

**THE PROFESSIONAL STATUS OF TEACHING**

**A Thesis written in partial fulfillment of the  
requirements for the degree of Master of Arts.**

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January 31st, 1962.**

**MARCH 22, 1962**

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CHAPTER ONE  
INTRODUCTION

Since the beginning of Canadian education, there have been debates about the status of teachers in Canada. The problem persists. Deep into the twentieth century, the teachers themselves and other interested groups are still discussing unresolved questions concerning the status of teachers.

A study of teacher status seems particularly appropriate at the present time. Provincial department of education, schools, boards, teacher associations, committees, and an increasing number of public-spirited citizens are giving thought, time, and energy to questions regarding the professional status of teachers. Timely subjects such as teacher selection, recruitment, standards, and retention capture the interest of the above mentioned groups. For the Quance Lectures of 1950, LaZerte discussed the development of Teacher Education in Canada.<sup>1</sup> He remarked on the differences in teacher preparation and he also deplored the disparities in standards for teachers between provinces, and made a plea for raising the qualifications of teachers to professional levels.

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<sup>1</sup>  
M. E. LaZerte. Teacher Education in Canada. (Toronto: W. J. Gage Company, 1950)

Many criticisms are levelled against education; some well founded, others not. One of these criticisms is that education from a professional standpoint does not meet the criteria of the established professions. Indeed to try to evaluate such a contention is a difficult task; however the purpose of this thesis is to determine to what extent the teaching profession compares with the two recognized professions of medicine and law.

It should be noted here that a complete analytical or historical development of medicine, law, and teaching would be beyond the scope of this thesis. A study of this nature imposes certain restrictions; therefore measures will be taken to avoid the use of irrelevant data. In the following chapter, a number of headings have been selected to facilitate the understanding of the status held by the above mentioned professions.

A number of difficulties are encountered in this thesis: first, there is one of comparability. A cursory analysis reveals the marked differences in the training and preparation of the candidates of medicine, law, and teaching. In teaching, it would be much easier to consider only that segment of the teaching body academically trained, those holders of degrees in education or some other degrees in specialized fields who would seem to be better suited for comparative purposes.

A second difficulty arises when we attempt to classify an individual as professional or non-professional. In fact, the number of professional occupations has tended to increase rapidly in the past fifty years. This development is due to the higher status accorded to professional work and to avocations that require long periods of formal education following secondary school. Subsequent quotations will indicate that the term "profession" or "professional" is loosely used. No two persons agree on the same set of criteria. Furthermore, it is not unusual to hear the term used by those persons who have gained proficiency in sports or other occupations such as plumbing, hairdressing, and even gambling.

Webster's New International Dictionary gives the following definition of a profession:

"... a calling in which one professes to have acquired some special knowledge used by way either of instructing, guiding, or advising others or of serving them in some art; ... The three professions, or learned professions, is the name often used for the professions of theology, law, and medicine."

and also from Funk & Wagnalls New Standard Dictionary:

"An occupation that properly involves a liberal education or its equivalent, and mental rather than manual labor; especially, one of the three so-called professions."

It will be noted that the sources previously quoted do not include teaching among the genuine professions such as medicine and law. Generally speaking however,

teachers are more often called professionals rather than tradesmen. In this thesis an attempt will be made to discover why teaching has not earned the right to be designated a true profession and specific recommendations will be made to raise the standard of teaching to professional status.

Carr-Saunders and Wilson have an authoritative work on the subject of professions. They describe the distinguishing characteristic of a profession as,

"... the application of an intellectual technique to the ordinary business of life, acquired as a result of prolonged and specialized training."<sup>2</sup>

In the same source,<sup>3</sup> the authors state that a professional man should be an educated man in the broad sense of the term if he is to play his part in the application of his technique to the needs of society. Two tests must be imposed on entrants to a profession; the first, a test of general education, and the second, a test of professional competence.

In the recently published book, "les insolences du Frère Untel", the controversial brother reduces the contrasts between a trade and a profession to four headings:

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A. M. Carr-Saunders, P. A. Wilson, The Professions. (London: Oxford University Press, 1928). p. 492.

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Ibid., pp. 372, 373.

"a difference based on preparation required: a difference based on the role of the intellect in the practice of the one and the other: a difference in the type of service given, and a difference in the structure of their respective organization."<sup>4</sup>

Jérôme summarizes his thought as follows: trades deal with matter, professions with men. The teacher is a member of a profession because he deals with men and not with matter. The use of intelligence as opposed to physical effort places the teachers work in the realm of liberal activities. However, the academic preparation of the majority of teachers does not put them in a professional category. The author under discussion<sup>5</sup> states that the teachers' efforts should be oriented towards improving the quality of their intellectual preparation do deserve the title and prestige attached to the liberal professions. The encouragement of academic excellence must be their first concern. They shall be respected and esteemed, when they possess the qualifications.

In order to be consistent throughout the following chapter of this thesis, the same division of general titles and sub-titles will be used for each profession

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<sup>4</sup> Frère Pierre Jérôme. "A Canadian View of the Teaching Profession," Teachers' Magazine (PAPT). Vol. XLI: 205, (February, 1961), p. 30

<sup>5</sup> Ibid., p. 32.

under discussion. It is not feasible to describe the profession here, for in themselves they become separate thesis topics.



## CHAPTER TWO

### A STUDY OF MEDICINE, LAW, and TEACHING

#### I. Medical professionalism

##### a) The professional person

It is not difficult to find many books and pamphlets describing the function of the medical doctor. The following quotation is taken from the Guidance Centre Occupational Monograph. This is what it says in a concise form:

Physician, Doctor of Medicine; "M.D."  
A classification title for persons of recognized experience, educational and legal qualifications, who are engaged in such phases of medicine as diagnosing, prescribing medicine for, and otherwise treating diseases and disorders of the human body and mind, and performing surgical operations.<sup>1</sup>

##### b) Nature of his work

About half the physicians engaged in private practice are general practitioners - often referred to as "family doctors"; the others specialize in the treatment of particular types of ailments. In recent years, there has been a marked trend towards specialization; thirty-two specialties are recognized by the medical

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M. D. Parmenter, (ed.). "Physician," G. C. Occupational Monograph, (Ontario College of Education, 1954), p. 1.

profession. Among the largest fields of specialization are surgery, internal medicine, pediatrics, obstetrics, gynecology, psychiatry, radiology, ophthalmology, and otolaryngology.<sup>2</sup>

## II. Qualifications of the profession

### a) Personal qualities

In the Canadian Medical Association's Code of Ethics, the following quotation will give a clear description of the candidate's qualities:

"He should be modest, sober, patient, prompt to do his whole duty without anxiety; pious without going so far as superstition; conducting himself with propriety in his profession, and in all the actions of life."<sup>3</sup>

Further quotations will indicate that the young person choosing the noble calling of medicine can expect an arduous and exacting career. An emotionally disturbed character would find it difficult to cope with the stress and strain of the practice of this art. Skill, mental ability, pleasing disposition, meticulous attention to the call of duty are but a few of the required traits.

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<sup>2</sup>

U. S. Dept. of Labour. Occupation Outlook Handbook, Edition Bulletin No. 1215, (1957), p. 70.

<sup>3</sup>

The Canadian Medical Association, Code of Ethics, p. 3.

Henry Galus states that the applicant should possess these personal qualities:

"... able to imagine yourself in somebody else's place, patience, unselfishness; and physically, a steady hand, nimbleness of fingers, superior endurance, unflinching fortitude."<sup>4</sup>

Irresponsible individuals should not seek to enter the profession. The applicant must be aware of the fact that as a prospective doctor he must not be responsible for hasty and unconcerned decisions having the life of a patient at his mercy. The candidate must also have sound judgment combined with a natural curiosity to discover the symptoms of a disease and suggest appropriate cures. A student all his life, the physician, after a long period of hard studies and research, must continue to peruse the medical journals and other literature to keep in touch with the latest advances in diagnosis and prognosis enabling him to prescribe necessary treatments. It means a life of heavy responsibilities and no one ought to become a medical doctor unless his heart and soul are in his work. Harold Coy<sup>5</sup> says that a doctor cannot

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<sup>4</sup> Henry S. Galus, Charting Your Course. (Philadelphia: MacRae Smith Company, 1957), p. 175.

