A HISTORY OF ELEMENTARY TEACHER TRAINING IN ONTARIO

by

L. J. Dupuis

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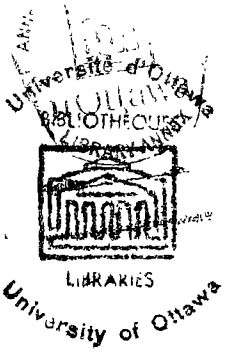

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TABLE OF CONTENTS

INTRODUCTION

"I am come that they might have life and that they might have it more abundantly". These words, spoken by the Great Teacher nearly two thousand years ago, have lasted throughout the ages to portray the highest conception of service to mankind. These same words, though in a restricted sense, should also express the ultimate aim of lesser teachers to-day.

However, the interpretation of these words has led to chaos in the universal acceptance of a common educational objective. The great educators of the past, from Plato and Aristotle to Pestalozzi, Froebel and Spencer, have expressed aims that, upon first consideration, are fundamentally different, but when examined in all their implications are found to be essentially the same.

To Plato, the supreme necessity was the welfare of the state; to Pestalozzi it was the harmonious development of human powers; to Frobel it was the unfolding of the child's inherited potentialities; to Spencer it was complete living. Educators through the ages have urged as the end of education some conditions which each considered his age to lack. Strangely enough, the most urgent needs of humanity have varied little from age to age and consequently these

aims are convergent. Other writers of more recent times have formulated aims which they have expressed in a language varying even more widely from that of the great educators. Nevertheless, though stated differently, all the acceptable educational aims which have been proposed may be reduced to the same basic conception.

The purpose here is not to examine various statements of the aims of education to prove that they are all essentially the same. It is sufficient at this point, to state the general conclusion reached by recognized leaders and universally accepted: that the end of school education is to fit the young to become maximally efficient members of society. The question may now be raised: "How can such a Utopian objective be accomplished?" This same question, in some form or another, has been discussed by educationalists the world over, and always concluded with a modification of the same answer: " A complete and well-integrated teacher training system which is both academic and professional, should be provided."

The preamble of the constitution of UNESCO, drawn up in November, 1945, put the matter in this way: "Since wars begin in the minds of men it is in the minds of men that the defences of peace must be constructed." Now, the main moral force in the nation is the teacher and his aim is largely determined in his own professional training. Following this

same trend it seems logical to conclude that the future of any country depends on the quality of its people. The quality of the people, on the other hand, depends mainly on the education provided for the youth of to-day. Moreover, the quality of the education provided, depends largely on the training and the philosophies of education acquired in modern teacher training schools.

Because of the wordly importance of such training it appears that a historical treatment of the evolution of the present teacher training policy is paramount, insofar as such a study would help to eliminate the contemporary problems with which the educator is faced.

It was with this possible solution in mind that this treatise was written in sincere anticipation that it would be of some assistance to the modern educator.

CHAPTER I

A HISTORY OF ELEMENTARY TEACHER TRAINING IN ONTARIO

INITIAL TEACHER REQUIREMENTS

I. Prior to 1800

The purpose of this initial chapter is not to attempt a complete résumé of the history of education of Upper Canada, for such would be the undertaking of a work of greater magnitude than the entire present treatise professes to be. Historians and educationalists alike, understand that formal teacher training in Ontario, as it is known to-day, did not have its beginning until the immediate years prior to Ryerson. However, the design of this chapter is to attract attention to certain salient facts, basic and fundamental to teacher training, without which a clear and entire comprehension of the subject would be impossible. A brief outline of the educational conditions, prior to and during the extensive immigration to Upper Canada, is therefore necessary.

The first consideration of the early settlers in Upper Canada, next to the securing of a livelihood, was the education of their children. In the earlier settlements this education was obtained at home. Because of the tremendous amount of work, characteristic of pioneer life, the children

were forced to share the work of their parents. As time passed, and as some cultural advancement was made, the children were taught the simple rudiments of education in the Sunday Schools established by the pioneer churches or in the primitive private schools supported by fees or voluntary contributions.[1] However, as might well be suspected, many children lacked formal instruction of any kind, especially those living in remote, isolated areas.

Early in 1789, approximately five years after the close of the Revolutionary War and the first settlement in Upper Canada by the Empire Loyalists, a memorial was addressed to Lord Dorchester, (Sir Guy Carleton) then Governor-General of British North America, on the subject of education. In this petition, the Loyalists requested that provisions for the establishment of a Seminary of Education at Kingston be made by appropriating some of the islands in the neighbourhood for that purpose. Dorchester at once set out to grant this request, but before any action could be taken the Mother Country had legislated that the Province of Quebec be divided into Upper and Lower Canada.[2]

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1. Coleman, H.T., Public Education in Upper Canada, New York, Brandow, 1907, p. 56.

2. An Act to repeal certain Parts of an Act passed in the Fourteenth Year of His Majesty's Reign intituled: "An Act for making more effectual Provisions for the Government of the Province of Quebec in North America; and to make further Provision for the Government of said Province". 31 st George III.

When Lieutenant-Colonel John Graves Simcoe, the first Governor of Upper Canada, arrived in 1792, there were probably not more than twenty-five thousand white people settled there.[1] These settlers were mostly of British stock who were familiar with the conditions of their former motherland, which fostered grammar schools like Eton and Rugby for the professional classes and left the instruction of the masses to the church, to chance or to charity. Then again, more numerous than these settlers were the Highlanders of Glengary, to many of whom the parish church of Scotland had taught the lesson of free elementary education. Still most numerous and most dominating of all the early settlers were the disbanded soldiers and civilian refugees from the American colonies. Although they had fought the extreme forms of colonial democracy to the bitter end, they were still democratic enough to remember and appreciate the public elementary schools of their former homeland.

Simcoe's main objective in office was to save Canada from the republicanism which had wrested the American colonies from England. To this end he strove to create a second England in Upper Canada. During his tenure of office England's

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1. "From a numerical standpoint, it can safely be said that in 1783, the entire Province was practically untouched by civilization". H.T. Coleman, Public Education in Upper Canada, p. 9 and 10.

political and social systems, her laws, her church, and, most important of all, for immediate consideration here, her educational systems were adopted. The Englishman's concept of public education did not include elementary schools nor did it include schools for the masses; the entire public system dealt with secondary and university education.

Simcoe's correspondence at this time shows his particular interest in higher education. In a letter dated Quebec, April 28, 1792, to Henry Dundas, the Colonial Secretary of State, Simcoe stresses the need of establishing higher education because the "gentlemen of Upper Canada will send their children there, (the United States) which would tend to pervert their British principles". [1] This enthusiasm of Simcoe's for higher education did not meet with a very sympathetic response from the officials of the Home Government. Secretary Dundas, in a reply to the letter from which the above quotation was taken, wrote: "As to schools and a university, I think that the schools will be sufficient for some time." [2]

Simcoe was recalled in August,1796, but his appeals had evidently produced some effect since in November of

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1. Hodgins, J. George, Documentary History of Education in Upper Canada, 1791-1876, (hereinafter referred to as D.H.E.) Toronto, Warwick, 1894-1910, (28 Vol.), 1, p.11.

2. In a letter from Dundas to Simcoe, dated London, July 12, 1792; D.H.E., Vol. 1, p.11 and 12.

the following year the Legislature addressed a Memorial to King George III requesting that a certain portion of the waste lands of the Crown be granted for the purpose of establishing and supporting a grammar school in each district of the province.[1] In response to this petition the Duke of Portland addressed a rather favourable reply to the Honourable Peter Russell,[2] the acting Governor, culminating all that had gone before. It provided for the establishment of free grammar schools in the districts of the province where they were most needed. In addition, it legislated for the future founding of a university.[3]

Many such documentary commitments as the foregoing could be reproduced here but nothing would be gained with the exception of proving that much lobbying and consequent delay took place before the petition resulted in the Land Grant of 1797, which authorized 549,217 acres of Crown Lands to be set apart for the twofold purpose as put forth in the Legislature's request.

However, it must not be forgotten, that some years prior to 1790, the garrison towns of Kingston and Newark had each an elementary school with its chaplain as school-master. Private elementary schools of an American type were also

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1. Hodgins, J.George, Historical Educational Papers and Documents of Ontario, Toronto, King's Printer, 1911, (6 Vol.)Vol. 1, p. 2 and 3.

2. Peter Russell came to Canada with Governor Simcoe in 1792, as Inspector-General. He afterwards became a member of the Legislative Council. On Simcoe's retirement in 1796, he became acting Governor.

3. D.H.E., Vol. 1, p.17.

maintained at Fredericksburg, Ernestown, Adolphustown, and Napanee. With the increase in population after 1790, these private elementary schools naturally increased.

From statements written by Duc de la Rochefoucault,[1] who visited the Colony in 1795, we are told that courses of instruction were generally elementary and rarely classical; that tuition fees varied from less than one dollar to more than three dollars per month, and that in all schools much stress was laid upon training in morals, manners and religion.

It is not till this date that any concern was given to the appointment of teachers. In a letter dated, July 31, 1797, written by Peter Russell to the Anglican Bishop of Quebec, the Right Rev. Jacob Mountain,[2] some central authoritative concern with the appointment and payment of the teaching personnel is recorded. The letter, in part is reproduced below:

> . . . On his way to Quebec last year, Governor Simcoe had given a warrant to a son of the Rev. Dr. Stuart of Kingston for £100, as schoolmaster there; but not knowing the authority for this payment, or the fund from which it was drawn, I have declined to issue a warrant this year, until informed on the Bishop's sentiment on the subject. 3

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1. "In this district (Kingston) there are some schools, but they are few in number. The children are instructed in reading and pay each a dollar a month. One of the masters taught Latin, but he has left, without being succeeded by another instructor". Rochefoucault-Liancourt, Travels Through the United States of America, London, Phillips, 1799, p. 286.

2. Jacob Mountain was appointed in 1793 as the Anglican Bishop of Quebec. He had been rector of Buckden, Huntingdonshire, and of Holbeach in Lincolnshire. His jurisdiction extended over Upper Canada, which he visited for the first time in 1820. He died in 1825.

3. D.H.E., Vol. 1, p. 16.

Further correspondence such as this reveals the important role played in government policy by the Anglican clergy. Later, in 1798, Mountain attempted to revive the old right of the Church of England to license all instructors of youth.[1] This attempt, coupled with the suspicion of the itinerant teachers from the United States of America and of their text books,[2] induced the Crown in Upper Canada to declare in 1799 that henceforth all teachers, private or otherwise, must be licensed after examination by commissioners duly appointed by the Crown. The following notice appeared in the Upper Canada Gazette of July, 1799, to this effect:

> . . . that no person will be countenanced, or permitted, by the government to teach school in any part of this Province unless he shall have passed an examination before one of our commissioners, and receive a certificate from under his hand specifying that he is adequate to the important task of a tutor.

In recapitulation, it may be said that the eighteenth century did not demand or offer teacher education as we

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1. As provided for in the Act of Uniformity, May 19, 1662; 14th Car. II, Chapter IV.

2. Most of the rural schools, prior to this regulation, were taught by discharged soldiers, or teachers from the United States. It was also thought at the time that the use of American text books in the schools would tincture the minds of the youth and foster disloyalty and revolt. Consult Minute of Council, August 13, 1802; also extract of a letter from Hon. David William Smith, dated March 29, 1802. Public Archives of Canada, Upper Canada State Book C, p. 113-149 and 194-195.

understand it to-day. However, it does appear, from the foregoing, that there was a definite trend towards certification based on examinations by a central commission. These stipulations, which found acceptance among the people formed the foundation for the further educational developments of the nineteenth century.

II. The Period 1800-1841.

From the foregoing it may be said that the schools which had arisen by the turn of the century were inadequate. Due to the payment of tuition fees and the concentration of schools in the more heavily populated urban centres, only a small minority were receiving formal education. Consequently in 1807 further steps were taken to enforce the provisions of the Land Grant of 1797, and an act was passed to regulate the system of establishing public schools "in each and every District of the Province".[1] Among the terms of the act there appears but one paragraph governing the teaching personnel, but again, it is in no way concerned with academic or professional qualifications such as are demanded from our teachers to-day.

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1. An Act to Establish Public Schools in Each and Every District of this Province, March 10, 1807; 47th George III Chapter VI, Statutes of Upper Canada.

This section of the act authorized the Governor to appoint not less than five persons in each of the districts of the province, to be trustees. These trustees were in turn given the power to nominate and discharge teachers for their schools.

The district schools created under the act became class schools, accessible only to the well-to-do and undemocratic in organization; consequently they were far from being popular with the masses. These schools were subject to constant attack accompanied by demands for the transfer of revenues to common schools.

Furthermore, during the War of 1812 free elementary schools were found in the garrison and training camps,[1] and as an outcome of the war, there was a large increase in population from the United States, where common schools were the established custom. These two factors led to the decision that while it was wise "to stem the tide of the well-do-do youths who are seeking instruction in the United States by maintaining the district grammar schools",[2] it was also wise to accede to the demands of the poorer classes by granting legislation to provide for elementary education. The Common School Act[3] which resulted was the first of the great body

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1. Kingston and Newark.
2. Quoted from the Act. (Footnote 3.)
3. An Act Granting to His Majesty a Sum of Money to be Applied to the Use of Common Schools throughout this Province and to Provide for the Regulation of the said Common School. April 1, 1816; 56th George III, Chapter XXXVI, Statutes of Upper Canada.

of common school legislation.

