à la fin propre de chacune d'elles, on doit chercher à attendre plus haut, c'est-à-dire qu'on doit exercer les élèves à découvrir la pensée dans le texte qu'ils lisent; les formes du langage dans les choses qu'ils écrivent ou qu'ils analysent; les lois et les habitudes de la langue parlée ou écrite dans la grammaire qu'ils apprennent; les éléments de beau littéraire dans leurs exercices de composition". (1)

#### CONTENT

##### English Schools

The subject-content traditionally grouped under the generic heading "English" normally embraces those to be found in the following somewhat arbitrary outline: a) oral expression - original work (talks, stories, informal discussion, oral composition), reproduction, dramatization

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(1) Op. cit., pp.22-3.



(including class and school plays and debating of an elementary nature), picture study; b) written expression - written composition, letter-writing, and the written form of the last three items listed under "oral expression"; c) language (meaning and form) - mechanics of oral and written language, vocabulary and phraseology, correct usage, functional grammar (a means not an end); d) reading - method and subject-matter, mechanics of reading, oral, silent and supplementary reading; e) spelling and punctuation; f) penmanship (handwriting is the normal scholastic form of written expression); g) literature - prose (novel, short story, essay), poetry (content and form - rhythm, figures of speech, etc.), drama, memorization (literary gems). In addition, a certain amount of library work is undertaken in both systems, especially in the Protestant one where class and school libraries are the rule rather than the exception. Also in the Protestant schools Choral Speaking has been made an integral part of the English course in the elementary grades.

### French Schools

As to the French content, the "Programme d'Etudes" lists it as follows: "L'enseignement de la langue maternelle, au cours élémentaire, comprend la lecture, le langage, la grammaire, l'analyse et la rédaction. On y joint d'habitude l'écriture et la dictée: la première étant nécessaire à l'expression de la pensée par la plume; la seconde, servant à contrôler les connaissances acquises". (1) The following headings are listed in the same text in the section (2) allotted to the "Cours primaire complémentaire", that is, the equivalents of our Grades 8 and 9: "lecture, vocabulaire, orthographe et grammaire, analyse, littérature et rédaction, explication de

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(1) Op. cit., p. 22.

(2) Ibid., pp. 66-69.

textes, notions d'histoire littéraire, récitation de mémoire" - all of which together with their sub-divisions, go to make a very extensive program indeed, - a fact which is verified and proven when we recall that from one-half (in the earlier grades) to one-third (in the higher grades) of the total time available each week is assigned to the teaching of the Mother Tongue in the French schools (1) and even then, as many of the teachers and principals assured me, both they and the pupils find it an almost super-human and impossible task to secure the degree of perfection comparable even to that attained for English in our schools. On the verbs alone, for example, admittedly very intricate and confusing, even to them, they spend what would seem to us an amazing amount of time to arrive at what is perhaps after all fairly and justly described as limited success therein, so intricate and rigid is the language.

### EDUCATIONAL PRACTICES

#### English Spelling

The spelling text in use, namely, Quance's "Canadian Speller", is common to the two English-speaking groups, and a general spelling methodology is indicated therein which many of the teachers follow with modifications of their own suitable to the needs and requirements of their own individual class. The words for the day are written one by one on the blackboard, the meaning of each one derived (the pupils using their dictionaries, if necessary) and its use illustrated in a sentence (if there is sufficient time to satisfy this need), the teacher indicates difficulties and diversities (double letters, odd combinations, etc.) by chalk markings, a pupil spells the word, the class visualize it (more teachers should utilize this valuable natural help)

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(1) See Chapter Two, Table I, p. <sup>50</sup>49, - also op. cit., pp.62-3,81-2.

and then write it a certain number of times (perhaps 5 or 10). If possible, the words are left on the blackboard in plain sight of the pupils until the next day when it is time to test them. The next day they are quizzed in writing (and sometimes orally also) and the errors (the correction usually being made by interchange of copies) written out and recited or otherwise prepared for eradication. Naturally shorter versions, and other modifications, of the above methodology exist, but all the Spelling lessons observed contained some or many of the above features. It is understood, of course, that constant reviews and the other more obvious elements of the teaching of Spelling are taken for granted as forming important parts of the course, though not described here.

### Reading-English

Reading is primarily oral in our schools, especially in the lower grades. The technique in general seems to consist in having the pupils read orally in turn, with, and in too many cases without, explanation by the reader of the matter read. Errors or mal-pronunciations <sup>are</sup> being corrected by other pupils, or, if necessary, by the teacher. There is very little unison reading save for literary selections, except in the earlier classes. The blackboard and various kinds of flashcards are used with great skill by the teachers of the first two or three grades and it is here that enjoyment and appreciation, and often too, oddly enough, the most appropriate nuance or shade of vocal expression suited to the printed matter, is to be found, - the children here want to read and are happy when so doing. Correction of pronunciation, questions on the matter, discussion of the illustrations, and other commentaries related to the

text form normal parts of the reading lesson. The oral reading, by and large, is very well done, the articulation and tone are good and there seems to be a sound grasp everywhere of the meaning of the printed text and its related oral interpretation and expression. However, in the upper grades (from Grade 5 on), there should perhaps be more time (especially in the Catholic schools) devoted than is at present the case to the exceedingly important technique of comprehensive silent reading. It should be pointed out, of course, that oral reading and its related discussions form the focal point around which very many important and functional oral language lessons are carried on and centered, and these latter are made the basis for future written expression, especially when the practice of requiring statements to be couched, where possible, in complete sentence form is constantly followed, as is the case with many good teachers.

#### English Grammar, Composition, Penmanship

Grammar is taught indirectly by corrected practice and directly by blackboard lessons and textbook (in the higher grades) exercises, supplemented by Workbook activities on the part of some of the more enterprising teachers. The Open Door Series, in use in both systems, combines oral and written work, and where a sympathetic attempt is made to interpret and follow out the instructions contained in the manuals, beneficial results are sure to ensue, which has been the experience in many classes. Written Composition follows oral discussion and often a blackboard outline of the subject, - the results are nugatory, it would appear, compared to what many of the teachers seem to feel the pupils are well capable of producing. The errors in the finished product are indicated (orally or in writing, or both) and subsequently corrected by the one who made them. Very much stiff

criticism is directed at the handwriting of the pupils, which many feel becomes progressively worse as the students advance from grade to grade. Certainly it is absolutely true to say that the writing, in general, in the English Protestant schools is definitely and noticeably poorer than found in the English Catholic, and that both are very markedly inferior to that found almost everywhere in the French schools. And yet the accepted standard scientific teaching techniques are practiced, with the expected modifications and variations, in all three systems generally, - possibly the explanation lies in the evident fact that the quality of the handwriting in the three systems bears a direct ratio to the importance (backed up by curriculum-time assigned) attached thereunto and the grade requirements and degree of excellence stressed by each one of those systems. There seems to be no sound reason why, for example, the Protestant third grade pupils should not begin to write in ink, or the sixth and seventh grade Catholic (English) ones should have ~~have~~ Penmanship as part of their course of study, not only officially, but more important, in practice.

#### English Literature, Class Libraries

Literature is well handled in the higher grades, especially if we properly consider appreciation and enjoyment (1) as being of paramount

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(1) An amusing incident comes to mind in this connection, - during observation of a literature lesson (and I might add a very successful one from the point of view of enjoyment - these pupils were all visibly happy and keenly alert throughout the lesson) in a Protestant Grade 9 boys, the matter being taught was Samuel Clemens ("Mark Twain") "Adventures of Tom Sawyer" and the section touched upon was the one where Tom is supposed to put on a great show of knowledge for the visiting vicar's benefit and fails miserably. I do not think these boys were "putting on a show", - certainly they did not fail at all, let alone miserably, before their visitor that morning.

importance here. However, the English Catholic schools perhaps hamper their own efforts here by being inclined to place considerable stress on "backgrounds" (outline of the piece, author's life, general theme, metre and rhyme scheme, significance, meaning of certain expressions, etc.) as contained in dictated notes. Of course, it is difficult to blame the teachers as long as they are judged, even in part, on the results of their pupils in written examinations emphasizing these not strictly "literary" matters. The course in the elementary grades is naturally more difficult to handle because of the immaturity of the pupils and for that reason seems to resolve itself largely into memorization of a certain number of selections and the oral recitation (in unison or individually, and frequently very well done) of them, together with simple questions on their more "mechanical" aspects. It does seem that a little more imaginative treatment could be achieved by most of the elementary teachers, with, however, fortunately, notable exceptions. The well-planned and excellently executed Choral Speaking lessons in the Protestant elementary classes are of invaluable assistance in furthering this end of making literature more attractive and enjoyable to the younger pupils in these schools. In all this matter of the teaching (and enjoyment) of our mother tongue, English, there is one exceedingly important point to which I wish to give its proper and befitting emphasis and eminence, and that is the very valuable, as the results show, practice of the Protestant Board of encouraging, stressing and making possible, the existence and frequent use of well-stocked class libraries. Every Protestant classroom I visited, with hardly an exception, enjoyed its own personal library - there were gradations in the evident care, appreciation and use of the books, of course,

and also their number - and this is a tremendous advantage and a great step forward in the professional aid and service of the teaching of English in those classes.

### Social Maturity of English Pupils

There is very much more we could have written on this subject, but the space-rights of the other sections of the curriculum must be respected. The analysis we have made forms a significant, but necessarily somewhat bare skeleton outline, the transformation of which into a detailed schemata we leave to the discernment and reading skill of the individual reader, - with a little imagination and reasonable judgment, I think the whole and complete picture will gradually reveal and develop itself. There is one final point I would wish to make in this regard and it is the significant observation that in the English schools the pupils (and it seems a direct result of their total training) are everywhere able to converse freely, politely and intelligently with visitors and those in authority, and to express and explain their opinion without embarrassment or insolence. This is one of the major worthwhile and lasting benefits of the so-called newer approach to education in its broader interpretation and significance, and is characteristic, it is a pleasure to record, not only of the English Protestant schools but also the English Catholic ones as well.

### French Reading, Literature, Penmanship

The emphasis in reading in the French classes is on pronunciation, articulation, the liaisons, and on a natural and fitting tone. In addition, an explanation of the meaning of the words and the sense of the sentence, including distinguishing between the principal and the secondary ideas, is

expected of the pupils. A synoptic plan of the selection is to be constructed, and the qualities of its style, such as clarity, correctness, conciseness, etc., pointed out. The general classification (prose, poetry, narration, letter, etc.) of the piece should be indicated and some knowledge of the author gained. Finally, an oral or written account of the selection may be required. It is clear that such an intensive study (the standard of achievement expected varies, of course, with the grade) of the selections inevitably causes something of a reduction in the number studied. Connected with this course is the memorization and recitation of a number of literary selections. The cultivation of good diction is the prime aim here, though a good knowledge of their content, following the teacher's explanation of same, is taken for granted and may be asked at any time. Handwriting is heavily emphasized and much practice given to meet the high standard set for achievement. By the end of elementary school they are expected to have mastered orderly arrangement and execution of ink-writing on single line paper (also unruled paper in certain cases), including titles, spacing, margins, the proper line-breaking of words, and such other matters as letter addresses, receipts, etc. Models are set, the technique explained, and guided and corrected practice follows. The result is uniformly good, neat and orderly handwriting everywhere.

#### French Language, Grammar and Analysis

As far as Language is concerned, the course comprises vocabulary study (sensing the simple yet precise word to fit the idea exactly is the aim here), and exercises in observing and expressing their thoughts about common objects and experiences (home, school, weather, lessons



studied, things in nature, religious and civic events, etc. etc.), including their personal feelings and emotional reactions, and the reduction of these to oral or written composition. Finally, grammar and analysis, to which the French join spelling and dictation (which also takes in the many marks of punctuation), is studied. The grammar is detailed and difficult and consumes a very considerable amount of program time. The analysis, usually a sentence expressing a significant sentiment (such as one I witnessed analyzed: "Les enfants qui délaissent leurs parents dans leurs nécessités ne sont pas dignes de vivre".), is likewise involved and far from easy. Both are taught by the oral blackboard technique and reinforced by written exercises. The dictations are meant to provide occasions for the pupils to see the language rules put into practice and great stress is continually placed on proper punctuation. The Complementary Grades go into all these matters in correspondingly greater detail and add such items as a study of more formal elements of literature as well as some elementary notions of the history of literature as derived from the authors studied, and what is known as "explication de textes", that is, a detailed, analytic, intensive study of a certain number of narrations.

#### More Provision for "Human Factor" Necessary

From all the above, it will at once become apparent that the course in the Mother Tongue in French schools is a very complete and detailed one, requiring considerable ability on the part of the teachers and a corresponding effort on the part of the pupils. It is predominantly intellectual in character, and follows strictly a very definite pre-arranged plan and program. There is little room (or time) for horizontal development,

for initiative or imagination, for the chance play of an unexpected turn in the lesson or day's program. Perhaps for these reasons, the results obtained do not seem entirely commensurate with the effort and time expended. The teaching in this field begins to take on and assume the aspects of a solemn duty or a sacred calling, and the human elements, natural to all education, may be lost sight of in the process. Readily granting the beauty, both of precision and content, of the French language and the intellectual training its formal study affords, and the special place and significance instruction in their mother tongue holds in the minds and hearts of our fellow Canadians of French origin, nevertheless it would seem very true to say that the aims set for it by the able educators in charge would be more completely and far more pleasantly and pleausrably achieved if the very rigid and exacting standards were relaxed to some slight degree and the human factor, as it applies to both teacher and pupil, provided for and taken into far greater account than is the actual situation at the present time.

END OF SECTION TWO

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### SECTION THREE

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#### THE TEACHING OF MATHEMATICS

##### Common Characteristics

This third section, on the teaching of mathematics, in contrast to the two which immediately preceded it and which were necessarily and of their nature bi-focal in character, being differentiated in the one case by religious affiliation and in the other by native language, offers scope at last for unified and uniform treatment of a subject in and of itself alone, or "per se", as the philosophers phrase it. Accordingly, in this important matter of mathematics, both elementary and more advanced, we shall strive to present characteristics common to all three systems, without, of course, denying their rightful and proper place and position to the inevitable deviations we deem of significance and pertinence.

##### AIMS AND OBJECTIVES

###### Protestant Objectives

The aims of Arithmetic, as given in the Protestant Handbook are as follows:

"1. To enable the pupil to think in terms of quantity and number. 2. To develop accuracy and speed in number processes. 3. To apply the results of thinking in quantitative terms to actual situations. 4. To cultivate the habits of care, order and neatness in number. 5. To aid in the development of such moral values as industry, honesty and initiative." (1) It goes on to emphasize the sometimes overlooked fundamental fact that, "As it should be taught in the school, arithmetic is a practical subject. It should never be divorced from situations which may actually be met in life".(2)

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(1) Op. cit., p. 23.

(2) Ibid., p. 23.

Among the aims listed for Algebra as a distinct subject are included, with others, the following:

"To show the meaning and value of symbolic expression with relation to numerical values and mathematical operations. To teach the idea of the equation and to show its value as a method of solving problems. To make possible the expression of quantities which are impossible of expression in arithmetic. To develop the mathematical attitude to observed facts". (1)

It further notes that, "The solution of the problem and the use of the equation are the two most vital parts of algebra for the average pupil".

(2) Finally, in the section on Educational Philosophy, mathematics finds its vindication in these apt words: "As the world is an ordered creation, operating upon unchanging laws, the study of mathematics, which is the science of order, finds a place on the curriculum." (3)

#### Catholic Objectives

In the Catholic Programme of Studies, there are some interesting observations under the heading, "First Ideas of Number":

"The teacher will give, orally, an idea of the numbers from 1 to 50 by means of the usual concrete objects; kindergarten sticks, marbles, counters of ball-frame, pieces of paper, etc., or she will lead the children to form themselves into groups to represent these numbers. - - - By means of objects she will give orally the first notions of multiplication and division. Note: All these first notions of numbers must be presented in the following order: 1. Intuitively (concrete form), 2. Orally, 3. Written". (4)

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(1) Op. cit., p. 21-22.

(2) Ibid., p. 22.

(3) Ibid., p. 9.

(4) Op. cit., p. 13.

Later on in the same text under Arithmetic we read:

"On account of its practical character, a knowledge of arithmetic is essential in daily life. The Primary School (1) trains the pupils to solve accurately, easily and rapidly the arithmetical problems met with in everyday life. Arithmetic stimulates attention and reflection and develops judgment and reasoning. This subject should be presented in the following successive stages: Intuitive (using concrete material). Oral arithmetic, written arithmetic". (2)

Here also is stressed in almost exactly identical words, oddly enough, the same thought expressed in the Protestant manual, namely, that, "Arithmetic in the school is a practical subject and should never be divorced from situations which may actually arise in life."

(3) There is another basic, indeed practically axiomatic, thought constantly brought into prominence and reiterated again and again in the Catholic text. It is the point bearing on the place and importance of mental and oral arithmetic.

"The teacher will again bear in mind that the mental and written work go hand in hand, the former supplying the foundation for the latter. Accuracy and speed in number processes should be developed by mental arithmetic and rapid calculation. - - - Written problems and exercises should be of a practical nature and always be preceded by oral work". (4)

## CONTENT

The content in mathematics for Grades One to Nine forms, in general, a fairly compact and well-organized body of knowledge and includes normally such matters as: 1) Arithmetic - the fundamental operations with integers, averages, common measures, factoring, fractions,

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(1) It will be remembered that in the Catholic system the term "Primary" is applied to all Grades, up to Twelfth inclusive.

(2) Op. cit., pp. 35-36.

(3) Ibid., p. 38.

(4) Ibid., pp. 38-9.

decimals, simple proportion, and percentage and its applications in discount, commission, profit and loss, and interest. 2) Mensuration - the square, rectangle, triangle, circle and cube, and squares and square root. 3) Commercial forms - bills, accounts, receipts, cheques, and elementary bookkeeping. 4) Algebra - notation and fundamental operations, factors, fractions, and simple and simultaneous equations.

