

THE DEVELOPMENT OF TEACHER EDUCATION IN NOVA SCOTIA

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for the degree of Master of Arts.

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CONTENTS

| | Page |
|--|------|
| INTRODUCTION | 1 |
| Chapter | |
| I. BEGINNINGS | 3 |
| II. DEVELOPMENT OF THE NORMAL COLLEGE | 9 |
| III. THE COMMISSION ON TEACHER EDUCATION | 17 |
| IV. CHANGES IN LICENSING | 23 |
| V. THE UNIVERSITIES | 34 |
| VI. SUMMER SCHOOLS | 50 |
| VII. THE NOVA SCOTIA TEACHERS UNION | 57 |
| VIII. SUMMARY AND OBSERVATIONS | 62 |
| APPENDIX I. | 70 |
| APPENDIX II. | 72 |
| BIBLIOGRAPHY | 75 |

INTRODUCTION

Much emphasis is being placed on the need for quality education. To expect excellence in students without first securing excellence in our teachers is seeking the impossible. No education is ever better than its teachers.

If education is pouring out knowledge so that it can be poured into little heads, then perhaps almost anybody is good enough to be a teacher. But, if the challenge of our times, is demanding the kind of education that is keeping abreast of modern knowledge, encouraging children to explore, to learn for themselves, and humanizing knowledge, then teachers must be people of high quality with a sound educational background.

The teacher, according to Erasmus, has three functions - placet (he pleases), docet (he teaches or instructs), movet (he moves or inspires). Almost any teacher can please, and up to a point instruct; only those of superb quality can inspire, or, as Plato put it, throw off sparks to set fire to the tinder, or possess torches to pass on to others.¹

The amount of education that the province has required of its teachers has continued to grow as we move

¹Sir Ronald Gould, "Conditions of Work for Quality Teaching, WCOTP 1963 Annual Report, (Washington: World Confederation of Organization of the Teaching Profession 1963) p. 7

from the first courses offered in 1854 to those of 1964. The minimum time in the earlier years was about eight or nine years of public school education plus a four and one half month training program. In 1964 this minimum is thirteen years of public school education plus a two year program at the Teachers College.

Forty years ago the universities entered the field of Teacher Education. Their faculties have grown in number from a total of four or five in 1927 to over forty-five in 1964. While forty years ago, the universities were not training any teachers, they are presently (1964) training more candidates for teaching than the Nova Scotia Teachers College.

This study attempts to trace the development of teacher education so as to illustrate the trends that appear, and to try to assess these in terms of today's needs and expectations in public education.

CHAPTER 1

BEGINNINGS

For many years the only supply of trained teachers had to be obtained from outside the province. The early history of education is the story of the churches and their efforts to bring learning to the New World. A boys school and a girls school existed at Port Royal in 1644. The Sisters of Charity came to Louisburg around 1716.¹

From 1749 to 1843 the "Society for the Propagation of the Gospel in Foreign Parts", a missionary society of the Church of England, was the only body with the legal authority to conduct schools in Nova Scotia and provide teachers.² During these years the control of education moved more and more directly under the control of the provincial government. By 1832 local boards of school commissioners were required to submit reports to the Provincial Secretary.

By 1841 we have the appearance of the forerunner of the Department of Education because in that year a General Board of Education for the province (with one employee, a salaried clerk), was set up as a central authority.³ In 1848 an important report on education was submitted to the

¹G.A. Frecker, Education in the Atlantic Provinces, (Toronto: W.J. Gage and Company Ltd., 1956), p. 34.

²James Bingay, Public Education in Nova Scotia, (Kingston: The Jackson Press, 1919), p. 49.

³Ibid., p. 50.

legislature. This report recommended the appointment of a provincial Superintendent of Education, and the establishment of a Normal School. The first Superintendent, Dr. J. W. Dawson, was appointed in 1850.

Dr. Dawson studied the educational conditions in the province and made very detailed reports of these conditions. He studied the operation of the Normal Schools and the public schools of Massachusetts, Connecticut and New York. By March 31, 1854 "An Act for the Establishment of a Normal School" was passed by the Nova Scotia legislature. It was Dr. Dawson who was largely responsible for the establishment of teacher training in Nova Scotia.

Chiefly through his instrumentality legislation to provide Normal School was proposed which, after three unsuccessful attempts became law in 1854. The centrally located town of Truro was chosen as the site and in November, 1855, the Provincial Normal School was formally opened. ¹

For the first fifty years the school conducted two terms of four and one-half months each. Academic standards were not very high. As a matter of fact the entrance requirements were completely lacking in any reference to

¹M.V. Marshall, Education as a Social Force ("Harvard Bulletins in Education," No. 18; Cambridge: Harvard

University Press, 1931), p. xiv.

academic standing. They simply consisted of regulations that described three groups of people who were eligible for entrance.

1. Nominees of the different boards of school commissioners, who were required to have completed the common school course and to have attained the age of sixteen years. The number admitted in this category was limited to one pupil for every 100 pounds of provincial grant received by the Board.

2. Not more than twenty students accepted by the Principal of the Normal School on examination by him.

3. All teachers who already held licenses secured from District Boards.¹

During this period none of the work was beyond the secondary school level. In fact much of the time was devoted to a review of reading, writing, grammar, geography, and arithmetic. Toward the end of the term literature, philosophy, mathematics and some science at a more advanced level were introduced.

Practice teaching was a regular part of the training program and was carried out in a model school that was built in 1857. This school continued as a part of the Normal School until the introduction of free schools in 1867.

While the Normal School had the distinction of being

¹J.P. McCarthy, One Hundred Years of Teacher Education (Halifax: Queens Printer, 1952), p. 13.

the only institution whose sole function was to train teachers, it was not the only place where one could receive teacher education. The high school curriculum of Nova Scotia was made up of a combination of academic subjects and purely teacher-training subjects. The department of education examinations were set on this double curriculum. All students in the high schools who wished to write departmental examinations, were forced to write examinations in subjects that were designed to train teachers. These subjects were dropped from the high schools in 1893.

But even this did not mean that people desiring a teacher's license had to go to the Normal College for training. They could still continue to study "teacher-training subjects" at high school on an after hour basis. Following these courses they could write a set of examinations that led to a license determined by the level of high school graduation held. The Minimum Professional Qualification Examinations (M.P.Q.'s) continued until 1926. It was not until then that persons seeking a teacher's license were required to take specific teacher training in an institution designed to perform this function.

The M.P.Q. examinations were discontinued in 1926, and henceforth regular teaching licenses could be obtained only by attending the Normal

School, or for university graduates by attendance at a university in its Department of Education, or in some special instances by attendance at the Nova Scotia Summer School for Teachers. Hence it was seventy one years after the establishment of the Normal School before teachers were required to take their professional training in the institution that was founded for that purpose in 1855.¹

In 1872 the program at the Normal School was increased to one year, but attendance was optional since licenses could be obtained without attendance. Even with the increase some students still entered for only a part of the year. In 1881 all students were required to enter at the beginning of the term.

This new minimum of one year of training was short-lived. In 1883 a provision (justified because of a teacher shortage) was made permitting candidates with as low as a grade nine standing, to take a five months program which gave them a "D" license. The period of training for this class was to shrink during succeeding years until it consisted of only three months. Students were also admitted at the half-year and this training qualified them for a "C" license. This practise was discontinued in 1933. The admission standards for those entering the Normal

¹Ibid., p. 16.

College were raised to junior matriculation. The minimum training would now be one full year plus one summer at the Nova Scotia Summer School beyond grade eleven. After 1927 the university graduates would also have one year of teacher-training. It had been possible in 1917 (due to a teacher shortage) for university graduates to attend the Normal School for six weeks. This program did not stop with the war, but continued until the universities undertook a teacher education program.

In 1962 the entrance requirement to the Teachers College was raised to Senior Matriculation and the course lengthened to two years.