<sup>5</sup> Harold Coy, Doctors and What They Do. (New York: Franklin Watts, Inc., 1956), p. 151.

choose his patients as he does his personal friends. He must have sympathy and patience with all sorts of people and give his best efforts even to those who are unattractive and disagreeable. Above all he must be honest. People stake their life on what the doctor tells them.

b) Academic training

As opposed to former days when the young doctor learned his profession through an apprenticeship with the old medical practitioner, nowadays, the preparation not only involves practical experience but must also be backed up by a solid educational program.

The basic educational background of the applicant compares with the training demanded of the other professions. Elementary and secondary education consists of such courses as: English, Mathematics, Science, Languages, and Social Studies. After completing his matriculation, the student must follow a three year program in arts, or science, or the equivalent to obtain a degree in a recognized university in Canada. Upon satisfying the requirements of the university, only capable students are accepted to the medical profession. Candidates with good marks have to be recommended by the medical faculty to follow the prescribed courses that lead to the degree doctor of medicine, or in short

M. D. This degree is given after five years of successful work in theoretical studies followed by a period of practical experience known as internship. During the time spent in the medical school the student will concentrate mainly on anatomy, physiology, and biochemistry. The practical stage of his training is spent on hospital wards and clinics under the supervision of graduate physicians. In the final phase of his training the future doctor will sample each of the specialities of medicine. The medical graduate wishing to specialize in a certain field, will need from one to five years of further studies and practical experience.

c) Professional association

The professional association will not permit the new physician to practice medicine until he has successfully completed licensing examinations. Provincial executives, responsible to the medical association make up the licensing board. The medical association's Code of Ethics<sup>6</sup> requires the practitioner to give services of the highest quality to the patient under his care. It is the duty of the doctor to keep abreast of his art and science and refresh his knowledge constantly, and to give his patients treatment that is not only sympathetic, but

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<sup>6</sup>

The Canadian Medical Association, Code of Ethics., pp. 3, 4.

the best possible in the circumstances - the greatest well-being of the sick person could be the whole study and care of the honourable physician.

The physician should be jealous of the honour of his craft, for its devotion to truth, and the high quality of its service to mankind. No profession or calling should demand higher standards of integrity or more constant devotion to the common good.<sup>7</sup>

The art and practice of medicine is traced as far back as Hippocrates, the founder of medicine. To this genius is attributed the famous medical oath. Sections of this oath serve as a valuable guide to all physicians:

I swear by Appollo Physician, by Aesculapius, by Health, by Panacea and by all the Gods and Goddesses, making them my witnesses, that I will carry out, according to my ability and judgment, this oath and this indenture... But I will keep pure and holy both my life and my art ... Now if I carry out this oath, and break it not, may I gain forever reputation among all men for my life and for my art; but if I transgress it and forswear myself, may the opposite befall me.<sup>8</sup>

The Declaration of Geneva which was adopted by the General Assembly of the World Medical Association at Geneva, Switzerland in 1948, states:

**AT THE TIME OF BEING ADMITTED AS MEMBER OF  
THE MEDICAL PROFESSION:**

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

<sup>8</sup> Ibid., pp. 14, 15.

I SOLEMNLY PLEDGE myself to consecrate my life to the service of humanity;  
I WILL GIVE to my teachers the respect and gratitude which is their due;  
I WILL PRACTICE my profession with conscience and dignity;  
THE HEALTH OF MY PATIENT will be my first consideration;  
I WILL RESPECT the secrets which are confided in me;  
I WILL MAINTAIN by all the means in my power the honour and the noble tradition of the medical profession;  
MY COLLEAGUES will be my brothers;  
I WILL NOT PERMIT considerations of religion, nationality, race, party politics or social standing to intervene between my duty and my patient;  
I WILL MAINTAIN the utmost respect for life, from the time of conception; even under threat, I will not use my medical knowledge contrary to the laws of humanity.  
I MAKE THESE PROMISES solemnly, freely and upon my honour.<sup>9</sup>

### III. Social Status

The history of medicine serves as a guide to trace the social status of medical practitioners and medicine as a science and art. Because the origin of disease was unknown for centuries its treatment was coupled with magic and superstition and therefore the early physician lacked scientific methods in their practice.

"In earliest times the natural crises of life, birth, illness, and death were attended by persons who combined religious and medical functions. Among primitive people

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<sup>9</sup>  
Ibid., p. 16.

today the medicine man enjoys a special status...<sup>10</sup>

In early times, sickness and disease were attributed to the evil intent and actions of demons and devils. Consequently it was thought that the ailing patient would get better if blood was withdrawn from his system. The Greek's rational spirit of inquiry may be considered the starting point of medicine. In 460-370 B. C., Hippocrates held that disease could be explained through natural causes. He introduced the practice of medicine and reasoning regarding disease. His interpretations and discussions with students eventually led to the formation of medical schools.

A host of famous physicians are associated with the improvement of medical skills. Their contributions have gained for the practitioner a respected status in the community. In the sixteenth century, for example, Ambroise Pare introduced the technique of observation. He asserted that a doctor must learn to use his eyes, hands, and ears effectively in the practice of his art.

Today, all physicians adhere to a medical jurisprudence, the science that deals with the relationship of law and medicine. A registered practitioner is one whose name appears in the register of the medical society. The purpose of the register is to strike off the

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<sup>10</sup>

"History of Medicine", Encyclopedia Britannica, 24th. ed., Vol. XV.



unqualified and to deprive of their qualifications those whom the council finds guilty of malpractice.

A number of outside factors tend to add prestige to the doctor's profession. It has been suggested that the medical doctor is classed among the most respected members of society for a number of reasons, namely, because he serves the public on a twenty-four hours a day call; often he is forced to cancel social and recreational engagements when called by a patient in need of medical attention; and, the doctor's services are extended to all persons regardless of race, color, or creed. Sometimes, as a coroner, he acts as an expert witness when it is his duty to discover the exact cause of death.

## THE LEGAL PROFESSION

### I. Legal professionalism

#### a) The professional

The lawyer has always been acclaimed as a genuine professional. The following paragraph will give a description of the lawyer's activities, and the reasons why his profession has been accepted as one of the true professions.

A lawyer can be primarily an advocate - a trial man representing his client in court. Or he can be chiefly an advisor, inform his clients what right and duties they have in the conduct of their affairs. Like many country lawyers, he can be a general practitioner and handle every sort of legal activity.<sup>11</sup>

#### b) The nature of his work

The greater percentage of lawyers are self-employed and engaged in the general practice of law. Others seek employment in teaching or research and writing. A great number of solicitors are hired by industry for administrative positions. As in the medical profession, there

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<sup>11</sup>

Roscoe Pound. "Should Your Child be a Lawyer".  
New York Life Insurance Co., New York, N. Y. (1955), p. 1.

are also specialties or particular departments of law;<sup>12</sup> Admiralty Law, International Law, Company Law, Real Property Law, Criminal Law, Constitutional Law, and the laws regarding Domestic Relations, Banking, Partnership, Wills, Torts, and Inheritance.

The successful barrister, taking into consideration aptitudes and personal merits, may look towards highly competitive posts in finance and industry. It is not uncommon to find lawyers engaged in politics and other public services. Compared to other professions and occupations the legal profession is unequalled for giving political leaders to the country.

### III. Qualifications of the profession

#### a) Personal qualifications

Roscoe Pound states that prospective lawyers, besides contemplating hard work must possess the following qualities:

Number 1 is character. A lawyer must have integrity, loyalty, and, above all, a keen sense of honor...

Number 2 is common sense. Millions of dollars may rest upon a lawyer's judgment. He, therefore, must be able to give solid advice.

Number 3 is self-reliance. A lawyer must be the kind of a man who can keep his head in an emergency. The life, liberty, and fortune of many people may be contingent upon his level headedness in a crisis.

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<sup>12</sup>  
Department of Labour. "Lawyer" Canadian Occupation Monograph 13, (Revised 1958). p. 4.