### EDUCATIONAL PRACTICES

#### Use of Blackboards, Objects and Materials

In the teaching of mathematics, both elementary and more advanced, the first impression with which we are left is that here above all is the blackboard truly the teacher's right hand. Certainly its assistance is put into universal use and I think it is safe to say, depending on memory as reinforced by written notes, that no mathematics lesson was observed anywhere in which the blackboard was not utilized to the fullest, and I might add, employed efficiently, intelligently and efficaciously. To digress for a very brief moment, the blackboard techniques of the teachers, almost without exception, of the three systems are of the highest and there is a striking uniformity of excellence throughout not only in the teaching of this especially suitable subject, which of its very nature lends itself so readily to diagrammatic and pictorial presentation, but also in the other subjects which lend themselves in varying degrees to this manner of treatment. The second general thought on this subject, and this applies predominantly and primarily to the introductory grades, is the obvious necessity and requisite that the elementary procedure be rendered at all times as concrete and "realistic" as possible by the use of as large a number as are available of the pertinent objects and prepared materials.

### Procedure with Arithmetic

Arithmetic is practically everywhere presented along these general lines, - the teacher (the pupils' desks are often cleared to render concentration and attention easier and make distraction less likely) develops the section under study inductively by oral explorative and integrated questions based largely on the former mathematical experience and knowledge of the children, at the same time constructing and filling in, as the answers warrant, a diagram or outline in chalk on the blackboard of the matter of that lesson. This continues until the picture is complete and the high-points or essentials of that particular lesson sufficiently clearly and completely, in the opinion of the teacher, presented to the pupils at their equivalent grade of mathematic absorption and in language suited to their present level of understanding. This general plan may be gone over rapidly a few more times by the teacher himself, usually assisted by some of the naturally brighter pupils who have already due to inherent ability achieved a fairly secure grasp of the leading thoughts of the lesson. The teacher then may devote a few minutes to the more obvious, and also the less clearly evident, applications of the principle or rule being taught and especially any immediate reference it may have to their own every-day lives (e.g. , in teaching Commission, its relation to the possible newspaper delivery work of some of them might be explained, etc.), and he might go on to indicate some connected and related unusual features and details, not that these will be remembered now (or perhaps even at all) but to assist in the generation and preservation of interest, or as motivation.

### Review and Remedial Work

Next the teacher will work out, again orally with the recording

in chalk on the blackboard of each step, examples of every major kind of problem connected with the matter of the lesson. Some of the pupils may then be called upon to work out a few problems either at the board themselves or orally from their places with the teacher doing the chalk writing at their direction. When these are sufficiently clear, the textbook may be taken and the matter on the subject it contains gone over as a co-operative endeavour by teacher and pupils. Naturally, during all this time, and especially if a high degree of interest has been maintained, which the observations showed to be normally the case, a steady stream of questions will have been directed to the teacher and either answered by him (that is, he guided the pupil by inductive questioning to the required answer, - a solution almost always possible in a well-taught lesson) or better still by other pupils in the class who have grasped, as we said above, the lesson's significance and essentials. Following this, a brief and rapid recapitulation of the highpoints of the lesson may be made, and the pupils turn to exercises or problems on the matter to test their knowledge for themselves. Difficulties will usually ensue sooner or later (often more recondite applications of the general rule) and these are cleared up for all/at the board. Further examples to solidify the technique are then worked for practice. It is of course understood that all the above, which represents the general consensus, admittedly liberally and comprehensively described, of arithmetic method observed, does not necessarily take place in a single lesson or on a single day, and likewise a place must be reserved for both subsequent practice and review, as well as possible individual diagnostic and remedial work.



Procedure with Algebra, Mensuration and Commercial Forms

Algebra enjoys a somewhat similar presentation, except that concrete practical treatment is naturally more difficult, but the greater maturity of the pupils and the interest of the matter itself, together with the natural satisfaction inherent in its successful solution, usually all combine to overcome this difficulty. Mensuration is capable likewise of adequate blackboard treatment, but another useful and much more concrete help is readily adaptable here. I refer to the cardboard (sometimes wooden) models of various sizes and design of the main geometric figures studied. These, of course, are of invaluable assistance in rendering vivid and life-like, in a visual manner, matter which would otherwise always tend to remain distant and indistinct because of its very abstract and formular nature. Again, practical mensuration exercises on the dimensions of the desks, walls, and other suitable equipment (the globe provides a sphere to measure, for example) of the classroom itself serve to bring home to the pupils in a more striking, interesting and permanent manner and way the relevant practical application of all this study. Commercial Forms are best taught, as might be expected, by the filling in and completing of real-life models secured from the neighborhood bank or corner grocery store, which again serves the two-fold purpose of arousing and retaining interest and clearly proving the practical relationship of the matter taught to actual life situations. The remainder of the course must of its nature incline to the more theoretical, but even here teaching based on the practical and utilitarian aspects of the subject-matter will greatly ameliorate the difficulties of mere classroom presentation.

Pupil Carelessness Greatest Obstacle

Finally, we would point out that in the very early grades very skilful use is made of pieces of paper (cut out sometimes in animal shapes), the ball frame, and similar material to put the concrete idea of abstract number across to the children. Oral and mental arithmetic, especially the former, is quite well done in all the schools. The presence of supplementary Arithmetic Workbooks, especially in the English schools, was noticed, a very useful and beneficial aid in this type of teaching. The Catholic teachers provide them on their own initiative (likewise probably the Protestant), as, with the exception, I believe, of Grade 3 (English), they do not form part of the official program. In passing, we might note that the English-speaking systems, both Catholic and Protestant, employ a common series of textbooks (1), though in general the Catholic program, as was the case also, we remember, with Spelling, is farther ahead in the text used at each grade-level. Very little "finger-cutting" and similar "illegal" procedure was observed, what little there was being confined to the French schools. In short, mathematics is well-taught everywhere at all levels, though we might wish the Protestant teachers to be a little more stringent in their demands on the purposive efforts of their assuredly not over-worked pupils, and the Catholic teachers to strive to make their presentations possibly more practical and concrete. The greatest obstacle to be overcome, in conclusion, lies outside the subject itself and is almost beyond the power and reach of the teacher no matter how excellent his technique, and that is the omnipresent bugbear of pupil carelessness,

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(1) Books I to III of The Canadian Problem and Practice Arithmetics (Toronto: Ginn and Company).

something which our brand new modern educational theories and techniques, with their almost total lack of compulsion of any nature whatsoever, seem powerless to overcome or eradicate, a point teachers everywhere are bewailing and bemoaning, as so many of their best efforts, the energy-consuming fruit of many years of tireless endeavour, seem to go to waste and to be of no avail, due to the indifference and "laissez-faire" attitude on the part of our present-day spoonfed pupils. Perhaps, in our kindness - or is it blindness, we make things too easy for those young people, - for, after all, the history of mankind shows that struggle and opposition and intelligent purposive effort unite to form and build the strongest and most indestructible characters. If we add essential religious formation, we are well on the way to our ideal of the complete Christian citizen.

END OF SECTION THREE

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## SECTION FOUR

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### THE TEACHING OF THE SECOND LANGUAGE

#### Important Position of Second Language

Our schools, both Protestant and Catholic, in the Province of Quebec are, to the best of my knowledge, unique and unparalleled, as far as the whole and entire Dominion is concerned, in that the teaching of the second language (English for the French, and vice versa) is compulsory, not only in the higher grades, but, perhaps more important still from the point of view of establishing broadly sympathetic attitudes as early as possible in the child's formative and impressionable years, in the later elementary ones as well. The study of French begins in Grade 3 in the Protestant schools and continues as a compulsory subject to Grade 12, inclusive, and extends in a like manner also from Grade 4 in in the English Catholic schools. In the French schools, English must be taught from the Sixth to the Twelfth Grade, both inclusive, and may be included (two hours a week) in the program for Grade 5.(1) Briefly, then, on all our programs the second language enjoys a position of respect and importance, which represents, in my humble estimation, a further indication of the educational worth and significant contribution of our unfortunately too-often unjustly maligned Quebec schoolsystem, a democratic system of Christian education, which with its prime tenet of educational freedom for all, English and French, Catholic, Protestant and Jew, has

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(1) For documentary proof of these matters, consult the various Courses of Study and related texts and materials referred to previously, especially those indicated in Section Two.

received encomiums of praise from accepted neutral observers of experience and perception, even beyond the borders of the country itself. (1)

### AIMS AND OBJECTIVES

#### Aims in the Catholic Schools

The Catholic Programme of Studies has this to say of the teaching of French in English schools:

"A knowledge of French is most useful to Canadians, especially here in our own province. English Primary Schools should, therefore, make every effort to encourage pupils to acquire a working knowledge of the French language. The pupils are taught by carefully graded exercises; 1. To understand French as a spoken language. 2. To speak it themselves adequately. 3. To read it with ease. 4. To write it correctly".(2)

Again, in the High School Programme we find: "Teachers of French should, therefore, devote an appreciable part of their time to French conversation and even endeavour to conduct their lessons solely in the French language".

(3) The word "endeavour", to my mind, is well-chosen here for speaking from experience, both as pupil and teacher, the conducting of a class completely in another language is one of the most difficult of all pedagogical undertakings. Conversely, in the French version of the same text, the teaching of English is spoken of, in part as follows:

"Dans certaines régions où les enfants entendent constamment parler l'anglais autour d'eux, leur oreille peut se former beaucoup plus aisément à la langue seconde, et la prononciation sera rendue plus facile. En outre, l'utilité de cette langue peut y être plus grande, jusqu'au point même de devenir une nécessité. - - - L'école primaire, sans vouloir pousser ni trop loin ni haut l'enseignement et l'étude de cette langue, se doit à elle-même, comme elle doit aux enfants qui lui sont confiés, de leur en communiquer une connaissance suffisante." (4)

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(1) To give <sup>but</sup> one example, see pp. 542-59 of "A History of Education" by W. Kane, S.J. (Chicago: Loyola University Press, 1938).

(2) Op. cit., p. 43.

(3) Op. cit., p. 11.

(4) Op. cit., p. 41.

### Aims in the Protestant Schools

Among the aims listed for French in the Protestant Handbook are these:

"1. To develop in pupils a familiarity with French as a spoken language to a degree which will enable them to use it with ease in all ordinary situations. 2. To give pupils a knowledge of the construction of the language and a vocabulary which will allow them to read French literature, at least in its simpler forms, by the time they complete their school course. 3. To acquaint pupils with the manner of thought and expression of a race closely linked with our own historically, as this is shown in language, and thus broaden their views and widen their sympathies. 4. To increase the usefulness of the pupils when they emerge from schools and enter upon business or professional life, particularly in the Province of Quebec. 5. To afford an opportunity for the disciplinary values of language study". (1)

Two further observations are definitely worth noting:

"In view of the importance of this subject in the Province of Quebec, teachers should endeavour to interest pupils keenly in it. - - - As far as possible French should be taught in that language. An English explanation should be given only when absolutely essential. Teachers of all grades are asked to use French, at least occasionally, as the medium of instruction in such subjects as Geography and History". (2)

### CONTENT

In the Catholic schools (both systems), the course comprises, in its broadest interpretation, vocabulary, conversation, pronunciation, idioms, grammar and language, translation (theme and version) and reading, dictation, memorization and elementary composition (including imitation). The Protestant schools emphasize formal language less, stressing plays and songs, reading and conversation (often dramatized) and simple dictation and transcription, - time, however, is devoted to verb study, elementary

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(1) Op. cit., pp.55-6.

(2) Ibid., p. 56.

grammar and some written work. The high school grades feature reading and discussion of easy literary selections, together with more formal grammar study.

### EDUCATIONAL PRACTICES

#### English Catholic Schools

There is a vast difference in the English Catholic Schools between the teaching of French in the elementary grades and that in high school, and the difference is thoroughly and unequivocally in favour of the latter. In the elementary grades, the subject is definitely unpopular in the main with both teacher and pupils. There is a marked absence of enthusiasm on the part of both toward it and frequently the bare necessities of the course are all that is presented. The reason for this unfortunate situation is obviously not racial prejudice, - there is no antipathy toward the French people, the exploits of the Canadians of that tongue receiving their full and just deserts, for example, as we shall presently see, in the teaching of History in these same classes. No doubt the difficulty of the subject itself causes a certain cooling of enthusiasm on the part of some, but this applies with equal force to the other two systems. Again, the knowledge that there are almost certainly sure to be some native French Canadian pupils in the class who will naturally be quick to detect errors may be a possible source of timidity to some teachers who are not too confident of their linguistic power and capacity or fluency, - but this clearly cannot be the cause of so widespread a situation. The cause, and the teachers and principals are acutely and resentfully aware of it (1), lies in the hopelessly impossible official textbook which is guilty of

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(1) Even the Director of the Teaching of Secondary Languages himself pointed out in no uncertain terms to me a few years ago several of the deficiencies of this outmoded text.

practically every known pedagogical offence in this regard (content, form, psychology, organization, etc.). It is no exaggeration to say that an examination could be set from this text that would in all probability prove too difficult for any but the most gifted Grade 12 pupil, and children of thirteen and under are expected to master it and with enthusiasm.

#### Elementary School Course Formal and Impractical

This state of affairs (1) is vitiating the entire teaching of French in the English-Catholic elementary grades, and is indirectly affecting the high school ones (where a superior and exceedingly fine text is in use, oddly enough) because the pupils entering therein do so with a definitely prejudiced attitude (and no wonder!) towards the study of the necessary second language. The course is highly formalized, very impractical and devoid of all relation to normal proven procedure. (2) It is to be remembered furthermore that the official textbooks, "to the exclusion of all others", as the Regulations phrase it (3), must be used in the classes indicated, and all examinations, of course, are based upon them. Many teachers, however, especially those personally proficient in French (4), struggle to overcome, insofar as they are able, this formidable

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(1) A committee of principals was formed in 1944 to outline and suggest a new French course for the elementary grades, but apparently nothing so far has come of it.

(2) Probably the only favourable feature of the whole thing is the provision of every class with a gramophone and a set of records illustrating well-pronounced French conversation.

(3) General Circular of the Department of Studies of the Montreal Catholic School Commission (L'ecole Canadienne, January 1945, p.244.)

(4) The competitive examinations for engagement and promotion all include one or more in the French language, written or oral, or both.



handicap, but it is true to say that at the present time any French the English-Catholic pupils learn is largely incidental knowledge derived from playing with French-speaking friends (a method, of course, of considerable success and highly commendable to all pupils). The high school course is a sound one and is well taught (sometimes by specialists), save that a greater effort might be made in the direction of oral work and practical conversation.

#### French Catholic Schools

The same situation maintains with regard to the teaching of English in the French schools, the companion series to the textbook in the English schools being in use. However, the French pupils seem to fare better than the English in their outside contacts, or else have a stronger realization of the need for being bi-lingual, for very many of them are relatively quite proficient at spoken English. Furthermore, they are aware of its value, find English reasonably easy to learn and are justifiably proud of their accomplishments in it. When visiting the French schools, I availed myself of the opportunity in almost all the classes (except, of course, the youngsters) of ascertaining their feeling toward and knowledge (1) of English. Practically unanimously, their answer was that it was "utile et facile", that is, useful and easy to learn. And yet, teachers themselves spoke largely only academic English (or about the same class of English as our teachers speak French). There was no very noticeable difference between the elementary and the complementary grades, these two latter classes being, in the French system, as we have noted before, a continuation in deeper form of the first seven grades, and not

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(1) The technique used was a personal quiz of their attitude toward the learning of English, its value, difficulty, etc., and a request to converse with me briefly in simple English.

forming a very distinct unit, as does our high school.

### Protestant Schools

We are confronted with a sharp contrast when we turn to the Protestant schools, - here, at least as far as personal observation revealed, the enthusiasm, vitality and high interest seem in the main confined to the grammar school grades. And again the reason for this seems to revolve about the texts in use and the orientation they tend to give the course and the standards they set and bring into being, granting always, be it understood, the paramount and controlling position of the teacher in this matter. Be this as it may, the grammar (even that in mimeographed semi-workbook form), at least, seems to be taken very casually by the pupils and does not appear to be considered by the teachers either as over-compelling or terribly vital. But in the elementary grades the enthusiasm engendered and the degree of interest secured and maintained are to my mind truly remarkable, if not downright amazing. And why not?, - surely acting out plays, singing songs, dramatizing exercises in ordinary every-day conversation (e.g. greetings on the street, etc.), and so forth, are "surefire" techniques in stirring pupils to a motivation that will carry over abundantly to the written exercises and verb-study that are by no means neglected or by-passed. These methods, reinforced by the ordinary types of oral and written work, and strengthened by the constant determination (displayed by many teachers) not to allow even one error <sup>of</sup> to form or content to slip by them during the course of the lesson, assuredly make for outstanding success. Naturally, constant care must be taken lest the course, as I am made aware sometimes does happen, degenerate into a mere memorization of the play under study.

But even prescindng completely from the amount of French actually learnt and retained, be it great or small, no one can deny the magnificent interest displayed by both teacher and pupil in the elementary grades toward the study of French, an interest that cannot fail to bode well for the more specialized high school study in the coming years of the school life of those selfsame children I had the great pleasure of observing. There is one further point of practical technique of which I took note and that is the use in all the Protestant classes of large printed cards (always prominently displayed) listing the conjugations (present tense) of "avoir" and "etre", plus several frequently used past participles, and a similarly prepared sample of a reflexive verb. On reflection, it will be seen that there is much more functional grammar contained in these cards than at first is readily discerned, and they are put to skilful use, especially by the more confident and proficient teachers. Naturally, the blackboard, too, is brought into play for verb conjugations, translation exercises, transcription and the like, and is here, as also, as we noted, in the other subjects, expertly handled and made to render its optimum service. (1)

#### Revitalization Needed

In conclusion, then, the teaching of the second language in the Catholic schools needs a prompt and definite revitalization, especially in the grammar grades, and the Protestant schools, while admittedly doing a rather remarkable job and certainly an outstanding one in the elementary classes, might improve their courses by a little "tightening of the tension" as regards the more formal side of the subject and that notably in the high school grades.

END OF SECTION FOUR

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(1) This applies to all three systems.

## SECTION FIVE

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### THE TEACHING OF THE OTHER SUBJECTS

#### Convenient Sevenfold Grouping

In this fifth section we have grouped together in a somewhat arbitrary manner, and purely for the sake of convenience, the remaining blocks of subject-matter, interpreted broadly, that are still to be considered. We have formed seven groups, as follows: 1) Social Studies (i.e., History and Geography), 2) General Science, 3) Latin, 4) Commercial Studies (i.e., Shorthand, Typewriting, and the like), 5) Music and Art, 6) Industrial Arts and Household Science, and 7) Health, Hygiene and Physical Training. It is to be clearly understood, however, that while we shall restrict our comments on these studies to more general (though true and specific in each case) observations, devoting also a curtailed amount of space, as necessity dictates, to each member of the list, we do, nevertheless, still consider these subjects, not as merely "minor" ones, but as possessing and deserving a place in their own right on the complete curriculum, and as possessing, furthermore, each a special significance and role of its own in the formation and training of the fully-developed and well-rounded character, the process we call education. In this section, then, we shall deal briefly with each of these seven phases or facets of education from the strict threefold division we employed above of aims and objectives - content - educational practices, but grouping under one subject-heading whatever we deem necessary, pertinent or of interest as pertaining to that particular item or unit.