With regard to the regulations found in this act governing teachers, sections 3, 4 and 5 have direct concern here. These regulations concerned themselves with the trustees of the common schools. Section 3 gave the trustees the power to examine, nominate and dismiss the teachers under their jurisdiction. Further restrictions were imposed on the teachers in section 4, in that it stipulated that no person would be appointed a teacher unless he was a British subject. Section 5 protected the teacher in that it prohibited the dismissal of a teacher unless such dismissal was sanctioned by the Board of Education in the district of the province so concerned.

Consequently, with the increased advancement made in education, more demands, more regulations and more qualifications were correspondingly made concerning the teachers. However, despite the increasing demand for better qualified teaching personnel and the additional advantages offered to the would-be teacher, few people were attracted to the profession who honestly fitted the requirements. In an Essay on Education contributed to the Kingston Gazette in 1818, John Morris Flendall expressed this opinion when

he wrote:

> Many teachers are young adventurers or travelling strangers. A teacher of twelve months is a prodigy; one of as many weeks the most common.

These growing demands for free educational opportunities by the common people and the increasing dissatisfaction over incompetent teachers were constantly brought to the floor in the House of Assembly by such enlightened members as Charles Duncombe and Mahlon Burwell.

Occurring simultaneously with the demand for increased educational opportunities by the masses was the gaining popularity of the Bell-Lancaster[1] movement in England. This movement attracted the attention of the Lieutenant-Governor, Sir Peregrine Maitland and Rev. Dr. John Strachan[2] because it offered cheap elementary education, a feature at this

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1. The Bell-Lancastrian system was the combined methods of both Andrew Bell and Joseph Lancaster; it became known by the name monitorial or Madras system.

2. Strachan had come to Upper Canada in 1799 from Aberdeen, Scotland, to assume the leadership of the university proposed by Simcoe. On the failure of the university scheme he became a teacher and in 1803 entered the ministry of the Anglican Church. In conjunction with his mission at Cornwall, he conducted a grammar school for nine years; on his appointment to the rectorship of York, (Toronto) he continued his teaching career. He was made archdeacon of York in 1825 and bishop of the diocese of Toronto in 1839. Strachan was the greatest protagonist of the Church of England in the struggle for the special privilege of that church as against the claims of the various dissenting churches. As chairman of the Board of Education for the province and a member of the Legislative Council, Strachan was a leading participant in the movement for the spread of higher education. His efforts culminated in the establishment of King's College in 1843.

time, essential to mass education. Since Bell's system included religious instruction in accordance with the tenets of the Anglican Church, it was naturally preferred. As a first step in this direction Maitland engaged a Mr. Spragge[1] from London, England, a teacher skilled in Bell's method. In 1820, Spragge was arbitrarily placed in the common school at York, later to be known as the Central School after the home school in London; Spragge's school had the primary purpose of training monitors and masters for similar schools in all urban centres of any size in Upper Canada. Training was moral and religious, and was to be subject to the control of the Anglican Church. The Central School was really the first semblance of a teacher training institution in Ontario. Furthermore, shortly afterwards, in 1823, the lieutenant-governor created a Board of Education[2] to direct all schools in receipt of state aid. As chairman of the Board, Strachan was the first superintendent of education in Upper Canada. He was expected to visit schools, to recommend curricula and to inspect the methods used by the teachers. The Suggested Rules for Teachers, which first appeared for distribution in 1823 through the Board of Education, is

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1. Spragge had taught under Bell at the Central National School in London, England.
2. The Board of Education was composed of the following: John Strachan; Joseph Welles; George Markland; Robert Addison; John Beverley Robinson, Attorney-General and Thomas Rideout, Surveyor-General.

reproduced in Appendix I as further proof of the increasing demands which eventually led to professional certification of all publically supported schools.

The history of elementary education in the province between the years 1820-40 is one of petitions, reports and doctrinaire proposals. However, it is sufficient to say, that the fight for the common schools continued with characteristic vigor, with agitation for educational improvements being very pronounced in 1834.

Social and educational reforms were also astir elsewhere at this time. Cousin[1] had recently published his report upon the schools of Prussia; France was reorganizing her elementary system of education and Brougham[2] in England was also stressing the need for the education of the masses. In Upper Canada these same disturbing factors were in evidence. To emphasize these views, one reads in a Report to the House of Assembly of 1833, the following scornful remonstrance:

> Your Committee feel it to be their duty . . . to draw the attention of your Honourable House to the astounding fact, that less is granted by the Provincial Legislature for educating the youth of three hundred thousand people, than is required to defray the contingent expenses of one Session of Parliament. 3

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1. Victor M. Cousin, Minister of Public Education in France, who in 1833 published his famous report De l'Instruction Publique dans quelques Pays de l'Allemagne et particulièrement en Prusse. Frederick Eby and Charles Arrowood, Development of Modern Education in Theory, Organization, and Practice, New York, Prentice Hall, 1950, p. 700.

2. Lord Henry Brougham, England's foremost educational reformer; he made his views known in his Observations Upon the Education of the People, 1825. Consult Paul Monroe, A Cyclopedia of Education, New York, MacMillian, 1911, Vol. 1, p. 453.

3. Third Report of the Select Committee on Education,

To calm the anger of the masses the Assembly was forced to appoint several commissions to inquire into and to report upon such public institutions as prisons, asylums, institutes for the deaf and dumb and elementary education of the masses. In 1835 one of the most important of these commissions was composed of Thomas Morrison, Charles Duncombe and William Bruce, all of whom were members of the House of Assembly and keenly interested in the educational problem. The voluminous report submitted by Chairman Duncombe, after an extensive visit to the United States, concluded vaguely in what he termed "a spirit of improvement abroad". However, in regard to teacher training he testified:

> In the United States, so far as I have witnessed and am capable of judging, their common school systems are as defective as our own. They have, according to their public documents, about eighty thousand common school teachers but very few of whom have made any preparation for their duties; the most of them accidently assume their office as a temporary employment. 1

In 1836, Duncombe presented to the House of Assembly, along with his extensive report, the draft of a common school bill. Section CXXI of the bill stated that whenever the provincial funds would exceed ten thousand pounds per annum by not less than a thousand pounds, one thousand pounds

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1. For the entire Report consult Hodgins, Historical Educational Papers and Documents of Ontario, Vol. 1, p.65-89.

annually would be appropriated for the endowment and support of four schools in the province for the training of teachers. Three of the four proposed schools were to be set aside for male prospective teachers, whereas only one was to be turned over for the training of female teachers. The bill also provided for an immediate uniform certification of teachers based on a qualifying examination held by the common school inspectors in each township.[1] This was a regulation of prime importance.

In order to obtain a broader view of the status of the school teacher of this era, the following documents are reproduced. The first is from a "quondom school master" in a letter written to the editor of the Christian Guardian, in February 1836:

> . . . one radical defect in the present state of Common Schools is the frequent change of teachers. . . . This I consider a most unfortunate state of things wherever it exists, and must retard the improvement of children as well as militate against the honourable discharge of the School Master's duties . . . .

The second such document is again a letter from a teacher to the same paper, dated July 12, 1831.

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1. Taken from Charles Duncombe's Common School Bill, given in its entirety in Hodgins, Historical and Educational Papers and Documents of Ontario, Vol. 1, p. 90-107.

> The ignoramous and the drone should be driven from the field, and none but competent teachers should be employed, and these should be rewarded in a manner commensurate to the value of their services. I believe that there are many teaching in the Province that have never been examined . . . There is a custom in our land which justly deserves to be reprobated. . . . A few neighbours get together and say: "We must have a school in our neighbourhood". Then to work they go, pile up a few logs and call it a school house! What next? We must have a teacher, one that will keep, cheap; it is worth but little to teach it - if a teacher gets his board and his clothes washed and mended, he ought to be content. And with this, some, so-called teachers are contented, and the people are contented with them . . . .

From these two letters, representative of the teachers of the era, it can easily be seen that there was a specific demand for some form of professional training. The results and proposals of Duncombe's investigation came as no surprise, for as early as 1831 he addressed the House of Assembly in the form of the following motion, to be presented to the Lieutenant-Governor:

> . . . there is in the Province a very general want of education, that the Teachers, have degraded Common School teaching from a regular business to a mere matter of convenience to transient persons or common idlers . . . whereby the minds of the youth of this Province are left without due cultivation, or what is still worse, frequently, with vulgar, low-bred, vicious and intemperate examples before them in the persons of their monitors.1

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1. In an address to the House of Assembly, 1831; for the full address consult D.H.E., Vol. 2, p.51.

Such was the character of the schools and teachers of Upper Canada, but public opinion on the subject was gaining stimulation and adverse criticism was frequently found in the local papers.

This consequent government awakening led Sir George Arthur, the newly appointed Lieutenant-Governor, on opening the fourth session of the Thirteenth Parliament of Upper Canada to announce that an early adoption of some specific educational programme would be made, whereby the province would be assured of properly qualified teachers.[1]

It is not improbable that the above decision was prompted by the Report which Lord Durham, the then Governor-General of Canada, had made to the Colonial Office, when he reported:

> . . . A very considerable portion of the Province of Upper Canada has neither Roads, Post Offices, Mills, Schools, nor Churches . . . (it is impossible) for even wealthy landowners to prevent their children from growing up ignorant and boorish and from occupying a far lower mental, moral and social position than they themselves fill. Even in the most thickly peopled Districts there are but few Schools, and those of a very inferior character; while the more remote settlements are almost without any . . . 2

Whether or not Lord Durham's Report had anything to

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1. D.H.E., Vol. 2, p. 144.
2. Durham, John George Lampton, Report on the Affairs of British North America, Toronto, Stanton, 1839, p. 66.

do with the Lieutenant-Governor's consequent actions is an interesting question.[1] However, corrective measures were immediately taken. Sir Arthur, on October 21, 1839 issued a commission to John McCaul, Henry James Grasett and Samuel Harrison, Civil Secretary, to enquire into the state of education in Upper Canada.

The report which the commission presented to the House of Assembly is divided into four main sections:[2]

1. The Past and Present State of Education in the Province.
2. The State of the Provincial School Funds.
3. The Constitution and Revenues of King's College.
4. The Constitution of a Plan for the Diffusion of Education in Upper Canada.

Of these four divisions the last mentioned is of more concern since it falls directly on the subject at issue. It was felt that the want of a training school for teachers was a serious defect in the common school system. The plan as advocated by the education committee proposed to establish a model school in every township of the province. In addition, they recommended that the Central School at Toronto, be transformed into a normal school.

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1. Of this, one historian writes: "By a noteable historical coincidence".
2. For the entire report see Hodgins, Historical Educational Papers and Documents of Ontario, Vol. 1, p. 114-124.

Many other recommendations were put forth in the extensive report but such lies outside the province of the present study. However, of particular significance here are articles two and three of subsection five entitled: Suggestions of the Education Committee in Regard to the District Grammar Schools. These sections recommended that no teacher should be appointed without examination and that this examination "should refer to his qualifications, not merely as a scholar, but as a Teacher; for it often happens that excellent scholars are wholly unfit for the office of Teacher".[1]

This proved to be the last bill tabled in the House prior to the Act of Union[2] which once more joined Upper and Lower Canada. Upper Canada had completed her educational metamorphosis and was about to assume leadership in the field within the next half century. However, at the time of the Act of Union, the condition of the province as regards school buildings, school equipment and school teachers was, to say the least, lamentable. The chief reason for this condition can be attributed to the fact that the authorities tried to construct their educational pyriamid from the apex downwards. This was the case from the very beginning. Simcoe had tried to make Canada into another England; the

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1. Hodgins, J. George, Historical Educational Papers and Documents of Ontario, Vol. 1, p. 119.

2. An Act to Re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, February 10, 1841; 3rd and 4th Victoria, Chapter XXXV, Statutes of the Province of Canada.

main concern of the authorities was the education of the aristocracy. Failure, was of course, inevitable but that failure made possible a reconstruction along broader lines, as witnessed to-day. Nevertheless with time, education for the masses was forced upon the government and once it had been accepted, newer and greater concessions had to be granted. Those concessions had already been made and accepted in principal in regard to teacher training and other educational theories were being formulated in the minds of such men as Ryerson, who at this time, was about to set out on his great career as Ontario's foremost educationalist.

CHAPTER II

THE RYERSON ERA

I. EARLY DEVELOPMENTS

There appears to be a fairly widespread belief that elementary education in this province began with Ryerson; that he was responsible for introducing the idea of local assessment in support of schools, for free schools and for the training of teachers. He has, in fact, been spoken of as the founder of the educational system of Ontario. There is no desire at this point to disparage Ryerson's work, certainly no wish to imply that he was not a leader in his field, but before his time there was definitely something accomplished, more it seems than is generally realized, as shown in the foregoing chapter. However, it will not be denied that teaching before 1840 is not to be compared with teaching after that date. The reason for this admission may be seen if we pause briefly to consider the answer Rev. Robert Murray, Assistant Superintendent of Education (1842-1844) gave when asked what was the greatest impediment to education prior to the Act of Union:

> I consider the present provision to be deficient in toto; First: The manner of selecting Teachers for Common Schools, appears to me to be an insult to common sense. Three individuals, as Trustees or Superintendents are appointed by the people in the neighbourhood of a School House, without any regard to their education; these three men, thus appointed, have the sole power to judge of the qualifications of candidates for the Schools, and to appoint and eject the Teacher, while they themselves may not have received even the first rudiments of a plain English education.
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> 2. The power of ejecting School Masters vested in three Trustees, subjects the Teacher to the whim and caprice of every child attending the school; the Teacher is thus left at the mercy of the public, who, proverbially, have no conscience, and his situation is rendered more precarious and more degraded than that of a shoeblack. 1

If Murray's observations are true, we can conclude that the instruction given in common schools in 1840 was probably only a little better than forty years earlier. This progress, small though it was, was accomplished by the interest taken in elementary education which ultimately led to a definite trend in teacher training throughout these early years. However, once the idea of professional education was established, education in the province progressed rapidly.