Number 4 is patience. A lawyer frequently has to deal with rash, obstinate, persons. He cannot afford to lose his temper, if he is to persuade such people to do what is best for them.

Number 5 is the ability to think logically. A lawyer must be able to see through empty words and specious arguments to their true significance...

Number 6 is the ability to write clearly. The property of a lawyer's client may depend upon the manner in which he drafts wills, contracts, mortgages, and other legal documents...

Number 7 is courage. To be worthy of the name a lawyer must be ready to advocate the cases and the laboring under heavy burden of prejudice, discrimination, and public agitation, so as to ensure them of a fair trial and adequate presentation of their case. Naturally, a boy contemplating a legal career must also have a genuine interest in, and respect for, the law.<sup>13</sup>

In the same article, Roscoe Pound, while holding that law is a noble calling, quotes a statement from the eminent lawyer and statesman Joseph H. Choate:

To establish justice, to maintain the rights of man, to defend the helpless and the oppressed, to succor innocence, and to punish guilt, to aid in the solution of those great questions, legal and constitutional, which are constantly being involved from the ever-varying affairs and business of man are duties that may well challenge the best powers of man's intellect and the noblest qualities of the human heart.<sup>14</sup>

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<sup>13</sup> Pound, op. cit., pp. 2, 3.

<sup>14</sup> Ibid., p. 4

The lawyer should have a sound mind; he must know how to think critically and accurately. Great tact, infinite patience, a good sense of humor, and a great capacity for hard and for long sustained effort is required of the legal practitioner. Indeed, it goes without saying that he must be of sound character, strong-principled, and well disciplined for the practice of his art.

b) Academic training

The curriculum of a prospective law student includes a number of general courses; the preparation begins, as in all professions, early in high school. The student's contact and association in academic, athletic, and social activities develop a basic understanding of human nature which is essential for the professional person. Participation in debating and public speaking offers an excellent chance to acquire poise and to gain confidence before an audience. Along with a good knowledge of both rhetoric and logic, the lawyer must be able to express his ideas clearly, convincingly, accurately, and pleasingly.

At the University, the law student receives six years of full-time training, three years of pre-legal education followed by three years of formal legal education in a recognized law school. The law student's pre-legal education means three years of studies towards getting a degree in arts, or commerce, and occasionally science.

His legal education requires three years of specialized courses, the first two years are devoted to study of contracts, criminal law, property law, and torts. The third year is confined to courses in specialized fields such as taxation, labor, jurisprudence, and corporation law. The future attorney also gains practical experience in the law school moot court where he conducts trials under the supervision of experienced professors and jurists.

c) Professional association

The professional association of each province adheres to the principles and practices of the Canadian Bar Association. Its Code of Ethics outlines the duties to be observed by barristers towards the state, the court, the client, his fellow lawyer, and to himself. Various sections of the barristers and solicitors' act of 1952 which promote professional status will be quoted here. One section of the act states that a law student must go through a period of clerkship with another barrister. To be enrolled as an articled clerk, a candidate is required:

a) to hold a degree of Bachelor of Arts or equivalent degree from any college or University approved by the council; or

b) to have successfully completed the examinations at a college or University approved by the Council ...; or

c) to have been admitted as a regular student in the Faculty of Law...; or

d) to be a member of the Bar of another Province of Canada or of some of Her Majesty's dominions, and have been required to serve a period under Articles of Clerkship pursuant to regulation...<sup>15</sup>

Before being admitted as a barristor, an articted clerk must pass three examinations in professional subjects prescribed by the Council called respectively, the First, the Second, and Third Professional Examinations.<sup>16</sup>

The regulations for admission to the bar further state that a British citizen who is at least twenty-one years of age may be approved for admission to practice as a Barristor if he meets the requirements imposed by the Council to the satisfaction of the admission committee. The Oath of Admission to the practice of law contains the following words:

"I                     , do swear that I will truly and honestly demean myself in the practice of a barristor and solicitor in each and every matter and proceeding in which I shall be employed as such, according to the best of my knowledge and ability. So help me God."<sup>17</sup>

<sup>15</sup> The Nova Scotia Barristors' Society. The Barristors and Solicitors Act Ch. 7 Acts of 1952. (Halifax 1954, rev. 1956, art. 27), p. 11.

<sup>16</sup> Ibid., p. 13.

<sup>17</sup> Ibid., p. 25.

The barristor or articted clerk found guilty by the Association's Discipline Committee of misconduct will have his name struck from the roll of barristors and will be suspended until reprimanded by the Council. The Discipline Committee is protected by the Public Inquiries Act, and has the power to suspend or disbar a lawyer for unprofessional conduct.

### III. Social status

The respect and prestige that the legal profession has acquired over the years cannot be easily described. In the Association's Canons of Legal Ethics,<sup>18</sup> the lawyer is represented as a member of an Ancient, honorable and learned profession. It is his duty to promote the interest of the State, serve the cause of justice, maintain the Authority and dignity of the Courts, be faithful to his clients, candid and courteous in his intercourse with his fellows and true to himself.

The legal profession is one of the oldest learned professions. The human race needed to protect its interests, and law which is the body of rules to regulate man's community associations came into being. The existence of law can be traced as far back as the great Summerian King Hammurabi who lived one thousand years before Moses was born. Moses himself who lived thirteen hundred years before Christ promulgated a code of laws.

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The Canadian Bar Association, Canons of Legal Ethics, p.3.



Also, the famous Roman emperor, Justinian enacted a code of laws.

In Canada, the history of law begins with the French settlers. After the treaty of Paris in 1759, the French Civil Law (sometimes called the Napoleonic Code) was replaced by the English Common Law excepting in the Province of Quebec. One of the duties of the British Governor was the granting of licenses to practice law. Legislations were later made delegating to the profession itself freedom of action in matters pertaining to qualifications of its members, and the quality of service they rendered to the public. Following this freedom, lawyers demanded higher professional standards for their group. The Barristers' associations regulated the entry of new members to the profession, the legal training of the candidate became more exacting, and he was required to learn the procedure and etiquette of the Courts. Members of the Legal Profession adhered to a Canon of Ethics, and were empowered by the government to suspend members guilty of unprofessional conduct. The exacting nature of the lawyer's skills gained for its members an undisputed professional and social respect.

Laymen frequently think of lawyers as courtroom pleaders. Recently, the lawyer's intelligent analysis and decisions in lawsuits have been misconstrued by dramatic and unrealistic portrayals of lawyers and judges on tele-

vision, radio programs, and in motion pictures.

This protean image of the lawyer is attested to by W. A. MacDonald.<sup>19</sup> The general public views the lawyer in many different lights. To some he is the man who can make words appear to mean one thing when in reality they mean another. To others he is the person who can find a way of extricating any fool from a mess of some kind. He is supposed to supply clients with stories and witnesses as well as legal advice. He is almost universally regarded as the promulgator of a secret code in which the clear becomes dense and the simple incomprehensible.

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W. A. MacDonald. "Lawyers and the Law", Canadian Business, Vol. 25, No. 11, (Nov. 1952), p. 25.

## THE TEACHING PROFESSION

### I. TEACHING PROFESSIONALISM

#### a) The professional person

Any person who teaches belongs to the profession.

The term teacher is used in a variety of contexts.<sup>20</sup>

A general term applied to a worker who instructs students, usually in an educational institution. The most numerous group of teachers are those employed in the provincial educational systems. These teachers are usually classified as high school teachers and elementary school teachers. In some provinces high school teachers are sub-divided into teachers of junior high or intermediate school (Grades 7 to 9) and of the senior high school (Grades 10 to 12 or 13). Elementary school teachers are sub-divided into kindergarten teachers, primary teachers (Grades 1 and 2), and teachers of higher grades, although some elementary school teachers work in one-room rural schools, where the teacher has charge of all grades. There are other classification of elementary school teachers: for example, auxiliary class teachers who deal with physically or mentally handicapped children, and teachers who specialize in such departments as music, art, physical

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<sup>20</sup>

Charles E. Phillips, George E. Flower. "Teaching".  
Toronto G. C. Vocational Guidance Monograph, (rev. 1951),  
p. 1.

education, home economics, and industrial arts. High school teachers, especially senior high school teachers are even more frequently specialists in particular subjects. Also included under the definition of teachers are college professors, and instructors in various institutions operated by private enterprise.

b) The nature of his work

The majority of teachers are engaged in teaching students in the public school system, although many teach in universities, private schools and other institutions. Teachers are professional workers who, after completing their own formal education and a further period of training, become qualified to direct the studies of pupils, supervise classroom activity, and carry out a variety of other duties related to teaching.<sup>21</sup>

There are more persons engaged in teaching than in any other profession. For some writers, educating people is a most honorable and important task. John C. Almack and Albert R. Lang<sup>22</sup> state that education is civilization's best investment; it is its only safe insurance. The great

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<sup>21</sup> Department of Labour. "Teacher". Ottawa: Queen's Printer Monograph 44, p. 5.