## 1. SOCIAL STUDIES

It is customary to consider these as being primarily History and Geography and we shall follow out that interpretation accordingly by limiting our remarks strictly to those two subjects.

### a) History

The aim of teaching History, or at least a very important one of the various aims, is "to develop a healthy nationalism and a reasonable internationalism". (1) The Catholic Programme declares that from this knowledge (of history) the pupils "are led to draw conclusions of a moral, religious and patriotic nature". (2) Both texts stress in almost identical terms that it is to be made a "living subject" and not a mere memorization of minute details. In the Catholic schools the Elementary Schools study Canadian History and the High Schools General (European) History, and the Protestant schools likewise, save that the History of England is studied in Grades 7 and 8 and that of Canada again in Grade 9, World History being an optional course in Grades 10-11-12. By the way, in the French schools General History is also a Grade 10-11-12 subject, the History of Canada likewise being studied in those grades at the same time. These schools pay great attention to the part their forefathers played in the history of Canada and detailed knowledge (synoptic tables are frequently used) is expected. There has been much comment recently in the press and in prepared talks that the texts in use in both the French Catholic and the English Protestant schools are incomplete in scope and treatment and therefore inevitably present partially distorted viewpoints. My observation inclines

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(1) Protestant Teachers' Handbook, p. 71.

(2) Op. cit., p. 39.

me to agree in general, but the text in use in the English Catholic schools (which is a revised and extended version of the one used in the Protestant Grades 5 and 6) seems to me ideal, that is, as a "history reader" (it is understood that supplementary notes, teacher explanations, etc., are necessary in addition), containing practically all the omissions so far charged by each partisan group against the other. The practice of note-summaries, especially in the higher grades, is extensive, while story-telling and informal talks predominate in the earlier classes. A certain vitalizing of the teaching of History in the Catholic schools seem necessary. The Protestant schools undertake activity projects of various natures (model log cabins, sand table layouts, art work, etc.) in connection with the history course, and this, together with occasional films and some slight laboratory work (charts, note-books, etc.), conduces to a higher degree of interest on the part of both teacher and pupil. The place of the library and the correlation of history with literature, current events, etc., is clear.

b) Geography

The objective of the teaching of Geography in the words of the Catholic Programme is to give the pupils "some knowledge of the earth's surface and the people who inhabit it". (1) It goes on to stress that the proper approach is the human aspect, an attitude the Protestant Handbook fully concurs with when it speaks of the study of Geography leading to "a recognition of the interdependence of the people of the world and the necessity of right relations among them". (2) The content in both systems

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(1) Op. cit., p. 41.

(2) Op. cit., p. 64.

is the traditional Geography matter. The emphasis, however, is somewhat different, - the French schools stressing the Province of Quebec more than do the other systems. Another difference is that, generally speaking, in the Catholic schools the study of history takes a definite precedence over that of geography, while the reverse is true in the Protestant Grades. Geography as such, for example, in the English Catholic schools, is solely a grammar school subject, and the French schools, while carrying it on their curriculum, never suffer it to interfere with the teaching of the quite rigorous course in history. The Catholic schools do, however, score on the number, conditions and visibility of their maps (map-drawing by the pupils is also stressed), but in general, their interpretation of the teaching of geography lacks, with exceptions, inspiration and imagination. Factual knowledge here, as in History, would seem to be the major goal. In the Protestant schools every elementary grade studies Geography and it is also an optional course in Grades 8-11. While a certain amount of knowledge is exacted (the text in the elementary classes is the same as that used in the English Catholic schools), here, as with History, supplementary reading, scrapbooks, films, activity projects, etc., all play an important part in the teaching of the subject. Simple talks is the technique in the very early grades. Integration with the home environment of the pupils is stressed in all systems, especially the Protestant.

## 2. GENERAL SCIENCE

In the Catholic elementary schools this course is entitled "General Science and Hygiene" and consists mainly of four more or less unconnected (at least as far as the internal content of the program is concerned) subdivisions, namely, the human body, animal life, plant life, and notions on

industry. No textbook is provided for either teacher or pupil, the course generally comprising notes (1) formulated at the initiative of the individual teacher (great variation naturally occurs) and transcribed and subsequently studied by the pupils. The teacher offers whatever explanation of his own notes he sees fit. There is no exactly comparable course carried in the Protestant elementary schools, the Health Education course we shall speak of shortly in sub-section 7 being something entirely different. However, a course entitled Elementary Science (formerly called "Nature Study") is carried in Grades One to Seven and is at present based on the New Pathways in Science Series. The aim is practical and functional, the technique being integration with the pupil's general environment. The French schools carry this program (i.e. General Science and Hygiene) forward into their Complementary Course under the headings: hygiene, zoology, botany, industry, physics and chemistry (Grade 8), and geology and mineralogy (Grade 9). The treatment accorded these rather weighty subjects, as is obvious, is very superficial, it being largely true to say that it consists mainly in the defining of the major terms these various subjects involve. Laboratory work and demonstrations are either non-existent or very elementary. The introductory English Catholic high-school grades, however, offer a junior science course somewhat similar to that carried in the corresponding Protestant classes. The latter though properly place greater emphasis on the practice and value of demonstrations and simple experiments and the consequent write-ups of them. It must be remembered, in all fairness, that the Catholic grades, unlike the Protestant, exist as a great majority in what may perhaps best be termed "junior commercial high schools", that is, elementary schools

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(1) Familiar talks in the very elementary grades.



that carry the first two years of the commercial high school course, and do not have at their disposal, therefore, the laboratories the inclusion of Grades Ten to Twelve necessitates. The explanation is equally valid for the French Intermediate Schools. Naturally, in the Catholic Superior Schools, the normal laboratory facilities are utilized by the earlier grades to considerable advantage. It is, I think, both accurate and just to say that fundamentally the same general aims characterize both systems, among them being, quoting from the Protestant Handbook, the following:

"To give information regarding a particular field or fields of study in the physical world; to teach the habit of accurate observation; to teach the scientific method of analysis, comparison and generalization; to demonstrate the value of organized knowledge; to emphasize the unity, adaptation, and economy of nature". (1)

In connection with this last remark, it is pertinent to point out that the study of nature affords an opportunity to the Catholic teachers to emphasize man's dependence upon his Creator, thus effecting a correlation of their science teaching with the course in religious instruction and moral formation. Finally, in the higher grades, note-taking (including charts, diagrams and other supplementary material), seems to be the established procedure. Horizontal reading is likewise recommended.

### 3. LATIN

Latin is an optional subject in the Protestant schools and is compulsory in the English Catholic Classical High School Course (but not the Commercial Course). However, even in the Classical Course it may be dropped in exceptional cases and with the approval both of the Principal and of the teacher in Fourth High (but only there) in favor of Intermediate Mathematics (both courses cannot be taken, incidentally). It will come

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(1) Op. cit., pp. 136-7.

as a surprise to many to learn that Latin simply does not exist as a course in the French Primary Intermediate or Primary Superior Schools (the Classical Colleges, of course, carry it in their equivalent classes). This springs from the fact that Latin is considered a subject demanding considerable intellectual ability, and that type of student they believe is mostly to be found in their boarding colleges, which offer a rigorously classical course. The French tradition of concentrated classical study for the "natural intellectuals" and only very little more than the bare essential training necessary for making a living and leading a "good life" for the remainder required a long period to be broadened into our more democratic concept of some form of secondary education for all. The process is still going on. Be that as it may, the English Catholic Programme recommends "that Latin be taught in such a way as to enable the pupils to read and appreciate the authors". (1) Frequent oral drills and exercises to maintain interest are stressed, and the aim of having the pupils expressed the authors' ideas not in a merely literal translation but in the best possible equivalent English is emphasized. The Protestant Handbook under "aims" expresses somewhat the same idea in these words: "To acquaint the pupils with the vocabulary and grammar of the language to a degree which will enable them to read original works in Latin with satisfaction and pleasure. To show the close relation of Latin to English and French, and by so doing to give increased facility and exactness in the use of the latter languages". (2) It goes on to list other minor aims, but these are the prime objectives. Grammar, prose, poetry, etc., form the course and the method is reading, oral and written translation, grammatical construction and the reasons thereof,

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(1) Op. cit., p. 14.

(2) Op. cit., p. 88.

and so forth. Development of historical backgrounds, political personalities, and the condition of life of the people, etc., all serve to maintain and heighten interest, as does also in a special way introduction of very simple but impressive conversational idiom and elementary oral questioning in Latin.

#### 4. COMMERCIAL STUDIES

The Commercial Subjects include book-keeping, accountancy, business English, stenography, and secretarial practice, typewriting and office practice, commercial geography, economic history, commercial French grammar, etc. Apart from the very elementary and incidental book-keeping and accounts contained as a part of the Arithmetic Program (1), these subjects form no part of the program for any of the Elementary Schools. They are strictly secondary school subjects, optional in the Protestant system, compulsory for those taking the English Catholic Commercial High School Course, and limited in the French Complementary Course to the various forms of bills and accounts, cash-books, simple commercial correspondence, and generalities on commerce. In Grades 8 and 9 (Commercial) in the English Catholic high-schools they reduce themselves to extra Arithmetic (Grade 9) and Commercial Geography (replacing in Grades 8 and 9 the Latin of the Classical Course). The general educational practices in both these subjects have already been treated and described above. However, it is the practice, where possible, in Grade 9, to include a certain number of basic typewriting lessons and to provide opportunities for regular periods of practice on blank-key typewriters. The Commercial Subjects in the Protestant schools, it is well to note, may be taught only in those schools which are provided with adequate staff and equipment. As far as Grades 8 and 9 are concerned, they include book-keeping and accounting, shorthand (Grade 9), typewriting and business correspondence,

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(1) See Section Three of this Chapter pp. 96-104.

use of the tabulator, and the making of carbon copies. The Handbook lists the aims of Book-keeping as:

"1. To show the right method of recording the transactions of ordinary business. 2. To teach the principles of ready reference. 3. To familiarize pupils with common business papers and the ordinary business instruments". (1)

The technique employed throughout is properly empiric and utilitarian, the relatively small amount of theory involved being very adequately treated but the main emphasis and stress naturally is on the inculcation and strengthening of the constituent skills and dexterities required and demanded in the rigours of practice in real-life situations. To return to the French schools for a moment, we would point out an interesting development in that the course for girls is somewhat different to that for boys and in addition to being briefer takes in theoretical individual and domestic account-keeping. As our final remark here we would observe that the motivation of these subjects is greatly assisted by two natural advantages they possess, - the normal human satisfaction derived from successful participation in a manual activity, and more important still, the obvious immediate value they possess in the commercial world.

## 5. MUSIC AND ART

### a) Music

#### Procedure in Catholic Schools

In the Catholic schools music is strictly an elementary school course and consists in a rather theoretical study of Singing and Tonic Sol-fa, which is the official title of the subject. Neither instrumental music nor

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(1) Op. cit., p. 29.

music appreciation exist as such, that is, as courses on the curriculum.

The aims of this course are given as, quoting again the Catholic

Programme:

- "1. To introduce the children to vocal music.
2. To awaken the artistic taste and stimulate appreciation of music as one of the greatest interpretative arts. 3.
- To accustom the children to group singing, an exercise which fosters and develops patriotic and religious sentiments". (1)

In practice, this course, assigned a mere thirty minutes a week on the Time-table (short daily periods being the recommended procedure), is unpopular (I am referring here to the English Catholic schools) with both teacher and pupil and whenever an interruption provides an opportunity is quietly shelved and put aside. The teachers (2) dislike and do not understand the textbook and its somewhat involved methodology, the pupils fail to see where knowledge, among other equally "interesting" items, of the various possible positions of "Do" on the staff answers any "felt need" for them. The songs in the text are largely exercises for note values and intervals, and are entirely unknown and unfamiliar to the children (and their teachers). There is practically no singing of traditional songs for enjoyment or pleasure and even the hymns learned are few in number. Incidentally, the learning of the first stanza of "O Canada" is compulsory. The whole course seems a further tragic proof of the impossibility of forcibly changing an appreciation subject into one where knowledge is the prime aim.. It is further vitiated by the fact that the pupils' results or standing in it play no part whatsoever in their record for promotion (as does their record in every other single subject).

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(1) Op. cit., p. 51.

(2) A teacher who holds a Licentiate in Music from the Royal Conservatory told me that even he failed to comprehend the reason for, and did not sympathize with, the content and technique made compulsory for the course.

However, should the course (and text) be altered so as to make it conform to the written expression of its own aims, then both the teachers and the pupils will, it seems absolutely certain to me, give to it their best in effort and enthusiasm. It must be pointed out, of course, that certain schools do achieve a very considerable success even now, but almost without exception the reason lies in the broad interpretation given the course by some teacher gifted or already trained in music with a distinct flair for and interest and appreciation in the teaching of it. The French schools carry the course to Grade 9, inclusive, and not being handicapped by most of the difficulties outlined above do enjoy a fair, if limited, measure of success in the field. At least the children there are allowed not only to sing, but to sing something at least a little familiar to them, - religious and secular songs, folk-songs (very rhythmic), the responses sung at High Mass, etc. Two and three part singing is included, as is the almost inevitable body of theoretical knowledge.

#### Procedure in Protestant Schools

The Protestant schools present a definite and rather startling contrast. Here music is not only carried in the seven elementary grades, but exists as an optional subject in the high-school classes as well, where furthermore another optional course is also offered (where adequate staff and equipment are available), namely, instrumental music. Some idea of the importance attached to music may be deduced from the fact that the Handbook devotes at least twenty-four full pages to the treatment of it. This same Handbook speaks of that natural love of beauty and harmony which "have given us a great aesthetic heritage of the sublime and beautiful in music, song, and the arts, to which the children of each generation have a

right". (1) The aims listed therein for Music are also somewhat significant:

"1. To use music as a means of developing the rhythmic instinct of the child, leading to the observance of order and proportion in life. 2. To stimulate the appreciation of music as one of the great interpretative arts. 3. To train the human voice as an instrument for expressing beauty of sound. 4. To develop, by means of music, the child's powers of perception, attention and imagination. 5. To afford a means for the pleasurable use of leisure. 6. To encourage, where possible, the development of skill in the use of some musical instrument". (2)

Space will not permit a detailed description of the technique, but the following key words carry in their common connotation sufficient clues to make our meaning clear: proper posture and breathing, tonal quality and variation, pitch, the meaning of the words, the learning and singing of worthwhile and enjoyable songs (approximately 20 a year in Grades 4-5-6), ear training, sight singing, and especially the attentive and directed listening to good music performed for their enjoyment (gramophone recordings usually, perhaps fifteen to twenty selections a year). Careful preparation by the teacher and the "learn-by-doing" technique are emphasized. Materials, practical technical and written work, proper environmental conditions, musical history and design, orchestral charts, choral technique are other elements of importance. The above all applies to the elementary classes, - Grade 8 and 9 take a Practical Examination leading to an Elementary Grade Certificate. The Instrumental Music course is exactly what its name employs and implies, of course, highly specialized techniques. The point to be remembered and that stands out in all of this is that the children enjoy the course, - they

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(1) Op. cit., p. 9.

(2) Op. cit., pp. 101-2.

sing songs, they listen to good music, they participate directly in every lesson, and this, coupled with the considerable theory they pick up incidentally along the way, constitutes the great essential and intrinsic value of this remarkable course, for as the Handbook pertinently declares, "Music affects human beings favourably both in their intellectual and emotional natures - - - and has come to be more and more commonly regarded as an indispensable subject".(1)

b) Art

Catholic Programme

The Catholic Programme declares the teaching of Drawing aims at developing the habits of observation and analysis (2). Perspective and proportion are considered important, and the expression of character in the work is emphasized, as is the idea that beauty is born of simplicity. The course, compulsory to Grade 9, consists of observation, decorative (including technical) and memory drawing (the copying of models is expressly forbidden), the theory of color combinations, and some notions on the history of art. It is recommended that where possible the older pupils should be allowed during autumn and spring to work in the open air. Drawing is to be correlated with object lessons. Drawing is usually taught by specialists in Grades 7-8-9, and by the regular class teacher in the grades lower than these. The work is usually done on rectangular white sheets and colored with pencil crayons. Shading is practiced and the technique of fairly distinct outlines is common. The work in the French schools, both in the degree and the extent of quality, is superior to that found in the English (Catholic) ones. Before turning to the Protestant schools we might make

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(1) Op. cit., p. 102

(2) Op. cit., p. 49.



mention, in connection with this course, of the elementary handwork (paper cutting, cardboard folding, work with sticks and marbles, etc.) done in Grade 1 and which is combined with the drawing and number lessons.

### Protestant Programme

The Protestant Handbook sets the outstanding purpose in the study of art as being "the development of the sense of beauty, harmony and order in life". (1) The course is twofold in nature, - art appreciation and the personal production of artistic work by the pupils. Handwork, drawing, colour, picture study, form and design, lettering, construction and illustration, etc., form part of the art and crafts course (compulsory in the elementary and optional in the high-school grades). The work is very original, personal interpretation being greatly emphasized, and is accomplished on large brown sheets of paper by means of water colors. Sharp outlines are very infrequent, the interpretation, in general, is quite fluid and one primarily, as it were, of "movement". Great use is made of art work in the activities of the project or Enterprise Programme. In the very early grades simplified plasticine modelling is practiced, which, among other things, helps to train the hands to a certain dexterity. The course in Grades 2 to 7, is integrated with the School Art Series, while the intermediate grades have a choice of freehand (including some geometrical drawing or lettering) or technical drawing courses. In the elementary grades, especially, correlation with language, dramatics, scrap books, posters, etc. is attempted.