CHAPTER 2

DEVELOPMENT OF THE NORMAL SCHOOL

The development of the Normal School can be clearly seen from a look at the curriculum offered there over the years. It developed from a school to a college, and its name changed with each increase in the standard of the curriculum offered.

In its beginning years the Normal School was hardly more than a secondary school. It had to reteach many of the skills that should have been learned in the common schools. Its curriculum, in addition to these subjects, included literature, mathematics, philosophy, science and teaching methods.

One thing that has been continuous in teacher education in Nova Scotia is practice-teaching. The Normal School was opened in 1855 and by 1857 a practice-teaching program was inaugurated with the opening of the model school.

In 1860 the offering was broadened with the addition of music. During this same year drawing was added. Both of these courses were offered by part-time instructors, and actually provided less than one hour per week of instruction. In 1865 a library was set up with an appropriation of \$200.00. By 1885 agriculture had found its way into the school's

curriculum.

After 1893, when departmental examinations were set up to provide a standard of scholarship of high school graduates, the Normal School curriculum began to change in character. More emphasis could be placed on professional studies and less on teaching high school subjects. While there was still need to perfect the students' high school education where it was found defective, the level of instruction was beyond that of the secondard school. In recognition of this increase in standard it was re-named the Normal College in 1908.

In 1893 a Manual Training department was added and its companion, Domestic Science, was started in 1900. With the opening of a new science building in the same year, laboratories were available for work in biology, chemistry and geology. It was also in this year that the practice-teaching was begun in the town of Truro. In 1907 Kindergarten teacher training became a part of the Normal School program and physical training was added in 1908. In 1925 a department of health was added. In fact during the whole of the period from 1900 to 1930, the college curriculum was developing into rather clearly defined departments.

In the next twenty years these departments, which were fairly closely subject oriented, were to take on a different pattern. The departments were in subject areas clearly recognizable in the public school system. The curriculum was concerned both with strengthening the prospective teacher's grasp of the academic disciplines involved and with teaching methods directly related to these fields.

In this period the Normal College had departments of Primary Methods, English, Literature, Social Studies, Biology, French, Language Arts and Physical Education. To these a department of General Methods was added in 1951. Practice-teaching also changed during this time. The actual number of hours of practice-teaching were extended, and students were sent to rural schools as well as to those located in Truro.

In September 1961 a two-year program was begun. A temporary one year program operated until June of 1963. A two-year program with entrance from grade twelve is now the compulsory minimum for all candidates for teaching in Nova Scotia.

The courses offered are a combination of academic and professional studies. These are at such a level as to

carry University credit. English, History, French and Mathematics carry second year level credit at Acadia, Dalhousie, Mount Allison, Mount St. Vincent, St. Francis Xavier and St. Mary's. Chemistry, Biology and Physics carry first year credit.

Credit for the professional courses taken at the Teachers College will be counted as three courses toward the Bachelor of Education degree after the candidate has fulfilled the requirements for a Bachelor degree in Arts, Science or Commerce.

The Teachers College offers five programs, General License, Kindergarten-Primary, Industrial Arts, Home Economics and School Music. The program for the general license is as follows.

1st Year

- I General Education
 - English required
 - Two of History, French, Biology, Chemistry, Physics, Mathematics.
 - (with required prerequisites)
- II Foundations of Education
 - Child Development and Educational Psychology
- III Methods of Instruction
 - (i) General Methods and Classroom Management
 - (ii) Special Methods
 - Language Arts
 - General Science
 - Physical Education

(iii) Practice Teaching

2nd Year

- I General Education
Two of History, French, Biology, Chemistry,
Physics, Mathematics. (with required
prerequisites)
- II Foundations of Education
Principles and History of Education
- III Methods of Instruction
 - (i) Special Methods
Reading, Social Studies, Health
Mathematics
One option from French, Music, Art,
J.H.S. Mathematics.
 - (ii) Practice Teaching
- IV Educational Administration
School Law, Registers, Reports, etc.,
Tests and Measurements.¹

As can be seen from the above course outline, there is a clear distinction made between those courses that are academic and those that are professional. At the university level these latter courses are what one generally finds in the B.Ed. program.

The first three described under "Professional Courses"² appear to be very similar in their general approach to like

¹Nova Scotia Teachers College Calendar, (Truro, 1963-64)
Page 14.

²Ibid. p. 28.

offerings at the universities. The Educational Psychology course is described as covering some of the processes relative to the teaching-learning situation stressing such factors as: human growth and development physically, mentally, emotionally, and socially; our needs, wants, urges, drives and motives; individual differences and adjustment; learning theories, guidance and counseling techniques. The main purpose of the course titled History and Philosophy of Education is to help the student teacher to think critically, consistently and comprehensively about education. A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of education to the present day. Recent developments of unusual interest in both elementary and secondary education in Canada, United States, England and the U.S.S.R. will be related whenever possible to ideas being discussed. The General Methods and Classroom Management course has such methods topics as Aims and Principles, Motivation, Lesson-Planning, Questioning, Subject Units, Class Projects, Audio-Visual Aids, Grouping, Teaching for Deductive and Inductive Reasoning, Drill, Review, Teaching for Appreciation and Creative Work, Providing for Individual Differences, Assignments,

Diagnostic and Remedial Teaching, Testing, Promoting, Programmed Learning. The management topics are Routines, Classroom Housekeeping, Scheduling, Provisions for Equipment, Teacher Records, Disciplining and Providing the Social Atmosphere.

There would certainly be some difference in the level at which the study of these matters would take place. At the Teachers College they come in the first year after grade twelve while at the universities they come in the fourth year after grade twelve, following graduation at the Bachelor level.

A sharp distinction between the Teachers College and the approach of most universities appears in the field of special methods courses. These will be explored more fully later.

The Nova Scotia Teachers College by its own definition is a professional school whose primary function is to train teachers to staff primary, elementary and junior high school grades in the public schools of the province.¹

If the teacher's education is to end here then he or she is required to attend one session at the Nova Scotia

¹Ibid., p. 6.

Summer School for Teachers within three years of graduation from the College.

The program is set up to make it possible for the teacher to continue study toward a degree at one of the universities. A number of the universities have been encouraging this by operating extension and summer courses in their degree program.

CHAPTER 3

THE COMMISSION ON TEACHER EDUCATION

In May of 1950, Henry D. Hicks, then Minister of Education, appointed a commission to study Teacher Education in Nova Scotia. It was the first such commission in the province. This commission was under the chairmanship of Dr. C.E. Phillips of the Ontario College of Education in Toronto.

The commission offered three plans for Teacher Education. The first of these plans had the unanimous support of the Commission members while the second two gained support in a descending order.

In this first plan four universities (Acadia, Dalhousie, Mount Allison and St. Francis Xavier) would be asked to provide a program leading to a professional degree. Prospective teachers would be required to attend one of these universities for their first year and the Teachers College for their second year. This would provide them with enough training to make them eligible for a minimum license.

Following this the teachers would then proceed through summer schools, or by whatever other means the universities might provide, to complete the total of four years required for graduation. The recommendations of the

commission included a procedure for putting this plan into effect.

1. That the Minister of Education invite Acadia University, Dalhousie University, Mount Allison University, and St. Francis Xavier University to consider the establishment of an undergraduate program suitable for elementary school teachers, and leading to a professional degree, on the following conditions: that the entrance requirements be a full certificate of the proposed new Grade 12 with seven credits - English (1), science (1), a foreign language (1), history (1), Mathematics (2) and one other subject; that the first year of the course be offered only to students in full time attendance at university; that full university credit be given for a second or other subsequent year completed in the Normal College, or professional school, operated by the Department of Education in Nova Scotia; and that the courses of the first year and the professional school year be approximately as follows:

First Year at University

1. English - improvement of ability to use the English language in speech and in writing.
2. History - preferably a survey of civilization.
3. Science - a survey course, giving also a knowledge of the scientific method and an understanding of its significance, and providing practical laboratory experience.
4. Psychology - basic principles and educational applications.
5. Mathematics, or French or some other approved course.
6. Speech Training, including public speaking.
7. Physical Education.