<sup>22</sup> John C. Almack, Albert R. Lang. The Beginning Teacher. (New York: Houghton Mifflin Co., 1928), p. 5.

professions, such as law and medicine, the arts and the sciences, the contribution of genius, and all the advantages of modern society have made possible through education alone.

Another influential person, prominent in educational circles, indicates that the teaching profession is second to none. These are the words of A. R. Brubacker:

The forward movement in human welfare becomes possible only from correct teaching. Civilization advances with the quality of teaching service. The influence of the great teachers extends through many generations doing high service beyond the limits of his material life. It transcends geographical and national boundaries. Witness Socrates and Jesus.<sup>23</sup>

## II. Qualifications of the profession

### a) Personal qualities

Teachers must possess numerous personal qualities to be successful in their profession. Personality is the most important factor in a teacher's equipment. The teacher must be sound in mind, body, and character. He must have self-control and self confidence to cope effectively with situations which may arise. He must possess the quality which enables a speaker to hold his audience. Good judgment and adequate knowledge of the subject matter are

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<sup>23</sup> A. R. Brubacker. "Plain Talks to Teachers" in Holmes, H. W. and Fowler, B. P. "The Path of Learning", p. 451. Boston: Little, Brown, and Company, 1926.

two characteristics of an able teacher. He must be sincere, firm, and forceful when in the right, dependable, co-operative and tactful at all times. A good teacher shows an interest in the advancement of the profession, community affairs, and student activities. Additional qualities required of teachers are promptness, motivation, initiative scholarship, teaching techniques, justice, ability to mingle, and sound ethical character. A teacher who possesses the qualities which have been mentioned would undoubtedly be successful in his work. On the other hand, a teacher will fail if he continually nags, shows a dislike for certain pupils, and fails to understand students attitudes and behavior.

b) Academic training

As previously stated, the teacher is not required to hold a degree to enter the teaching profession. Unlike medicine and law, where the candidate must submit proof of his education prior to his acceptance in any one of these faculties, teaching does not demand the same standards. If any comparisons are to be made between teachers, lawyers, and doctors it is justifiable to select from the teaching body only those teachers who are holders of degrees either in education or other specialized fields of teaching. Proper academic training for the applicant in education should consist of at least four or five years of study beyond secondary schooling. This broad general education, basic for

professional recognition and the intellectual development of applicants includes courses in history, political science, economics, and the natural sciences. After succeeding in the liberal arts program, the candidate is ready to begin specialized training in education.

In the school of education, the courses required include: Philosophy of education, General and Educational Psychology, Principles of Secondary Education, Methods of Teaching, Teaching Practice, and Tests and Measurements. All these courses are intended to be general in nature. Many take advantage of courses being offered by the Universities to become specialists. With an adequate academic background, the profession will gain in prestige and social recognition. There is a growing realization that the work of education in a democracy can be entrusted only to persons with high qualifications and extended training. The increasingly strong position of teachers professional organizations will raise the status of the profession.

c) Professional association

In Canada, standards of professional association for teachers vary in each of the provinces. For this reason, the aims of one provincial association will be described. Nova Scotia teachers, in 1896, formed an organization for the advancement of the profession. Its aims are described

as follows:

1. to endeavour to unify and elevate the teaching profession in Nova Scotia.
2. to bring the claims of the profession before the public and the Legislature of Nova Scotia as occasion may require.
3. to watch the educational outlook and the trend of thought in Canada and other countries with a view to keeping abreast of the times.
4. to use all legitimate means to increase the salaries of teachers and to develop among the profession an 'esprit de corps' and a high sense of professional ethics.<sup>24</sup>

The services offered to holders of licenses in good standing by the teacher's association are also listed in this same handbook. Some of the services are: legal protection for the members, professional improvement opportunities (scholarships, Q Booklets, seminars), the credit union, the bulletin printed bi-monthly, medical service benefits, negotiations regarding salary and other working conditions, personal representations, affiliations, College of Teachers, and benevolent fund.

### III. Social status

Until a century ago, men considered teaching as a stepping stone to the profession of medicine, law, or other fields. Women often worked as teachers until marriage. Teaching was often regarded as a temporary occupation. Today education is chosen as a vocation by a

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<sup>24</sup> Nova Scotia Teacher's Union Handbook, 1960-61, p. 5.



large number of ambitious, interested, and capable persons. Thus the profession is gaining in prestige resulting in an improvement in the status of teachers.

Many individuals seem to avoid entrance into the teaching profession. The reasons are varied: some feel that the task of keeping children happy and purposively engaged in a classroom for a day is too exacting; still others feel that monetary rewards are not commensurate with the responsibility of the work; again others propose that outside activities of teachers are restricted because of lesson planning and correction of examinations after teaching hours; finally, some question the judgments made by pupils, parents, and other members of the community on all aspects of teaching.

Some persons feel that the teaching profession offers distinct advantages. The teaching day is short approximately five hours and working conditions have greatly improved. Week ends, holidays, recesses at Christmas and Easter plus the long Summer vacation attract many persons. The teacher enjoys more security than those persons employed in business, industry, or some other occupation affected by the economic cycle.

Many teachers command respect in their communities. Society recognizes that teachers favourably affect the

course of human development in economic, social, political and religious life. As a general rule however, the medical doctor and the barristor have greater prestige than the teacher. Why is this so? The following chapter will give a cross section of different attitudes and opinions.

CHAPTER THREE

STATUS SEEKERS - TEACHERS

Speaking with a lawyer or a doctor on the subject of professional recognition neither one hesitates to suggest that he belongs to an honorable profession. In comparison with teachers, barristors and physicians are accorded much more prestige in the practice of their art. One would therefore expect to find more information explaining the professional status of law and medicine, but this is not so. To substantiate this latter statement the Canadian Bar Association, questioned on professional status, answered as follows:

"I am not aware of any articles which would be of any significance or assistance to you answering the questions which you raise."<sup>1</sup>

Very little data describing the professional status of doctors was found in a number of pamphlets suggested by the Canadian Medical Association. It appears that doctors and lawyers feeling secure in their respective professions are not the status seekers, this however, does not apply to teachers. Any serious study of professional status is best obtained from books and articles written by members of the teaching profession.

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<sup>1</sup> Correspondence with Ronald C. Merriam, Sec'y-Treas., Canadian Bar Association, (December 20, 1960)

In support of this statement, no apology will be made for quoting at great length from educational texts.

The particular author under study, Professor Theodore Brameld has come out with some striking comments in a book entitled "Cultural Foundations of Education". A noted anthropologist himself, Brameld insists on culture as a springboard for a program in education.

As will be evidenced by subsequent quotations, Brameld examines the weaknesses of our educational system and offers suggestions to improve the situation. He speaks of a conflict existing between the liberal arts faculties and educational faculties in the University.<sup>2</sup> For the teacher in training, liberal arts' spokesmen advocate a solid knowledge of the academic subject in the field in which he is to teach. Educational faculties are frequently criticized for promoting "time-wasting" and "repetitious" courses which could be eliminated. Brameld contends that neither the liberal arts nor the education departments have sufficiently considered why its approach to the professionalization of education is defective.<sup>3</sup> Brameld observes that the teacher through-

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Theodore Brameld. Cultural Foundations of Education. (New York: Harper and Brothers Publishers, 1957) p. 255-57.