## 6. INDUSTRIAL ARTS AND HOUSEHOLD SCIENCE

### a) Industrial Arts

These courses in the Protestant schools, offered where adequate

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(1) Op. cit., p. 25.

staff and equipment warrant them, form important parts of their curriculum. I cannot recall a school visited that did not possess large, clean and well-equipped Industrial Arts and Household Science "laboratories". The Handbook lists some twelve aims for the Industrial Arts course (Grades 6-7 compulsory; the remainder optional, but if chosen, Technical Drawing, where possible, must be taken as well) which are succinctly summed up in the following:

"Industrial Arts may be defined as a varying but representative group of hand-craft and industrial machine experiences, offered to develop the needed industrial knowledge of the pupil in the complex and changing occupational, economic, social and political order of Canada". (1)

The course content for the year is planned beforehand and the units and projects carefully organized to form a consistent whole. The technique employed is that of the pupils doing the work themselves, following graduated methodic training, of course, but under the sympathetic surveillance of the shop teacher. The latter is expected also to provide, and be aware of the educational significance of, such aids and devices as pictures, models, charts, films, drawings, visiting speakers, plant visits, etc. In the Catholic schools, this course is entitled "Manual Training" and is largely geometrical drawing and wood-work (including training in the care, handling and uses of the ordinary tools). Only certain schools are equipped for this course and it is customary for one such school and teacher to serve the needs of the others in the immediate vicinity, each class, accompanied by the regular teacher, going there once a week at the appointed time for its lesson. It is officially a three-year compulsory course,

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(1) Op. cit., p. 79.

but frequently is compressed into Grades 7 and 8 (weekly periods, each of one hour and a quarter in length). It is also the practice in most of the schools for the Grade 9 pupils (boys) to be taken once a year on an official conducted visit through the Montreal Technical School. The aims include the further education of the senses, the demonstration of the practical value of drawing, and the giving to the pupil of a vocational training having some bearing on industry and the trades (1). The technique used is quite similar to that described above, although on a more elementary level. In both systems, the products made become the property of the pupils, and the teachers in this field, likewise in the two systems, are all specialists.

#### b) Household Science

Needless to say, this course is taken by girls' classes only, replacing usually the Industrial Arts course outlined above. However, in the Catholic schools it extends from Grades 2 to 11, both inclusive, as a compulsory course, whereas in the Protestant schools it is offered only in Grades 7 (compulsory, if staff and equipment available) through 11 (optional, even if available). The Catholic Programme stresses the practical aspect of the course in relation to the proper training of a girl for the future management of a home. "It prepares the young girl for her future duties as wife and mother". (2) The teacher, it goes on to say, should take into account in giving the course the probable future living conditions of her pupils, and for this reason, considerable freedom is allowed in the formulation of the lesson content. Generally, however, the following constituent elements are to be found therein: sewing (very great attention is

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(1) Catholic Programme, p. 54.

(2) Op. cit., p. 55.

paid to good work here), knitting, laundry work, washing and ironing, needlework, cutting out and making, food (theory and practice), housekeeping and home management. This may seem a rather rigorous course, and it is, but it must be remembered that in all Catholic families, and especially in French-Canadian ones, far less latitude and liberty is accorded the daughters than the sons, and the training of the former for their serious duties as the future Catholic mothers and wives (and all the responsibilities, moral and otherwise, connected thereunto) is undertaken from the earliest years in a very earnest and practical manner in the parental home. My personal opinion is that it is excellent training, resulting in refined young women of taste (instead of the rather loud, boy-crazy, "bobby-soxers" apparently so prevalent today, in our English circles especially) who will mature into the gentlewomen of tomorrow, the backbone of our Christian civilization and perhaps the greatest hope for its preservation in these troublous times of atheistic materialism. The technique employed may be stated quite simply and shortly, - essential theory, frequent demonstration lessons and plenty of guided practice. Knowledge of the suitability, usefulness and care of the apparatus and equipment forms an essential part of the course. The difficulty encountered above in Manual Training (lack of equipped schools) is met with less frequently here, as, of course, might be expected to be the case. The Protestant Handbook lists its Household Science aims as follows:

"1. To develop the hand as an instrument of the brain, through household activities. 2. To teach the dignity of the common tasks of life. 3. To afford as easy approach to the study of home economics. 4. To give information regarding the proper methods of food preparation, clothing, the direction of the home and its activities". (1)

The course consists in the main of such items as food and cookery, meal work

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(1) Op. cit., p. 76.

sewing and homemaking generally. The technique is essentially that described above for the Catholic schools. Greater attention is paid to food preparation (the necessary equipment being more plentiful) in the Protestant schools, while the Catholic ones stress the garment sewing and home management sections. Neither, however, by any means neglect what might perhaps be termed the other's specialty. In both systems, the course in Household Science is well-conceived, carefully planned and generally carried into excellent execution.

## 7. HEALTH, HYGIENE AND PHYSICAL TRAINING

### Courses in Catholic Schools

The course in Hygiene as such in the Catholic schools was dealt with in the sub-section above headed "General Science", wherein it is treated and included in that system. In the Protestant schools it does not form a separate entity as such at all, being embraced, along with Health and Physical Training, under the general heading of "Health Education". To return to the Catholic schools again, "Health" is taken care of informally by the teaching-staff, and each school is visited weekly (or oftener) by a School Nurse and every other week or so by the School Doctor, - their duties and services are those customary to such professional public servants. In addition, it is customary to conduct a formal First Aid Course (given usually by a doctor or a trained nurse) in Grade 8, at the conclusion of which certificates are awarded to the candidates successful in the examination. The course in Physical Training, or to use its official title "Callisthenics", which incidentally is compulsory to Grade 11, inclusive, is based on the Manual of Physical Culture published by the Strathcona Foundation. The

Programme speaks of the child's "natural love for activity and play (which) must be used, little by little, to introduce him to simple but carefully graded exercises suitable for developing in harmony all parts of the body". (1) The principal exercises include those for the head and shoulders, raising, lowering and bending the arms, legs and body, balancing, breathing, etc., and it is recommended that there be short twice-daily periods taken in air made pure by ventilating the classroom. In practice, most schools conduct two half-hours periods weekly in the school hall (usually two or more classes combine) or, weather permitting, outside in the school-yard. There is a yearly physical training exhibition to which the parents are invited, and throughout the year several inspectorial visits are made by the Director of Physical Training or one of his assistants. Each year practical demonstration and participation courses are conducted for those teachers who intend to take charge of physical training classes in their respective schools. The Catholic schools, being often buildings somewhat advanced in years, are handicapped in that they generally do not possess a regular gymnasium. (2) They do, however, almost universally have a large school hall (which Protestant schools lack in the main) where the exercises are taken in winter (and during inclement weather at other seasons). However, sports are not neglected and opportunities are usually provided for possibly several of the following: softball, baseball, hockey, volleyball, handball, track (all these ordinarily involve the use of the school yard), swimming (if a pool is in the vicinity), boxing, table-tennis,

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(1) Op. cit., p. 52.

(2) This does not apply to the complete high-schools as such, the "Superior Schools".

and sundry minor indoor "games" (rings, sand bags, and the like). Also, an active (and frequently uniformed) Cadet Corps (1) is very often found organized in the school (Grade 5 and up), which means further training and courses, such as squad drill, small arms training, Morse code and semaphore signalling, map reading, knots and lashings, first aid, etc. These courses are conducted by those teachers who have successfully completed their period of training, usually held during the summer months, at the Cadet/~~Instructo~~ Training Camp. So all in all, in spite of lacking the facilities of formal gymnasiums, the Catholic schools do nevertheless present a very creditable showing in this matter of physical education. However, the introduction of a little more informal theory as a classroom subject would be an improvement and result in a general strengthening and "tightening" of the whole course.

#### Courses in Protestant Schools

The Protestant Handbook lists the following aims for the course in Health Education:

- "1. To establish habits which lead to good health.
2. To give information about the importance of cleanliness, right food, pure air, exercise, rest, and other matters relating to health.
3. To teach the causes of preventable diseases and how they may be controlled.
4. To set forth ideals of health as related to public service.
5. To systematize recreational activities.
6. To develop co-ordination between the mind and the body.
7. To teach the principles of first aid.
8. To instruct pupils in the ordinary rules of safety.
9. To increase the powers of physical performance.
10. To correct existing physical defects.
11. To further the spirit of goodwill in society by teaching children the necessity of self-control, fairness and unselfishness, as these are demonstrated in healthful sport. (2)

The course is compulsory to Grade 7, and although not listed for high school grades, either in the Course of Study or the Handbook, apparently is customary,

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(1) This movement is being strongly encouraged and assisted at the present time by the Dominion Government.

(2) Op. cit., p. 69.

where possible, thereafter, - in any event, I observed at least one high school gym class in action and met or heard mention of various instructors. In the earlier grades, incidental health teaching and accident prevention form a definite part of the weekly program and include such basic matters as cleanliness, nutrition, clothing, posture and exercise, rest and sleep, games, accident prevention, including fire (both systems feature frequent fire drills), unsafe playthings, etc. From Grade 4 on there are authorized textbooks and the course is based on definite assignments from them. Naturally, the Protestant schools, like the Catholic, also enjoy the professional services of school doctors and nurses. The physical exercises are drawn from the Strathcona Foundation text mentioned above in the treatment of Catholic schools. Setting-up exercises are practiced in all the classes. Pantomimes, mimetics and rhythmical activities are more common in the lower classes. Class games (not to be confused with "sports") have a special value, as the individual's judgment and ability is brought into free play. Of course, the greatest advantage, in all this matter of physical education, enjoyed by the Protestant schools is to be found in their gymnasiums, one of which was the proud possession of every Protestant school I visited, without exception. Regular periods each week for gymnasium work are set aside in all classes from Grade 3 up, the courses being conducted by trained gym-teachers. Exercises, games and sports constitute the course-content. However, a period of definite length for this important gymnasium work is not provided for on the weekly time-table, but must be borrowed from the other subjects (it being recommended to vary the subjects from which this weekly time is taken), and the reason for this does not seem very clear or weighty. The remarks made in the commentary on the Catholic school program regarding sports, and to a lesser extent, the Cadet Corps,



naturally apply in like manner to the Protestant schools. Also, an optional course in Air Cadet Training is carried in Grade 9 (it extends to Grade 11), which is a related study in this field.(1) Finally, as the Handbook points out, "Every school should be a youth welfare centre" and "children should be led to desire to be physically fit" (2), and, although the Protestant schools might show just a little more initiative and effort with the wonderful facilities that are so generously provided for them, the schools of both systems, it seems to me, are truly doing the best it lies in their respective powers to achieve to bring this vital matter of physical fitness, of nationwide concern to all seriously-thinking Canadians, to a proper and worthwhile lasting fruition and development.

END OF SECTION FIVE

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- (1) Certain Catholic schools also have Air Cadet Squadrons.
- (2) Op. cit., pp. 209-10.

## CONCLUSION

### Our Aim - General Educational Practices

In this very lengthy Chapter Two we have described in some detail the fundamental aims and objectives, the general content, and the major educational practices in actual use in the teaching of the various subjects that form the core curriculum of the publicly provided schools, Protestant and English and French Catholic, of the island of Montreal. It could perhaps be objected that while very much, indeed undoubtedly most, of what lay open to possible treatment has in fact been treated, nevertheless certain omissions are apparent and sometimes not explained or accounted for in the text. To save useless argument, we will admit at the outset such an objection would, of course, be technically correct. There are, however, certain very pertinent points of rebuttal that should be made clear to make the picture properly complete. First of all, the description in minute detail of the aim, content and variant practice of every branch and subdivision of every subject of the three curricula would require many volumes and certainly could never be encompassed within the bounds of any single thesis. Furthermore, such a procedure, even if attempted, would contravene our expressed basic aim of ascertaining the general, and preferably, where possible, common, educational practices of the three systems as they really and truly exist in the vast majority of classes and schools.

### Reciprocal Contributions Possible to All Three Systems

This brings us to our second point, which is the re-affirmation of our fundamental technique, namely, the recording of the "status quo" as broad reading, personal observation, and pertinent discussion, together with

the careful thinking through of all three elements, revealed it to us. We are striving to present not what should be, nor what could be, nor what would be "nice", but what, as we see it, actually is the situation, and if personal exception is taken to anything we have written, then the whole point of our work has been missed, which is, to reiterate it once again, to point out that each of the three systems possesses much of merit in its educational aim, content and procedure and that each one therefore has something both to contribute to and to derive from its other two partners. The means taken was the straightforward exposition by subject of the educational practices employed therein, together with the basic philosophy underlying them, to which we presumed to add, from time to time, the natural human element of personal commentary and occasionally criticism, but always I think it both just and accurate to say - and I believe a careful perusal of the Chapter will make this abundantly clear - constructive and sympathetic in both aim and nature. We readily acknowledge, and indeed welcome, the definite differences in the approaches and techniques of the various teachers, for after all, paradoxical as it may sound, teaching is an art as well as a science, and therefore it is clearly impossible that everything we have said in our observations, laudatory or critical, can apply solely and completely to any one group and accordingly the comments should be received and studied in a calm, detached and objective manner.

#### Omissions Rectified in Rating-Scale Report

Finally, and possibly the most practical rebuttal of all, it is well to remember that this Chapter admittedly of major importance and significance in the following through and achievement of our fundamental objective, does after all represent but a part, granted the greater part, of our research and

that confined to the educational practices related to the techniques of teaching the major blocks of subject-matter. There still remains a major area, and one capable perhaps of a more flexible and fluid treatment, to be covered and that is the presentation and interpretation of each of the fifty or so items on the educational check-list which we spoke of before and designated as the "Rating-Scale", to which we shall assign, in entirety, the immediately following third chapter. It is very likely that whatever omissions of various natures were necessitated in this long chapter will be found to have been adequately treated and dealt with in one or other of the sections of this next chapter. As a final remark, we would point out again what we said in the introduction to this second chapter that much of the evaluation and interpretation of the matter presented, which of its very nature is unfortunately capable of highly controversial treatment, is for exactly that reason left to the judgment, experience and initiative of the individual reader, who is thus enabled to reach and arrive at for himself whatever conclusions he deems fitting and desirable, as revealed by the facts of the survey. And surely it is only right and proper to expect that a similar privilege will likewise be extended to the author of the report.

END OF CHAPTER TWO

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## CHAPTER THREE

### THE RESULTS OF THE RATING SCALE

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## CHAPTER THREE

### THE RESULTS OF THE RATING SCALE

#### INTRODUCTION

##### General Results and Significant Deviations

In the lengthy chapter which immediately preceded this present one we described and discussed the results of our observations insofar as they applied to the aims and objectives, the content, and the educational practices (or technique or methodology or procedure) involved in the presentation and teaching of the various subject-blocks that form the major part of the present curriculum. Such a description, while of paramount importance and interest in the bringing to fruition of the fundamental aims underlying the entire thesis is, nevertheless, predetermined by its very nature to be largely objective, detached and impersonal, and yet we all know and are well aware, that the combined (and also very complex and intricate) process of teaching and learning which we term "education" is anything but remote, distant or unconcerned. Teaching, as we have already indicated earlier, is definitely an art as well as a science, and, indeed, for that matter, without wishing in any way to detract from the worth, value and importance of the absolutely necessary element of scientific precision that should be contained therein, accurate analysis would, I believe, clearly reveal it to be more closely allied to the former in nature rather than to the latter. Accordingly, we have determined to attempt to rectify this omission by devoting this chapter solely and entirely to a consideration of the rather interesting results revealed by the fifty-item educational check-list we designated in the Introduction as the "Rating Scale". As already pointed out above,

one of these check-lists was completed for each teacher and class observed, and later a careful correlation of the data thus collected was made, the results being reduced to the average-level most applicable to all three of the school systems. Significant deviations were taken into account, and special mention made of them at the pertinent places. Table X on page 141 shows a specimen Rating Scale with the general comment most appropriate to each item, or at least to the ones whose nature makes such a reduction possible, typed in red beside and to the right of it. These comments, it must be borne in mind, are very general in nature and must be accorded broad and liberal interpretation, - but we shall speak more of this very shortly.

#### "General"

It will be seen that there are some fifty items grouped under the five headings: General (6), Teacher (10), Pupils (10), Classroom (12), and Procedure (12). Before turning to a narration and exposition of the results themselves a short introductory explanation of each of these items would, I think, prove of considerable value in securing right from the outset as clear a conception as possible of both their meaning and their scope, which understanding should render the reading of this data all the more fruitful, effective and interesting. The six articles under the first heading, "General", require very little explanation, being obviously the name of the teacher at the moment under observation, the grade taught by him and the school of which it forms a part, the date on which the visit occurred and more important still the time it commenced and concluded, and finally the number of that observation in the general series for whichever school system was at that time being made the subject of visitation.



TABLE X

Revised (1) Specimen Rating Scale (with general results therefrom recorded in red) Used in the Observations of the Schools of the Three Systems.

RATING SCALE FOR EDUCATIONAL PRACTICE SURVEY	
FIFTY-ITEM CHECK-LIST	
<p>To use: insert the appropriate letter, where applicable, from the following: P(poor), F(fair), G (good), E(Excellent).</p>	
<p>1. <u>GENERAL</u></p> <p>Teacher <i>anonymous</i> Date <i>Nov. 26-30, 1945; Jan. 14-18, 21-25, 1946</i>            Grade <i>Kindergarten to Ninth</i> Time <i>8.40 a.m. - 4.00 p.m.</i>            School <i>anonymous</i> Observ. No. <i>1-110</i></p>	
<p>2. <u>TEACHER</u></p> <p>Dress <i>Excellent</i>            Voice <i>Good</i>            Posture <i>Excellent</i>            Use of English <i>(2) Good-Excellent</i>            Vitality <i>Excellent</i>            Manner <i>Good-Excellent</i>            Discipline <i>G.(Prot.); E.(Cath.)</i>            Matter <i>Excellent</i>            Skill <i>Good-Excellent</i>            Personality <i>Good-Excellent</i>            Remarks: <i>See text of Chapter</i></p>	<p>3. <u>PUPILS</u></p> <p>No. Present <i>27.3</i>            No. Absent <i>3.4</i>            Age <i>4.5-18 (5-15 avern.)</i>            Sex <i>Boys; Girls; Mixed Classes</i>            Health <i>Good-Excellent</i>            Intelligence <i>Good</i>            Attitude <i>Good-Excellent</i>            Interest <i>Good</i>            Application <i>Good</i>            Co-operation <i>Good</i>            Remarks: <i>See text of Chapter</i></p>
<p>4. <u>CLASSROOM</u></p> <p>Cleanliness <i>Good-Excellent</i>            Seating <i>Good-Excellent</i>            Lighting <i>Excellent</i>            Furniture <i>Good-Excellent</i>            Heating <i>Excellent</i>            Ventilation <i>Excellent</i>            Location <i>Good</i>            Decoration <i>Good-Excellent</i>            Bulletin Board <i>23</i>            Blackboards <i>Good-Excellent</i>            Bookcases <i>58</i>            Misc. Equipment <i>Good-Excellent</i>            Remarks: <i>See text of Chapter</i></p>	<p>5. <u>PROCEDURE</u></p> <p>Subject <i>See Chap. II (Table IX)</i>            Specialty <i>none</i>            Type <i>knowledge-skill-appreciation</i>            Phase <i>assim., presen., recit., etc.</i>            Technique <i>Good</i>            Motivation <i>Fair</i>            Aids <i>F.(Cath.); G.(Prot.)</i>            Questioning <i>G.(Prot.); E.(Cath.)</i>            Activities <i>F.(Cath.); G.(Prot.)</i>            References <i>Poor</i>            Assignment <i>P.(Prot.); F.(Cath.)</i>            Evaluation <i>Poor</i>            Remarks: <i>See text of Chapter</i></p>

(1) The order of two of the groups of items (Groups 3 and 4) has been interchanged (i.e., reversed) in order to balance better on the page their presentation and arrangement, - the items themselves are strictly those used during the survey, without addition or deletion or any other important change.