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1. In a letter dated Oakville, December 23, 1839, from Murray in reply to an enquiry conducted by the Education Committee. D.H.E., Vol. 3, p. 273.

With the Act of Union the Governor-General, Lord Sydenham, in that part of his speech from the throne, referring to education, said that the importance of establishing a complete educational system was difficult but essential to the welfare of the country and therefore would be given immediate attention. 1

The first common school bill to be introduced into the Legislature and passed, after the union of the provinces became the foundation of subsequent legislation with regard to education. The bill itself was a part in the formation of a great general system of national education, which would take in not merely the establishment of common schools, but also of model schools, and more especially of "Normal Schools, which would train-up young men to act as teachers and instructors". 2

Although the Common School Act of September 18, 1841, was passed in that year, it was not until May 11, 1842, that the officers authorized by the act were appointed to carry it into effect. This delay was brought about because, while the Act of 1841 made provision for a chief superintendent of education for United Canada, it did not provide for an assistant

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1. Hodgins, J. George, Historical Educational Papers and Documents of Ontario, Vol. 1, p. 136.
2. The Common School Bill of 1841; Hodgins, J. George, Historical Educational Papers and Documents of Ontario, Vol. 1, p. 137.

for each of the newly united provinces. Accordingly, Sydenham's successor, Charles Bagot appointed Robert Sympson Jameson as Chief Superintendent of Education and Robert Murray and Jean Baptiste Meilleur to be his assistants in Western and Eastern Canada.

The Special Common School Act of 1843 which followed, provided legislation which permitted counties to establish and maintain county model schools for the gratuitous instruction of teachers of common schools. [1] This scheme did not provide for any financial support by the government; the idea was to select one or more schools in each county which teachers could use for observation purposes. These model schools were not without value, but the training was too meager, limited as it was to what could be gained by observation alone and was soon to be outmoded. [2] Furthermore, this method was weak in that it did not provide for any uniformity throughout the province; the certificates granted upon examination by the county superintendent were valid only in the township, town, or city where the examination was held. However, the act did anticipate some type of uniformity since it legislated that upon the establishment of a normal school no person would be appointed principal in any county model school unless he had

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1. An Act for the Establishment and Maintenance of Common Schools in Upper Canada, 9th Victoria, Chapter XXIX, Section LXII, Statutes of the Province of Canada.
2. This plan was superseded in 1850 by a system of township model schools recommended by Ryerson.

a certificate signed by the masters of the normal school.

Again, stressing the value of a normal school, Murray expressed, in his annual report, a rather unique desire in providing teacher training. His intended plan was to spend one day with the teachers of every district "with the view of leading them to adopt the best methods of communicating instruction to their pupils". 1

On September 28, 1844, Ryerson, who had earned recognition as a leading educationalist of the province was appointed Assistant Superintendent of Education,[2] to succeed Murray who had resigned his position in favour of a professorship of mathematics in the newly established university.[3] Shortly after his appointment, Dr. Ryerson petitioned the government to allow him to inspect the school systems of Europe

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1. Annual Report of the Assistant Superintendent of Education on the Common Schools in Upper Canada, 1842. D.H.E., Vol. 4, p.262.

2. According to Francis Hincks in Reminiscences of His Public Life, p. 29-45, Ryerson would have been appointed superintendent of education for Upper Canada on the passage of the First Common School Act of 1841.

3. University of King's College, September 25, 1844; later, Toronto University by the Baldwin Act of 1849.

for the purpose of recommending a satisfactory system of elementary education for Upper Canada. It was thus on October 31, 1844, that Ryerson set out on his educational visit to Europe.

For a little more than one year in Europe, Ryerson kept the peculiar educational needs of his own country before him. In this quest he enquired into and examined all the school systems of more than twenty countries including the United States of America, Great Britain, Prussia, Sweden, Holland, Austria, France and Switzerland. His attention was focused on every phase of an educational system, particularly, the elementary school and normal school systems. In copies of his letters[1], sent to his home government, it is seen that he was particularly impressed by the professional training afforded by the normal schools of Prussia, Dublin, Glasgow, Edinburgh and the United States.

About the middle of December, 1845, Ryerson returned from his educational trip, and partly because of this extensive study, in the years that followed he soon won general recognition as an outstanding authority on education. Shortly after his return the newly appointed superintendent prepared the elaborate Report on a System of Public Elementary Instruction for Upper Canada, 1846.[2] Soon after the publication of his

1. D.H.E., Vol. 5, p. 236-249.
2. For Ryerson's complete overseas report consult the Journal of Education for Upper Canada, July, 1849.

report, Ryerson drafted his first common school bill which later became the Common School Act of 1846.[1] Section five of this act stipulated that a normal school, containing one or more elementary model schools would be established as soon as practicable. Furthermore, provision was made in this act for the establishment of district model schools and the examining and licensing of common school teachers by the district, and not by the Township School Superintendent, as heretofore.[2]

It was not to be expected that so comprehensive a scheme of education, as that proposed by Ryerson, in his act, would at once meet with general approval. Its outlines were considered too broad for so young a country; therefore objections were urged against it as not being practical. Nevertheless, it did offer to Canadians, some form of educational Utopia which an effort could be made to attain throughout the years ahead.

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1. An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada. 9th Victoria, Chapter XX, Statutes of the Province of Canada.
2. The act also prohibited the certification of alien teachers after January 1, 1846; it did not, however, annul previous certificates held by aliens.

Even as Ryerson travelled the continent of Europe he was at the same time busy formulating plans for the establishment of a normal school at Toronto. Later he commissioned J.G. Hodgins, his assistant at Cobourg, to attend the normal school of the Dublin Department of Education in Ireland with a view to becoming first head master at the provincial normal school. [1]

Moreover, the Common School Act of 1846 gave authority to the Governor-General in Council "to appoint not more than seven persons" including the Chief Superintendent of Education to the Board of Education for Upper Canada.[2] Consequently the Board was appointed on July 1, 1846 and, on the twenty-first of that month, it held its first meeting in Toronto. The main subject at issue was the procuring of premises suitable for a normal school. The following year, on November 1, 1847, the Board of Education announced the official opening of a normal school at Toronto and predicted that by January,

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1. In a letter to Hodgins in Dublin, dated Cobourg, January 23, 1846, reprinted in Hodgins, Historical Educational Papers and Documents, Vol. 3, p. 137. This provision was not necessary since the first head master was Thomas Jaffrey Robertson from Dublin, Ireland.

2. The Board of Education was made up of the following: Egerton Ryerson, John McCaul, Henry James Grasett, Samuel Bealey Harrison, Joseph Curran Morrison, Hugh Scobie and James Scott Howard.

1848, a model school would be in readiness to work in conjunction with it.[1]

During the first term, the enrolment was restricted to men, but in the second session women also were enrolled.[2] This new provision was due to the influence of the United States where Ryerson reported that only one-fifth of the teachers in New York State were males, while four-fifths of the teachers in Upper Canada were males. Since secondary schools were so few in number, it was found necessary to stress the academic rather than the professional aspects in the new normal school.[3] However, in the years that followed, educational facilities became more accessible and consequently the academic work of the normal school gradually gave way to methods of teaching and professional education in general.

At the outset the head master, Robertson, instructed in the following subjects: Elements and Philosophy of

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1. Since the seat of government was at this time in Montreal, the Government House in Toronto was transformed into a normal school.

2. The school's first enrolment totaled 54 as compared with the second session's enrolment of 118 males and 20 females. Of this number 90 had been teachers previously in the common schools and had come to the normal school for further qualification.

3. The curriculum was copied from the State Normal School, Albany, New York, with the exception that the Provincial Normal School had a model school (120 boys) in which practice teaching (one hour per day, three days per week) was done.

Grammar, Orthography, Composition, Reading, Rudiments of Logic, Geography (Mathematical, Physical, and Political), Globes, Elements of General History, Linear Drawing, Mulhauser's System of Writing, Trigonometry, Land Surveying, the Art of Teaching and Methods in Teaching the National School Books.[1] The Mathematical Master, Henry Y. Hind, taught the Science and Practice of Arithmetic, Algebra, Geometry, Physics, Physiology, Astronomy, Agricultural Chemistry and Mechanics. In addition to the instruction offered by the two masters, Vocal Music was also given by a competent instructor. Besides these academic lectures, practice teaching was held in the Model School three days a week with every student teaching one full hour per day. Religious instruction was also provided by the clergy of predominant religious groups, every Friday afternoon, from two to four o'clock.

To facilitate a later comparison, it may be interesting to examine at this time, the admission requirements to the Normal School at this early date. These pre-requisites were set forth in the Proceedings of the Board of Education for Upper Canada for the year 1847. The minimum age was

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1. The National School Books were copied with permission from the books of the Department of Education, Dublin, Ireland.

set at sixteen. The prospective teacher was required to produce a character reference signed by a clergyman of his religious denomination. He was also required to declare in writing that he intended to devote himself to the teaching profession. In addition, it was also demanded of the candidate that he be able to "read and write intelligibly, and be acquainted with the simple rules of Arithmetic".[1] Each student fulfilling the requirements was granted free tuition, free books and given five shillings weekly to help defray his expenses.

The Chief Superintendent's Annual Report for the year 1847, expressed the early desire of the people to replace poor instruction by trained teaching, with the hope that the status of the profession would, as a result, be raised. In addition, the report outlined the three methods of teaching in the common schools: "the Mutual or Individual method, teaching pupils one by one; the Simultaneous method, teaching by classes; the Monitorial method, in which some of the more advanced pupils are employed to teach the less advanced".

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1. Proceedings of the Board of Education for Upper Canada, 1847; D.H.E., Vol. 7, p. 92.

Ryerson's School Act of 1846 also provided legislation with regard to the classification of certificated teachers into three classes, according to their academic qualifications.[1] Following this plan, the Annual Report of 1847 proposed to legislate some provision, whereby the examinations upon which these classes were to be ascertained, would be the same throughout the province.[2] It was his intention to summon all the district superintendents within the immediate future, for a mass meeting from which standard examinations would be determined.

Further success of the early Ryerson regime was evidenced in the Superintendent's Report of the following year. "To date", Ryerson stated, "upwards of two hundred and fifty Teachers, have thus far received instruction in the Normal School and the accounts received of their success as Teachers, is most gratifying"[3]. In addition, he also expressed a desire to establish, within the near future, a system of Teachers'

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1. Forty-first section of the Act.
2. Ryerson commenting upon his proposed legislation in an attempt at uniformity saw its defect when he prefaced his remarks with: "This provision of the Act can be very imperfectly carried out". Annual Report, 1847.
3. Ryerson's Annual Report, 1848; D.H.E., Vol. 8, p.95-105.

Institutes, "to provide opportunities for obtaining pedagogical information". Moreover, the Model School in connection with the Normal School, was being readily accepted by the people at large. The enrolment, since its opening, had tripled, thus exhausting its capacity and it was now felt that an addition should be made to provide for the increased enrolment. In the immediate years, Ryerson was to realize most of his early prophecies together with the initiation of many other educational innovations.

II. LATER IMPROVEMENTS UNDER RYERSON

In the immediate years ahead teacher training progressed slowly but steadily with no major changes. However, with the passing of an act on May 30, 1849,[1] further stipulations were put forth whereby the Normal School assumed its rightful position as the head of teacher training. From the passing of the act no person was to be appointed teacher in any grammar school or principal of any model school unless he possessed a certificate of qualification from the normal school or a degree from a university. Although a university education was thought to be equal to the professional training given in the Normal School, there was a favourable opinion formulated with regards to the value of teacher training.

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1. An Act for the Better Establishment and Maintenance of Public Schools in Upper Canada and for Repealing the Present School Act, 1849; 12th Victoria, Chapter LXXXIII, Statutes of the Province of Canada.

Section L of the same act provided the ready acceptance of normal school graduates in that it stipulated that schools under their jurisdiction would benefit by any public money apportioned by future acts of parliament.

The passing of the Common School Act of 1850,[1] meant another gain for Ryerson in his attempt to establish his ideal of an educational system suited to the needs of Upper Canada. Section XV of the Act provided, for the first time, a specific definition of a qualified teacher:

> No Teacher shall be deemed a qualified Teacher within the meaning of this Act, who shall not, at the time of his engaging with the Trustees, and applying for payment from the School Fund, hold a Certificate of Qualification, as herein provided by this Act . . . .

By this same act the township councils were authorized to levy, at their discretion, such sums as they judged expedient for the erection and support of Township Model Schools. In addition, the local superintendent of education, as provided for, by this act, was empowered to examine and issue Certificates of Qualification to teachers. This provision was still necessitated because of the limited supply of trained teachers. However, such certificated teachers, were not authorized to teach in Grammar Schools or to be head masters in the model schools.[2]

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1. An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada, 1850; 13th and 14th Victoria, Chapter XLVIII, Statutes of the Province of Canada.
2. p. 23 ante.

The Township Model Schools established by the Act of 1850 were considerably ahead of their time. In short, they were unsatisfactory for three main reasons: a deficiency of competent instructors; a lack of suitable buildings, and a dearth of capable local superintendents. The provisions of the act for teacher training were similar to the Common School Act of 1843 with the exception that the Township Model Schools did not restrict their training to teachers, but admitted student-teachers as well.