<sup>3</sup>

Ibid., p. 257.

out Western history has been the "peer relation" among such professionals as doctors and lawyers. Typically he has worked as hard and often harder for a fraction of their compensation. Worst of all, he has frequently entered upon his duties with limited background. Today, thousands of teachers are placed in charge of classrooms with little more than a second-rate high school education. The rapid turnover of teaching personnel that results from this situation continues to become one of the great stumbling blocks in the way of establishing a worthy profession.

Professor Brameld constructs a framework for professional training by selecting medicine for his analogy;<sup>4</sup> the means and end of medicine are achieved by professional preparation which normally combines four essential parts. First, the prospective physician receives a general education so that he may understand, harmonize with, and contribute to the wider culture of which he is an important and respected member. Second, he acquires the fullest possible knowledge of all sciences. Third, he learns how to apply this knowledge in the art and science of healing - a kind of learning demanding constant observation and abundant firsthand

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<sup>4</sup>Ibid., p. 258.

practice. Fourth, he receives a grounding in the history of medicine and in the theory that undergirds it. He becomes aware of his personal goals as a physician and of the values that should govern his professional conduct toward the individual patient and toward the culture that he serves.

Brameld further comments on his fourfold framework where equal attention is given to each component part. If the medical student, he points out, fails in one or the other unit an imbalance occurs which results in a narrowness of outlook in one of the important sections of his training. The student needs to be well informed of the problems and issues of his profession. In the process of operating, medicating, and curing patients, such courses as history, philosophy, and ethics of medicine are essential in order to achieve competence in the medical arts. Medicine is an applied science as well as an art. Hence, the author makes a parallel between physician training and teacher training:

"If, then, the typical teacher has not begun to achieve a status approaching that of the physician, this is due at least in important measure to the fact that he has not thus far deserved to achieve it."<sup>5</sup>

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Ibid., pp. 260, 261.

Brameld continues<sup>6</sup> by saying that the teacher's influence and prestige in the average community are considerably lower because, by comparison with the physician, he is less secure, more easily intimidated and much less strongly organized either to protect or to advance his legitimate professional interests. He performs less capably because too often his skills are haphazard, untested, and clumsy. He cannot properly serve the human beings he wishes to serve because the knowledge he acquires about them, about himself, or about his own field is frequently careless and superficial. Despite his conscientiousness he is as a rule less certain of either the assumptions that govern or should govern his own profession.

The four important areas in teacher education as seen by Theodore Brameld are: (1) general education, (2) subject matter, (3) methodology, (4) a study of culture. The suggestions and recommendations which he makes under each of the above headings are of valuable assistance in determining the professional status of teaching.

In the development of general education, Brameld gives good advice on curriculum planning. He suggests

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<sup>6</sup> Ibid.,

an integration of the sciences and the humanities in the program. He also contends that anthropological studies and research, rich in their cultural background, should be included. Also, history, as interpreted by historians, helps students to rid themselves of narrow identifications and broaden their outlook on life.

The second area under study is subject matter. Brameld states that courses taken by teachers are weak and do not possess the necessary depth; they should enlist in courses which broaden their cultural horizons and offer a challenge whether it be in language, science, mathematics, or any other chosen field of specialization.

Physicians, he states, study physiology in depth before furthering their studies in neurology or obstetrics. Similarly, the teacher needs to study anatomy, morphology, and the development of culture before he specializes, say, in literature or physics. Consequently, knowledge of culture remains just as important for the qualified teacher as the knowledge of the human body is for the medical practitioner. Psychology as offered in the education of teachers, Brameld says, is somewhat superficially taught and neglects what he calls cultural frames of reference. He sees these future educators getting licenses to teach without a single course in anthropology, social psychology, or political philosophy.



These latter courses would promote better human relations in the teacher's educational practice.

It is interesting to note that Professor Brameld recommends an interneship for trainees in education; here, they will acquire the essential skills under the supervision of experts. Education students, should participate in experimental ventures: role playing, sociometric testing, and similar frontier methods. Psychoanalytic theory combined with culture-theory should be part of the training. The teacher needs to understand and appreciate the variations between himself and his students . Occasionally, different cultural backgrounds and value judgments generate difficulties and misunderstandings. The intern learns to cope with these problems through human-relation projects and particularly by contacts with the different ethnological groups. Studies recommended for teacher-trainees to promote good relationships and mental hygiene include: present world crisis, history of invention, impact of religion in past and present cultures, problems of progress, values that should govern young people today, and local community problems. Opportunities of guidance in school administration, knowledge of surrounding political pressures, and the phases of planning, and evaluating will prepare the future teachers to handle effectively situations which

may arise.

Brameld suggests the kind of courses aimed at improving general knowledge.<sup>7</sup> He believes the student should be familiar with the concepts, questions, and findings gathered together and interrelated under the methods of cultural order, cultural process and cultural goals. Foundational courses given should be completely rather than only partially interdisciplinary and accordingly synthesize the social and psychological sciences. The courses should include the study of cultural history, both methodologically and substantively; the study of cutting-edge issues such as the threat of obliterating violence or the theory and practice of Communism; and the study of the fine and applied arts, of the great religions, and of the philosophies as these affect and are affected by the dynamics and patterns of culture.

In the section on teaching practice, once again Theodore Brameld holds that courses in methodology outweigh the others in the teacher's preparation. Good in itself, teaching practice and methods need not be overstressed to the extent of sacrificing other important features of the teaching program. Basic knowledge, he states, is obtained by evaluating culture-and-personality

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<sup>7</sup> Ibid., p. 265.

theories: behaviorism, mechanism, freudianism, gestaltism, and transactionism. Theodore Brameld makes several suggestions to provide effective practice for the teacher-trainee.<sup>8</sup> There is a need to teach cultural history, this would be an indispensable resource in the solution of contemporary problems. Teachers, he feels, should become involved in cultural affairs, organized labor is one that will help them to reassess their actual and potential power in the socio-economic stratum on which they find themselves. The cultural process of different races must be studied by the teacher-trainee. This study becomes of great importance in communities with many migrant children, also for in-service training of teachers preparing to participate in exchange program promoted by UNESCO. There is a definite need to operate on belief and attitudes to develop sensitivity, for example, to the cultural premises not only of students but of teachers as well. Related to this is another need--the subtle skill of teaching with, on the one hand, the descriptive objectivity that is a major axiom of scientific method, yet, on the other hand, normative convictions that are recognized and critically appraised for their lack of objectivity. Firstly, educational history presupposes

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<sup>8</sup>

Ibid., pp. 268, 269.

a cultural history. The units of the table of contents include quests: quest for emancipation of slavery, superstition, deprivation. The course is aimed to discover in man, despite his weaknesses, what he wants and how best he can achieve these wants. Secondly, philosophy cannot be separated from history; one merges with the other. Contemporary philosophical movements and anthropological findings are not to be studied independently. Through a comprehensive program of history and philosophy of education, the teacher will learn that some values are relative to particular cultures; he will foresee different goals, moral attitudes, aesthetic appreciations, political issues. The teacher will respect new values and avoid indoctrination, though he will not assume an indifferent attitude or drift away from responsibility when universal standards are endangered.

A few sentences from Brameld illustrate his ideas:

The goal of the entire teacher-training program will thus be the attempt to meet this challenge by crystallizing a philosophy of education to a meaningful conception of personal and cultural freedom. Purged of platitudinizing, the aim will be to weigh both the accomplishments of education that expand the forces of freedom and equally those that contract it. Above all, if teachers are to avoid tender-mindedness so common to ideologists of contemporary education, they must learn to detect and estimate

the invisible but enormous power of cultural patterns in conditioning and limiting the role of the school.<sup>9</sup>

Upon the graduating teacher is placed the responsibility of striving towards the goal of freedom. The need of teaching for freedom in everyday practice should be recognized. Cultural freedom has been described as the latent or actual experience of peoples of various races, creeds, and nations trying to fulfill by co-operative action the widest available range of their desires. As the goal of personal freedom becomes meaningful to the teacher, it becomes also the chief standard by which all methods and all contents at all stages of education are re-evaluated. Every candidate for a degree will, before graduation, accordingly review his professional years of study. He will inquire as to the issues that have been clarified to his own satisfaction as well as those that have not. He will recognize that culture-theory in so far as it has been a central concern of his education is anything but a cure-all. He will realize that many questions raised by culture-theory cannot as yet be adequately answered. The teacher however must strive to develop personal attitudes of respect and tolerance

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<sup>9</sup>

Ibid., pp. 271, 272.

for the values of cultures different from his own. Later, he will encourage his students to develop similar attitudes.