(2) In the French schools, the item obviously becomes "Use of French".



"Teacher"

The ten units under the second heading, "Teacher", likewise offer but little difficulty. "Dress" applies to neatness, cleanliness, taste, etc., in clothing, and in addition, on the part of the lay female staff, to the use, artistic or inartistic, of cosmetics.(1) "Voice" includes modulation, articulation, enunciation, tonal quality, vitality, carrying power, frequency of use, etc. "Posture" is self-explanatory, - dignified, erect, unnatural, affected, "chained" to desk, and so forth. "Use of English" (in the French schools this naturally became "Use of French") implies choice and command of words, pedantic or colloquial, use of idioms, above-below-at pupils' level of understanding, correct grammatical construction, avoidance of errors caused by carelessness, and the like. "Vitality" may be reduced to enthusiasm or its absence, a vivid compelling presentation or a dull atmosphere of lifeless routine. "Manner", - is the teacher friendly, haughty, distant, approachable, cold, engaging? "Discipline" speaks for itself, - self-imposed, willing, lax, strict, repressive, controlled, co-operative, etc. "Matter" is to be understood as the evidence the teacher displayed during the observation of perfect control (or otherwise) himself of the body of the lesson or the knowledge involved in the type of teaching being carried on at the time. "Skill" means the combination of this knowledge with the correct methodology most suitable to the successful teaching and learning of the lesson.

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(1) The explanatory comments following the various items are solely for the clarification in the mind of the reader of the meaning of the term and its accepted connotation in this study, and in general will be taken for granted as understood and not adverted to specifically or individually in the final reporting of the results.

"Personality" may be summed up as the total picture the teacher presents in the inevitable overt expression of the inner and more recondite philosophy, knowledge, ability, attitude and general "mind-set" that motivate and guide and orient him in all his thinking and consequently teaching, for after all, as has been aptly phrased, "Thinking is linking".

#### "Pupils"

The ten items listed under the third heading, "Pupils", similarly are quite straightforward and clear. The first two, "Number Present" and "Number Absent", are obvious. Under "Age" was recorded the age of the youngest pupil in the class, that likewise of the oldest, and finally the average age of the entire class. "Sex" reduced itself to male, female, or mixed (Protestant schools only) classes. There is one point to bear in mind regarding the last six sub-divisions of this heading, namely, Health, Intelligence (including mental alertness), Attitude, (towards school-life generally), Interest (in the particular lesson), Application, and Co-operation (nature and extent), and it is that the judgment in all these matters was based solely on the evidence presented during the course of the observation, and for that reason, where necessary, should be made subject to broad and somewhat liberal interpretation.

#### "Classroom"

The fourth heading, "Classroom", embraces some twelve articles, all of them practically self-explanatory; Cleanliness (room and equipment), Seating (furniture and arrangement), Lighting (natural and artificial), Furniture (quantity and quality, condition), Heating, Ventilation, Location (in relation to the whole building and any other extra or unusual environmental conditions), Decoration (of any nature whatsoever), Bulletin Board (presence or absence), Blackboards (number, location, condition), Bookcases (presence or

absence, class library), and Miscellaneous Equipment (especially if rare or unusual).

### "Procedure"

The fifth and final heading, "Procedure" (that is, of the lesson or lessons actually observed), includes twelve items, some of which may require a certain elucidation. "Subject" means, of course, the general block of subject matter (or sub-division of same) to which the lesson observed appertained or belonged. "Specialty" indicates whether or not the teacher was a specialist in that subject, e.g., Art, Gym, French, etc. "Type" signifies the classification of the lesson as being either one of knowledge, appreciation, or skill. "Phase" indicates the stage in the unit structure; exploration, presentation, assimilation, organization, recitation (application). "Technique" should be interpreted as indicating the predominant methodology (or several such) employed by the teacher in the course of the lesson, e.g., participation, questioning, blackboard use, etc. "Motivation" means the apparent prime moving force as far as the pupils are concerned, e.g., satisfaction, fear of punishment, desire for knowledge, etc. "Aids" involves such extra and additional teaching helps as films, pictures, charts, models, diagrams, blackboards, books, etc. "Questioning" signifies the degree of mastery of this fundamental technique evidently possessed by the teacher. "Activities" indicates the major ones participated in or undertaken by the pupils in the course of the lesson. "References" means suggestions and recommendations made by the teacher to other sources of possible information apart from the official textbook, such as libraries, films, and so forth. "Assignment" (nature, quantity, explanation of same) means the study or written work the pupil is expected to prepare in time for the next lesson in this subject. Finally, "Evaluation" means the conscious effort on the part

of the teacher to ensure on the part of the pupil a firm realization that the matter of the lesson represents for him the fulfilment of a "felt need", or is socially or commercially useful, or is something to use or enjoy now or in the future, etc.

#### Organization of Chapter

These then are the major items of the check-list, - in addition, it will be observed that each of the last four headings provides ample space for any additional "Remarks" considered pertinent or significant. Certain other definite matters were also investigated or looked for, among them being evidence of the presence or absence of a "House Committee" to look after the cleanliness (blackboards and the like), decoration, ventilation, etc., of the classroom, the number of pupils equipped with spectacles, the general stance of the pupils, whether they clothe their verbal utterances in complete sentences or merely monosyllables, the kind, quality and extent of the apparent thinking done by the pupils, their reaction to being observed, etc. Also a definite judgment was passed regarding the success or failure, and the degree of same, of each lesson made the subject of observation. Accordingly, we shall therefore organize this third chapter into five sections, the first four of which correspond to the most important divisions of the Rating Scale, namely, Teacher, Pupils, Classrooms and Procedure to which we shall add as the fifth the Miscellaneous Remarks and Further Notes partially outlined above, terminating it finally with a few observations in a very brief conclusion.

#### Liberal Interpretation of Results Necessary

There is, however, one further point that should be made clear before we begin, and that is the fundamentally important one that in a Rating Scale of this nature, with the somewhat arbitrary range of possible values

running from "poor" (through "fair" and "good") to "excellent", completed in what was after all found to be quite a brief period of time, the subjective factor, the "personal equation or "mind-set", must inevitably loom large, despite the most careful precautions taken to guard against and provide for that very natural human element. However, this must not be taken to mean that the observations made are largely incorrect and probably untrustworthy or inaccurate, - that would be going to the other extreme, and would be equally foolish. What it does mean is this, - that the observations made and the remarks passed in the matter on this chapter are to be interpreted broadly and liberally and understood as being generally, but not necessarily universally, true and correct, or in other words, "not for all anywhere, but for most everywhere". A final word, - for the purposes of this chapter, "excellent" signifies near-perfection, "good" well above the average, "fair" the lowest possible acceptable standard of performance, and "poor" a condition requiring definite, drastic and immediate amelioration. So much then for our introductory explanation, - we turn now to the first section, which deals with the results of the Rating Scale, insofar as they concern themselves with the ten items listed under the heading "Teacher".

END OF INTRODUCTION

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SECTION ONE

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THE TEN ITEMS UNDER THE HEADING "TEACHER"

Recorded Results, "Remarks", Differences

We shall consider the recorded results for each of the ten items (Dress, Voice, Posture, Use of English-French, Vitality, Manner, Discipline, Matter, Skill, Personality) listed under the general heading of "Teacher" individually and in turn, terminating our discussion with a few brief but pertinent "Remarks". Where necessary we shall indicate marked differences between the three systems, preferring, however, wherever possible, to present a picture applicable and common to all of them.

1) Dress. The teachers' dress is everywhere Excellent, - neat, clean, stylish, appropriate and conservative. The use of cosmetics on the part of the female lay teachers is in every instance artistic and nowhere in any manner objectionable. 2) voice. In general, the voices are very Good. With two exceptions (one English-Catholic, one Protestant), they are clear, distinct, well-articulated and without accent or impediment. However, those of the Catholic (male) teachers (and especially the French male staffs) are somewhat strident, harsh and unsympathetic, displaying but little richness, beauty or tonal quality. The French men-teachers are often quite dramatic (natural vivacity) and display great energy and enthusiasm, - how their vocal cords stand the strain year after year is to me an enigma. The voices of Protestant teachers (be it noted, predominantly female) are quite kindly and sympathetic, but seem to lack a certain richness of tone and are perhaps too diffident and unenthusiastic. In addition, a distinct lessening of the impersonal, detached, blasé, uninterested voice-attitude on the part of many should be sought. It should be unnecessary to point

out that there are fortunately numerous exceptions to every one of these remarks, - a commentary that should always be remembered applies to all observations made in this entire third chapter, and one we shall presume as understood and borne in mind from now on to the end of it without need of further mention or elucidation. 3) Posture. The posture is Excellent, - erect, dignified, active, easy; in the case of the French a little more "ease" and less stiffness is required, and a little more evident alertness on the part of the Protestants would be an improvement. 4) Use of English (French). Good to Excellent everywhere, - informal, not pedantic, good use of colloquial language, suited to pupil needs and development. The French is Excellent, absolutely none of the French teachers showed any antagonism to using English if they felt they had sufficient mastery of it, and all were both appreciative of and very kind to my no doubt frequently incorrect use of their language, which all likewise freely admitted, by the way, to be more complex and difficult to learn than is English. 5) Vitality. The vitality is generally Excellent, - with very few and for that reason notable exceptions, there is evidence of a keen interest on the part of the teachers in teaching as a life-calling. The French are especially active and "insistent", and to them teaching seems a "mission" almost. 6) Manner. The manner is Good to Excellent everywhere, - firm, friendly, patient, kindly and sympathetic (especially "kindergarten and Grades One to Three). However, certain of the English-Catholic Sisters seem rather stern, sharp, critical and demanding, - but perhaps this was due to nervousness at their classes being observed by a young layman. Oddly enough, the French Sisters were quite relaxed and obviously at their ease, - many have a ready fund of good-natured humour to relieve the classroom tension and tedium. There are also some tendencies, infrequent to be sure, on the part of certain Protestant

teachers to be distant, aloof and apparently uninterested, which should definitely be rooted out. 7) Discipline. In the Protestant schools, the discipline is Good, in the Catholic (especially the French), Excellent. In the latter, out of 70 observations, only 6 were lower than Good (five Fair, one Poor), while in the former 8 (six Fair, two Poor) out of 40 observations (or one in five) were in that category. The older Protestant teachers, experienced in the true-and-tried sound discipline of the "old school", seem definitely superior here (that is, in their own system), with few "calls" to attention due often to their skilful use of the very valuable "question technique". In the Catholic schools, there seems to be a tradition or attitude of firm and implicit, but not absolutely rigid, discipline, with very little explicit reference to it (few calls to attention or order, etc.). In the Protestant schools, in general, there seems to be a traditional or accepted attitude of self-discipline (or possible "subject-matter" discipline) which is very praiseworthy in itself, but which in too many instances seems to have sadly degenerated into a certain license almost, certainly into a too-free interpretation of the basic meaning and aim of all true discipline. A more determined application of the principles of liberty under the law would be a distinct contribution to the character-building program. The Monitorial System at present in use has many good points to recommend it, but the Teaching Staffs definitely should take a more active part in restraining the too-frequent turbulence, scuffling and sundry disturbances in the corridors. Likewise, a little thought and effort on their part would reduce the numerous interruptions of a largely useless nature (especially in the high-school grades), room-leaving and unsupervised time of the pupils to a minimum. In short, the type of discipline is well-suited to the unfortunately rare type of pupil who receives character-training elsewhere, is largely a chance affair (integration of personalities of teacher and pupil) with



the average pupil, and is a definite failure with the more ruthless, untrained, brutal type (possible cause of deviations in results by districts, - a phenomenon limited to the Protestant schools), - in a word, there is a clear and immediate need, to my mind, of a more definite and promulgated type of positive discipline in the Montreal Protestant schools. 8) Matter. The control of the matter is everywhere Excellent, especially French and Reading in the Protestant schools, Latin and Mathematics in the English-Catholic, and Religion, Writing, Grammar and Canadian History in the French. 9) Skill. The teachers' skill (methodology) is Good to Excellent in all three systems (here and there on the Protestant side perhaps a little too time-consuming for the results noted). 10) Personality. The personality is likewise Good to Excellent throughout. There is no sign or evidence of unhappy, maladjusted, dissatisfied teachers, all seem happy at and keenly interested in their work of teaching. Perhaps a little more evident enthusiasm on the part of some is requisite. Remarks. The Principals are active, intelligent, enthusiastic and efficient guides and administrators. The Teachers are generally able, hard-working, active, efficient and enthusiastic workers, obeyed and respected by the pupils. There is no evidence of conscious neglect or slackness anywhere. I would point out to the Protestant teachers, who seem largely unconscious of them, the many "blessings" the survey revealed to be theirs, in comparison with the lot of the Catholic teachers, both French and English. These include, to name a few, good salaries (slightly higher maximums than the Catholics receive), an exceedingly short day ( 9 A.M. to 3.30 P.M., as compared to 8.40 A.M. to 4 P.M.), much less subject-matter per grade to be responsible for, far fewer examinations, infrequent and simplified reports (the compiling

and triplicated recording of the pupils' results causes the Catholic teachers fully three or four hours of detailed work every month, and much more in June), the almost complete absence of surveillance duties (corridors, halls, lavatories, school-yard, ranks, detention classes, religious ceremonies, etc.), the absence of the cumbrous and complicated Provincial Register of Attendance (and the Catholic Commission's Register of Daily Marks), etc., etc. In view of these considerations, an extraordinary effort and enthusiasm in the classroom on the part of the Protestant teachers might be looked for and expected. I was amused to note one English Catholic (high-school) male teacher who chewed gum quite openly in class, - the pupils were apparently used to it, or at least gave no sign of noticing anything unusual or mirth-provoking in the situation. It is, of course, quite conceivable that he suffered from a dry throat, or some such similar condition, and had explained his solution of the problem to them at some time in the past previous to my visit. As to the French teachers, - more gentleness, patience, and "tonal sympathy" on the part of the men is a desideratum and an improvement to be desired. In general, this group exhibited the most awareness of, interest in, and use of, different methodologies (including the new-type objective tests, etc.) as such, granted as they applied primarily to the acquisition of factual knowledge.

END OF SECTION ONE

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## SECTION TWO

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### THE TEN ITEMS UNDER THE HEADING "PUPILS"

#### Descriptive Outline, "Remarks"

In this section we shall follow the general method employed in the preceding one, - a descriptive outline of the findings for each of the ten items (Number Present, Number Absent, Age, Sex, Health, Intelligence, Attitude, Interest, Application, Co-operation) included under "Pupils", together with several concluding "Remarks".

1) Number Present. Reducing the results of the three systems individually to one collective average, the Number Present becomes 27.3 pupils per class observed (3002 pupils observed in 110 classes). By systems, the averages are: a) English-Catholic: 26.4 pupils present per class observed (924 in 35 classes), b) French-Catholic: 26.5 pupils present per class observed (926 in 35 classes), and c) Protestant: 28.8 pupils present per class observed (1152 in 40 classes, - one, as explained in Chapter One, being counted three times). Another break-down of the same results is as follows: Catholic: 26.4 (1850 in 70 classes), Protestant: 28.8 (1152 in 40 classes), - a difference of 2.4 pupils per class observed. 2) Number Absent. The collective average Number Absent is 3.4 pupils per class observed (371 pupils in 110 classes). By systems, the averages are: a) English Catholic: 2.6 (90 in 35 classes), b) French-Catholic: 3.7 (131 in 35 classes), and c) Protestant: 3.7 (150 in 40 classes, - the same class again being counted three times as explained above). Reducing the Catholic statistics to a unit, we have: Catholic: 3.2 (221 in 70 classes), Protestant: 3.7 (150 in 40 classes), a difference of 0.5 pupils per class observed. There were no epidemics in progress,

absences being caused mostly by the common cold. (1) 3/ Age. (2) The Age ranged from 4.5 to 18 years (the class averages from 5 to 15 years), as is shown by these figures (with the averages in parentheses): English-Catholic 5 to 18 (6-15), French-Catholic: 5 to 16 (5.5-14), Protestant: 4.5 to 17 (5-15). By religious affiliation, the results become: Catholic: ~~5~~ to 18 (5.5-15), Protestant: 4.5 to 17 (5-15), - no great difference, especially in the important averages, being discernible. (3) It will be remembered that the statistics for items 1-2-3 in this section extend only to Grade 9 inclusive. 4) Sex. As regards the Sex of pupils observed (4), the following totals result: 54 boys' classes, 27 girls' classes, and 29 "mixed" classes (boys and girls together in the same class) were visited. A pertinent difference reveals itself when we group the classes by religious belief: Catholic: 46 boys' classes (English 27, French 19), 24 girls' classes (English 8, French 16), 0 "mixed" classes, Protestant: 8 boys' classes, 3 girls' classes, 29 "mixed" classes, - there were no "mixed" classes observed (though I am informed some few do actually exist, owing solely to the pressure of present circumstance) in any of the Catholic schools visited, either English or French.

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(1) It will be recalled the observations were made in late November and mid-January.