In addition to the above provisions, the masters of the Normal School were authorized to conduct Teachers' Institutes throughout the counties of Upper Canada, during the summer vacations, in an effort to bring normal school training to such teachers who as yet had not experienced its advantage. Further changes in the educational set-up of the Normal School were as follows: the duration of the Normal School course was extended from the first day of September to the last week in the May following;[1] no male students were to be admitted under eighteen years of age; no female students were to be admitted under the age of sixteen years; in addition to the requirements previously specified,[2] each student was to have

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1. Previously, the year was divided into two separate sessions; this new provision was changed to the former procedure of two sessions, the following year.
2. p. 30 ante.

fundamental knowledge in the Elements of Geography and English Grammar. Furthermore, candidates who desired admission to the Normal School were to be examined in the County Towns by the Township Superintendents, in accordance with the terms of admission. The candidates who successfully passed the preliminary examination were to be admitted to the Normal School in proportion to the number of representatives in the Legislative Assembly.[1]

Another step in an attempt at uniformity was the Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards,[2] as provided in the Act of 1850. Prior to this, many references had been made with respect to the classification of teachers, but no provision had been made for such a classification until this time.[3] A copy of these requirements is set out in Appendix II for further consideration.

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1. Three candidates for every county member and two for every member of a city or town. This representative arrangement was not thoroughly understood by the candidates and consequently, a drop in the Normal School enrolment of fifty resulted. This system was abolished the following term.

2. These examinations were prescribed by the Council of Public Instruction which replaced the Provincial Board of Education on July 27, 1850 by the authority of the Common School Act of 1850.

3. p. 31 ante.

It can readily be seen by this examination schedule that the qualifications were of necessity, entirely academic and meager. However, their scantiness was fully realized and expressed in Ryerson's circular letter to the County Boards.[1] In this letter, which begins with: "You will observe that the standard of qualifications . . . is extremely low", Ryerson predicted that within the near future the Third Class certificates would be abolished and that qualified teachers would be required to have First and Second Class certificates to be authorized public school teachers.

The year 1851 was a big one in realizing Ryerson's aim of providing trained teachers for the schools of Upper Canada. The old, provincial, normal and model schools, established in 1847 at Toronto, were now inadequate to accomodate the growing demands, and on Wednesday, July 2, 1851, the corner-stone of the new normal and model schools was laid.[2] The new institution was designed to accomodate two hundred teachers-in-training and six hundred pupils in the Model School.[3] In addition, other accomodations were provided for in the same building: the offices of the Department of Public Instruction, a depository for maps, apparatus, texts and

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1. Circular to the County Boards of Public Instruction on their Duties Under the School Act of 1850. For complete circular refer to D.H.E., Vol. 9, p. 218.
2. The buildings, located at Church and Gould Streets, were publicly opened on November 24, 1852, at a cost of $100,000.
3. There were actually two model schools, one for boys, the other for girls.

library books for schools throughout Upper Canada; a departmental library; a museum and rooms for a school of art and design. Furthermore, the land on which the buildings were erected was seven and one-half acres in area; two of the acres were to be devoted to a botanical garden and three acres to agricultural experiments. In short, the Normal School was to be the educational nucleus of Upper Canada.[1]

In July of the following year, the Normal School revised its entrance requirements through the Council of Public Instruction. The requirements for admission were much similar to those laid down in 1847,[2] with a single exception. This provision regulated the length of the school year and provided that the year was to be divided into two sessions, commencing on the 15th day of May and the 15th day of November of each year. The sessions were to be followed by a public examination and a vacation of one month. Also, very noticeable in the Normal School set-up at this time, were the additions to the staff. The head master was no longer required to teach and had six male and two female teachers under his jurisdiction.

Legislation in the early fifties was chiefly concerned with questions relating to the separate schools and university; therefore no major changes took place in the professional

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1. For a complete account of the opening of the Normal and Model Schools consult the Journal of Education, December 1852.

2. p. 30 ante.

status of teachers during these years. However, it is noteworthy to comment on Ryerson's prediction relating to Third Class certificated teachers. His official report for the year 1852 showed an increase in First and Second Class teachers, 57 and 172 teachers respectively, and a decrease of 87 teachers holding Third Class certificates. This apparent increase in the professional status of the teachers was chiefly the result of the Provincial Normal School. Summing up this idea, Ryerson in his report, wrote:

> There is now but one opinion among all classes as to the great importance and advantage of Teachers being trained, in order to being properly qualified for their profession.[1]

To give an example of the nature of the instruction and training of student-teachers, during the early years of the Normal School, an examination paper on Education and the Art of Teaching for the year 1851 is reproduced in Appendix III. It serves to illustrate the nature of the instruction given to the future teachers of Upper Canada some one hundred years ago.

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1. Report of the Chief Superintendent of Education, 1852, D.H.E., Vol. 10, p. 287-302. Ryerson also stressed the value, at this time, of establishing a second normal school for the training of grammar school teachers. In 1855 application for a grant was made to build a model school which was opened on August 9, 1858. It was reorganized and revised in 1861.

Among the educational acts passed in 1853 appeared An Act to Make Further Provision for the Grammar and Common Schools of Upper Canada,[1] in which provision was made, for the first time, to establish a fund for "worn-out" common school teachers, whereby a sum of five hundred pounds was to be set aside annually for this purpose. Other detailed regulations were passed the following year with respect to the granting of pensions.[2] In providing such, the government further recognized its duty as a state to provide a suitable educational system for the people. It was also believed that this provision would attract better teaching personnel.

Again, in 1858, with a view to raising the standard of teacher qualifications, the Council of Public Instruction altered the entrance examinations and programme of studies of the Provincial Normal School.[3] Legislation adopted by the Council provided the following revisions in the entrance requirements that were adopted in 1847 and 1853.[4]

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1. 18th Victoria, Chapter CXXXII, Statutes of the Province of Canada.
2. 16th and 17th Victoria, Chapter CLXXXV, Section XXIII, Statutes of the Province of Canada.
3. This was also done in an effort to reduce the number of student-teachers attending the Normal School, - a number which had become "inconveniently large". Consult Ryerson's Annual Report 1858, Section IX, table L; D.H.E., Vol.14, p.97-120.
4. p. 30 and 37 ante.

The semi-annual sessions of the normal school were changed. The winter session was to begin on January 8 and close on June 22; the autumn session was to begin on August 8 and close on December 22. The academic requirements were also revised; the candidates were required "to read with ease and fluency; parse any common prose sentence, write legibly, readily and correctly; give the definitions of Geography, have a general knowledge of the relative positions of the principal countries, with their capitals, the oceans, seas, rivers and islands of the World; be acquainted with the fundamental rules of Arithmetic, common or vulgar Fractions and Simple Proportion".[1]

New regulations were also established in the Normal School providing for the classification of students in a junior and senior division. This separation was based principally on the academic entrance examination; on the average, the senior division was mostly made up of students who had completed one or more sessions of the Normal School. This classification also served to form the basis for certification. The certificates awarded to the successful candidates of the Normal School were divided into First or Second Class with each class subdivided into three grades, indicated respectively by the letters A, B and C. All these six types of certificates were legal authorization to teach in any part of the Province of Ontario and, with

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1. Ryerson's Annual Report 1858, Section IV, No. 2; D.H.E., Vol. 14, p. 97-120.

the exception of grade C of the second class which was valid for one year after the date of issue, all certificates were valid until revoked by the chief superintendent.

An additional Honour First Class Provincial Certificate was also made available. To obtain this qualification the candidate must have received the First Class Provincial Certificate Grade A and give evidence of having been a successful teacher. Furthermore, he had to pass examinations in some twelve additional papers.

In the Chief Superintendent's Report for 1859, it is interesting to note that Ryerson's original aim of gradually doing away with Third Class certificates was being realized and that a corresponding increase was especially noticeable in First Class certificated teachers, despite the fact that teacher standards had been raised. Again, Ryerson urged County boards to issue Third Class certificates only in extreme emergencies and then only for a period of one year, in anticipation that these measures would force prospective teachers to better qualify themselves.

Nothing was directly done to further teacher training in the next decade; money, time and effort were devoted to elementary and secondary school systems. As a means of attaining this objective <u>An Act to Improve the Common and Grammar Schools of the Province of Ontario</u> was passed on

February 15, 1871.[1] This act, among other things, provided an entire new system for the examination of teachers. Before this time certificates were issued by county boards of public instruction; each board consisted of a number of members, most of whom, and in some instances, all of whom, had no experience as teachers. Each board appointed the time and place and prepared the examination papers, granting certificates both as to class and duration.

Under the new legislation, each board of examiners was to be made up of not more than five members, experienced in teaching, and was to be under the county inspector, who was obliged to hold a First Class teaching certificate. Furthermore, the date of the examination was to be on the same day throughout the province. The examination papers were to be prepared, and the valuation given, by a committee of teachers under the sanction of the Council of Public Instruction. The examination papers for the Second and Third Class certificates were to be corrected by each county board of examiners but the examination papers for the First Class certificates were to be sent to the Education Department at Toronto for valuation by the Committee of Examiners of the Council of Public Instruction.

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1. 34th Victoria, Chapter XXXIII. Statutes of Ontario. Commenting upon this act Ryerson, in an official circular to the teachers of the public schools in Ontario (1871) wrote: "The new School Act, contains more provisions to advance the profession and position of teachers of Public Schools than any School Act, which has been passed by our legislature since 1850". D.H.E., Vol. 22, p.222.

To be eligible for the examinations for teaching certificates under these new provisions, the candidates had to comply with the age and character requirements as set forth in the normal school regulations. In addition, candidates for Second Class certificates had to furnish proof of having three years' successful teaching experience; candidates for First Class certificates had to submit proof of five years' teaching experience or two years' teaching experience, if during that period a Second Class certificate was held.[1] Provision for the number of years of teaching experience was conditional. If a candidate had attended the Normal School and had received the required practice in the Model School and had passed the examinations for a First Class certificate, this was to be considered equivalent to teaching five years in a public or private school. If a teacher had held a Second Class certificate and had fulfilled the above requirements, it was to be considered equivalent to having three years' teaching experience.

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1. An Act to Improve the Common and Grammar Schools of the Province of Ontario 1871; 34th Victoria, Chapter XXXIII, Statutes of Ontario.

The minimum requirements,[1] for the Third Class certificates[2], were also revised and authorized by the School Act of 1871 and were set out as follows:

> Reading - To be able to read any passage selected from the Authorized Reading books intelligently, expressively and with correct pronunciation.
>
> Spelling - To be able to write correctly any passage that may be dictated from the Reading Books.
>
> Etymology - To know the prefixes and affixes.
>
> Grammar - To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of syntax, any ordinary prose sentence.

The results of the new act were set forth in the Chief Superintendent's Report for the year 1871. Every one of the teachers-in-training who had passed the Normal School

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1. These requirements raised the Third Class certificate to the status hithertofore enjoyed by Second Class County Board Certificates. Consult the Chief Superintendent's Report 1871; D.H.E., Vol. 23, p. 180.

2. The Third Class certificates were subject to limitations. They were valid only in the county where given and then only for a period of three years. Furthermore, they were not renewable except on the special recommendation of the county inspector.

examinations had also proved successful in the county examinations[1]. The necessity of the Normal School, once a precarious question, was now an established principle. Having had this fundamental fact established, Ryerson proposed in his Report to establish two additional Normal Schools - one in the Eastern and one in the Western part of the province[2].

This almost simultaneous demand all over the province for additional normal schools was brought about through Ryerson's unceasing efforts since the first Normal School was established twenty-five years ago. The success of the normal-school-trained-teachers and the impulse of the recent

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1. Candidates who had successfully passed the examinations of the Normal School, were also obliged to try the county examinations. Ryerson in upholding this practice wrote: ". . . the standard of qualifications of these different classes of teachers, will be the same for all teachers, whether trained in a Normal School or not, just as the same standard of qualifications is prescribed for all candidates for admission to the Bar as Barristers, whether they have studied in a Law Office or not; and just as the same examination is required of all candidates for the Degree of Bachelor of Arts in the University, whether they have attended Lectures in University College, or whether they have studied at home with, or without, the aid of a private tutor". Consult Ryerson's Circular letter in answer to teachers' objections, 1871, D.H.E., Vol.23, p. 76.

2. When asked in a letter dated October 12, 1872, by the president of the Council of Public Instruction, George Paxton Young, concerning the location of additional normal schools, Ryerson proposed three, one each at London, Kingston and Ottawa. Emphasis was placed on the urgency of the establishment of a teacher institution at Ottawa. In reply to this letter, referring to Ottawa, Ryerson, in part, wrote: "The section of a large region of country, where the schools are in a comparitively backward state, and where the influence of the Normal School training for teachers has yet been scarcely felt". D.H.E., Vol. 23, p. 192.

centralized examinations of public school teachers gave further impetus to the establishment of a system of normal schools throughout the province.

The one note of chagrin in the Annual School Report of 1871 occurred when Dr. Ryerson reported:

> Owing to the very limited scholarship of those who have applied for admission, the Normal Schools have been obliged to begin their work of Education far down, to consume much time in giving Students a knowledge of the elements of English Grammar, Geography and Arithmetic. It has been found necessary to drill almost every Student in the branches, which the Law requires to be taught, before he could take instruction in methods.

Ryerson knew the true province of the Normal School and consequently he constantly strove to improve the elementary and secondary educational systems. His efforts gradually resulted in more numerous and more efficient secondary schools with a corresponding decrease in the academic training of the Normal School. An increase in the teaching of professional methods slowly replaced the academic in the Normal School, since there was no longer a need for academic work to occupy first place in the Normal School programme.

Furthermore, to assist those teachers who could not possibly attend the Normal School to improve their qualifications, Ryerson advanced the possibility of having Teachers' Institutes, similar to those held in 1850, but with the decided advantage that they would be more numerous and varied and were to conclude with written

examinations with the successful candidates receiving meritorious certificates of achievement.