In conclusion, Brameld states that many young teachers by means of study and experience throughout their training have come to believe that to strive for human freedom will be worth both the hardships and rewards of their chosen life-work.

Frank MacKinnon in his recent book entitled, "The Politics of Education," has come out with a stimulating and striking study of the public school system in Canada. He has examined the roles of trustees, politicians, officials and other groups who today wield power in the administration of schools, teachers, and curriculum.

Doctor MacKinnon strongly advises the removal of politics from education. He feels that education will only become effective when more responsibility and freedom is given to the schools and the teachers. The changes suggested by the author under study to remove the short-comings in education will be described in the next pages.

It should be noted that MacKinnon's book is designed to stimulate rather than criticize. He believes that the controversy in the educational system is as much political as pedagogical.<sup>10</sup> The state is so involved in every phase of education that education is a political activity, and its problems are, to a large extent, problems in governmental administration. Therefore, those who examine weaknesses in the school

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<sup>10</sup>

Frank MacKinnon. The Politics of Education. (Toronto: University of Toronto Press, 1960), p. 4.

system should take a look not only at the schools, the teachers, and the curriculum, but also at the politicians and the pressure groups, the civil servants, and the trustees concerned with education.

The author describes many issues that affect the professional status of teachers. One can only hope to summarize some of his main ideas in these few pages. He complains that the public schools are dominated by all the levels of government:

The school is thus suspended from the legislature by a long chain of authority with many links: the cabinet, the minister of education, the department of education, the municipal council, the school board, and numerous officials and committees associated with each one. Below a tail chain rattles incessantly, made up of such active bodies as political parties, Home and Schools associations, and ecclesiastical organizations.<sup>11</sup>

The school has virtually no power of its own. Education is state controlled, however, most professions and institutions serving the public are without control and interference from outside pressures.

The thesis of Frank MacKinnon's book favors state ownership of education, but he believes education should operate as free enterprise. The British North America Act and subsequent legislation have given the authority of teacher education to provincial legislatures. Four

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Ibid., p. 10.



bodies: namely, the legislature, the cabinet, the municipal council, and the school board share the authority over the schools. These same bodies respect public opinion, pass laws, appropriate funds according to the wishes of the people in the area. It is a principle of administration that the policy makers be advised by the teachers who carry out the policy; the teachers, however, receive their directions from higher officials who in turn are very sensitive to public demands. It is a one way communication exerted by political influences and motivations. It is not surprising therefore to find a lack of both genuine interest and effective performance in education. This sad state of affairs is the result of political commitments. Well intentioned politicians do their best, but party affiliations and swift changes in administration bring incompetent people to responsible positions in education.

MacKinnon observes that doctors controls medicine and the law is in the hands of lawyers, teachers however, are not in charge of education.<sup>12</sup> Leadership is refused to teachers because it is assumed that government officials are best equipped to handle all

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<sup>12</sup>

Ibid., p. 24.

the problems of education. He makes the observation that educational administrators have by far the most power among civil servants in general and within the educational system itself. These officers include deputy ministers, directors of various branches of the department of education and their assistants, school inspectors and school superintendents. They advise politicians and trustees and transmit executive authority to the schools, control the curriculum and the methods of teaching, and supervise construction, management and inspection of schools. These officers also have the function of speaking for education to the public. This impressive list of powers reveals an emphasis on administration in education which is without parallel in any other activity in the modern state.

The spotlight is on these officers, the author complains, rather than on the teachers. The old saying "children must be seen, not heard" could be said of teachers. To the public, no teacher regardless of ability, can command the respect given to an inspector or superintendant. Teachers wishing promotions and prestige look forward to positions in school administration. MacKinnon sees the emphasis put in the wrong place, for surely teaching is the primary purpose in the school system. In many instances, officials overrule decisions made by teachers because they are not

in agreement with the policies of the department of education. It is a public misconception that things are always done properly by government officials. Appointed officials follow the party line and tend to keep everything quiet at all costs; they prefer a teacher who conforms rather than one who is a reformer. On the contrary, society gives to doctors and lawyers a different sort of trust and freedom. While greater care is taken in the selection of candidates for medicine and law, much power is given to the profession itself, and the members work with a minimum of direction and supervision.

There is a tendency in education to recruit administrators from one source - educational graduates. The author states that the study of educational administration can be useful, but degrees in education do not necessarily make an administrator. Other qualifications such as experience, personality, common sense, and responsibility to the profession are essential for effective supervision. MacKinnon believes that administration should be of secondary importance in the school system, teaching should be the main power. This he feels is an essential feature for professionalizing teaching.

Frank MacKinnon examines the school as subjected to direct state control. The individual school has no

power of its own. The turn-over in staff is high and replacements are difficult to find, many teachers lack adequate qualifications to teach. Frequently conditions in the school do not meet public approval. The reason for these unfavorable conditions may not be hard to find. With so much control from others, everybody runs the school but its staff, public officials control all academic and business matters. It is recognized that the position of the public school is one of subserviency. Each school has to obey regulations and orders from outside, it must follow the directions of a departmental curriculum and adhere to the set of facts and opinions given in official textbooks. Teachers are under the close scrutiny of inspectors, supervisors, and the home and school association, frequently the teacher is observed while at work. This system of continued subjection harms the intellectual freedom and professional pride so necessary to real teaching and restricts the exercise of responsibility and judgment. Other institutions do not allow similar management of their affairs. Doctors or lawyers are more or less independent, difficult indeed is it to imagine a government inspector observing a doctor during an operation. It is strange that the public should expect education to be administered properly under conditions which would not be tolerated in other professional activities.

A host of internal and external problems affect the school system. Such misconceptions and slogans as "education is everybody's business, equal opportunities to all students in the school" has diminished the prestige of teachers. For the pupil, it has brought a standardized curriculum and in many cases automatic grading. Individual differences are not provided for in a set-up of this nature:

"The diligent preservation of an illusion of sameness at best encourages a dead average and at worst sustains weakness and discourages excellence."<sup>13</sup>

Teachers are subjected to the passing whims of outsiders. Public opinion, home and school organization, expect the teachers to direct every phase of the student's conduct but refuse the leadership of teachers in educational matters. Unlike medicine and law, teaching involves no mystery which keep the public at a distance.

MacKinnon continues his criticism of the State for its meddling in the teaching profession. With our hierarchical distribution of power in the educational system, the teacher holds the humble status of a low-

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<sup>13</sup> Ibid., p. 58.

ranking civil servant. The employer controls the teacher's conditions of work because he is an employee. On the contrary lawyers and doctors are not directly employed by those wishing his professional services. As an agent, the teacher performs a state service rather than a social service; he can never be assured that his patient (the student) wishes his services. This social outlook affects the status of the teacher. Also, certificates and licenses are issued to teachers who meet the set requirements laid down by the government, the teachers as a result, fall into a category and are appropriately labelled. In contrast, doctors and lawyers are not classified as first, second, or third rate professionals.

Frank MacKinnon's criticisms are extended to the training of teachers. The students who enter the school of education, he claims, fall below the level of scholarship of those students in other departments of the university. A general opinion prevails among the students that the education course is the easiest to get into and get out of. The courses taught to teachers in training ignore scholarship and competition. On the contrary, in other faculties, namely, medicine and law, courses taught are in content rewarding and offer a challenge to able and bright students. Consequently, many students are refused if they do not qualify.

Teachers should use the same precautionary measures.

MacKinnon made some observation on the school curriculum and how it affects the professional status of teachers. A pre-planned curriculum set-up has made teachers masters of ceremonies rather than dispensors of knowledge. State curriculum, prescribed aims and procedures, and controlled examinations have virtually left teachers with no power of their own to guide the learning process of students - the teacher's status is one of submission.