Second Year at the Professional School

1. English - a general survey of literature, with special attention to children's literature.

2. (a) Methods in English
(b) Methods in Social Studies
3. (a) Methods in Mathematics
(b) Methods in Science
4. (a) # Art
(b) # Music
5. (a) Child Guidance and Evaluation.
(b) Principles of Elementary Education; School and Community.
6. Observation and Practice Teaching.
7. Physical Education and Health. # French, including methods in French, to be offered as an elective in place of these subjects, but only to students with a sufficient knowledge of the language to profit by the instruction. A special course, including methods in French, should be offered as an option for bilingual students.

The commission agreed that the scheme for training high school teachers then implemented by the universities was valid. This was (and is presently) a Bachelors degree in Arts or Science followed by a further year leading to the Bachelor of Education degree. The commission did feel however that a candidate should be able to begin a high school teaching career after four years of education beyond high school. In this case the candidate would be required to take at least the first three years and perhaps all four at the university, rather than the last year at the professional school. This would give him a Bachelor of Education degree, but one with heavy emphasis on academic subjects, so that he

¹ Nova Scotia, Commission on Teacher Education in Nova Scotia, (Halifax: Dept. of Education, 1950) p. 31.

could return to the university and graduate with a B.A. or B.Sc. with one more year of training. By using this route, the commission felt that the teacher could establish by experience, the academic area in which his greatest interest was centered. This would also provide a more direct path to graduate study for high school specialists.

The second plan offered by the commission was that of having a two year program at the professional school which would be the basis of subsequent work toward a degree at a university. But since this two year program was (as in the first plan) to lead to a license, the balance of the training would have to be done in summer sessions or other extra-time classes. It was felt that the four universities would balk at this proposal.

The only other possibility was what the Commission called its third plan. In this plan the subsequent work would be done at the Normal College. This would mean setting up another degree granting institution. Yet many believed that this step might be necessary if the idea of granting a professional degree to elementary teachers was found acceptable to the Department of Education, but impossible because of resistance by the universities.

Even though these last two possibilities seemed workable, they could not gain majority support. They did not, of course, fall within the scope of the three criteria which had been set up to direct the Commission's decisions.

(1) any proposed change in teacher education should raise the professional status of the elementary school teacher towards parity with the high school teacher;

(2) any proposed change in teacher education should make the preparation of the teacher truly professional in character, in terms of knowledge and understanding acquired, and in terms of advantages at the higher education level enjoyed by candidates for other professions;

(3) any proposed change in teacher education should attract better candidates from better homes and schools.¹

The Commission accepted the premise that university preparation of teachers is desirable, and that all teachers, even those with minimum qualifications should have some university education. If the benefits of university graduation are important, then any improvement in the teacher training program in Nova Scotia will have to provide the opportunity for all teachers to achieve these benefits, together with the prestige that the study necessary to attain a university degree can give.

Like any commission it was to find some of its

¹Ibid., p. 11.

recommendations enacted, while others were not. These latter might well become the basis for future development.

Its recommendations led to a revision in the licensing based on the years of training beyond senior matriculation. The formation of the Advisory Council on Teacher Education was a direct effect of the commission report.

Some of the province's universities offered more courses of an in-service type that carried degree credit. What the full effect of the two-year Teachers College program will be, and how far our universities will be willing to adapt their programs to allow for a realization of the aim of a partial university education for every teacher, cannot be assessed for another few years.

Other recommendations not yet adopted included one that called for the appointment of a director of Teacher Education; a recommendation that a teacher's license be endorsed with the names of the subjects he is fully qualified to teach; one that principals be required to take courses in administration and supervision; one that all Summer Schools for teachers be conducted under university auspices.

CHAPTER 4

CHANGES IN LICENSING

A good summary of the development of teacher education can be seen by looking at the changes in the license categories, and the requirements for each.

Previous to setting up of local Boards of School Commissioners in 1826, the method of obtaining a license was that outlined in the Education Act of 1766.¹ The candidates for schoolmaster had to be members of the Anglican Church, loyal to the Crown and be able to pass an "examination" in the subjects they were to teach. This examination was given by the parish priest, or in his absence by two Justices of the Peace. These licenses were valid in the community in which they were issued.

Even after the setting up of the Boards of School Commissioners in the various counties, no teacher training was required. These boards could license teachers, although these licenses were only valid in the county of issue.

Licenses that were valid on a province wide basis began with the establishment of the Normal School. By 1867 there were five grades of licenses. The content of the

¹Frecker, p. 51.

examinations for each of these five licenses in that year is outlined by Phillips as follows:

Grade E: geography of Nova Scotia, general geography, teaching, school management, arithmetic, English and grammar.

Grade D: the above plus British history, algebra, English analysis and English composition.

Grade C: the above plus bookkeeping, plane geometry and prosody.

Grade B: the above plus outlines of universal history, natural philosophy, chemistry of common things, practical mathematics, and navigation.

Grade A: the above plus history of Greece, history of Rome, ancient geography, solid geometry, Latin and Greek.¹

The class E. license was abolished in 1888 and a new one of highest rank called the Academic was added in 1896. It should be remembered that while these licenses could be obtained by attendance at the Normal School, it was not necessary that this be done because it was possible to do an "after hours" or home study course and write the M.P.Q.'s.

¹C.E. Phillips, The Development of Education in Canada, (Toronto: W.J. Gage and Company Ltd., 1957), p. 561.

The requirements for these licenses was as follows:

Academic: University and post graduate examination certificate plus a Normal diploma of Academic rank.

Class A: Grade XII or University graduation plus a Normal diploma of Superior First Rank.

OR

Post graduate test examination certificate plus an M.P.Q. Superior First.

Class B: Grade XI or grade XII plus a Normal diploma of First Rank or an M.P.Q. of First Rank.

Class C: Grade X or grade XI with a Normal second or an M.P.Q. second.

Class D: Grade IX or grade X with a Normal third or an M.P.Q. third.¹

This system continued until the abandonment of the M.P.Q.'s which became effective in 1930, although the declaration was made in 1926.

During the years of the First World War university graduates could receive a Superior First Class license with six weeks attendance at the Normal College. This policy was

¹Journal of Education, April, 1919, p. 92.

abandoned in 1926 with the setting up of the departments of Education in the universities. In 1932 provincial examinations for grade ten were discontinued. This led to a further raising of the qualifications for a teaching license. By 1933 the minimum requirement for all teachers' licenses was raised to Grade eleven or junior matriculation, and a year of compulsory attendance at the Normal College. This legislation made the "B" license the minimum and relegated all below it to a temporary or permissive status.¹

Between the years 1933 and 1939, there were only three classes of license issued. These were the Academic and the A and the B. In 1937 the regulations for an Academic license were changed to read:

Candidates for the Academic license, being university graduates holding a Superior First Class License, may elect one of two following courses leading to a license of the Academic Class:

(a) a course for specialists, representing at least a year's post-graduate study pursued in attendance at a regularly recognized university in some special field of work ordinarily taught in the High Schools of the province. The program of studies followed must be approved by the Department of Education and should, if possible, include one class in the field of Education and shall lead to the degree of Master of Arts or Science or other post-graduate degree.

(b) A professional course representing at least one year's study pursued in attendance at a regularly recognised university offering graduate work in Education. The program of studies followed

¹ McCarthy, p. 36.

must be approved by the Department of Education and should include at least one class in the Social Studies as well as classes in the field of Education and shall lead to the Master's Degree in Education or its equivalent. This course is recommended for those wishing to qualify as principals, supervisors or administrative officials.

Before an Academic License can be issued to a candidate in either course, it will be necessary to have had a successful teaching experience of at least three years.¹

Another category was added in 1939. This was the High School license. It required that the candidate hold a Bachelor of Arts or Science degree and also hold a Superior First Rank diploma from a university teacher training program. The "A" class license which had been held by both university graduates at the Bachelor level and Normal College trained teachers holding grade XII or Senior Matriculation, was now issued only to the latter group.²

Following the regulations of the Education Act passed in 1956, further changes were made. The minimum entrance to the Normal College was raised to Grade XII making the "A" license the lowest permanent license issued. Regulation 19 (a) of this Act also outlined a re-classification

¹ Journal of Education, May 1937, p. 519.