(2) Table V on page 57 might be consulted again with profit at this stage in regard to the results of items 1,2, and 3 of this section.

(3) There were perhaps one or two pupils in each class (with some exceptions) rather well above (anywhere from three to five years) the average age for that class.

(4) Table VIII on page 60 gives the break-down for the three systems.

5) Health. The Health varies with the district from Good to Excellent (one Protestant school observed located in a "lower-class" (1) district might be more accurately described as Fair to Good). With the possible exception of this one school, there were no evidences of malnutrition or neglect either detected (observed) or reported. Exceedingly few pupils anywhere seemed underweight, and in fact, generally speaking, the evident health, the physical size and development, the energy and vitality of the vast majority of the pupils, both boys and girls, were most impressive and satisfactory. It is clear that, among other important contributing causes, the physical training programme and the distribution of milk in the schools are certainly two leading and potent factors in the securing and attaining of this very necessary end and aim of strong and healthy bodies for our growing children.

6) Intelligence. The Intelligence (and mental alertness) of our pupils is Good. With the definite exception of the school spoken of already above, and which seemed to have an usually high percentage of slow or retarded children, all seemed of at least normal intelligence (some pupils, especially in the "Opportunity Classes" observed, were, of course, definitely superior and outstanding) and alert and interested. While a few were naturally somewhat slower (in the under-privileged districts mostly) than others (or even the average), no morons, idiots or imbeciles were observed in the regular classes (certain schools have the advantage of special auxiliary classes for children handicapped in this regard). 7) Attitude. In general, the Attitude of the pupils to school-life (and work) is Good to Excellent. There is no evidence of balking or waywardness, but unfortunately, in the higher

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(1) See p. 29 of the Introduction for our definition of the term.

Protestant grades, there does seem to be a distinct and noticeable slackening off of purely intellectual and strictly scholastic interest, effort and endeavour. The demands of their more forceful and "compulsion" type of teaching, with its greater demands on the time and efforts of the pupils seems to preserve the Catholic schools from much of this adolescent intellectual diffusion and dissipation. 8) Interest. The Interest is everywhere Good, and to the English-Catholic students especially the matter taught seems vital, enjoyable and compelling. A slight relaxing of the firm discipline, especially in the higher grades, would assist the French pupils to a needed spontaneous and "subject-matter" enthusiasm. As to the Protestant schools, - the commentary made in Item 7 has, of course, a corollary or carry-over value here with regard to Interest. 9) Application. The pupils' Application is likewise Good, and the commentaries must naturally follow the same trend as for the two preceding somewhat similar and related items: the English-Catholic pupils seem to require very little prodding and apparently work voluntarily and gladly (1), the French do not apply themselves entirely freely and voluntarily (there seems to be an ever-present implied possible penalty for failure, - marks, detention, loss of privileges, etc.), and the apparently prevailing limitations (from the point of view of intellectual endeavour) described above for the Protestant schools apply, with modifications, here also under Application. 10) Co-operation. In general, the Co-operation the pupils show is Good and leaves very little (bearing in mind the observations made in Items 7 to 9) to be desired, - in extra-curricular activities it is, as might be expected, Excellent.

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(1) One Sister told me of a voluntary group of her Grade Nine girls, who came to class at eight o'clock in the morning to perfect, under her guidance, their incomplete knowledge of the intricacies of the conjugation of Latin verbs.

Remarks. As the pupils are necessarily a reflection of the system in and under and according to which they are schooled, it seems most just and accurate to organize (as, indeed, we shall), the Remarks we shall make here concerning, and based on our observations of, them according to school system classification. English-Catholic: The onus of whatever failure exists in education here (and a certain amount does exist in every system) cannot be laid at the door of these pupils, who, while their effort at the assigned work and study at home is definitely limited in nature and extent, nevertheless are comparatively hard-working in class, and are enthusiastic and co-operative. Their questions are intelligent and pertinent, and these pupils have much greater depth and breadth than is apparently generally thought to be the case by their teachers, - their willing and voluntary effort awaits the best guidance of their able (especially the younger) teachers. French-Catholic: The pupils work well and are interested and enthusiastic up to a certain degree, - however, a certain freeing and relaxing of the somewhat rigid control and atmosphere might serve to bring out more of the latent initiative, spontaneity and originality in the pupils, which would be immediately reflected in an enlivening of their attitude, interest, application and co-operation. Protestant: The slightly critical commentaries and observations made in Items 7 to 10 above are based on the belief that a school is primarily and above all an institution where the intellect is trained and nourished and the character formed on moral principles, citizenship flowing from, but definitely not being prior to, this fundamental training and formation. Naturally, the important other roles, duties and training the school fulfils and imparts are readily admitted and must be provided for, but they do nevertheless (or should) remain secondary in both nature and importance. This is the writer's premise and he must view the

results, according to his lights, in terms of it, - all the while sincerely admitting the reader's right to possibly different, though equally conscientious, interpretation of the same findings. The pupils are poised and self-expressive, and not at all shy or ill at ease in the presence of visitors or those in authority, yet withal they cannot be considered rude, bold or ill-bred. The pupils of the lower grades<sup>are</sup>, especially charming and innocuous, and yield precedence to no one in this regard. Generally quite secure in the economic sense (constituting a fairly compact group) and gifted (or trained) in the social amenities, these pupils seem to me very capable of being guided to great things, and therefore it seems all the greater pity that the rather free system should cause them to suffer so clearly and yet so needlessly in comparison with other possibly less privileged groups. Possibly the almost total absence of men-teachers in the elementary grades is partially responsible for the general ebullience of certain of the older and more developed and experienced pupils, especially the naturally more aggressive boys. The good qualities of these children are definitely there beneath the surface, but they need and must have discovery, guidance, training and polishing at the hands of hard-working, conscientious, devoted, orderly, firm but sympathetic teachers at all levels and in all grades from kindergarten to college entrance.

END OF SECTION TWO

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### SECTION THREE

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#### THE TWELVE ITEMS UNDER THE HEADING "CLASSROOM"

##### Established Standards

The presentation of the findings/for the items of this section, twelve in number, (Cleanliness, Seating, Lighting, Furniture, Heating, Ventilation, Location, Decoration, Bulletin Board, Bookcases, Miscellaneous Equipment), and the related "Remarks", it will immediately be seen requires somewhat less space than was devoted to the data of the two preceding sections (of but ten items each). The reason for this is quite simple and straightforward and is, namely, the long previous existence, in the case of so very many, certainly the majority, of these items (e.g. Cleanliness, Lighting, Heating, Ventilation, etc., etc., ) of definite and valuable norms of judgment as to what constitutes an ideal or at least acceptable state of affairs and what on the other hand is unquestionably a condition requiring immediate amelioration, the existence, in short, of clearly understood and established empiric or experiential standards. 1) Cleanliness. The classroom cleanliness is Good to Excellent everywhere, - the classrooms of the lady teachers, and especially those of the various religious communities, exhibit a striking and outstanding superiority in this important respect. In many of the English-Catholic classes, the walls definitely need some repairing and a thorough cleaning, - this is, of course, the concern, not of the individual teacher, but of the maintenance department of the School Commission. 2) Seating. The Seating is also Good to Excellent in the three systems. However, the apparent advanced age and consequent impaired condition of the equipment in some of the

English-Catholic classes militates against any hope of its further usefulness. 3) Lighting. The Lighting everywhere is generally Excellent. 4) Furniture. The Furniture is mostly Excellent. But again we must note that Good to Excellent would probably be more accurate in describing the English-Catholic results, - much of the furniture is old and could be renewed to great advantage by the Commission. 5) Heating. The Heating is likewise Excellent, - the rigours of the Canadian Winter were amply provided against and overcome everywhere. 6) Ventilation. The Ventilation is also generally Excellent, the only criticism would be the apparent toleration occasionally, especially in the French schools, of a certain stuffiness of atmosphere, due to carelessness regarding the frequent airing of the classroom, even when in use. 7) Location. The Location is Good. The buildings are generally three storeys in height (with a basement) and equipped with two and often three sets of staircases. One English-Catholic school had classes immediately overlooking a very busy and consequently somewhat noisy street. One Protestant kindergarten and one French First Grade were located in basements. 8) Decoration. The classroom Decoration, especially in the elementary grades, is Good to Excellent, consisting generally of such items as pictures, statues (Catholic schools), plants and flowers, chalk designs, colored paper, bric-a-brac, etc. The decoration of the upper classes which we would expect to be correspondingly and commensurately more tasteful and artistic, might be a worthwhile and practical project on which the pupils could profitably expend certain of their extra efforts. A fortunately very few classrooms were practically completely bereft of all form or manner of decoration. 9) Bulletin Board. It will no doubt be surprising to the reader to learn that out of 108 classes visited (one gym class was observed and

one classroom was used for two different observations), only 23 of them (11 English-Catholic, 9 Protestant, 3 French-Catholic) were equipped with some form or other of what could justly be called a Bulletin Board, leaving the vast majority, 85 to be exact (32 French Catholic, 29 Protestant, 24 English-Catholic) not thus equipped. The twenty-three that were located were largely concentrated in the upper classes of a few schools in each system.

10) Blackboards. The Blackboards, usually two or three of the large four-slate kind to a class, were everywhere Good to Excellent. 11) Bookcases. This item, Bookcases, in practice was interpreted as meaning the presence or absence of a class library, or at least some books other than those prescribed by the program of study, irrespective of whether they were stacked on shelves as bookcases or merely piled there available for immediate use. Using the classification of 108 rooms visited described above in Item 9, the break-down then becomes: 58 classes (36 Protestant, 17 English-Catholic, 5 French-Catholic) equipped with extra reading material, 50 classes (30 French-Catholic, 18 English-Catholic, 2 Protestant) not thus equipped. In addition, many of the Protestant schools and certain of the English-Catholic (mostly high-schools) are equipped with good general school libraries. In justice to the French schools, I must point out that many of their classrooms were equipped with large closed cupboards which possibly contained books, - as to school libraries, none were shown, mentioned or indicated to me during any of the observations there.

12) Miscellaneous Equipment. The Miscellaneous Equipment (the remaining assorted articles rarely or frequently seen in the classrooms visited) is Good to Excellent and includes such items as the following: religious pictures and objects (1), statues, maps, globes (the English-Catholic schools are

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(1) Every Catholic classroom is equipped with a Crucifix.

apparently especially, though through no fault of their own, handicapped in this regard), flags, pictures, reproductions of paintings, charts, diagrams, plaques, thermometers, various kinds of flash or display cards, pamphlets and magazines, window-shades, decoration paper, chalk mottoes and drawings, gramophones (English-Catholic schools especially, - an album of records meant to be used in teaching the second language is included), mirrors (a few), typewriters (a few in the higher grades), mensuration models, number facts and letters of the alphabet (in chalk, on cards) snapshots, nests (a few), abacuses (a few in the Catholic schools), pianos (Protestant kindergartens), etc., etc.. Many of the Catholic classes are provided with and have on display large, stiff coloured cardboard cards depicting well-known and outstanding scenes in the annals of Canadian History. Many Protestant schools have large (twelve to fifteen feet in length) water-color "projects", the work of pupils, on display in the classes; likewise such "activities" as model forts, log-cabins, sand-table scenes, etc. One Protestant classroom had a wash-stand in it, the same school was equipped with a regulation dental chair and paraphernalia (including the drill) and enjoyed the services of a dentist four full days a week (other schools in the district were also serviced). This school, an elementary one, was also equipped with a modern well-built stage and movie-projector booth. Radios and movie-projectors are apparently practically standard equipment in most of the Protestant schools. Another Protestant high school, - and I fear I am perhaps identifying it by the description, - possessed a large auditorium, a swimming pool, a game hall, a tremendous gym, an excellent cafeteria, and a modern planetarium.

Remarks: The Classrooms, as a whole, are definitely neat, clean and orderly and often quite pleasingly decorated in a tasteful and artistic manner. Most teachers seem to have been at some pains to beautify or at least improve the

appearance of their classrooms, and this, in general, without benefit of assistance or co-operation from the respective boards. The personnel departments of the administrative staffs would do well to encourage and foster the evident teacher-initiative and talent in this regard and make available to those interested materials suitable for classroom decoration. The cost involved would be light and would be more than amply repaid by the resulting effect of making the classroom a gayer, brighter, more cheerful place to be and its atmosphere certainly one far more conducive to purposive effort. The Protestant schools, and to a slightly less extent the French schools, are modern, and exceedingly well-equipped (the Industrial Arts, Home Economics, Medical and Music Rooms, the Assembly Halls, Gyms, and high school Laboratories, etc., part and parcel practically of every Protestant school, are all fitted out according to their needs and nature). The English-Catholic schools, on the other hand, while kept very clean, are older, seem somewhat drab, definitely need new furniture and a general renovation, and are comparatively but sparsely and very inadequately equipped with the various modern aids and appliances. Having visited even but a few of the beautiful roomy, modern French schools, of fairly recent building, the condition of the cramped, inadequate, over-crowded, out-moded, badly equipped, old-fashioned school buildings housing the children of the English-Catholic minority is all the more striking and strange, - the reason for the toleration of the existence of such a situation by the Commission is not immediately clear.

END OF SECTION THREE

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SECTION FOUR

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THE TWELVE ITEMS UNDER THE HEADING "PROCEDURE"

Descriptions and "Remarks"

The method for the twelve items (Subject, Specialty, Type, Phase, Technique, Motivation, Aids, Questioning, Activities, References, Assignment, Evaluation) listed under "Procedure" will be identically the same as for the preceding sections, - a short description of the results and a few "Remarks".

1) Subject. As the entire second chapter was given over to the discussion of the findings for each of the general "blocks" or departments of subject-matter, it will suffice here to say again that representatives from every department were included in the observations during the survey. 2) Specialty. No lesson observed was a Specialty (that is, no lesson was taught by a teacher who concentrates or specializes in the particular subject at that moment being observed). However, the Kindergarten and certain of the High School teachers had had varying degrees of semi-specialized preparation for those subjects or classes. 3) Type. The Type of procedure observed was one of the following: knowledge, skill, appreciation (in that order of frequency, the first outstripping the second, and both of them easily outdistancing the third). 4) Phase. The Phase, or stage in the unit, in the order of frequency observed would be as follows: assimilation (including practice), presentation, recitation (including review), explanation, organization. 5) Technique. The Technique was everywhere Good and was primarily one or a combination of the following: participation, blackboard illustration, questioning (see Item 8 below), explanation, discussion, practice, demonstration, study, notes, etc.

6) Motivation. The Motivation is unfortunately no more than Fair everywhere and is based on a not-too-skilful use of such items as satisfaction (in knowing and doing), knowledge (in itself and also partially as satisfying), skill (as valuable, and also as power or conquest), enjoyment, appreciation ( of its value), possible failure in approaching examinations (fortunately apparently infrequently used), etc. In general, there seems to be very little provision for "individual differences". 7) Aids. The Aids to teaching used are Fair to Good (the former applying more generally to the Catholic schools, the latter similarly to the Protestant) and include books, blackboards, pictures, colored chalk, maps, charts, diagrams, flash and display cards, printed paradigms of various natures, abacuses (Catholics only), films (Protestants only), etc., and, where applicable, the standard laboratory equipment. 8) Questioning. The Questioning technique is Good to Excellent (the latter applying especially to the Catholic schools), A fundamental dichotomy exists in this important matter between the two systems, Catholic and Protestant, - the former employ the questioning technique not only during the "presentation" of the lesson but also very definitely in the later "recitation" of same, the latter restrict its use almost completely to the "presentation" phase, in fact, the "recitation" as such, as we understand it, seems largely to have disappeared from the Protestant schools, and while this is a matter about which very definite and strong opinions are held, nevertheless I venture to say that like everything else it can be overdone and that probably here as elsewhere it is still true to say that "virtus stat in medio" and the middle path will be very likely found to be the safest one. Be this as it may, the questions, very often thought-provoking in nature or

else requiring an intelligent repetition of the matter (there are, of course, a certain number of more or less inevitable "fact" questions), are in general of a quite high standard of difficulty and only essentially correct answers are accepted (the Protestant schools would do well to require of the pupils more complete and penetrating answers to the questions asked). The pupils everywhere normally stand to answer a question (occasionally for the sake of time and efficiency the pupils give the answers sitting) and the practice of phrasing of the answers (especially in certain eminently suitable subjects) in complete sentences is encouraged by many painstaking and conscientious teachers. A greater emphasis on "thought", as opposed to "fact", questions in the French schools would mark a forward step in the direction of progress.

9) Activities. The Activities are Fair (Catholic schools) to Good (Protestant schools). No projects or enterprises were noted in the Catholic classes visited, although these activities are carried on to a limited extent in some schools,-the crowded official curriculum together with the printed June examinations sent by the Commission and which must be prepared for and which from Grade 4 up count for 50% of the marks for promotion (except in Grades, 7,9 and 11, who write the Provincial examinations), render these excursions into the enterprise field few and far between. The Enterprise, of course, forms a definite part of the Protestant program and evidences of it (and also "assembly" (1) preparations) were noted in almost every class. More standard "activities" for both systems included working (at desk or blackboard),

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(1) Apparently in many Protestant schools each class is required to present a little concert, called an "assembly", periodically for the entertainment and edification of the rest of the school. Something akin to these are the annual concerts in honour of <sup>the</sup> Pastor's feastday, or sometimes those of the Brother Director or Mother Superior, in the Catholic schools.



answering questions, following explanations, reading, reciting, correcting their own or another's work, writing, listening, drawing, painting, acting (Protestants more), and last but not least praying (Catholics more), etc.