An educational reform is suggested by MacKinnon. Trust the school and its staff and take away from the government and other agencies the administration of the public school system. The author suggests that schools should be operated as public trusts, which he describes as bodies owned but not directly managed by the government. The principle on which public trusts operated were applied when the government as owner took on activities other than business such as public hospitals and broadcasting corporations and these were organized through government statute as a body managed by a board of trustees and governors. These people are allocated power and responsibility for conducting the business of the organization. Public audits and reports are annually submitted and after investigations the government recommends the necessary financial

appropriations. In these trusts, politicians and civil servants have no direct control. The corporate body is permitted to act without political interference.

Education is a great exception to the above described organizations. The power and the responsibility has not been delegated to the profession itself but is directed by cabinets, ministers, departments, and municipal school boards. The author suggests changing the state controlled public school to public trusts because this would give to teachers the same trust and confidence as is enjoyed in the other professions. The teaching body would have the same control as is granted to physicians and barristers. If schools became public trusts, they and the teaching profession could develop such standards as are required. Standards would depend on the efforts of individuals and the demands of subjects. Able teachers of mathematics or history would then, like distinguished leaders in other fields, be able to influence standards and set an example among their colleagues. The demands of the various school subjects would be interpreted by the group concerned and met by those who benefit from them. Leaders are rare in the teaching profession and new knowledge takes a long time to pass through the school system.



MacKinnon feels that the obstruction in education is complete dependence upon officialdom which could be corrected by the release of personal initiative and professional respect.

MacKinnon further maintains that teachers should be allocated authority in the following areas: teaching itself, training and licensing of their members, and their professional organization.<sup>14</sup> The freedom to exercise these powers, the author holds, will acquire for teachers a respect that lawyers and doctors can justly claim of their profession.

Academic freedom demands that what goes on in the classroom be primarily the business of that school and the teaching profession. Freedom to teach and direct responsibility given to teachers would place them in the same category as surgeons and solicitors in the practice of their art. In teaching, emphasis is often placed on seniority, hours of work and credits in training schools. None of the learned professions rely on these criteria alone, ability is recognized above all else. If teaching is to be respected, more emphasis must be

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<sup>14</sup>

Ibid., p. 158.

placed on the individual ability of teachers.

The author suggests that teacher training should be handled in Universities of recognized standing whose standards are acceptable to the teaching profession. Teacher-trainees are often given courses in methodology and theory at the expense of knowledge of subject. A solid academic background is necessary for the student in education. An internship and practice which prevails in law, and medicine should form an integral part of the teacher training sponsored jointly by the university and the professional organization. The final certification by the profession would be an official license. The teachers' federation should definitely participate in the policy making of their association. Like bar and medical associations, teachers federations should respect the freedom of the individual members.

Finally, the author views the formation of the Canadian College of Teachers as a step in the right direction. The qualified teacher only, i.e. with a University degree along with two years of specialized training and also two years of successful teaching, will be admitted to the College of teachers. The medical association and the barristers' association have the power and freedom to give leadership in their occupation. It would seem that teachers' associations

should be given power and freedom in the exercise  
of their duties in the public schools.

The problem of raising the status of teaching to the level of a profession is not peculiar to this country. R. D. Goodman states that of the individuals in different occupations in Australia, the doctor has the highest recognition and rating, followed by the solicitor, the clergymen, the engineer, and the architect. Teachers are low on the scale; their position is described as follows:

Teachers' ideas on the rating of their occupation are fixed on the status of professions, particularly of medicine and law. Apparently, professions contain values which, according to the collective judgment of the public, merit respect and prestige, and these in turn lead to high remuneration and social status. Teachers have been trying for a long time to build their occupation in the likeness of a profession, hoping thereby to attain "professional status."<sup>14</sup>

The present author under study suggests that medicine and law are at the centre of professionalism. Drawing out conclusions from an investigation made of these two professions, the writer claims that any model built up by teachers must have reference to at least four characteristics of medicine and law, these are: Training, The Professional

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<sup>14</sup>

R. D. Goodman. "The Will-O'-The-Wisp of Professional Status" The Australian Journal of Education IV, No. 2, (July, 1960), p. 1.

Association, Code of Ethics, and Income.

If an occupation is to be called a profession, those conditions lowering the status of the members are to be removed; on the other hand certain standards are to be established. Goodman, in speaking, firstly, on the training of the professional makes a number of observations and recommendations. There is an organized body of knowledge in the field which is essential for background; training to acquire knowledge and technique requires a high degree of intelligence; training takes place at a University with University standards; training requirements are laid down by a statutory body working in liason with the training institution and the occupational association; the body is made up of representatives of the profession and must keep a register of the qualified, and strike off the unqualified. Lastly, members are to be trained, tested, and registered before entering the profession.

Secondly, the teacher's professional organization is described as follows: It is a comprehensive organization in each province, and has a federal body to co-ordinate the work; the membership is voluntary; all qualified members of the profession are eligible for membership the professional associations

are incorporated; the major aim is to improve the standards and therefore improve the service of the individual; the association is not connected with trade unionism, nor a political party. Its purpose is to improve the standard of service and provide facilities for keeping members informed; it regards itself as the best qualified to give advice to its members.

Thirdly, the members of the profession adhere to a strict Code of Ethics. The professional man is a position of trust and responsibility, therefore a high standard of conduct is expected of him; the profession itself supervises the standard of conduct of its members. The association has a disciplinary body to check the incompetent; the association lays down general principles to guide its members; the Code of Ethics is well observed, there is only one association, and expulsion from that association affects the status of the member; there is an obligation on the part of all members to act professionally at all times and to avoid dishonor to the profession.

Fourthly, the income of the member is another factor to consider. There is a wide range of income among the professionals; if the member is self-employed, usually, his salary is higher than the other member who is employed by the state.

In conclusion, society refuses to recognize teaching as a profession, because it does not possess the characteristics required for professional status, particularly, in training, association, code of ethics, and income. While there remain obstacles facing teachers in their efforts to raise their occupation to a professional status comparable to that of medicine and law Goodman sees "teaching progressing towards professional characteristics; training is giving rise to professional standards; however, only a small group have taken advantage of this training. No great effort is being made by the teaching group to free itself from government control and to become self-sufficient like the physician and the lawyer, teachers do not control and direct education; it is controlled by the department of education; teachers do not supervise their own standards of conduct; teachers are in the employee category; teachers rarely own schools, nor can they form partnerships for the purpose of providing an educational service; the province is also the training authority for teachers and determines the length and standard of their training.

Goodman questions the future status of teachers. He wonders if there will always be a gap in terms of lower standards of training, less remuneration,

as well as differences in organization and code of ethics which hurt the prestige of teaching, or will it adjust to modern trends as medicine and law have done. He notes that the members of these two latter professions have long been recognized as accepted professionals but this cannot be said of teachers.



## CHAPTER FOUR

### CHARACTERISTICS OF A PROFESSION.

In the preceding chapter, Brameld, MacKinnon, and Goodman, after analysing educational problems concluded that teachers were not accorded the same status as the doctor and the lawyer. The authors named above stated that various conditions are needed to meet the criteria of a profession. The requirements are as follows: a profession calls for goals, knowledge, skills, and personal qualifications. The members of the profession are bound together in a common discipline which creates a spirit of fraternity, scholarship, and public service. Professional codes recognize duties to the cause of learning, to client and patient, and to the public in general, as well as to colleagues. "Second-class professions" do not rest on the same intellectual basis and their members are not primarily driven by a motive of service to humanity. In our business minded world financial gain is the yardstick for success and status in the occupations which cannot be placed among the true professions.