² Journal of Education, May 1939, p. 641.

of all teachers' licenses. There were to be three main levels or divisions: Professional Certificates, Teachers' Licenses and Teaching Permits. There were three levels in the first two and two in the last. In 1961 one more level was added to the P.C. class to be called the P.C. 1A and a fourth to the T.L.¹ class. In 1963 the required training time at the Teachers College was raised to two years so that the minimum license at this writing, is based on three years beyond junior matriculation.

The main requirements presently in effect for the four Professional Certificates and the License of Class I are as follows:

A Professional Certificate Class IA is granted to a person who (a) is a holder of a Professional Certificate Class I (b) has had not less than five years of successful experience in teaching or administration in public schools in any part of the British Commonwealth or in recognized public schools elsewhere; and (c) has

(i) received from a recognized university a doctor's degree in education or in a professional field related to education or in an academic or special subject taught in

¹The abbreviation P.C. stands for Professional Certificate and T.L. for Teacher's License.

the public schools of Nova Scotia; or

(ii) fulfilled the requirements of a recognized university for admission to a program leading to a doctor's degree and produces verification from the university that he has satisfactorily completed three full years of study beyond the degree of Bachelor of Arts or two full years beyond the degree of Master of Arts on a program leading to a doctor's degree.

A Professional Certificate Class I is granted to a person who

(a) is a holder of a general Professional Certificate Class II;

(b) has had not less than three years of successful teaching experience in public schools in any part of the British Commonwealth, or in recognized public schools elsewhere; and

(c) has

(i) received from a recognized university the degree of Master of Education or its equivalent; or

(ii) received from a recognized university the degree of Master of Arts, or Master of Science, or the equivalent of either of them, in a field of study ordinarily taught in the high schools of the province; or

(iii) received from a recognized university, after a course of study of not less than five years beyond Grade 11 or four years beyond Grade 12, an honours degree in Arts or

Science, or the equivalent of either of them, in a field of study ordinarily taught in the high schools of the province;

or

(iv) completed at a recognized university not less than one year's work on an approved course of studies leading to the degree of Master of Education, Master of Arts, or

Master of Science, or the equivalent of any of them, if the university certifies that the course of study required for the degree consists of more than one full college year; or

(v) received from a recognized university the degree of Master of Arts, or Master of Science, or the equivalent of either of them, and, having a general Professional Certificate Class II, issued pursuant to subsection (2) of Regulation 32, has completed not less than one-half year of study in

Education at a recognized university.

a Professional Certificate Class II is granted to a person who holds a

(1) Degree of Bachelor Arts, Bachelor of Science, or Bachelor of Commerce, after a course of study that included five full university courses completed in actual attendance at a university and has received from a recognized university a Bachelor of Education degree or its equivalent.

Professional Certificate Class III

OR

(2) a person who satisfies the minister that he has received from a recognized university the degree of Master of Arts or Master of Science, or the equivalent of either of them and who

(a) has attended two sessions of the Nova Scotia Summer School and successfully completed six approved courses therein, and

(b) has had not less than one year of successful teaching.

(3) Notwithstanding subsection (2), the Minister may, in the case of a person seeking to qualify for a Professional Certificate Class II under the said subsection, grant a general Professional Certificate Class II, valid for a period of one year only, after the completion of three approved courses at one session of the Nova Scotia Summer School.

(4) For the purposes of clause (a) of subsection (2) and subsection (3), the Minister may recognize professional training or experience received elsewhere than at the Nova Scotia Summer School as the equivalent of not more than three approved courses at a session of that school.

A Professional Certificate Class III is granted to a person

who

(a) holds a Senior Diploma in Education, or its equivalent, from a recognized university, and

(b) has successfully completed, at a recognized university, not less than three years of university work required for a degree in Arts, Science or Commerce.

A Teacher's License Class 1 (general), is granted to a person who has successfully completed, at a recognized university, not less than two years' work required for a degree in Arts, Science, or Commerce and who

(a) holds a Junior Diploma in Education from a recognized university, or

(b) holds a Normal College Diploma of Class II.

(2) A license granted under subsection (1) shall be an Interim License valid for three years and may be made permanent if the holder of the license satisfies the Minister that, within three years of completion of professional training, he has successfully taught for not less than one year and has completed one session at the Nova Scotia Summer School or the equivalent thereof.¹

TL 1 is the present minimum requirement for new

¹Nova Scotia, The Education Act, (Halifax: The Department of Education, 1961) p. 84.

teachers - Grade XII is necessary for Teachers College entrance but one may enter university from XI.

Other licenses include TL 3, TL 2, which indicate 1 year and 2 years of training respectively beyond junior matriculation, but these are no longer issued.

In general the licensing structure is based on the number of years of successful study beyond high school. There is a different license or certificate for each additional year. The following chart outlines the structure.

| License Level | TL1 | PC3 | PC2 | PC1 |
|---------------------------------------|-------------|-------------|---------------|---------------|
| Sr. Matric. - Plus | 2 years | 3 years | 4 years | 5 years |
| or Jr. Matric. - Plus | 3 years | 4 years | 5 years | 6 years |
| Usual Diplomas or Degrees held (uni.) | Jr. Diploma | Sr. Diploma | B.A. B.Ed. | M.A. B.Ed. |

CHAPTER 5

THE UNIVERSITIES

Up until 1908 college graduates were required to attend the Normal College to obtain a provincial license to teach. In addition they were required to write provincial examinations at the grade twelve level. These examinations covered as many as fifteen subjects with up to thirty papers to be written. This was necessary because of "the lack of uniformity in the standards of the different colleges."¹

However, the grade twelve course underwent changes in 1908 which reduced the scope of the course. It was in fact reduced from a two year course to a one year course. This curriculum revision made it necessary for the Department of Education to introduce a new examination. In 1908 an examination called the University Graduates Testing Examination² was used to replace the grade twelve provincial as a means of determining the level of scholarship of the candidate. For this highest category the person had, in addition to writing this examination, to attend the Normal

¹Marshall, p. xx.

²Journal of Education, October, 1908, p. 240

School. These requirements continued in force until 1926.

While all these regulations did exist, it was not until 1930 that teacher training was legally a necessary pre-requisite for a teacher's license. This was accomplished with the abandonment of the M.P.Q.'s. In 1927 an examination in School Law and Administration was substituted for them. These continued until 1930. The licenses issued during these three years were temporary, and required further training at a summer session before they could be made permanent. At the same time a regulation was passed that stated "after August 31, 1930, professional training at a regularly recognized institution for the training of teachers will be a pre-requisite for a license to teach in the Province of Nova Scotia."¹

Among the things happening at this time that were of considerable significance was the official acceptance of a one year teacher-training program at Acadia, Dalhousie-Kings, and St. Francis Xavier universities in 1926. The scheme proposed by the Department of Education provided that the candidate after four years at the university, would receive a B.A. or B. Sc. together with a recommendation that would

¹Journal of Education, October 1927, p. 261

entitle the holder to a license. There was no lengthening of the time required to obtain a degree, but included in that degree there were to be five special courses. All three universities agreed to offer these courses. They were to be made up as follows:¹

- (1) Educational Psychology
- (2) History of Education
- (3) Theory and Practice of Teaching and two from
 - (a) Government of the British Commonwealth
 - (b) Sociology
 - (c) Economics

It is interesting to note that these last three courses were to be conducted by the university departments of Political Science, Sociology and Economics. Even the timing of these courses was clearly spelled out in the outline published by the Department of Education. Theory and Practice of Teaching was to be taken in the final year with the two other professional courses, Educational Psychology and History of Education (in that order) being pre-requisites.