- 10) References. The References were surprisingly poor everywhere, - in fact, during all the observations in the entire three systems the only reference recorded, apart from the official text, was a general suggestion to the class on the part of a (Protestant) science teacher to a specialized book-shelf on that subject in the corner of the laboratory.
- 11) Assignment. The methodology of the Assignment is poor (Protestant schools) to fair (Catholic schools). It usually follows the presentation of the lesson and takes the form of questions to study, matter to prepare, pages to read or review, work to be done, etc., and very little time is given to it as such, - possibly the pupils are trained to an implicit understanding of what they are to do, certainly there is no evidence of any explicit explanation. This widespread carelessness regarding the Assignment, even on the part of experienced and energetic teachers, is, to my mind, a serious shortcoming and one indicative unfortunately of the existence of a "laissez-faire" attitude by many toward the excellences of artistic teaching or to put it more bluntly about doing the very best possible job one can under the circumstances.
- 12) Evaluation. The Evaluation is everywhere poor and practically non-existent. One First Grade (French) teacher asked her pupils (boys) why children came to school and received such answers as to be instructed, to learn to read, to be able to earn a living later, etc. One Grade Seven (Protestant) teacher informed her pupils (mixed) that while the grammar they were at that moment studying was actually not required for their own program, it would be useful to them later on in the higher grades (she also used a mild

form of "examination motivation"). Apart from these two very humble attempts at some form of evaluation, there was during the entire period of the observations absolutely no attempt anywhere, in any class of any system, to present the matter of any subject to the pupils as meeting a "felt need", or as socially or commercially useful, or as something to use or enjoy now or later on in the future. The implicit and unspoken question, "Why do we study this subject?", though assuredly ever-present in the minds of the children, was nowhere and at no time answered during my observations, - in reality, surely an uncomfortably strong indictment of a fundamental weakness, - if we either cannot or will not make our aims and objectives clear to our pupils through the medium of the subject-matter forming the curriculum, then can these same aims and objectives, after all, be really clear and valid and acceptable, deep down, to ourselves as teachers? It seems hardly likely that such can truly be the case. Remarks. It is clear that certain weaknesses, namely, Motivation, Questioning (Protestant Schools), Activities (Catholic Schools), References and Evaluation, definitely require remedial treatment. The blackboard techniques vary from good to excellent. The Projects of the Enterprise Program in the Protestant schools are interesting and often worthwhile, but there is need of more initiative, differentiation, variety and imagination in the treatment of their planning, development and execution. This program, as noted above, exists to a very limited degree in the Catholic schools. To sum up, then, we would say that it is evident that more imagination, variety and "freedom" could be introduced to advantage in the Catholic schools, especially the French (the great obstacle and difficulty here being the Damoclean sword of written examinations and daily marks, and the perhaps undue importance attached thereunto, that seems to overhang and

overshadow the whole system), while a general but distinct tightening of methods and standards, requirements and achievements, together with a firmer and more purposeful approach to the core and central problem of discipline, is clearly the outstanding need and desideratum of the Protestant system as it stands today.

END OF SECTION FOUR

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## SECTION FIVE

### MISCELLANEOUS REMARKS AND FURTHER NOTES

#### Related Findings and Other Observations

In this final section we shall round off our discussion of the results revealed by the Rating Scale with some six pertinent and related findings which we have termed "Miscellaneous Remarks" and a series of more or less unrelated observations, of a general or a specialized nature, as the case may be, grouped together under the arbitrary and generic title of "Further Notes".

#### MISCELLANEOUS REMARKS

##### Qualitative Remarks

The first of these pertains to the quality of the union of matter and methodology observed. In my humble estimation, I would report that of the 110 observed "lessons" (broadly interpreted to mean the matter taken or dealt with during the time of the observation), 23 were complete, unqualified and outstanding successes, 47 were definitely successful beyond all doubt, 21 were partial or conditional successes, 14 were possibly successful (that is, would possibly become<sup>so</sup> in time and with further effort), and 5 were unfortunately failures. The five failures, all men-teachers, be it noted, seemed to stem primarily from poor order and discipline and lack of control of the general teaching situation. The breakdown by system, using the above classification, is as follows: English-Catholic: 10-16-4-3-2, for a total of 35, French-Catholic: 8-18-5-3-1, for a total likewise of 35, and Protestant: 5-13-12-8-2 for a total of 40, and a grand total, as above, of 110 observations.

### Pupil Reaction

The second remark concerns the perceptible effect of observation upon the pupils, and their reaction to it. In general, the pupils, with certain exceptions (principally in the French schools, where they probably detected from my conversation that I was of different racial origin to themselves and therefore a "special" visitor, and hence became an object of naturally greater interest and curiosity) rapidly became apparently oblivious to observation. In only sixty-two classes was my presence noted to any degree (and in only two of these, both elementary classes, was I observed at all closely or frequently), and in forty-two of these I sat in front at the teacher's desk which brought me rather forcibly to their attention. The remainder paid practically no attention whatsoever to me, and nowhere did my presence create a disturbance.

### House Committee

The third remark concerns pupil participation in "classroom chores". Apart from a very few nuns' classes, there was no discernible evidence (which does not, of course, deny, negate or disprove its existence) of an organized "House Committee" at work in the cleaning (that is, special or extra cleaning, as distinct from that forming part of the duties of the janitor), decoration, ventilation, etc., of the classroom.

### Pupil Posture

The fourth remark pertains to pupil posture. The general posture of the pupils was uniformly good, and in many instances excellent, with positive calls to attention in that important matter proving practically unnecessary.

### Defective Vision

The fifth remark concerns the number of pupils equipped with eyeglasses. Of the 3002 pupils present and observed, approximately 163 wore spectacles, or an average of 1.5 per class. By system, the results, with the average-per-class in parentheses, are: English-Catholic: 48 pupils (1.4), French-Catholic: 51 pupils (1.5) and Protestant: 64 pupils (1.6), one class here, as explained above, being counted three times. No doubt, there are other pupils with as yet unremedied defective vision.

### Pupils per Class

The sixth and concluding miscellaneous remark deals with the average number of pupils per class observed. The general average for the three systems taken together as a unit is 30.7 pupils per class. By individual system this becomes English-Catholic 29.0, French-Catholic 30.2, and Protestant 32.5. In only eight classes was there perfect attendance at the time of the observation, - two English-Catholic Grade Nines (one boys, one girls), one French-Catholic Grade Four (boys) and Grade Six, Seven and Nine (girls), - the latter three, by the way, all in the same school, and one Protestant Grade Six (boys) and Grade Seven (mixed).

### FURTHER NOTES (1)

So much, then, for our Miscellaneous Remarks, - we turn now without further ado, to the concluding group of rather discrete (discreet too, let us trust) and disparate "Further Notes".

1. The Catholic pupils, in general pray with devotion and attention and give evidence of comprehension of its meaning. There is a definite tendency, however, on the part of some of the French pupils to a rapid rote recital of the

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(1) For convenience of separation, we shall list these by number.

of the Prayers and Catechism, at least insofar as the recitation of these as "lessons" is concerned. The Opening Exercises, of a largely religious nature, in the Protestant schools, are, by and large, executed with respect and attention, but not apparently with very much evident interest and enthusiasm. Some Protestant classrooms have Scriptural quotations on the blackboard and a few have "religious" pictures. In one Jewish class, the name of God was respectfully mentioned by a pupil during the course of an English lesson.

2. There is practically no gratuitous talking by the Catholic pupils, but a noticeable, though not striking, amount of it in the Protestant schools.
3. With a very few exceptions, there is little volunteering of information, extra questions, and the like anywhere.
4. The pupils all give evidence of enjoying school and seem happy, or at least satisfied to be there.
5. The personal cleanliness and hygiene of the pupils is everywhere excellent, - they are neat and clean in dress and appearance.
6. There is very little "room-leaving" in any class or school, - however, the Protestant authorities might tighten up just a little in this regard.
7. The corridors are clean and in the Catholic schools are orderly and free from loiterers, - the noise and loitering in those of the Protestant schools, is, however, quite noticeable (possibly due to apparent lack of Staff supervision).
8. The Catholic pupils go to their classrooms in orderly and quiet double-lines by grade (talking and disorder are strictly prohibited here); this idea of "lines" seems practically non-existent in Protestant schools, - one school visited did have distinct boys' and girls' general (i.e. not by grades) lines.

9. The administering of corporal punishment in both Catholic systems is limited strictly to the Principals (the teachers may make a request or recommendation in the case of pupils for whom they deem it necessary); in the Protestant system, the teacher may send for the strap from the Principal's office and administer it himself, a written record being kept of the date, pupil's name, reason for punishment, etc.
10. The practice of tale-bearing or "tattling" is discouraged and openly frowned on by all the teachers.
11. There seems to be excellent and willing extra-curricular co-operation between Staffs and Students everywhere (in the French schools, it is probably based on a considerably modified version of their more "authoritarian" concept).
12. In the Catholic schools, the "lates" are few, probably because the practice is held in definite disfavour (the incorrigibles or those frequently late are sometimes subjected to corporal punishment); the "lates" in the Protestant schools are too numerous, possibly because they seem to be dealt with extremely leniently.
13. Gum-chewing by the pupils seems almost non-existent, - however, the practice is apparently either tolerated or undetected by some of the English-Catholic men-teachers.
14. The politeness and good manners of the pupils is generally pleasing and impressive (the few exceptions being, we must admit, all confined to the Protestant higher grades) in all the systems, the polished ease of the French in this respect standing out sharply.
15. The class-clocks were usually in operation and accurate, - those in the French schools were often quite decorative, but some of the ones in certain English-Catholic schools were either stopped altogether or else very inaccurate.



16. Very few teachers, in contradistinction to the constant practice of the Observer, teach with the classroom door open.

17. No detention classes were observed, - however, they do exist in the Catholic schools.

18. The amount of written homework given in the various classes eligible for it seems very moderate in all the systems, and appears to be more carefully done in the Catholic schools, especially the French.

19. In general (that is, broadly speaking), the Deductive Method seems to predominate over the Inductive Method in the Catholic schools, while in the Protestant ones the reverse would seem to be true.

20. Only roughly half a dozen colored pupils and a few Chinese boys (the latter all located in one school, and often the leaders of their classes the teachers informed me) were seen in the English-Catholic schools; there were a very few English pupils and one non-French-speaking colored boy in the French-Catholic schools; and in the Protestant schools visited perhaps fifty colored pupils (approximately 40 of them in one school) were seen, practically no Orientals were observed, and one school was predominantly Jewish in staff and students.

21. A few teachers (mostly Catholic) harness the pupils' natural competitive spirit effectively by such means as class-teams, simple "rewards", personal record charts or thermometers, etc., the remainder might improve their teaching and spur the pupils' interest and efforts by so doing.

22. Training of the memory, which, after all, should form a certain part of every sound program, seems to be handled more successfully, possibly due to the nature of the curriculum and its teaching, in the Catholic schools, and especially the French, where it is carried, perhaps, to some excess.

23. A certain amount of good-natured banter and humor is practiced by some

teachers (principally the French Sisters and the English Catholic laymen) and is taken in good part and very well received by the pupils, - natural ability in this regard is of great value in "relaxing" the often unconsciously tense classroom situation and in putting the pupils at their ease by creating a friendly atmosphere.

24. Workbooks, especially those for Arithmetic, are in evidence to a limited extent in the three systems.

25. The Teachers' Rooms in the Protestant schools are generally large, bright, cheerful and well-equipped (some are furnished and arranged as well as any private home), - those in the Catholic schools definitely suffer by comparison.

26. The Protestant schools are exceedingly well-equipped and modernized, the French seem modern and quite well-equipped, and the English-Catholic ones generally seem old and barely adequately equipped with the necessary teaching supplies and facilities.

27. The maintenance staffs (janitors, furnacemen) in the Protestant schools seem well-trained and very efficient, and are superior to those in the Catholic schools where one man (in contrast to the Protestant three or more) ordinarily is expected to look after the heating and cleaning, snow-removal, minor repairs, etc., of a school of perhaps twenty-five or more classrooms (and other rooms), - where it is clearly an impossible task, and beyond the capacity of any one man to give proper efficient service..

28. The Protestant schools mostly use the locker system for the pupils' belongings, the Catholic a combination of cloakrooms (with individual hooks) and lockers (the newer schools).

29. The Monitorial System, both for the class and for the entire school (a one-day term), is in operation in the Protestant schools, - this is confined in the Catholic schools to temporary (one-job) and limited responsibility for some of the older pupils of proven ability and experience.

30. The Protestant schools have gyms and regular periods for this type of endeavour; the Catholic schools use the large halls with which most, if not all, seem to be equipped for their regular physical training exercises and drills (in clement and favourable weather, the exercises are taken in the fresh air in the large school-yards).

31. Fairly frequent exercise (stretching, breathing, walking, etc.) is taken in the classroom itself in the Protestant schools, but, except for certain of the lower grades and some French classes, this type of exercise is not generally practiced in the Catholic schools.

32. The Protestant principals enjoy the services of secretaries (sometimes shared by two schools), who bear the burden of most of the often heavy clerical duties (correspondence, records, various reports, etc.); the Catholic principals are expected to attend to these matters themselves or with the assistance of their staffs, - however, if the school is one of 15 or more classes, the principal is entitled to the services of a full-time (non-teaching) assistant-principal to help him in the conduct, management and administration of the school.

33. The prevailing conditions of slightly too-relaxed discipline and lack of insistence upon purposive effort and its normal resulting visible and measurable achievements constitute the present hampering influences to education in the Montreal Protestant schools; while the present system of marks and examinations, and their administration, and the importance and value attached to them, is proving a definite hindrance to both teachers and pupils (and consciously on the part of the former, at least the English ones), and is hampering considerably the whole process of education in the Catholic schools of Montreal.

34. The pupils in the Protestant schools of the more privileged (1) districts, converse freely, politely and intelligently with visitors and those in authority, very few appearing at all shy or ill at ease (some few perhaps err a trifle in the opposite direction); but elsewhere in the English-Catholic schools (the less

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(1) See Introduction, p. 29.

economically-favored districts) and throughout the French schools generally the pupils appear somewhat shy, tongue-tied and not at their ease and do not seem either inclined or accustomed to talking freely or giving their own frank opinions in the presence of visitors or to their own authorities,- they give no evidence of being sullen or deceitful or unusually taciturn (on the contrary with the French, who are naturally often very vivacious and ebullient), but rather merely a shade too reserved in the presence of, and apparently unused to having their opinions considered of interest or importance by, the school authorities and visitors to them.

35. Finally, and this will conclude our series of "Further Notes", in general the attitude of the Staffs toward the Students is, first of all, in the case of the English-Catholic schools, one of intelligent understanding and sympathy (and the latter seem both aware and appreciative of it), is, secondly, in the case of the French-Catholic schools, one of strict discipline and obedience tempered to a certain degree by a fair amount of the intelligent understanding and sympathy spoken of and referred to above (the "matter" is viewed and considered as being definitely important and almost necessary in itself), and thirdly, in the case of the Protestant schools, the attitude is one of great understanding and very ready sympathy, with a definite tendency, however, to being too indulgent and over-lenient, and the pupils, well aware and keenly sensible of both aspects of the situation, seem to respect the first, and take a little advantage (as is only natural) of the second, element in this prevailing general attitude and philosophy.

END OF SECTION FIVE

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## CONCLUSION

### Two Remaining Points

With this exceedingly brief conclusion, we bring to a close our consideration of the results of the Mating Scale and its fifty-item check-list, together with some miscellaneous, though pertinent, further notes and observations. There are but two remaining points we wish to make before concluding this third chapter. The first is to emphasize again the subjective element, guarded against but inevitable in an investigation of this nature, and the limitations thereof, and to say once more, therefore, that the remarks passed and observations made herein, while we hope generally accurate, are by no means necessarily universally true and appropriate. The second and final point, - and I regret I have not more time and space to devote to it here - is to report with gratitude and deep appreciation my most cordial and polite reception by Staffs and Students everywhere and to express my thanks for the every possible comfort, convenience and assistance that were accorded and provided for me, and without all of which the successful completion of the research necessary for this project would have been absolutely impossible.

END OF CHAPTER THREE

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THE CONCLUSION

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## THE CONCLUSION

### INTRODUCTION

#### General Plan

This short Conclusion, with which we bring to a final close our rather lengthy thesis on "A Study of Educational Practices in the Schools on the Island of Montreal", will embrace three distinct, though related, sections, the crown points, as it were, of all our endeavour, and which we deem of considerable importance in understanding completely and following through to its logical conclusion, the pivotal theme or argument we outlined in the Introduction and which has been our guide throughout the whole course of the discussion.

#### Outline in Greater Detail

The first of these sections will consist of a short summary of what we have accomplished, together with a series of conclusions, derived from and based upon our observations and investigations, applicable, individually or collectively, to the schools of the three systems under study and consideration. The second section is a completion of the first, being a number of general recommendations that seem to us to be very germane and "à propos" and a brief list of some further and related studies, "leads" to which came to notice during the work on the present study, that might be made the subject of very pertinent, valuable and revelatory research. The third and final section will be devoted to a consideration, admittedly of somewhat personal and subjective nature, of the important matters of character formation and what, after all, constitute the essentials of education in the training of the "complete Christian citizen". We will, last of all, close with a final word on the spirit which has guided all our writing.

SECTION ONE

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SUMMARY AND CONCLUSIONS

SUMMARY

Short Review of Preliminary Activities

It might be well for us at this stage before proceeding farther to glance back briefly at what we have already done and accomplished in this study and thus develop a short summary of our activities before proceeding to draw the conclusions we deem appropriate and which are based naturally on the observations made and investigations carried on which led and gave rise to and provided the data we reduced to the generalizations we are about to summarize. Prior to the actual writing of the thesis itself, of course, a large amount of reading, re-reading, reviewing, and thinking through of matter previously read was undertaken and executed, -- a certain amount of strict educational research methodology and technique being included. Consequent upon this, and also upon the drawing-up and approval (by the Director of Research) of an acceptable plan and the making of suitable arrangements with the proper school authorities, the investigation (i.e., observation, discussion, evaluation, etc.) of the schools selected commenced to take place. Finally, some five weeks or so after the completion of the field work, began the casting of the data collected in the mold of this final report or thesis. (1)

Resumé of Thesis Divisions

In the thesis itself, as thus far completed, four definite divisions are clearly discernible, -- the introduction and the first three chapters. But each of these embraces separate sections that are of definite significance with regard to the whole study, and therefore let us accordingly

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(1) It was five more months before the final draft was completed.



indicate these very briefly and in turn. The introduction, following the key setting of the tone or philosophy of our theme, devoted itself to as clear and concise a definition as possible of the various major terms in the wording of the title, and to a detailed, possibly meticulous, explanation of the method and technique (including its limitations) employed and utilized in the working out of our problem. Chapter One, largely by means of tabular presentation, dealt with such matters as the general organization of the school systems, the time schedules and courses of study, certain vital statistics pertaining to the pupils-teachers-schools-classes, and the grade frequencies of actual observation. Chapters Two and Three, the heart and core of the thesis, both were concerned at great length (especially the first one) with the final reduction, organization and presentation of the actual observed data of the survey, the former as it applied to the major blocks of subject-matter found on every curriculum, the latter as it applied to the fifty items of the check-list Rating Scale. This brings us to the Conclusion, in the completion of which we are presently engaged.