The characteristics of the professions of law, medicine, theology, and advanced teaching, are outlined as follows by Horton:

1. A profession must satisfy an indispensable social need...
2. It must demand an adequate pre-professional and cultural training.
3. ... the possession of a body of specialized and systematized knowledge.
4. It must give evidence of needed skills which the general public does not possess ...
5. It must have developed a scientific technique which is the result of tested experience.
6. It must require the exercise of discretion and judgment as to the time and matter of the performance of duty.
7. It must be a type of beneficial work ...
8. It must have a group consciousness designed to extend scientific knowledge in technical language.
9. ... its members line up to an established and accepted code of ethics.
10. It must have sufficient self-impelling power to retain its members throughout life.<sup>1</sup>

Myron Lieberman has proposed a set of criteria necessary for a professional framework in education in the following manner:

1. A unique, definite, and essential social service.

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<sup>1</sup>Byrne J. Horton, "The Professor; Ten Criteria or Earmarks of a Genuine Profession", Scientific Monthly, (February, 1949), p. 164.

2. An emphasis upon intellectual techniques in performing its service.

3. A long period of specialized training.

4. A broad range of autonomy for both the individual practitioners and for the occupational group as a whole.

5. An acceptance by the practitioner of broad personal responsibility for judgments made and acts performed within the scope of professional autonomy.

6. An emphasis upon the service to be rendered rather than the economic gain to the practitioners, as the basis for the organization and performance of the social service delegated to the occupational groups.

7. A comprehensive self-governing organization of practitioners.

8. A code of ethics which has been clarified and interpreted at ambiguous and doubtful points by concrete cases.<sup>2</sup>

Teaching has never been classed amongst the great professions of mankind. Certainly, it has not arrived yet at the status where it can be included within any classification that embraces either the legal or the medical profession. Mr. Arnold Edinborough, the editor of Saturday Night, had described the seven criteria of a Professional<sup>3</sup>: There exists a difference between the

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Myron Lieberman. Education as a Profession. (Englewood Cliffs: Practice-Hill Inc., 1956), pp. 2, 6.

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Patricia Maybury. "How Professional Are We?". Teachers' Magazine, (PAPT of Quebec), Vol.XL:199 (Dec., 1959), p. 22.

amateur and the professional in the vocational world as between the amateur and the professional in sports; a professional knows his business so well that no layman can challenge him; a professional must be a research person; a professional should be very well paid; a professional is often self-employed but this is not essential; a professional organization which controls the conduct of the group; a professional is a leader in his own community.

In a recent issue of the bulletin of Ontario Secondary School Teachers' Federation, T. B. Ide, suggests for a professional framework<sup>4</sup>: a body of specialized knowledge and techniques; an in-service training; control of standards of admission and practice by the association; a Code of Ethics.

The Canadian Conference on Education for 1962 plans to examine the professional status of teachers. From a survey made by the group and from many Canadians who submitted opinions to the inquiries of the Association, six characteristics of a professional person emerge:

1. Specialized Knowledge and Skill:  
He has intellectual competence and superior skill ...

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<sup>4</sup> T. B. Ide. "Is Teaching a Profession?", The Bulletin, Ontario Secondary School Teachers' Federation, Vol. 38, No. 2, (March 1958), p. 112.

2. Service to Others Paramount: The welfare of client or patient is his first consideration...

3. Autonomy and Independence: He is self-reliant, requiring little or no close supervision in his work.

4. A Scholarly, Inquiring Attitude: He is a well-educated person, an intellectual type ...

5. Membership in a Professional Organization: He participates in (or supports) the work of an organized group of professional colleagues ...

6. Status in the Community: He is accepted in the community (local, provincial, or national) as one who is well above average in intellectual attainment ...<sup>5</sup>

M. E. LaZerte also outlines the criteria of a profession.<sup>6</sup> A profession he says, must demand an adequate pre-professional training. It must have self-impelling power to retain its members. Its members honor an established code of ethics. John L. Prior in describing the distillation of a four day discussion of LaZerte's criteria summed up the specific suggestion that arose from the discussion in this manner:

(a) There is need of more knowledge about the teacher training policy of British Columbia Teachers' Federation.

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<sup>5</sup> Canadian Conference on Education. "The Professional Status of Teachers". edited by James M. Paton, Mutual Press, Ottawa. 1961. pp. 6, 7.

<sup>6</sup> The B. C. Teacher, Vol. 39, No. 2, (November, 1959), pp. 85, 86.

(b) There is need of more knowledge about procedure in ethics cases or in situations that involve possible unethical acts. ("What should we do?" was a frequent question).

(c) Research projects of teachers should receive more general publicity--especially among teachers...

(d) Some steps towards recognizing different levels of training among teachers is desirable. Only those with an agreed minimum of training should be designated as teachers...

(e) The proliferation of supervisory personnel is an indication that teaching is not a profession. The professional knows when he needs help and seeks advice or consultation. There is a danger that the referred-to proliferation may not be consistent with the development of professional status...

(f) Consideration should be given the use of degree initials in official correspondence.

(g) One group listened with interest to the member's proposal to have the Federation seek power to grant letters after the name of "professional teachers". Whether this could be obtained through legislation or arranged through the Canadian College of Teachers was not decided.<sup>7</sup>

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<sup>7</sup> Ibid., p. 87.

## CHAPTER FIVE

### CONCLUSION

It has been evidenced from the sources used that teaching does not possess the characteristics which are required for professional recognition. In seeking to raise teaching to a professional level, teachers will have to discover what is essential and what is accidental to the definition of a profession, unless they wish to remain "second-rated" in professional status.

There seem to be three distinct areas where improvements are necessary to elevate teaching to a status equivalent to that of medicine and law; these are: the candidate's training and preparation, self-determination for the profession, and the professional behavior of the members.

A number of opinions have been submitted for the training of the candidate. There is a general belief that a need exists to promote academic excellence and scholarship. Teachers must be persons of culture and be recognized as such. Professional status will be attained only when the teaching body as a whole has achieved a superior level of education.<sup>1</sup> Low entrance requirements too often result in an inferior quality of teachers.

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<sup>1</sup>

The Cameron Report. Alberta Royal Commission on Education.  
p. 182.

Medicine and law, respectively, place the emphasis first, on the careful screening of candidates before they are accepted to the profession. The students have to pass through a probation period at the termination of which incompetent students are dismissed. Prior to their acceptance to the association, lawyers and doctors are required to meet a set standard of education, this cannot be said of teachers. The corps of teachers is heterogeneous. In teaching, a number of the members are qualified and therefore can be classed as professional, but an even greater number are partially qualified and still others are unqualified with no professional ambitions. To complicate the situation, bewildering certificates and puzzling licences are issued to teachers under the name of regular, special, temporary, or permanent and in some cases emergency permits. To sum it up, teaching lacks one of the main attributes of a true profession, i.e. a clearly defined standard of admission.

The professional association has been subjected to a number of criticisms. It has been said that the key criterion in measuring any group's degree of professionalism is the amount of effective control it exerts over its own practice. To meet this criterion, the teaching body should have some control on determining standards of admission, licencing and certification, discipline and



regulation of its members. However, constitutionally, the power of establishing professional standards for teachers lies with the government of the Provinces. This legal basis for professional control is derived from Section 93 of the British North America Act.

While Provincial authorities retain control over teacher education and certification, professional standards will only be achieved by co-operation and consultation through teacher advisory boards. It has been stated that a greater number of able students would be attracted to the profession if the members had more professional freedom in their work and if more control existed within the school with less departmental supervision. Teaching as we see it today does not have self-determination as one of its characteristics.

Teachers have often been criticized for their unprofessional behavior. In some provinces, the teaching profession continues to use collective bargaining and other weapons commonly used by the trade unions. Also, in dealing with students and their parents, and with one another, teachers often fail to act in a professional manner and consequently they are not respected by the public as true professionals. For many years, lawyers and doctors as a group have shown strong initiative in upholding standards which have made medicine and law genuine professions. Teachers as a group however, because of their

varied educational backgrounds and individual abilities have not shown similar strong leadership in the advancement of their profession. Teachers seek to build a status for themselves by emphasizing the security of tenure, automatic membership, improved salaries and pensions, and other material interests; these activities alone will never raise teaching to the desired level.

It is somewhat ironical that the art of teaching which in itself appears so noble is not accepted as a true profession. It must be recognized however, that only by formulating policies required to meet such criteria as have been reached by medicine and law will teaching attain professional status.

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