These three universities, which were Nova Scotia's leading colleges at that time, and Mount Allison at Sackville, N.B., accepted the conditions set forth by the provincial authorities and set about instituting Departments

¹Journal of Education, October 1926, p. 276.

of Education. Previous to the adoption of this plan some courses in Education had been offered. In 1901 Acadia offered courses in the Principles of Education and the History of Education, and by 1923 Acadia was giving five courses in Education. St. Francis Xavier appointed its first professor of Education in 1915. This was Dr. M.M. Ceady, a very famous Nova Scotian who won a world wide reputation for himself and his university. In 1924, Dalhousie and Mount Allison both offered their first courses. At Dalhousie the courses were History of Education and Educational Psychology while Mount Allison was offering Educational Psychology.

These one year programs developed into a post-graduate year that became the Bachelor of Education degree. By 1935, Acadia was offering a B.Ed. with other universities adding this program in the years that followed. Beside the original three N.S. colleges and Mount Allison, St. Mary's, Mount St. Vincent and Xavier Junior College are involved in Teacher Education. The Junior College is really only serving as an "extension" of the parent school. The other two offer a full program of teacher education.

In the period 1933-1935, these universities, with the exception of St. Mary's were offering a full year beyond graduation. This program usually led to what was known as

a diploma of Education. As the faculties were enlarged, the courses were enriched, higher standards were demanded of the candidates. While other changes have taken place, and the usual revision of regulations from time to time is apparent, these schools all began a B.Ed. degree at about the same time.

Acadia was first, offering a B.Ed. in 1935. St. F.X. was next with its degree being granted for the first time in 1949. Dalhousie and Mount St. Vincent introduced their degrees in 1954. St. Mary's started their department in 1957, and offered a B.Ed. that year.¹

These five N.S. universities and Mount Allison provide, in co-operation with the Provincial Department of Education and the Teachers College, for the local education of all of the province's teachers.

A look at the calendars of these universities shows that the courses are very similar in some instances. The level for which the university intends training its candidates is also clear.

Each school has a number of required subjects listed in the 1963-64 Calendars as follows:

¹Data contained in the historical account on pages 37 and 38 was compiled from replies to questionnaires sent on Feb. 11, 1964 to the Deans or Heads of Education Departments in the six Universities involved in Teacher Education for Nova Scotia.

ACADIA

Educational Psychology and Principles of Guidance

General Methods of Teaching and Practice Teaching

And either,

The History and Philosophy of Education

Or

The Social Function of Education

Plus two additional courses for a total of five courses.¹

DALHOUSIE

General Principles of Education

Theory and History of Education

Plus general psychology and one other for five academic subjects. Two practical subjects are also required.

Practical Teaching (about 100 hours)

One other practical course, either School Art or Physical Education.²

MOUNT ALLISON

Educational Psychology

General and Special Teaching Methods, And Curricular Changes

¹Acadia University Calendar, Wolfville, 1963-64.

²Dalhousie University Calendar, Halifax, 1963-64.

And Problems (This course includes 100 hours of practice teaching)

Philosophy of Education

Plus two other courses for a total of five courses.¹

MOUNT SAINT VINCENT COLLEGE

All of the courses except practice teaching consist of two semesters. These might be compared to $\frac{1}{2}$ courses in those universities without this system.

(a) Educational Administration

(b) Classroom Management and General Methods of Teaching

Special Methods of Teaching

(a) Elementary

(b) Junior and Senior High

(a) Philosophy of Education I

(b) Philosophy of Education II

Observation and Practice Teaching (100 hours)

And one other course for a total of five courses.²

ST. FRANCIS XAVIER

The courses at St. F.X. are also based on a system of semester hours. A (6) after the course outline indicates

¹Mount Allison University Calendar, Sackville, 1963-64.

²Mount Saint Vincent College Calendar, Halifax, 1963-

a two semester (full-year) course while a (3) indicates a one semester course.

Introduction to Education - Basic Principles of Education and History of Education (6)

Psychology of Education

General Methods of Teaching (3)

Practice Teaching (100 hours)

Modern Philosophies of Education (3)

Administration of Secondary Education (3)

Adult Education (3)

Guidance (3)

Tests and Measurements (3)

Curriculum and Methods of the Secondary School (3)¹

SAINT MARY'S UNIVERSITY

History and Philosophy of Education

Psychology of Education

General and Special Methods of Teaching

Practice Teaching (100 hours)

And one other to make a total of five courses.²

¹Saint Francis Xavier University Calendar, Antigonish, 1963-1964.

²Saint Mary's University Calendar, Halifax, 1963-1964.

Even a quick glance at the compulsory courses together with those generally available as options, points out the fact that university Departments of Education are primarily concerned with training teachers for the secondary level.

The emphasis in all of the courses seems to be on the philosophical and psychological backgrounds of education. The belief is implied that the teacher had better know the "why" of what he is about. The purposes of education are given a larger place than strictly training in methods.

Examination of these calendars indicates both similarities and differences among the six universities. All six require about one hundred hours of practice teaching of their students. While the approach of each is somewhat different, they all seem to provide a place for the study of the principles underlying the commoner methods of teaching.

Some, like Dalhousie, treat these principles in a comparative and historical manner that shows the development leading to the more recent educational theories and methods. Saint Francis Xavier provides that the basic principles of Education be studied in relation to the aims and agencies of education, the nature of the child and the methods and curriculum used to accomplish these aims of

education. Saint Mary's attempts to show the application of elementary principles of Philosophy and Psychology of Education to the organization and presentation of subject matter in the classroom.

There appears to be one very sharp difference among the universities. Some of them, Acadia for example, offers courses in methods in specific secondary school subjects, which might be a part of the option. St. Mary's on the other hand has only one course in the field of methods and it must include within the one, the general methods as well as and specific methods for specific subjects or levels. Further clarification can be had by looking at the choices available (both in terms of the number of electives, and the number of courses from which these may be chosen.)

ACADIA

A candidate may choose as many as 2 electives from such courses as:

Nursery School Education

The Teaching of English in Secondary Schools

The Teaching of Social Studies in Secondary Schools

The Teaching of Mathematics in the Secondary Schools

The Teaching of Science in the Secondary Schools

Principles of Physical Education in Elementary Schools

Principles of Physical Education in the Secondary Schools

Teaching of Commercial Subjects

Methods of Teaching in the Elementary Schools

Comparative Education

Education for the Canadian Provinces

Teaching Exceptional Children

Diagnostic and Remedial Techniques in Elementary School

Teaching.¹

DALHOUSIE

A candidate may choose one academic and one practical
(on an either or basis).

Academic: Methods of Teaching Primary Grade to Grade VI

Educational Psychology

Testing and Guidance

Practical: Physical Education Or

School Art²

MOUNT ALLISON

A candidate may choose up to two courses from:

Educational Administration

History of Education

¹ Acadia Calendar

² Dalhousie Calendar

Principles of Guidance

and one academic subject related to teaching.¹

MOUNT SAINT VINCENT

A candidate may choose one on an either or basis

- (a) Educational Psychology II
- (b) Adolescent Psychology
- (a) Principles of Guidance
- (b) Measurements in Education²

SAINT FRANCIS XAVIER

A candidate provides for one optional academic subject with the approval of the Head of the Department of Education. Calendar provides the following extra education courses ($\frac{1}{2}$ year course)

Special Methods for the Elementary School

Administration of Elementary Education

Physical Education³

SAINT MARY'S

A candidate may choose one elective on an either or basis.

¹Mount Allison Calendar

²Mount Saint Vincent Calendar

³Saint Francis Xavier Calendar

History of Education

Sociology of Education¹

The Universities also offer courses leading to a Senior and a Junior diploma. These fulfill the requirements for the P.C. III and T.L. 1 licenses respectively. Only St. Mary's does not offer these two programs. All of the universities intend the training given in these programs to prepare the candidate for elementary or junior high teaching.