Again in 1873 it was felt necessary to revise the programme for the examination of public school teachers. Every candidate who proposed to present himself for examination was obliged to submit his name to the presiding inspector of the County Council of Public Instruction at least three weeks before the examination. In addition he was required to state the certificate for which he was a candidate and the type of certificate he already possessed. All the examinations, except in reading, were to be written. Each candidate was to be examined in two additional subjects: the principles of Linear Drawing and Vocal Music. Two examiners were required to evaluate each paper and to report their findings to the Chief Superintendent. In order for a candidate to obtain a Second Class certificate the sum of his marks had to amount, for grade A, to at least two-thirds, and for grade B, to one-half of the aggregate value in all the examination papers. Furthermore, the candidate had to obtain for grade A, two-thirds and for grade B, one-half of the marks assigned to each of the subjects of Arithmetic and Grammar. In order to obtain a Third Class certificate the marks could not be less than one-half of the aggregate value of all the examination papers for that rank.

In addition to the requirements set out in 1871,[1] further provisions were made: Candidates for Second Class (Provincial) certificates had to previously obtain either a Third Class certificate under the present system, or a First or Second Class certificate under the former system. Secondly, candidates for the First Class (Provincial) certificate were in turn obliged to have obtained the Second Class (Provincial) certificate. Meanwhile, the other provisions of the School Act of 1871 remained in force.

In addition to the foregoing changes made in 1873, the minimum qualifications for all classes of teachers were raised. To serve as a comparison with the former provisions of the School Act of 1871,[2] it is sufficient here to consider the minimum qualifications required for the Third Class (Provincial) certificate.[3]

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1. p. 44 ante.
2. p. 42 ante.
3. D.H.E., Vol. 25, p. 137.

Reading - To be able to read any passage selected from the Authorized Reading Books intelligently, expressively, and with correct pronunciation.

Spelling - To be able to write correctly any passage that may be dictated from the Reading Book.

Etymology - To know the Prefixes and Affixes.

Grammar - To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of Syntax, any ordinary prose sentence.

Composition - To be able to write an ordinary Business Letter correctly, as to form, modes of expression, etcetera.

Writing - To be able to write legibly and neatly.

Geography - To know the definitions, (Lovell's General Geography), and to have a good general idea of physical and political Geography, as exhibited on the Maps of Canada, America generally, and Europe.

History - To have a knowledge of the outlines of Ancient and Modern History, (Collier), including the introductory part of the History of Canada, pages 5 - 33, (Hodgins).

Arithmetic - To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know generally the reasons of the processes employed; to be able to solve problems in said rules with accuracy and neatness. To be able to work, with rapidity and accuracy, simple problems in Mental Arithmetic. To be able to solve ordinary questions in Simple Interest.

Education - To have a knowledge of School Organization and the Classification of Pupils, and the School Law and Regulations relating to Teachers.

The immediate years following were devoted to the passing of Statutes relating not only to the Public and Separate Schools, but also to the High Schools and Collegiate Institutes. The most important of these acts for our consideration made provision for the Normal School to grant certificates to Normal School graduates or to those who had attended a teacher-training institution in any part of the British Dominions.[1] These certificates were to be valid in any part of the province until revoked by the Chief Superintendent.

This detailed revision, which resulted in amendments and consolidation of several education acts, was not only intended to improve the condition of these schools, but was especially designed to improve the status and render more efficient the system of normal school training. As an attempt to remedy the shortage of trained teachers, which Ryerson had described in a letter to Attorney-General Mowat in 1874,[2] the Chief Superintendent devoted his efforts to

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1. An Act to Amend and Consolidate the Law Relating to the Council of Public Instruction, the Normal Schools, Collegiate Institutes and High Schools, 1874; 37th Victoria, Chapter XXVII, Statutes of Ontario.

2. Ryerson, quoting from a letter of a county school inspector, said that the following opinion expressed was typical of the feeling at the time. "The most noticeable weak point in the School System of the province is the scarcity of trained teachers; good School Houses may be built, good Text Books may be authorized, and the most approved Apparatus may be supplied, but all these will be of little avail unless a better class of Teachers than those now employed be obtained". D.H.E., Vol. 26, p.208.

the establishment of additional normal schools.

The first recorded mention of additional normal schools is found in a letter from Ryerson to Alexander MacKenzie, the Provincial Treasurer, dated October 12, 1872.[1] In this letter Ryerson pointed out the need for additional training centres for public school teachers and mentioned in support of his contention the fact that very few students from the eastern part of the province had been registered in the Toronto school and that it was, in reality, only a local institution serving the community in which it was located[2]. He recommended, as mentioned previously, the opening of three new schools, namely, at Ottawa, Kingston and London. The whole question, however, was left in abeyance until the year 1874, when Ryerson wrote:

> On October the 12th, 1872, the Hon. Alexander MacKenzie, then Treasurer of Ontario, requested me to prepare and submit to the Government, a measure for increasing the facilities for Normal School instruction for the training of Public School teachers. In this letter I recommend three additional schools, one at Ottawa, one at Kingston, and one at London. 3

In another letter Ryerson strongly urged the purchase of what was known as the "Hellmuth School for Ladies" located

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1. p.45 ante.
2. Throughout the existence of the Normal School the number of students that came from the County of York approximately equalled the number of all other students.
3. D.H.E., Vol. 26, p. 207.

at London, which was being offered for sale. On investigation the government decided the price asked was too high and that the building was not suitable for normal school purposes. At Kingston a location was purchased but no further action taken. At Ottawa, however, immediate action was begun to establish a school. The Ottawa City Council appointed a committee to procure options on various sites offered for sale. The Council undertook to procure the title deed for the present site on Elgin Street, from the By Estate, and to transfer it to the government for the sum of sixteen thousand dollars. They probably anticipated paying more than this amount as the ground was occupied by a "squatter", Robert Hardy, who having had more than ten years' possession might refuse to give up his claim[1]. It was therefore agreed that if the price were to exceed this sum, the Council would undertake to pay the difference.

At the request of the Minister of Public Works two sets of plans were prepared by W.R. Strickland, architect, of Toronto, and tenders were called for. The amount provided in the estimates for the erection of the building was eighty thousand dollars, and as every tender was in excess of this amount, new plans were prepared under the direction of John Sangster[2]; as a result of a conference with the architect,

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1. It is interesting to know that the late R.H.Grant, who held the portfolio of Minister of Education from 1919 to 1923, was a grandson of this Robert Hardy and was born in a little cabin located on the ground where the school now stands. Grant believed his grandfather had surrendered his claim for the sum of one hundred dollars.

2. Dr. John Herbert Sangster was Head Master of the

the plans for the present building were approved and accepted.

The Normal School section of the building was erected during the autumn of 1874 and the spring of 1875 and was ready for occupation in the latter part of September[1]. The official opening took place on October 22 and was a ceremony of unusual interest, not only to the citizens of Ottawa, but also to the people of the whole of Ontario, for on this occasion the Premier announced the immediate intention of the government to create a Department of Education, with a minister of education, a member of the Executive Government and the Legislative Assembly, at its head.[2]

Simultaneously, with the opening of the new normal school, the Council of Public Instruction approved and adopted revisions to existing regulations with respect to normal schools. The school year of two sessions was replaced by one session which was to commence on September 15 and terminate on July 15.[3] The classes were also divided into two groups which were known as the First and Second Divisions. The latter was again divided into two sections -

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1. The Normal School opened with the following staff: John A. MacCabe, Principal, John Gibson, W.R. Riddell, E.B. Cope, Hector McKay, W.G. Workman and W.C. Foster.

2. Ryerson had repeatly urged the government to appoint a minister of education, but for some reason it had not been done.

3. This system lasted for three years, until 1878, when two sessions (August 15 to December 22 and January 8 to June 20) were held annually, and only Second Class certificates were awarded.

Senior and Junior. Successful candidates of the First Division were awarded First Class certificates and successful candidates of the Second Division were given Second Class A and Second Class B certificates respectively.

This segregation into divisions and sections was determined as follows: The Junior Section was made up of students who had passed the Normal School entrance examinations, whereas a candidate for the Senior Section had to hold a Second Class B certificate, or to have obtained a grade B certificate granted by a county board and have passed the Normal School examinations prescribed in Arithmetic, Algebra, and Natural Philosophy. Provision was also made for those who had passed the entrance examinations for the Senior Section to become candidates for that section. The First Division was composed of students who had passed through the Second Division and had obtained a grade A Second Class certificate. Those who held a Second Class certificate issued by the County Council of Public Instruction were obliged to pass an examination in Natural Philosophy, Algebra and Euclid. Lastly, the minimum admission age for women was raised from sixteen to seventeen years; the age for men remained at eighteen.

In addition, since the educational system in the province had risen considerably, the standard of entrance examinations and the course of studies for the Normal School were raised, but these changes, similar to previous ones

made in the last decade, were of no major consequence.

Provision was also made to issue Third Class certificates[1], which received the name of "Permits". These were valid in the counties issued for a period of twelve months, and were issued upon two conditions. The inspector was to be personally satisfied with the qualifications of the candidate as shown by written examinations. Secondly, ~~that~~ these permits would only be awarded when there was not a sufficient number of First or Second Class teachers in the county to supply the schools.

The opening of the new Normal School at Ottawa and the newly adopted revisions to existing regulations for admittance to normal schools coincided with Ryerson's resignation as Chief Superintendent and the creation within the government of the Department of Education under Adam Crooks, as Minister of Education.[2]

Ryerson's resignation marked the termination of an illustrious career. When the Superintendent undertook his task there was only the nebulous matter of a school system; but in his thirty-two years of administration his educational Utopia was gradually realized along with the progress made in Canadian culture. The renowned educationalist knew full

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1. Consolidated School Act, 37th Victoria, Chapter XXVIII, Section 112, Clause 20; Statutes of Ontario.
2. An Act Respecting the Education Department of Ontario, Feb. 10, 1876; 39th Victoria, Chapter XVI, Statutes of Ontario.

well the value of teacher-training and at the outset tried to provide it. Consequently his initial efforts, as we have seen, were to exalt the office of the teacher. To do this two things were necessary: First, he elevated the qualifications and character of teachers; secondly, he provided better and more remuneration for teachers.

To improve the qualifications and character of the teacher two things were requisite: a school for the training of teachers, and competent boards to examine and license them. The Normal School established at Toronto in 1847 trained and could train only a small proportion of the public school teachers, but it furnished a standard of desirable qualifications for teachers and teaching, the influence of which was felt throughout the province. With the improved qualifications and character of teachers followed their better remuneration and to render this more secure, the school laws were also improved, investing trustees with larger powers. In an effort to supplement the normal school, Ryerson initiated various systems of model school training and teachers' institutes which were further modified as the conditions and the requirements of the times permitted. Contemporary with these modifications came the provision for additional normal schools. Thus it was, with Ryerson's retirement, the completion of the fabric that was so well begun, occurred.

It is largely because of Ryerson's foresight in providing teacher training that historians have attributed to him the honour of contributing more than any public man in Canada to the intellectual development of the people, and to the creation of those forces which are the most potent in forming national character and in giving an impetus to the prosperity of the whole country. Every Canadian, therefore, may be said to have a Ryerson heritage.

CHAPTER III

RYERSON'S INFLUENCE

In spite of changes, good or bad, that occurred in education in the name of progress or economy, the school system developed in the mould which had been designed by Ryerson. The newly appointed Minister of Education, Adam Crookes, at once set out to fulfil one of his predecessor's chief aims, namely, to raise the standards of the teaching profession.[1]

On September 6, 1876, Crookes obtained approval of an Order-in-Council with regard to regulations respecting holders of Third Class certificates. By these regulations the Boards of Examiners were authorized to renew Third Class certificates to continue in force until July 1, 1877, and no longer. Together with these provisions were further supplementary regulations in regard to the normal schools. In brief, these provisions regulated the preference for admission to either normal school, based on the type of certificate already held by the candidate. These supplementary regulations were thought necessary in order to increase the facilities for Third Class teachers to better qualify themselves.

The severity of this legislation was relaxed to some degree since provision was made, upon certain conditions, to

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1. Crookes had first hoped to establish a sufficient number of normal schools, but the immediate outlay of $150,000 for buildings and $40,000 for annual maintenance prohibited such a programme. Report of the Minister of Education, 1881, p. 225.

permit a Third Class certificated teacher to continue teaching. This provision was probably made because in 1878 only seventeen per cent of the teachers of the province employed in the schools had any professional training.[1]

However, in a sincere attempt to remedy this lack of professional education, the newly created Department of Education thought it necessary to set aside at least one school in each county to be a county model school[2], for the training of candidates for Third Class teachers' certificates[3]. The minimum requirements for a public school to be used as a model school were: one room in addition to those required to the Fourth Class in the public school; a principal with a First Class certificate with at least three years' teaching experience and not fewer than three assistants with at least Second Class certificates. The schools used as model schools received a government and a county grant of $150 each, and a nominal fee of $5 from each student in attendance.

At first there were two short terms each year of eight weeks each[4], Students seeking admission to the model school

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1. Tilley, J.J., Report upon County Model Schools of the Province of Ontario, Toronto, Cameron, 1908, p. 582.
2. Fifty in number were established in 1877, under Adam Crooks, Minister of Education. This number rose to fifty-six at the close of the period with an average attendance of twenty-five each.
3. An Act to amend the several Acts respecting Education, Public, High Schools and the University of Toronto, 1877; 37th and 40th Victoria, Chapter 27, Statutes of Ontario.
4. This was changed in 1893 to one term of thirteen weeks, which was subsequently increased to fifteen, then reduced to fourteen.

were required to hold at least the non-professional Third Class certificate, which might be obtained after a two year course at a high school[1]. This involved examination in reading, spelling, writing, arithmetic, grammar, geography, history, literature, composition, algebra, Euclid, drawing, bookkeeping and physics.