## CONCLUSIONS

### Fundamental Aim and Emphasis of the Two Systems

If an attempt were to be made to set forth in one succinct statement the fundamental aim and emphasis of the two systems, Catholic and Protestant, of education in the Province of Quebec, it seems to me that it would perforce run along some such lines as the following one, - an attempt we readily grant of a highly subjective nature and quite arbitrary, but nevertheless based on the data revealed by reading and personal observation and discussion. Thus, while pointing out that each definitely provides for an includes what may be termed the "specialty", or "raison d'être", or what have you, of the other, we would

say that on the one hand, Catholic education (French and English) emphasizes the aspect of the "essential spirituality" of life in its endeavour to prepare its pupils for life here and hereafter, and on the other, Protestant education stresses the aspect of the "sane secularity" of life in its preoccupation with the training of good (albeit Christian) citizens. These fundamental aims and objectives, together with all their implications and ramifications, inevitably mould the character and form of all matters pertaining remotely or proximately to the process and practice of education in the schools subject to the jurisdiction and guidance of these two systems. For example, the externalization of the underlying philosophy in such matters of paramount importance as curricula and courses of study, selection and authorization of textbooks, normal school background and preparation of teachers, the various forms of extra-curricular activities, relations with the parents and the religious authorities, etc., is so obvious as to require no further comment. It is in the light of all this knowledge that we wish any comments we may elect to make in the course of this conclusion to be taken and understood, - indeed, such an attitude has been our constant guide in any of the interpretations or evaluations we may have attempted throughout the entire course of the thesis.

Accordingly, then, we shall set down a brief number of more obvious deductions and conclusions we have reached and arrived at as pertaining to each of the three (reverting back, for the nonce, to the twofold Catholic classification of English and French) systems in turn, following this up in the first part of the next section with a few pertinent and consequent recommendations of our own for the future.

#### Conclusions for English-Catholic Schools

The English-Catholic schools are generally old and quite poorly equipped, and by and large the teachers and pupils come from the middle class

(understood in its socio-economic connotation and significance), the former the upper half of it, the latter mostly the lower. Not very many professional men or outstanding leaders in commerce or industry have arisen as yet from this "minor minority", which is just now at this late date beginning to form and stir and emerge as a conscious entity. Actually, from many points of view, it is the most interesting system to study because it both avoids the laxity of the Protestant school regarding order and achievement, and yet in atmosphere and spirit, in outlook and practice, mitigates the somewhat harsh tedium of the French group. There is much good work done here, often under handicaps from which the other two systems are entirely free, - and I think this is definitely the group to watch during the next ten years or so. (1)

#### Conclusions for French-Catholic Schools

The French Catholic schools are fairly modern and quite well equipped and staffed. They are doing a good job within the meaning of their own rather rigid and inelastic interpretation of educational practice. The discipline is a little too strict and the emphasis on memorization and factual knowledge rather overdone. The greatest desideration here is indubitably a relaxing of the restraint of the too great importance attached to marks and examinations which inevitably restricts horizontal development and its significance in the problem of individual differences. However, a change for the better even with regard to this deeply-embedded attitude is finally beginning to reveal itself, as indicated by such articles as the one we noted above on page

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(1) The careful revision of the entire elementary school program, the results of which are to be made official this coming September (1946) - and which may possibly render obsolete many of the criticisms made in this very thesis - is a case in point of the electric spark, as it were, that is galvanizing this recently federated and increasingly autonomous group into energetic action. Incidentally, the French program, I believe, is likewise being revised.

72, "The New School Program in Quebec", etc. The powerful influence for good the intermediary English Catholic group can become here is obvious and clear to all.

#### Conclusions for Protestant Schools

The Protestant schools are new and excellently equipped, and from the point of view of "incidental" teaching (as opposed and in contradistinction to the more "formal" teaching of the Catholic schools) are doing a very good job. It is, however, no great revelation to disclose that a slight tightening of the rather relaxed discipline is clearly necessary and the prevalent somewhat insufficient attention paid to definite scholastic achievement requires a certain amelioration. The other and more non-scholastic aspects of the total teaching situation (gyms, films, and the like) are excellently handled in every respect.

#### Schools of Each System Efficient

All in all, the schools of each and every system are doing an efficient and truly remarkable job, when one recalls the many adverse circumstances to which all are inevitably subject, in their task of educating the children of the community to become the "complete Christian citizens" of tomorrow.

END OF SECTION ONE

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## SECTION TWO

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### GENERAL RECOMMENDATIONS AND FURTHER STUDIES

#### GENERAL RECOMMENDATIONS

##### Feasible Improvements

If the writer presumes to put forth any suggestions or "recommendations" - as, indeed, he will proceed to do very shortly - it is not in any illusory sense of self-importance or in the belief that these same will even be considered, let alone acted upon, by the school authorities in question, - such, I frankly concede, would be presumption in the highest degree. Rather are they offered as humble evidence of what seemed to the author to be worthwhile and feasible advances in the direction of progress and the general improvement of teaching and learning in our schools, readily granting all the while the meritorious service already being done there. Accordingly, then, I shall list some ten recommendations (clearly not an exhaustive list) for each of the two great systems, - leaving their possible fruition and eventuation to the kindly hands of healing time.

##### Recommendations for Catholic Schools

For the Catholic schools, I would recommend the following:

1. That the school-day be shortened by at least one hour.
2. That the power and privilege of corporal punishment (limited strapping on the hands) be returned immediately to the classroom teacher.
3. That gym facilities be provided in all new schools, and where possible (as is frequently the case) be installed in existing ones.
4. That the organization of units of the Royal Canadian Army Cadets be extended to as many schools as possible and that scholastic credit be given for successful completion of the courses offered therein.
5. That more "incidental" oral and less "formal" written

work be assigned and emphasized in the teaching of the mother tongue.

6. That serious attention be paid to the situation prevailing with regard to the teaching of the second language with a view to its rapid amelioration.
7. That such courses as elementary public-speaking, music, etc. be introduced to encourage and develop initiative and creative self-expression on the part of these slightly diffident pupils.
8. That more of the modern teaching aids, especially class libraries and film projectors, be made available.
9. That there be a definite diminution of the rather far-fetched statistical routine (sometimes the same set of figures being copied and transcribed as many as four times or more) that consumes so much of the teacher's time.
10. That, finally, there be a distinct lessening of the stress and emphasis placed on marks, points and examination results, thus making it possible to concentrate and focus more attention on the real total teaching situation.

#### Recommendations for Protestant Schools

For Protestant schools, I would recommend the following;

1. That the discipline be immediately made more strict and constant.
2. That a more liberal, though judicious, use be made of corporal punishment, especially in the case of constant rule-breakers.
3. That greater surveillance duties be requested of the teachers, especially in the corridors and at the beginning and end of the sessions (the institution of class "lines" might mark an improvement).
4. That Cadet Corps activities be greatly extended and credit provided.
5. That the place of formal assigned written work in the practical teaching of most of the so-called "knowledge" subjects (as opposed to "appreciation" or "skill") be not overlooked or forgotten.
6. That the course in moral formation be so strengthened (occasional unison

participation in certain ceremonies of a very general nature might prove one efficacious means) as to bring home more clearly and forcibly the controlling influence the practice of Christianity should have at all times in their <sup>(the pupils')</sup> daily lives, not only now in school but for the future as well. 7. That courses be instituted of a refining and cultural nature that would stress the importance of good manners, politeness, consideration of the rights of others, etc. (much of this would result from the proper inculcation of the practical meaning of "charity" in its aspect of "love thy neighbor" in a well-organized and intelligently taught course of religion), that would tend to mitigate and channel the rather overweening self-assertion and general ebullience of many of the higher-grade pupils. 8. That the standard of achievement required be raised somewhat and made constant throughout, with more time being devoted to the "fundamental" subjects and less, accordingly, to the "auxiliary" ones. 9. That a system of slightly more detailed statistical information be developed and instituted. 10. That, finally, the "recitation" as a technique be restored where and to the extent applicable, and that a more definite regard be entertained for the place (though limited, still very real) of marks and examinations in proper educational practice.

#### FURTHER STUDIES

##### Six Suggestions

It seems to the writer that in connection with this present preliminary and more or less exploratory investigation there are several related studies that could be made the subject of profitable

and interesting research. (1) We offer without comment the following eight suggestions as examples of such. They constitute by no means an exhaustive list, others no doubt occurring according to the bent and interest of the mind of each individual reader. These are all to be understood as comparative studies of the three systems - English and French Catholic, and Protestant - for each item mentioned, and are as follows: 1) history of the systems, 2) discipline, 3) programs of study and time-schedules, 4) teacher training and preparation, and professional improvement while in service, 5) method of (teacher) promotion, 6) pupils, - racial (and other) origin, intelligence quotient, environment, vocational/guidance and its relation to the means of livelihood actually chosen or followed, etc., 7) differences between boys' and girls' training, 8) textbooks, their modernity and the methodology based upon them.

#### END OF SECTION TWO

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(1) An example that immediately comes to mind is the very interesting and complete, though private and unpublished, comparative study of the programmes of the English Catholic High Schools and the French Superior Schools (Grades 10 to 12 of each) made in 1942 by Mr. James Lynd, M.A., B.Ed., Assistant-Director of Studies for English Schools of the Montreal Catholic School Commission, who kindly presented me with a copy of it on one of my visits to his office in connection with the thesis. And while these grades (10-12) are without the strict bound of our theme, nevertheless a brief quotation from this study will, I think, prove rather interesting. Under the heading "Impressions" we find the following: "The most striking impression obtained from a comparison of the two programmes is the vast number of branches to be covered in each subject of the French Superior Course. Up to the end of Grade XII, all subjects of both English courses, Scientific and Commercial (the underlining is his), are included. Even in grade XII many subjects are included in the Science course which are omitted in the English Matriculation course. The Commercial course in Grade XII also includes three or four branches which are omitted in the English course. The logical conclusion to be drawn from this is, that the French course conduces to a general study of a broad range of matters, whilst the English course aims at and conduces to an intensive study of the branches deemed most essential. Bearing the foregoing in mind it cannot but be expected that the standards attained by English students, particularly in Mathematics and Science, should logically be higher than those of students following the French course." He concludes the study in part with this thought: "In submitting (to Dr. Doré, the Superintendent of Education for the Province, whom, I believe, later commented favorably upon it) this comparative study I was not influenced by any feeling that the English programme is intrinsically superior to the French programme. Both have their merits and defects, but the English programme is + believe more in conformity with the standards demanded in the rest of Canada and in the U.S.A."



### SECTION THREE

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## CHARACTER FORMATION AND THE ESSENTIALS OF EDUCATION

### CHARACTER FORMATION

#### Function of the Christian Teacher

The importance of proper character formation cannot be overestimated, and one of the most serious and far-reaching duties of educators is to see that the children entrusted to their care and guidance receive the finest possible training, by both precept and example, in the art of living sound, decent and worthwhile Christian lives. For the true and final end of man is God and the knowledge of God, and to the Christian teacher "time is preparation for eternity", the function of that teacher being "to guide the soul into the sanctuary of God so that the human being knowing whither he is going has a clearer knowledge of the meaning of this life." (1) It is still true today that "faith without good works is dead", and the challenging cry of "Be ye doers of the Word and not hearers only" rings out across the centuries and is a personal and individual challenge to each and everyone of us alive today in this year of our Lord nineteen hundred and forty-six!

#### Lifelong Practice of Christianity

In practice, our classroom instruction for developing that "life dominated (i.e. regulated) by principles" (2), which is character, must suit the needs of our pupils and must remain upon the level of the present, helping them to meet and solve the real-life situations and problems they encounter in their everyday lives. But it is not enough that we bring our pupils to know,

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(1) "Educational Psychology" - W.A. Kelly, Milwaukee, 1935, p. 15.

(2) "The Formation of Character" - E.R. Hull, S.J., St. Louis, 1929, p.18.

appreciate and understand their Christian religion, we must strive earnestly and unceasingly with all the means at our disposal, and with all the enthusiasm of which we are capable, to bring them to practice it conscientiously, faithfully and wholeheartedly. This is at once our fundamental aim and our greatest problem, - and to practice it not only now while they are directly under our charge, but throughout all the days of their lives to come until they reap their Divine Reward, that final victory which shall shine like a star forever down the arches of Eternity, where the mists of Time cannot obscure and where each infinity is but a new beginning in the neverending Life of that Valhalla of Victory, the Citadel of God!

#### ESSENTIALS OF EDUCATION

##### Integrated Development of the Whole Man

The most fitting way, perhaps, of bringing this rather lengthy thesis to a proper close would be for us to sum up, in general, our views on what constitutes the fundamental reality, the purpose and need, - the essentials of education, and we feel it to be, indeed, of the most fundamental and basic importance. Our pupils go forth into a world of stark reality and grim purpose, a world not yet completely free of war. There is no place for weaklings in this hard and bitterly relentless world. Many around us seek rest and comfort in things in which peace is not to be found. Radical factions spring up on every side, the only solace of a people bewildered and lost in a morass of ignorance, and ignorance not of the arts and sciences, but of those higher things which are the very why and wherefore of our existence. All too often we see the whole emphasis placed on mere factual instruction (in the total sense) with a lamentable disregard of the essentials of education, as if textbook knowledge alone were the sum-total, the be-all and the end-all, in the training of the complete man.

There must be education of the whole man, not merely of the brain or hand alone, but of the heart and mind, the will and character. We must blend the spheres of knowledge and prayer and recreation and discipline into one harmonious and integrated development of the complete and entire man. The educated man is the one who is capable of living his life according to law, cleaving to the right and spurning the wrong. The educated man is tutored and developed completely, in respect to intellect, in respect to will, in respect to character and principle.

#### Value of Liberal Education

It is a source of deep satisfaction to note in passing that the recent rather unthinking over-emphasis, to the exclusion of all things else, on "the practical, the material and the immediate" in education is apparently beginning to be replaced by the original and only really sound view of education as the complete and rounded development of all the faculties of man - physical, mental and moral - to fit and suit him both for life here and, more important still, hereafter. As a welcome and evident sign of a right move in this important direction, may we be permitted to quote from a recent and well-written article by A.E. O'Neill, Principal of the Oshawa Collegiate and Vocational School, writing for the Ontario Secondary School Teachers' Federation. But let Mr. O'Neill speak for himself:

"What is disguised under the name of 'education' is only the 'fitting' of people for earning a living. - - - Old-fashioned learning with its stress on the humanities - which was pursued as an end in itself but generated power, cultivated wisdom, kindled the spirit, warmed the heart and steadied the emotions in the process - is languishing in disrepute and neglect. - - - In our day, 'soul' has become synonymous with 'stomach', - and to their everlasting disgrace our educated men and women, nay, infinitely worse! our professional and accepted educationists, either approve and promote or acquiesce by silence. - - - To justify the demand for more education it is imperative that we return immediately and decisively to liberal education, - the education, as the words signify, suited to free men. - - - No true

democracy, no association of free men such as we envisage for our returning heroes, can function properly or permanently unless its citizens have cool heads and warm hearts. And cool heads and warm hearts are precisely what a liberal education should provide. To consider man an animal is to degrade him. To treat him as a mere machine is to destroy him. He alone of all created things has a great heritage to guide, comfort and inspire him. To turn our backs on the spiritual and intellectual legacy which is ours and concentrate on the petty present and the immediate future is suicide - pardonable only on proof of insanity." (1)

Strong sentiments, indeed, but ones with which we are very much in agreement'.

### End of the Process of Teaching and Learning

In conclusion, then, we would say with Professor Kelly of Fordham University that "education is conceived to be the guidance, the direction, the formation of the complete man", and its chief aim "to help each individual to make of himself all that it is possible for him to become".(2) The whole process of teaching and learning, all the efforts and activities of both teacher and pupil, should lead to one end, - the integrated and harmonious development and bringing to rich and ripe fruition of all the God-given powers and capabilities, the possibilities and potentialities of a human being. We believe in training a child to live a rich and full life in the service of and in conformity with God's laws, rather than merely equipping him to make the amassing of material wealth and worldly possessions the sole aim and pursuit of his comparatively short life upon this earth. The importance of a sound religious education cannot be overestimated for as the Psalmist wrote, "Unless the Lord build the house, they labour in vain that build it." (3)

### Glory and Freedom of Serving God

And so it is done and our task is complete, and we shall rest for a moment from our labours and consider in calm and silence the work in which we have been engaged, and to what end our efforts have brought us. For, indeed,

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(1) "Experts Study School Aims" - A.E. O'Neill, article in "The Montreal Daily Star" of Sept. 28, 1943.

(2) "Educational Psychology" - W.A. Kelly, Milwaukee, 1935, p. 15.

(3) Psalm 131:1.

what have we been doing, in truth, but offering of our humble best to illumine, with the poor words at our disposal, those brilliant, shining, crystal-clear objective truths that deal with men's essential dependence on and final responsibility to a Higher Being, his Author and Creator.

What a puny, futile thing man is, when, Canute-like, he wills the Will of God to obedience, to circumscribed limits and restricted boundaries, - when he turns his back on the great, grand glory that could be his, the glory and freedom of serving God with heart and mind and will, of riding with the glittering cavalcade of those "Companions of Christ, White Horsemen who ride on white horses, the 'Knights of God!'" (1) May it be given to us at the end, as our well-merited reward, to ride forever with that Glorious Company!

END OF SECTION THREE

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(1) From the poem "Te Martyrum Candidatus" by Lionel Johnson.

CONCLUSION

A Final Word

The spirit that has guided all our writing, as we pointed out in the Introduction, has been one of fostering true unity and co-operative endeavour among the three major school systems of our city and province. At times, some rather forthright statements were made, with which someone, as is their perfect right, will inevitably disagree. But an effort was made at all times to make whatever criticism was deemed proper constructive in nature, and to guard against essentially subjective attitudes. Admittedly this study is rather general and far from complete, owing to the nature of the circumstances, but without presuming too much, I hope and believe it will prove at least helpful and enlightening to those truly interested in the situation maintaining in our Montreal schools. If such be the case, then a real reward will have accrued from my humble efforts. And with that thought in mind, we bring to a final close our thesis on "A Study of Educational Practices in the Schools on the Island of Montreal".

END OF THE CONCLUSION

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END OF T H E S I S

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L. D. S.