The junior diploma represents 2 years of university (freshman and sophomore) plus one year of education. The senior diploma requires one more year of university and one more course in education. Mount Saint Vincent has a program at this level which is designed for elementary school teachers. Its completion leads to the degree of Bachelor of Science in Elementary Education. At present it is only granted to Sisters.² Dalhousie has plans for a B.Ed. that will specialize in elementary education but it would remain a post-graduate degree and so represent one year more than the B.Sc. in Elementary Education.

It is at the diploma level that the overlapping in

¹Saint Mary's Calendar

²Questionnaire of Feb. 11, 1964.

the program offered by the universities and the Teachers College occurs. The Teachers College is operating at the Junior Diploma level. The suggestion has already been advanced that the Universities might vacate this level and leave it to the Teachers College. There has been no agreement about this to date.

In the special license fields the universities are only active in a limited way. Household Arts is offered at Acadia, Mount Saint Vincent, Saint Francis Xavier and Mount Allison Universities. Acadia also trains music teachers in a Bachelor of Music Program. These are left in general to the Teachers College, or to Universities outside of Nova Scotia.

All of the universities have a graduate program at the Master's level. They all offer these in a general program as to the level of teaching. Saint Francis Xavier offers both an M.Ed. which is general and an M.A. in Teaching in three areas, English, History and Mathematics. This latter program is directed toward those teaching in the senior grades of the secondary school.

One university (Mount Saint Vincent) has work at the Master's level in what might be considered a "special" field, and would be suitable for Counsellor certification in

guidance. At Acadia, guidance counsellors could do one course in the Education faculty with the balance in the Psychology Department. Another university (Dalhousie) proposed a program at the M.Ed. level to train guidance personnel.¹

The organization of the university departments falls into two patterns. Half of the universities have given them "faculty" status by having Deans while the other three have a department head and are a part of the faculty of Arts. The three universities that have Deans of Education are Acadia, Mount Saint Vincent and Saint Mary's. It is interesting to note that at Saint Francis Xavier the Dean of Arts is head of the education department.

Of the 827 students in "education" this year, 414 are at the various universities. 217 of these are in the B.Ed. program. The staff provided by the universities and the Nova Scotia Teachers College number seventy-two. Twenty-five of this number make up the professional staff of the Teachers College.²

The forty-seven members of the university faculties include twenty-nine who are part time instructors. The

¹Questionnaire of Feb. 11, 1964.

²Calendar, Teachers College.

breakdown for the six co-operating universities is shown in the chart that follows.¹

| SCHOOL | FULL-TIME STAFF | PART-TIME STAFF | TOTAL STAFF |
|----------------------|-----------------|-----------------|-------------|
| Acadia | 3 | 5 | 8 |
| Dalhousie | 4 | 7 | 11 |
| Mount Allison | 2 | 2 | 4 |
| Mount St. Vincent | 2 | 7 | 9 |
| Saint Francis Xavier | 3 | 6 | 9 |
| St. Mary's | 4 | 2 | 6 |
| TOTAL | 18 | 29 | 47 |

A criticism, that has sometimes been leveled at our University teacher training is that we have too few trained personnel. The foregoing chart indicates that we have rather substantial numbers of faculty. The ratio of faculty to students would be as respectable as in any part of the University. It may be true that the offering is not wide but, those courses offered are conducted by highly trained, and experienced professors.

CHAPTER 6

SUMMER SCHOOLS

Summer schools in Nova Scotia are anything but new. One known as the "Summer School of Science" was set up in 1887 and met every summer for twenty eight years in various centres throughout the province.¹ This summer school which was of two to three weeks duration, grew as the years passed. Its enrolment grew and its faculty increased in number as well. The school drew its faculty members from Massachusetts and Ontario as well as from the Maritime Provinces. The program at this school was directed toward Science, but with a few pedagogical subjects as well. It was discontinued in 1914.

A summer school under the combined auspices of the Normal School and the Agricultural College was conducted at Truro beginning in 1908. This summer school was especially directed toward rural life. Its purpose was to provide teachers with training that would permit them to act as leaders in developing a scientific and progressive spirit in rural life. A special director was appointed to have charge of rural education throughout the province and to serve as Director of

¹Annual Report of the Superintendent of Education,
(Halifax, Kings Printer, 1887) p. 44.

the Rural Science Vacation School.¹ This work was supported by Federal Government funds in the form of special grants to teachers who took this type of training.² This federal support was discontinued in 1923 and the summer school found its scope curtailed. As a matter of fact its function changed in the years after this. When it was decided in 1927 to require all teachers to take training at a regularly recognized training institution a new summer school was set up in Halifax. The Truro session became a school whose stated purpose was to be for the use of teachers with the lower qualifications.³

The Nova Scotia Summer School held its first session at Halifax in the summer of 1927. It was expected to fill a threefold function:

- (1) to provide professional courses for teachers and prospective teachers
- (2) to offer courses valuable to teachers as refresher courses
- (3) to be a means of education of any interested adults.⁴

¹McCarthy, p. 32.

²Superintendents Report, 1913, p. 94.

³Superintendents Report, 1927, p. xv.

⁴Journal of Education, April, 1928, p. 166.

In the Superintendent's report for the year 1939, we find the following listed as reasons for attendance at the Summer School:

- (1) To secure credit toward making interim licenses permanent.
- (2) To secure a Primary Certificate.
- (3) To obtain a license under regulations governing university graduates.
- (4) To obtain a license under regulations governing teachers with ten years experience.
- (5) To study new methods and to refresh professional training generally.¹

By 1963 the summer school had developed to the position where it has become the largest summer school, and largest teacher training institution in terms of numbers of students in the Atlantic Provinces. The program offered in the 1963 summer session contained courses that could be placed in five categories. The first contained Pedagogy Courses in such areas as General Principles; Psychology; Pupil Personnel, Guidance and Testing; Audio-Visual Education; Superior and Slow Learners; Adult Education. The second was a group of Methods Courses dealing with teaching

¹ Superintendent's Report, 1939, p. xxviii.

in Primary Grades (Curriculum; Arithmetic; Reading and Science), teaching Intermediate Grades (English, Mathematics, Science; Social Studies; and Remedial Reading), teaching Junior and Senior High School Grades (English; Mathematics; French; Social Studies; and Remedial Reading). The third group consisted of General Courses in Art; English; Geography; History; Music; Physical Education; Drama; Conversational French and First Aid. The fourth category was that of the Special Emphasis Programs, designed to meet specific shortages of trained teachers or explore new ideas and Reading. The fifth group consists of the Block Programs (extending throughout three or four summer sessions), in Auxiliary Education, French, Primary Education, Intermediate Education, Junior High School Education, Music Education, Physical Education, Supervision, Home Economics and Reading.

Contained in this program were 109 courses under the general listing (pedagogy, method and general). The block programs add another twenty-four courses. These block programs lead to special certification.

The block programs offer teachers having certain pre-requisites special planned programs of summer study extending through either three or four sessions of the Summer School and providing specialized advanced study

related directly to teachers' present and prospective responsibilities in the schools of Nova Scotia.

The work prescribed for the three or four sessions includes a minimum of 450 class hours. Successful completion of a block program either fulfills the prescriptions for raising a general Nova Scotia license or certificate one class under the requirements for a year of integrated study, or entitles a teacher to a specialist license or certificate one class higher than the general Nova Scotia license or certificate held, with the exception of the new program in Reading for which certification is presently under study.

Of the block programs offered, those in primary education, intermediate education, junior high school education and French may be used as an integrated year for this purpose provided that the teacher does not hold a Professional Certificate Class II or higher. The block program in auxiliary education, physical education, music, or supervision fulfills the requirements for a specialist license or certificate in the area of the block; this specialist license or certificate will be one class higher than the general Nova Scotia license or certificate that the teacher holds, unless the teacher already holds a Professional Certificate Class I. These programs, with the

exception of supervision, may be used by teachers holding a home economics license or certificate to secure a specialist license or certificate one class higher than that presently held, unless the teacher already holds a Professional Certificate Class I.¹

The purpose of the summer school as stated in the calendar says that

"Through the program of the Summer School, the Department of Education offers to teachers the opportunity to

- meet requirements for making interim licenses permanent
- prepare for higher grades of license or certificate
- secure professional improvement and better academic background
- undertake special three- or four-session "block" programs (in areas such as primary education, music, supervision) leading to special diplomas or higher grades of license or certificate.