At the outset, the principals of these schools had cumbersome duties. The principal was engaged for the entire school day with the teaching and administrative tasks of his school. The students in training were assigned to the various rooms of the school for observation and practice teaching purposes. Direct instruction, by this method, was limited to the time before or after the regular teaching day. Accordingly, in 1882,[2] a special assistant was required to relieve the principal of his ordinary teaching duties, for at least half of each day, during the model school term. This Department of Education regulation meant that, half the day, the principal would be free to give direct instruction to the student-teachers but that he was not free to supervise their practice teaching during the afternoon period. However, with the years, the

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1. Later called the Junior Leaving Certificate. The academic standards were progressively increased to four years of high school. The certificate issued upon graduation was referred to as the Junior Teacher's Certificate. Students who had failed at the Junior Teachers' examinations, but who had obtained a certain minimum, were, during the last few years of the model school, admitted, and if successful, were awarded District Certificates, valid for two years.

2. The year 1882, also saw the appointment of G.W.Ross as inspector of model schools, who was succeeded the following year by J.J.Tilley, when Ross became Minister of Education. Consult J.J. Tilley, The County Model School, Special Report, U.S.A. Bureau of Education, 1886, p. 167-173.

principals were gradually relieved of their ordinary duties for the whole day during the model school session.[1]

The curriculum in the county model schools was essentially practical and professional in character. There was not time enough to attempt to improve the academic qualifications of the students. The course was prefaced by a brief review of the academic work required for the Third Class non-professional certificate, but the bulk of the time was spent in practical work and on pedagogical subjects of instruction. The summary of instruction given for the Second Class certificate at this time included the following: education, reading, elocution, mental arithmetic, writing, bookkeeping, chemistry, and hygiene; music, drawing, drill and calisthenics were optional[2].

For the greater part of the model school regime, the term was divided into four parts; the first, covering two weeks, was devoted to lectures on methods, illustrated by special demonstration lessons. The students began their practice teaching almost at once and for part of the day the assistants provided observation lessons in their own classrooms. The second part of the term, three weeks in duration, was devoted to practical work. The students spent half of each day in the classrooms of the model school observing and teaching and

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1. In 1885, there were twenty-six model schools in which principals were relieved during the whole day; eighteen schools in which they were relieved during half the day and eight schools in which no relief was provided. Report of the Minister of Education, 1885, p. 79.

2. Report of the Minister of Education, 1880-81, p.76.

for the remaining seven weeks, the students were put into direct contact with the regular classes in the school.

The entire curriculum of the model schools was revised in 1885 and in 1893. The course of studies now assumed an air of practicability, with more time being spent in actual teaching and less time in observation. Special attention was placed on lesson plans and methods in rural teaching. Moreover, the Department of Education at this time, in an effort to alleviate the situation, repeatly raised the academic requirements for entrance to model schools.

The examinations in connection with these schools were set by the Department of Education, but were conducted and evaluated by the County Board of Examiners,[1] which was appointed by the county council and consisted of the inspectors having jurisdiction within the county and two other persons as prescribed by the Department of Education[2]. The examinations consisted of written and practical tests; papers on the Theory of Education, Hygiene, Methods and the School Laws and Regulations were submitted by the Department of Education. Each student, in addition, was required to teach two lessons in the presence of the Board, the first prepared, the second

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1. In 1891 all members of the County Board of Examiners were to have had a minimum of three years' teaching experience. An Act Consolidating and Revising the Public Schools Act, 54th Victoria; Chapter 55, Section 145, Statutes of Ontario.

2. An Act to amend the several Acts respecting the Education Department, Public and High School, and the University of Toronto; 40th Victoria, Chapter 16, Section 17, sub-section 3, Statutes of Ontario.

impromptu. If the candidate obtained fifty per cent.of the total marks assigned for the written and practical examinations, and not less than thirty-three and a third per cent.of the marks in each subject, he was awarded a Third Class certificate valid for three years. Provision was made for the renewal of this certificate upon expiry, where the holder indicated efficiency and aptitude and had improved his academic standing. At first this certificate was valid only in the county in which it was issued but might be validated in another county when endorsed by the inspector of that county. Later, in 1881, Third Class certificates were made valid throughout the province. Provision was also made whereby a Second Class certificate could be obtained for those holding Third Class standing. One year's successful teaching, plus one session of normal school was required for a Second Class certificate and two sessions for a First Class certificate.

The purpose of the model school course was to acquaint the prospective teacher with approved methods of class instruction and to enable him to acquire skill in the art of teaching by furnishing him with opportunities for practice under the supervision and criticism of experienced teachers. The model schools were designed to meet a special situation and within the limits of their own field were effective. Moreover, they did not pretend to complete the teacher's professional training which was the function of the normal schools.

However, the limitations of the model schools were serious. The course they offered was, of necessity, a hurried one. The entrance requirements were so low that the prospective teachers were often immature and without a firm academic foundation. Consequently, the effect of the model schools upon the status of the profession was devastating. In addition, these schools were so active that they overstocked the market with poorly qualified teachers, thus lowering the status of the profession even further by arresting any upward tendency in the importance of the normal school.

Notwithstanding this one detriment to teaching in general, the county model schools performed, for thirty years, a useful service in the interests of elementary education[1]. During that time the model schools prepared more than thirty-six thousand teachers for the elementary schools. Their popularity and ready acceptance was due to the fact that they were easily accessible and relatively inexpensive. Before the time of the inauguration of these schools there were only seventeen per cent. of the teachers with any professional training.[2] It therefore seems logical to conclude that the method adopted was the best and most practical under the circumstances. It would have been impossible to impose normal school graduation as a qualification on all teachers at this time. The essential requirement at the time was to have all teachers initiated into professional training, and this the model schools accomplished.

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1. The system won awards at Philadelphia in 1886 and Chicago in 1892.
2. p. 59 ante.

Although the county model schools were a popular innovation, they were not destined to become permanent institutions since they possessed too many inherent weaknesses. The sessions were too short and the schools themselves were neither equipped nor staffed to deal adequately with new advances in education.[1] In addition, they were supplying the schools with teachers of the lowest qualifications with the result that a precarious situation came about, since only forty-one per cent of the teachers in the province had had any training other than that obtained in three months at a county model school[2].

The last twenty years of the nineteenth century spanned a period of paradox in education in Ontario. At the outset the certification of teachers was a local function which resulted in a complete lack of uniformity. A prospective teacher who had failed to secure a Third Class certificate from one Board, might possibly obtain it, or even one of a higher standard, from another Board. This lack of uniformity was later remedied

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1. This was particularly so in 1904, with the introduction of the so-called "new subjects" of nature study, art, manual training and household science into the schools. None of the schools of the province were properly equipped or staffed for the teaching of these subjects.

2. In 1897, when the model schools were at the height of their popularity, out of 9,128 public school teachers in the province 4% held First Class certificates; 37% held Second Class standing; 49% held Third Class qualifications and 10% had Temporary certificates. Report of the Minister of Education, 1907, p.17

to some extent by a regulation authorizing the Council of Public Instruction to prepare the examination papers for all certificates. Consequently, all candidates competing for the same type of certificate wrote the same examination, but uniformity was still necessary as these examinations were appraised by local Boards. The tightening grip of the Department of Education on the certification of teachers was justified by an earnest desire to raise the professional standards, but it resulted in giving easier access to the profession[1]. The extension of professional training to all teachers, by the establishment of county model schools in 1877, was designed to eliminate the untrained but it succeeded in handing over the vast majority of the schools to the half trained and the immature.[2]

The normal schools during this period occupied very subordinate positions as training agencies, and for years were criticized as inefficient and superfluous. A proof of this is that during the years of the model school an average of twelve hundred attended yearly as compared with the three hundred annual average of the normal schools. In short, only one-quarter of the Third Class teachers took further training. However, toward the end of the century the demand for normal school

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1. In 1880 the Department of Education took from the County Boards the right of reading and evaluating answers for examinations for Third Class (non-professional) certificates.

2. The average age of Third Class teachers was under nineteen. Consult J.J. Tilley, Report upon County Model Schools of the Province of Ontario, p. 583 and 584.

trained teachers with higher qualifications was gaining momentum, particularly in the urban centres. With this increased interest in teacher training the normal schools at Toronto and Ottawa lengthened their terms for Second Class certificates to five months[1], and Dr. J.A. McLellan in 1881, was appointed inspector of the normal school system.[2] Despite the adverse criticism aimed at the normal schools,[3] found in the educational writings of the period, these institutions continued to increase in popularity.[4]

This popularity resulted in a two-fold undertaking. In 1885, Training Institutes were established with the prime purpose of preparing secondary school teachers, but they also offered options towards the First Class Public School certificate which has continued to this day.[5] Secondly, a third provincial

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1. In 1878 there had been as many as three terms. Report of the Minister of Education, 1882, p. 20 and 21.
2. Report of the Minister of Education, 1880-81, p.238.
3. The Canadian Educational Monthly, No. 94, describes Normal School students as "brought to Toronto to fritter away their time."
4. In 1881, approximately twenty-six per cent of the teachers were normal school graduates; in 1900, about forty-nine per cent were graduates of the normal school. Report of the Minister of Education 1892, p.xv; 1901, p.x.
5. These Training Institutes were established at the Hamilton and Kingston Collegiates, 1885-1890. Later the Guelph, Strathroy and Owen Sound Collegiates were added in 1887-1890. Then the Training Institutes were centered in the following places: The School of Pedagogy, Toronto, 1890-1897; the Ontario Normal College, Hamilton, 1897-1900; the Faculties of Education in Toronto and Queen's Universities, 1907-1920; and at the Ontario College of Education, Toronto, 1920, to the present. Reports of the Minister of Education for these years.

normal school was opened, to a class of ninety-six student-teachers, at London in February, 1900. Dr. F.W. Merchant, who had been principal of the London Collegiate Institute became first principal and John Dearness, vice-principal. In addition, four part-time teachers, a kindergarten directress, a physical training instructor, a drawing master and a music instructor made up the original staff. This establishment did much to relieve the overcrowded conditions, which had resulted in the past few years, in an annual average of four to five hundred candidates being refused admission to qualify for Second Class certificates.[1]

Three major developments in teacher training remain in which the influence of Ryerson is noticeable to some extent. The demand for specialization in teacher training became apparent during this period, and the first upon the threshold was the kindergarten movement.[2] Kindergartens first appeared in Ontario in 1882, and three years later were made a part of the school system and were readily accepted. It was soon felt

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1. This condition was also brought about when the County Boards of Examiners were authorized to refuse renewal of Third Class certificated teachers, in anticipation that they would obtain Second Class standing. If, however, Normal School admittance was denied them, their certificates were renewed by Regulation No. 87, 1896. Reports of the Minister of Education 1899, p. xvii; 1900, p. xliii.

2. Report of the Minister of Education, 1893, p.xvii; 1895, p. xv.

that specialized training was necessary and consequently two kindergarten training schools were established, one in connection with each of the existing normal schools. Conditions for admission to the kindergarten courses,[1] besides the usual character reference, medical certificate and minimum age of eighteen, were: proof of success in the entrance examinations to normal school and ability to sing and to play the piano or organ. In addition, directors were to be holders of Assistants' certificates or Second Class certificates.

Two years' attendance at the institution and satisfactory standing at a prescribed examination were the requirements for a Director's certificate, valid for life upon good behaviour. The attendance was reduced to one year if the candidate already held an Assistant's certificate, which at the outset was obtained by serving an apprenticeship at a local kindergarten. The student assisted the director in her daily routine, received some incidental instruction, took a departmental examination at the end of the year and received the Assistant's certificate valid for a one year period. Such teachers were qualified only

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1. The Assistant's course consisted of: I. Kindergarten gifts: symbolic gifts, practical gifts, building gifts and laying gifts; II. Kindergarten occupations: sewing, drawing, art, weaving, cutting, folding and modelling; III. Songs and games; stories, nature study, methods, physical training. The Director's course comprised of: applied psychology, philosophy of Froebel, kindergarten gifts, industrial occupations and arts, Mother Play, history of education, child study and methods.

for kindergarten teaching and not for primary school teaching.[1]

To permit public school teachers to transfer to this newer branch of the work, holders of teacher's certificates, with one year's successful experience, were permitted to qualify for Director's certificates by attending the Training School for one year. Unfortunately, few transferred because the salaries in kindergartens were usually lower and consequently, kindergarten preparation languished until the introduction of the Kindergarten-Primary course in the Normal School much later.[2] Other subjects of specialization such as agriculture, drawing, music, domestic science, and manual training were introduced towards the end of the century, but were not yet of sufficient importance to demand special teacher preparation.

Another subsidiary means of teacher training was afforded by the importance placed on teachers' institutes. They had existed in Ryerson's time, but in a more or less unorganized manner. The regulations in 1877, recognized teachers'

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1. Regulations for Kindergarten Training Schools, 1885, p. 128; also Report of the Minister of Education, 1887, p. xxvi.