The courses offered are directed particularly to the needs and interests of Nova Scotia teachers; but teachers from outside the province are welcome, and others interested in education may register for some courses."²

¹Summer School Calendar, p. 45.

²Ibid., p. 5.

It is worthy of note that the Nova Scotia Summer School offers Teacher Education leading to certification in ten separate fields. In most of these it is the only institution granting certificates that lead to special licensing. This licensing can be at all levels including a P.C. I.

University summer schools also serve to bring education to teachers in academic and professional subjects. They are not considered in any detail here since they are really an integral part of the universities' training schemes.

CHAPTER 7

THE NOVA SCOTIA TEACHERS UNION

Teachers' professional organizations have long been interested in Teacher Education. They have consistently advocated, higher entrance standards and longer periods of training. To accomplish these two goals, it was necessary that some realistic means of raising the standards of teachers in-service also be found.

One of the major obstacles to getting increased standards for those in service was the two year residence requirement that the province's universities maintained. In 1949 the Nova Scotia Teachers Union was finally able to persuade the government to convene a meeting of the universities and the teachers. When this was finally done, the result was a reduction to one year of residence requirement.

In this same year the legislative committee report announced "that for the purpose of qualifying for an Academic license (P.C. I) the Department would recognize an M.A. regardless of the grade level taught".¹ Previously only teachers working in high schools could hold this license. The Union

¹Tom Parker, A History of the Nova Scotia Teachers Union: Its Struggles and Achievements, (published by the Union in 1963) p.3

also passed a resolution that year asking that the M.Ed. given by Nova Scotian Universities be recognized for the Professional Certificate Class I.

For three years the teachers had asked the government to appoint a royal commission to study and make recommendations in respect to teacher education in the province. This commission which was set up in 1950 is dealt with in another part of this study.¹ In 1954 the government set up an Advisory Council on Teacher Education. The N.S.T.U. nominated four members of this council. Much of the Union's activity in teacher education is now channelled through this council.

In 1956 the Union published a booklet (known as the "Q" booklet) on raising qualifications. This has been distributed on an annual basis every year since. A counselling service was also set up to provide answers to any inquiry a teacher in service might have with respect to the steps necessary in working for higher licenses and certificates.²

In 1960 the teachers presented a resolution to the Minister of Education that "Expressed gratification to the Minister that entrance requirements to the Teachers College

¹Chapter III, p. 15 - 22.

²Parker, p. 11.

were to be raised in 1962 to a full grade XII; and requesting that the optional 2 year program to be introduced at the opening of the new Teachers College in 1962 be made mandatory in 1963 and that this period of training be increased to three years by 1968."¹ This has become a reality in part up to the present. The fate of the last proposal must await the passage of time.

It should be noted however that the N.S.T.U. policy with respect to entrance requirements goes further than the statement of the grade XII level. At the 1960 council the following policy was adopted.

That a grade XII certificate with an average of 60 and nothing below 50 be required. Subjects would include English, History, Mathematics, plus 2 from Physics, Chemistry, Biology, Geology, German, French, Latin, Music, Social Problems; with the restriction that there be not more than 2 sciences and further that the candidate's grade XI standing be 60 in English, an average of 60 with no mark below 50 in Geometry and Algebra, History, Chemistry, Physics, plus one foreign language and one other subject.²

¹Parker, p. 18.

²Minutes of the Thirty-Ninth Annual Council, April 19-22, 1960, (in the files of the Union), Nova Scotia Teachers Union, p. 70.

Teachers all across the country have been active through their professional organizations in the struggle to raise the standards of entrance and of education required of members of the profession. Some indication of this concern can be readily seen from the selected annotated Bibliography that appears in the appendix. These studies were either conducted or initiated by teachers' organizations in Canada. Every province has been involved where the studies have been national in scope.

While it is obvious that the Nova Scotia Teachers Union is not and should not be an institution for training teachers, it does have an important role to play. Its job is to encourage, request and cajole the department and the universities until they make available the kind of teacher education necessary to give teachers the professional status their vocation should have.

The approach has, more often than not, been a very practical one. In January of 1956, the Foundation grant scale became effective providing a training differential based on one increment step for each year of training. This was the kind of practical urging that made it attractive for prospective teachers, as well as those in service to get as much education as possible.

To show that it was ready to help, the N.S.T.U. through its locals offered courses in grade XI and XII subjects to help get teachers with minimal certification started on the road to increased standards. The organization also set up bursaries and scholarships ranging from \$200.00 to \$1000.00 per year. They were also able to persuade the department of education to offer matriculation subjects at the Nova Scotia Summer School.

In 1959 the department recognized the M.A. in Education taken at Nova Scotian Universities for P.C.I. certification.¹ In an effort to demonstrate the belief of the N.S.T.U. that every teacher should strive for university graduation, the scholarship program was extended to offer two valued at \$1000.00 each to Teachers College graduates who intended going on to university to complete the requirements for a degree.

¹Parker, p.29.

CHAPTER 8

SUMMARY AND OBSERVATIONS

There are a number of observations that arise out of any study of Teacher Education and its development in Nova Scotia. The development in Nova Scotia is not much different than that indicated by general trends in Canada. There has certainly been a lengthening of the time in training required for the issuance of licenses. Yet it might be questioned as to whether we have in fact increased the length of teacher education, or simply the amount of general education a candidate for license must hold.

(When the requirement was grade eleven and one year at the Normal College, the length of teacher education was one year. Now that the minimum is grade eleven plus three years, the length of actual teacher education is still one year, because two of the three are academic years.

This could land us squarely into the midst of the old argument of the academician versus the educationist. Yet even if we could settle the argument we might find it difficult to prove that we had improved teacher education. But its development in Nova Scotia seems to have followed a pattern similar to that described by Phillips:

the emphasis on teacher education has been successively: first, on knowledge of content;

second, on methods of instruction; third ... on an understanding of the pupil; and fourth, on an understanding of the world in which education must play a part.¹

A look at our efforts in teacher education seem to indicate that we are concerned with providing the kind of training that will give the candidate expert knowledge of subject matter and the techniques for imparting it. An attempt is being made also to give the prospective teacher an understanding of the conditions under which learning takes place.

In doing this we find our schools in the education year (knowledge in subject matter comes either in the four or two years of academic preparation before this) requiring every student to study certain subjects. Psychology to give the teacher some professional insight into learning so that he can create the situation in which the child can, and will want to, learn. Philosophy gives him the base on which all his understanding can be built. An attempt is made to study education historically and in some schools sociologically. The relative emphasis on method shows a considerable variance. If the schools were to be listed in order of the weight of

¹Phillips, p. 584.

this emphasis one would find the Teachers College and Acadia at the top, with St. Mary's at the bottom. There is I think enough difference to say that St. Mary's places less than equal emphasis on method as compared to philosophical, psychological and sociological competency of its students.

Nova Scotia has shown a definite trend toward desiring an increased amount of training for all of its teachers. Elementary as well as secondary teachers are expected to be degree holders. This could be thwarted if the Teachers College were to become the exclusive training school for elementary teachers and did not have degree granting power. As it is presently set-up, it provides for continuation at one of the universities. One of the very real problems, however, which exists here, is that a third residence year is required of these teachers before graduation. The Commission on Education as has been mentioned earlier, stated that university attendance was important for all teachers. This seems an acceptable view and one that the present arrangement attempts to ensure, or at the least make possible.

But another problem is that of the training at the Junior Diploma level. This is done at the universities as well as the Teachers College. Most of the university

diplomas at this level are granted by Saint Francis Xavier. They have maintained the desirability of university attendance by insisting that all their students (even from their own Junior College at Sydney) put in their year's residence at the Antigonish campus.