2. A course for training kindergarten-primary teachers was organized in 1914 and was supplemented in 1934 to form the Primary Specialist course, preparing teachers for work in junior and senior kindergartens and in grades one and two. Admission requirements to this course demanded a First Class certificate or an approved university degree with ability in music. Report of the Minister of Education, 1915, p. 48; also Syllabus of Courses and Regulations for Kindergarten-Primary Courses, Department of Education Circular No. 25, 1914-15.

institutes as part of the educational system, but in the immediate years, they continued their more or less dormant existence. However, in 1884, the Department of Education appointed J.A. McLellan as Director of Teachers' Institutes. He was to visit every institute in the province and deliver lectures both to the teachers and the public to explain the necessity and importance of the institutes[1]. This method proved beneficial, but with the years lagged; however, with the establishment of the additional normal schools in 1908, it was again brought to the foreground.[2] One of the duties of the masters of the normal schools was to attend teachers' institutes and to deliver lectures. The masters were required to submit to the secretary of each institute, three topics, upon which they were prepared to speak. Whenever, an institute desired a special topic the Department of Education notified the normal school master to this effect and he presented his lecture when called. The advantages of this system were obvious since it brought the normal school to the teacher who had not experienced the benefits of professional training. However, the institutes did not supplant the normal schools, nor were they intended to, but only supplemented them in a small way. As the normal schools became increasingly popular the need for teachers' institutes languished and gradually tended to disappear.

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1. Report of the Minister of Education, 1885, p. 94.
2. p. 77 post.

A further innovation in teacher training was the inauguration of summer schools. A special summer session for teachers was established in Arts at Queen's University as early as 1888. Since subject specialization was rapidly approaching, the summer schools afforded an excellent means of offering these new branches of study. In the summer of 1902 summer courses in Agriculture, Drawing and Music, were inaugurated at Toronto. In 1903, these subjects were offered in the London and Ottawa Normal Schools as well. The following year they were also extended to Chatham, Cobourg and Kingston. However, in 1905, all summer school courses were restricted to normal schools with the exception of the agricultural and horticultural courses offered at the McDonald Institute in Guelph. The usual admission requirement for these courses was the Second Class certificate. During the immediate succeeding years the courses in Manual Training and Household Science had become sufficiently popular to hold class for a full year. As a rule the graduates of the normal schools, after completing a full term, received a Permanent Elementary certificate in the particular subject of specialization, whereas the graduates of the Ontario Normal College and the Faculties of Education, received a Specialist's certificate.[1]

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1. p. 67 ante.

In 1909, a summer course in Agriculture was instituted running through May and June, which led to the Permanent Elementary certificate. In 1910, the first summer course was given in Manual Training or, as it was termed then, Industrial Arts. Between 1909 and 1913, the same type of summer course, lasting through May and June, was also given in Household Science and Art. However, in July, 1913, the summer school period was definitely changed to accomodate teachers after their school year had ended. As the new period was in time only one-half of the earlier course, two summer courses were now required to obtain the Permanent Elementary certificate. In 1914, Permanent Elementary certificates in special subjects, were no longer granted; the Interim certificate was substituted and for the Permanent Elementary certificate the applicant was required to hold a permanent teacher's certificate and to have oompleted two years' experience in the special subject, subsequent to the date of the Interim Elementary certificate.

Summer schools were also thought to be an excellent means of providing a brief period for training teachers for the poorer schools in the newer and backward districts of the province, where there was a dearth of trained teachers. This type of summer school was first instituted in 1907 at Ottawa, Sharbot Lake, Bracebridge, Sturgeon Falls, Gore Bay and Port Arthur. The course, extending some five weeks, was similar,

in all respects, to the model schools. The candidates were divided into two sections. In the first group were those who had at least model school entrance qualification, those who had been teaching on a temporary certificate, and those who had attended a former summer course but had not model school entrance standing. By passing the final examination, the students received a District certificate, valid for one year in schools that were unable to secure better qualified teachers. In the second group were placed those students who had previously attended a model school and had been awarded a Limited Class certificate, and those who had attended a summer course and had model school entrance requirements. The successful candidates of the second section were awarded Limited Third Class certificates valid for five years, under the same conditions as those graduated from the model schools.

The summer schools in teacher training were, like other teacher training institutes established in times of teacher shortages, only a temporary expedient. Among other things, there were no facilities for observation and practice teaching and the period of five weeks was altogether too short to give the students anything but the mere elements of professional training.

Another development in teacher training, that may be mentioned, was the establishment of District Model Schools in 1896. These schools were primarily established to supply

the less thickly-settled northern parts of the province with teachers. Six schools, one each at Mattawa, Burk's Falls, North Bay, Sault Ste. Marie, Gore Bay and Rat Portage were set up as teacher training institutes for the districts of Nipissing, Parry Sound and Algoma. These model schools for the unorganized districts were largely left to themselves, without too much central control. The students usually wrote the Public School Leaving Examinations and qualified for Third Class certificates. In this way, these remote settlements were insured of their own teacher supply.

The first decade of the twentieth century effected many adjustments, due to cultural and technical advances, which had to be made in the educational provisions established in the preceding years. Under the guidance of Dr.John Seath, Superintendent of Education and Dr. R.A. Pyne, Minister of Education, the Ontario teacher emerged a more important figure than ever before, because he was better trained, better paid, and more active in the administration and instruction of the schools.

In teacher training two major reforms, long advocated by Ryerson, were effected: the discontinuance of the model schools,[1] and the establishment of higher standards for entrance

1. J.J.Tilley, Inspector of Model Schools, recommended the discontinuance when he reported: "... looking into the matter solely in the public interest, there seems but one conclusion possible, that this training can be given in the Normal School and that the course should extend over a school year." J.J.Tilley, Report upon County Model Schools ofthe Province of Ontario, Toronto, Cameron, 1908, p. 591.

to the normal schools, with the course being extended to one year in 1904[1]. These changes were needed for several reasons: urban centralization had reached a new high; the financial crisis was over and a new economic prosperity had swept the country only to leave the teacher far behind. Consequently, within a few years there was a dearth of qualified teachers. This was particularly so in the rural areas, where the teacher was reluctant to settle[2]. The teachers in training in the normal schools were also, upon graduation, offering their services to urban centres and to the western provinces, where the remuneration was considerably better.[3]

To remedy the dilemma which had arisen, the Department of Education in 1906, announced a new policy of fixed minimum salaries, graded according to the certification of the teachers[4]. Special government grants were also given to aid rural schools to pay such salaries as would attract the normal school trained teacher. Consequently, the model schools were abolished and

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1. Report of the Minister of Education, 1904, p. 102.
2. Seventy per cent. of the rural teachers had Third Class certificates. Report of the Minister of Education, 1905, p. xliv.
3. Report of the Minister of Education, 1909, p. vi and 1911, p. x.
4. A slight improvement in teacher qualifications was noticed by 1906; 48% of the teachers held First or Second Class certificates, with 52% holding Third Class certificates. This betterment was due principally to the increase of the normal school facilities.

the task of teacher training for the entire province was shifted to the three existing normal schools, which, of course, were inadequate to perform this extra obligation. Therefore, four new normal schools were established by Robert Allen Pyne, Minister of Education.[1]

The first three of the four proposed normal schools, all of which were similar in construction, were formally opened for the 1908 term at Hamilton, Stratford and Peterborough. The original cost of these buildings has been suggested at $70,000 each, although no statistics are in evidence to support this claim. With Dr. S.A.Morgan as principal, and with a staff of nine, the Hamilton Normal School opened its doors to a capacity number of two hundred and seven students in the first term.[2] The Stratford Normal School was constructed in spacious Queen's Park, overlooking the Avon River, with W.H. Elliott as first principal. The first enrolment consisted of one hundred and fifty-seven female and twenty-seven male students and from this institution some six thousand three hundred and ninety student-teachers have since graduated.[3] The site for the Peterborough Normal School was Dixon Park, which was

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1. Report of the Minister of Education, 1908, p. xii
2. , Hamilton Normal School Information, 1951, p.4; unpublished data relative to the Hamilton Normal School.
3. Cottle, Edith M., A Short History of the Stratford Normal School unpublished article, 1945, p.7.

extended in the early thirties by the addition of the right-of-way of the old Cobourg-Chemong Lake Railway and by the purchase by the Department of Public Works of a garden site along the present O'Carrol Avenue. In 1908, Duncan Walker, at that time Inspector of Public Schools for the city of Peterborough, was appointed principal. The student enrolment for the initial term was 159, which is presently the average enrolment of the institution.[1]

The last of the four normal schools was founded in Northern Ontario at North Bay in 1909, under the principalship of A.C. Casselman. At the outset the attendance was relatively small; up to 1914 the average number of students was one hundred which increased in the following eight years to approximately one hundred and fifty. Between the years 1922 and 1935, the characteristic normal school expansion was also felt in North Bay, and the average student enrolment rose to between two hundred and three hundred students. However, in 1937, the attendance began to dwindle until, in the years from 1941 to 1945, the attendance was only fifty; since this time it has shown a slow encouraging increase. During the years of operation the normal school graduated a total of six thousand five hundred teachers for the northern districts.[2]

Consequently, by the first decade of the new century, with the place of the normal schools firmly rooted in the

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1. , Peterborough Normal School Year Book, 1950, p. 38,39.

2. Morgan, Grace, Beneath the Dome, article in the North Bay Normal School Year Book, 1951.

province as teacher training centres[1], most of the Utopian features which Ryerson had earlier entertained were visualized. Ryerson had expressed his desire to gradually abolish Third Class certificates and raise the standards of the profession, but in so doing he was also cautious to guarantee a sufficient teacher supply throughout the entire province. This was also characteristic in the post Ryerson period and was accomplished by providing county and district model schools. Again, it was Ryerson who first inaugurated Teachers' Institutes in order to bring professional training to those unable to take advantage of it in the larger centres. Teachers' Institutes continued to play an important role even in the earlier twentieth century and were later modified to become readily acceptable as summer schools. Furthermore, when it was deemed advisable, for obvious reasons, to discontinue the model schools and to gradually raise the normal school entrance requirements it was done in accordance with the former Chief Superintendent's earlier wishes.

With the close of the period several of Ryerson's embryonic ideas were attained. The educational system of the province was largely centralized. The Department of

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1. In 1909-10, there were 1,163 teachers trained in the seven normal schools of the province.

Education provides, equips and maintains the normal schools, appoints and pays the personnel, prescribes the curriculum, authorizes the textbooks, sets and evaluates the examinations[1], certificates the graduates and inspects the schools through its own officer, the Director of Professional Training. It also determines the eligibility of the candidates for admission, which is uniform throughout, and the duration of courses. In addition, the curriculum is now largely professional, with meticulous attention paid to observation, practice and continuous teaching.

All these were Ryerson's objectives; some were attained during his regime, but the majority, because of the cultural and economic aspects of the time, had to be brought about at a later date. However, the debt to Ryerson in teacher training is a tremendous one and must be acknowledged in the chronicles of the history of the province.

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1. This practice is presently being discontinued; p. 118 post.

CHAPTER IV

MODIFICATIONS IN ELEMENTARY TEACHER TRAINING

From this time forth the story of elementary teacher training in Ontario is concerned with the rise and decline of the model schools, the growth of the normal schools and the modifications in entrance requirements to these institutions. With the founding of the normal school system in 1908[1], no major changes were to take place in future years in the teacher training programme. Ontario now appeared to be well established in providing professional training for her prospective teachers.

However, with the opening of the new normal schools, one characteristic was common to all: more applicants sought admission than could be accomodated.[2] Furthermore, not all the rural sections, even with the additional grants, were able to pay salaries sufficient to attract normal school graduates. The Department of Education therefore found it expedient to establish a few provincial county model schools throughout the province.[3] Five such institutions were opened

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1. An Act to Amend the Department of Education Act; 8th Edward VII, Statutes of Ontario.
2. Report of the Minister of Education, 1908, p. xii.
3. In addition, the model schools in the unsurveyed territories of the North were allowed to continue operation. The model schools in conjunction with the normal schools at Toronto and Ottawa were also permitted to continue until 1940 and 1941 respectively, when the buildings were taken over for war purposes. Facilities for practice teaching were provided for by the local elementary schools, as was done in the other normal school centres.

in 1908 as a result, one at each of the following centres: Cornwall, Durham, Kingston, Lindsay and Renfrew, with an average attendance of forty-one students per school. Within the next three years, the number of these model schools had increased to thirteen, with an average attendance of thirty-four in each school.[1]

Upon the completion of a term of seventeen weeks, from the middle of August to the middle of December,[2] the Department of Education issued to successful candidates Limited Third Class certificates valid for five years, and District certificates, valid for two years, to those who had failed the academic courses but had passed in practice teaching. Candidates for admission, were required to have either the District Examination Certificate or to have passed the model school or normal school entrance examination, for which a two year high school course was necessary. The curriculum was similar in content to that of the old county model schools, but was more specifically prescribed. Some of the examinations were set by the Department of Education, while others

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1. The following District Model Schools were also established at Madoc, Orilla, Guelph, Bracebridge, Sault Ste. Marie, Chatham, North Bay and Port Arthur; others were proposed at Kenora, Parry Sound and Minden but closed because of the lack of applicants. Regulations for Provincial Model Schools, Department of Education Circular No. 4, 1908. See also J.George Hodgins, The Establishment of Schools and Colleges of Ontario, 1792-1910, Toronto, King's Printer, 1910, Vol.III p.212.

2. Commonly termed Autumn Model Schools.

were set by the principal. However, all examinations were evaluated at the model schools and the results forwarded to the Department of Education. It was not possible, however, for a school board to engage a teacher who had only the Limited Third Class certificate, unless after advertising the position at a reasonable salary, it was unable to secure a teacher holding a Second Class certificate.[1] The purpose of this regulation, of course, was to encourage teachers to better qualify themselves. In general, the Provincial Model Schools provided better training than the County Model Schools, since they were under the direct control and support of the central authority.[2] However, with the gaining popularity of the normal school, the model schools commenced to decrease, and having served their purpose, were discontinued in 1926, after nearly fifty years of providing Third Class teacher training.[3]

In addition to the Provincial Model Schools, the Department of Education established English-French Model Schools at centres where French was the predominant language.[4]

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1. Syllabus of Regulations and Courses for the Autumn Model Schools of Ontario, Department of Education Circular No.4 1914.