Even with university participation on this level there is the possibility of an artificial separation of teachers as to the length of training required because of the level of teaching for which they are being trained. While some adjustment in the ratio of method-courses to content-courses might be needed, both elementary and secondary teacher education should be at the degree level.

Another observable trend that appears less than satisfactory has been developing since 1956. Teachers whose fields of activity call for special licenses cannot, in many instances, be trained at the Universities. The Teachers College offers some of this type of training but only at the TL 1 or Junior Diploma level. The training for these fields is being done by the Nova Scotia Summer School. The latter is operated by the Department of Education independent of any university. The Commission on Teacher Education felt that the universities should operate summer schools. If summer schools were the responsibility of the

universities, the admission standards to courses and the level of instruction in these courses could be made more realistic.

Yet the universities and the teachers (both of whom have publicly upheld high standards) through their representation on Council of Teacher Education seemed to say otherwise. At the June 1956 meeting we find concern for upgrading qualifications. Student teachers at the Normal College in 1957 who held Grade XI would be given five years in which they must raise their status to Grade XII or lose their certification. By the 1960-61 term, entrance to the Normal College was to be grade XII. But at this same meeting the following recommendations were passed.

That the Nova Scotia Summer School continue to provide courses of a Professional nature. This proposal was agreed to by the Council. This proposal had to do with the setting up at the Nova Scotia Summer School of courses in High School subjects on the analogy of the present courses in Music, Physical Education and Education of the Mentally and Physically Handicapped Children, and that, on the successful completion of such courses, the candidate would be entitled to a higher Teacher License or Certificate. Following the discussion of this proposal the Council agreed to accept in principle recognition of an additional year of training, without University credit, in selected professional and subject fields to be recognized under our license structure. The

offerings are to be determined by a survey in the fields in which training is most needed.¹

In other words, it would appear that we shall accept as teacher training, courses and programs that cannot receive university credit, as the equivalent of anything from a Master's degree down. The basis on which we shall assign these areas to the summer school and give recognition for licensing up to the PC 1 level will not be by equating the courses and their prerequisites, but rather by a survey which will indicate where the shortages are at a particular time. There are a number of implications here but the most dangerous seems to be that programs which have a TL 3 license (or a TL 2, TL 1 for that matter) as a prerequisite can and do have courses at the post-graduate level. They have been given equal weight with courses given M.A. or M.Ed. credit at the universities. Some clarification seems needed here.

The Teachers College as it presently exists is an enigma. It might be thought of as a Junior College, but it seems unlikely to stay this way. The emphasis on quality education cannot help but increase the minimum training

¹Minutes of the Meeting of the Council on Teacher Education, June 28, 1956, p. 5. (In N.S. Department of Education files.)

period. If the college is not absorbed by the Universities in some way, it seems likely that it will become a four-year college, with more emphasis on liberal arts content, and granting degrees. If we accept the principle of requiring that every teacher graduate at least at the Bachelor level, then we leave little alternative development for the Teachers College.

The trends that seem to be apparent by the developments that have and are taking place in teacher education are as follows:

- (1) higher entrance requirements and higher graduation requirements.
- (2) lengthening of the period of training at the Teachers College
- (3) Emergency programs that were of doubtful usefulness finally disappeared
- (4) Greater screening as enrolments increase
- (5) Graduate programs are being expanded
- (6) Practice teaching lengthened and studied for effectiveness
- (7) Increasing provision for in-service study to provide for upgrading of present certificates
- (8) Expansion of university undergraduate departments and

programs.

These developments have been steady over the years, and while the changes have not come about rapidly, it seems reasonable to speculate that change will continue. Our programs will show a greater diversification. More and new emphasis will be placed on training in the learning theory, measurement techniques and research methods. These if they are to affect the training of teachers generally will have to be a part of the undergraduate program.

APPENDIX I

QUESTIONNAIRE RE TEACHER EDUCATION

Sent on Feb. 11, 1964 to the Deans or Heads of Education Departments in the six co-operating Universities.

1. When did your university first offer a full year of training beyond graduation?
2. When was the B.Ed. first introduced?
3. How did this differ from the previous one year program?
4. For what level of public education does your B.Ed. prepare teachers?
5. Does your university offer programs leading to T.L. 1 and P.C. III?
6. For what level are these teachers trained?
7. Does the P.C. III program award a degree?
8. Does your university offer courses leading to special certification in any of the ff. fields?

Kindergarten-primary

Household Arts

Industrial Arts

School Music

Art

Guidance Counsellors

Auxiliary teachers

Physical Education

Please indicate yes, no, and degree if any.

9. When did your university first appoint a Dean of Education?
10. How many full-time staff do you have this year?
11. How many part-time staff do you have this year?
12. Do you offer a graduate program?
13. Is it directed to any special level? If so which one?
14. Is it directed to any special areas or subject fields?

APPENDIX II

ANNOTATED BIBLIOGRAPHY OF ARTICLES & STUDIES ON
TEACHER EDUCATION CONDUCTED OR SPONSORED BY
TEACHERS ORGANIZATIONS

1. British Columbia Teachers' Federation. Problems of Teacher Education. Vancouver: the Federation, 1961.

Raises some questions about the theory and practice of teacher education in British Columbia.

2. Canadian Teachers' Federation, Research Division. Four-Year Bachelor of Education Programs for Elementary Teachers in Canada. Research Memo No. 9. Ottawa: the Federation, 1962. 59 p.

Describes in detail the four integrated B.Ed. programs for elementary teachers that exist in Canada (British Columbia, Alberta, Saskatchewan and Newfoundland)

3. . A Preliminary Survey of Practice Teaching Programs. Research Memo No. 8. Ottawa: the Federation, 1961.

Shows considerable variation across country in time devoted practice teaching. Modifications mentioned as being planned included internship programs and extension of the time devoted to practice teaching.

4. "Changes in Undergraduate and Graduate Programs." The ATA Magazine, March 1963, p. 28-32.

Announces the "common first year" for elementary and secondary programs, requiring of major fields for elementary students, new provisions for electives, plus stricter standing requirements.

5. Clark, S.C.T. "Alberta Experience with Internship." The ATA Magazine, May 1963, p. 6-10, 70.

Continues the description of internship.

6. Clarke, S.C.T. "Internship for Teachers." The ATA Magazine, April 1963, pp. 6-9, 37-38.

Defines and recommends internship.

7. Clarke, S.C.T. and Kennedy, Kathleen I. Teachers' Evaluation of Their Preparation for Teaching. Edmonton: the Alberta Teachers' Association, 1961.

Includes suggestions for improvement.

8. Cameron, Donald Roy. Teacher Certification in Canada. Information Bulletin No. 60-2. Ottawa: Canadian Teachers' Federation, 1960.

Describes in detail degrees offered, training institutions, and certification requirements.

9. McCutcheon, W.W. "Training Teachers - Here and Abroad." The Manitoba Teacher, November-December 1963, pp. 38-41.

Shows that training requirements are generally higher abroad than in Canada.

10. _____. "Who Teaches the Teachers?" The Manitoba Teacher, May-June 1963, pp. 42-46.

Shows a pronounced difference between qualifications of staff in university, faculties of education and teachers' colleges.

11. Smith, C.E. Progress Report Re BCTF Sponsored Study of Teacher Education. Vancouver: British Columbia Teachers' Federation, 1963. 5 p.

Outline problems in teacher education.

12. Sorestad, G.A. Internship in Teacher Education. Saskatoon: Saskatchewan Teachers' Federation, 1963. 24 p.

Attempts to define internship, indicate its advantages and disadvantages, and describe its application in the United States and Alberta.

13. Tait, J.W. "Whither Teacher Training? - Should all Teacher Training Be Consolidated?" The Saskatchewan Bulletin, May 1956, pp. 15-18.

Suggests alternative plans.

14. Tomkins, George S. "A Progressive Programme of Teacher Education," The Teachers' Magazine, February 1962, pp. 7-10.

A description and evaluation of courses in teacher education and training at the University of British Columbia.

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