2. Further proof of the value of these Provincial Model Schools is the fact that they, during the first five years, reduced the number of rural Third Class certificated teachers from 3,499 to 1,491, while the number with Second Class certificates increased from 1,482 to 2,784. Consult J.J.Tilley, Report Relative to the Training of Teachers and other Matters, Toronto, King's Printer, 1914, p.9.

3. Report of the Minister of Education, 1926,p.66.

4. In addition to these regular classes, English-French summer schools were inaugurated in 1910 at Ottawa and Sturgeon Falls. These courses were founded principally for the teachers of these schools whose certificates had expired or for teachers from the province of Quebec who were acceptable to an Ontario inspector. Regulations and Courses for the English-French Model Schools, Department of Education Circular No.31, 1910.

These schools grew out of an experiment begun in 1897, in the teaching of English to French-speaking pupils, conducted by the Department of Education at the Plantagenet High School.[1] The experiment proved so successful that similar schools were established in 1910 at Sturgeon Falls and in subsequent years at Vankleek Hill, Sandwich and Embrum. These schools were staffed, equipped and supported entirely by the Department of Education.

The conditions of admission were the same as were required for entrance to the other model schools, but the course of study included, in addition to that of the other schools, instruction in methods of teaching English to French children. These schools usually made provision for the Lower and Middle School academic courses as well as for the professional course, which was of longer duration than in the other model schools, and included a review of the public school courses from the standpoint of pedagogy and academic instruction. Successful candidates were awarded Third Class certificates valid for three years in schools attended by French-speaking pupils and in which French was the subject of instruction with the consent of the Minister of Education.

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1. In 1907, the Model School was transferred from Plantagenet to Ottawa.

Although these schools accomplished the purpose they set out to do, they also proved to be a temporary expedient. From their beginning there was a marked inflection of improvement on the schools attended by French-speaking pupils. Because of this, the Minister of Education, in October, 1925, appointed a committee to investigate the conditions of the schools of the province attended by French-speaking pupils.[1] In October, 1927, this committee sent its findings to G.H. Ferguson, Minister of Education. This report suggested that steps should be taken to better the certification of the teachers in the bilingual schools. As a consequence, the University of Ottawa Normal School was organized as a provincial normal school to prepare teachers for the schools in which French was a subject of instruction and communication.

Under its present principal, Reverend René Lamoureux, and with two additional masters, Roger St. Denis and Edward J.Watson, presently on the teaching staff, the University of Ottawa Normal School opened to a class of twenty-two candidates persuing the Second Class course.[2] At present the school prepares teachers for both First and Second Class

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1. This committee was composed of Dr. F.W. Merchant, Chief Director of Education, His Honour Judge Scott and Louis Côté, Esq.
2. Report of the Minister of Education, 1927, p. 19.

certificates. The University Normal School has played a paramount role in teacher training in the province and it was because of the successful work of this institution that the French-English model schools were gradually rendered unnecessary with the result that they were discontinued in 1935.[1]

Meanwhile, in 1915, after the introduction of the additional normal schools, regulations were revised under the newly appointed inspector F.W. Merchant. In the early stages of professional training, up to the inauguration of the county model school system in 1877, normal schools were attended by those who in most cases held Third Class certificates with teaching experience. For the most part this normal school course led to a Second Class certificate valid for life on good behaviour.[2] However, provision was made for the granting of Third Class certificates to those who had failed to qualify for the Second Class certificate, but these were comparatively few in number. First Class certificates might also be obtained from the same normal school course by those who had the higher academic standing, that is, the old Senior Leaving certificate.[3] After 1877, and for nearly

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1. p.94 post.
2. Special permission was given to the North Bay Normal School in 1909, to train Third Class teachers as well as Second Class teachers. This practice ceased in 1919.
3. The Senior Leaving certificate corresponded roughly to the present Honour Secondary Graduation Diploma. The difference between a First and Second Class certificate was essentially an academic one.

thirty years, the qualifications for admission were the possession of a Second Class certificate, later called the Junior Leaving certificate, a session at a county model school and one year's teaching experience. Since by the turn of the century the requirements were rather high, it is not surprising that the graduates were of a high caliber. Consequently, because of this, the normal school and the graduates of these institutions were constantly in demand.

In 1904, the long-standing practice of holding two sessions of the normal school came to an end, and one session extending from September to June became the rule. With the establishment of the new normal schools in 1908, came the issuance of both Interim and Permanent certificates. In the normal schools there were two grades of students, A and B. Grade A students, candidates for Second Class certificates, were those who had previously attended a model school, having secured a Limited Third Class certificate and had taught previously for at least one year or six months under the supervision of the inspector of a city where there was a model school. Grade B students were all others who had not fulfilled these requirements but had secured normal school entrance qualifications. The students termed Grade A, were released from the normal schools in April instead of June, and were given the privilege of taking a course in Agriculture at Guelph until the end of June. In 1912,

this privilege was extended to include a Household Science course held at the University of Toronto. The others, Grade B students, were required to hold Junior or Senior teachers' academic qualifications, or to have passed the examinations for entrance to the normal school. They were required to remain until June and on passing the final examinations,[1] received Interim Second Class certificates. The interim certificates became permanent after two years' successful experience and on the recommendation of the local inspector.

Methods of instruction in the Normal Schools also changed at this time. The lecturing of large classes came to an end; the school was divided into forms, and additional teachers were appointed.[2] In summing up this change in instruction, Inspector Merchant wrote:

> The theory is ... that every Normal School master's lesson should be a model of method in presentation as well as a type of the proper selection of subject matter.3

The system of certification, outlined above, prevailed until September, 1917 when Permanent Second Class certificates ceased to be obtained directly from a normal

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1. The examinations in both divisions were divided into three groups as follows: I. Professional subjects: science of education, history of education, school organization and management. II. Academic and professional subjects: arithmetic, algebra, geometry, literature, grammar, history, composition, geography, science, nature study and agriculture. III. Academic and professional subjects: art, music, reading, spelling, manual training, household science, physical training, writing, bookkeeping and hygiene.

2. Before 1907 the whole school was taken together in one class and received lectures. These new classes had from forty to fifty pupils in each.

3. Report of the Minister of Education, 1915, p.27.

school by experienced teachers who held Third Class certificates. From 1917 on, the course ended for all in June; there was no longer any shorter course ending in April. Consequently, from 1917, for Permanent Second Class certificates the general requirement prevailed: two years' successful teaching experience subsequent to the date of the interim certificate, subject to the recommendation of the local inspector.

By the year 1920, the normal school was accepted as the citadel of education and Dr. S.A. Morgan was appointed Director of Professional Training. In the same year, the First Class course was re-introduced,in addition to the Second Class course, in certain of the larger Normal Schools; Hamilton, London, and Toronto.[1] Within the immediate years the First Class course was introduced in all the normal schools of the province. These First Class certificates were interim in character and made permanent on the completion of two years' successful teaching, together with certain additional academic qualifications.

A most satisfactory contribution was made the following year towards the high ideal set by the educators of Ontario half a century ago, that no person should be entrusted with the care of a school without some measure of

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1. This was done when the two Faculties of Education at Kingston and Toronto were abolished and replaced by the Ontario College of Education.

professional training. This attainment was particularly noted in 1922 when it was reported that there were 11,500 teachers holding First and Second Class certificates and 1,100 Third Class teachers as compared with 4,600 First and Second Class and 3,500 Third Class teachers in 1907.[1]

Within the next few years the qualifications of teachers advanced considerably; the teaching profession was becoming more attractive to the right kind of individual; and the remuneration was correspondingly increasing. In short, the vocation of a teacher was rapidly coming into its own. However, partly because of this, the immediately succeeding years saw unprecedented increases in the number of students enrolled in the provincial normal schools which resulted in a large surplus of teachers in 1925. This surplus of professionally qualified teachers led the Minister of Education to discontinue the model schools for the training of Third Class teachers. It was in 1877,that such schools were founded, and in spite of their limitations, they undoubtedly served a useful purpose by proclaiming the

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1. Report of the Minister of Education, 1922, p. 97.

need of some degree of professional training for all teachers. When the model schools were established there were 250, 1,304 and 3,926 First, Second and Third Class teachers respectively in the provincial schools; however, by 1915 these figures read 1,810, 11,900 and 346 First, Second and Third Class respectively in the elementary schools.[1] These statistics not only show the great advance made in the standing of elementary teachers of Ontario since the time when model schools were established, but indicate that the time had arrived for the next forward step in teacher training.

The above systems were not modified to any great extent for the next few years. However, in September, 1927, the new Normal School Regulations, because of the ever-increasing enrolments, required a two-year professional course for a permanent elementary school teacher's certificate. The second year was added, not to follow immediately upon the first, but to come after an interval of practical experience of not less than two nor more than four years. It was not until the early thirties that any appreciable increase was noticed in the enrolment of the normal schools. However, for the past few years there had been a progressive improvement in the academic standing of the candidates

1. Report of the Minister of Education, 1926, p. 68.

admitted to the normal schools.[1] This new period saw the first second-year normal school course in accordance with the Departmental Regulations regarding teachers-in-service who attended any of the provincial normal schools in 1927-28, or in subsequent years. The first class was opened at the Toronto Normal School in September, 1930, but since the attendance at that time was optional, a large enrolment was not expected and only sixteen presented themselves for the course. However, with the 1933-34 session the second-year normal school course was obligatory, but it was of short duration and with the following term, the course was reduced to the customary one year period.[2] To compensate for the second term, credit in five university subjects or their equivalent, and a summer course in educational methods was granted to the successful candidates.

Because of the large surplus of elementary teachers the academic qualifications for admission to the normal schools were raised at the beginning of the 1935-36 session. This regulation resulted in a decrease in the attendance

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1. In 1926, of the total normal school enrolment, 30.9 per cent of those admitted held Upper School standing. In 1927, this was increased to 41.3 per cent; in 1928 this was raised to 45.7 per cent; in 1929 to 48.1 per cent and in 1930 to 49.2 percent. Report of the Minister of Education, 1930, p. 22.

2. During the operation of the two-year normal course, 968 teachers had the benefit of the professional advantages accruing from the longer term.

of teachers-in-training by more than twenty per cent.[1] This provision guaranteed, to some extent, positions for former graduates and afforded an opportunity to enforce higher standards for the profession. Together with these changes, no interim certificates lower than First Class were to be issued in the province, except to graduates of the University of Ottawa Normal School, where it was felt the need for this practice would have to be continued for some time.[2] In addition new regulations were set up for Permanent First Class teaching certificates. These requirements were: three years' successful teaching, certified by an inspector; the completion of an additional year of university work towards a degree, the subjects to be approved by the Department of Education; or two approved summer courses in lieu of two university subjects, and the completion of a further summer course in professional training. Other minor changes were also enacted this same year. A medical examination conducted by doctors appointed by the Department of Education in co-operation with the Department of Health became obligatory in 1935 for each

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1. Report of the Minister of Education, 1935, p.20.
2. Provision for raising the academic requirements of the University of Ottawa Normal School to equal those of the other provincial normal schools has been made in 1952. Department of Education Circular No. 611, 1952; p.116 post.

student admitted to the course in teacher training. A system of passing the better students on the basis of term records was also introduced.

The statistics of the normal school during the late thirties showed an alarming decrease in enrolment. The one exception was the University of Ottawa Normal School which had made rapid gains and had an average attendance of over two hundred student-teachers. The University of Ottawa Normal School was responsible for raising the percentage of the First and Second Class teacher certificates in the English-French elementary school from twenty-five to seventy-nine per cent. within a decade.[1] The contribution the Ottawa University Normal School made to the elementary schools of the province caused the Minister of Education to report that:

> . . . the standard of work (in the University Normal School) is on a par with that in the other Normal Schools. So excellent is the command of English possessed by the students that the casual visitor would find it difficult to distinguish the classroom work in English from that of the other Normal Schools. 2

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1. In 1929, 25.11 per cent. of the teachers in these schools had First or Second Class certificates; in 1937, the percentages rose to 79.46 and 86.24 respectively. By the year 1939, when it was reported that 91.43 per cent. of the teachers were First and Second Class, these schools were comparable to any in the province with regard to the ratio of professionally qualified teachers.

2. Report of the Minister of Education, 1936, p.26.

Another major change was made relative to the methods of instruction given in the normal schools. Up to 1936, the plan for practice teaching was the "single lesson" system. Each student was assigned one weekly lesson to be taught in the practice schools. Towards the end of the term each student was required to take complete charge of a classroom for a half day. This plan did not afford the student-teachers any opportunity to teach a series of lessons in succession or to become acquainted with the administrative duties of the regular teacher. In the new plan adopted at the beginning of the 1936-37 term, the students were first given the opportunity of teaching from six to eight lessons each, in order to familiarize themselves with the application of the essential principles of teaching. After this preliminary training, the whole student body was divided into four sections; each section, in succession, was then sent for a week at a time in groups of two or three to the classrooms of the practice schools. During the first day the students merely observed the work of the class; during the second day each teacher taught a minimum of one lesson ; for the third and succeeding days the number of lessons was increased, until towards the close of the week each teacher took complete charge of the room. This section of student

teachers spent the next three weeks in the normal school; meanwhile, the other three sections, in succession, went out to the schools for practice teaching. In the fourth week the first section went out again to the practice schools and the rotation was continued until the end of the term. As a result of the new plan each student had four to five weeks of continuous teaching, one of which had to be in an ungraded rural school.

There was also some modification made as to examinations. In the past, students who obtained a minimum standing of sixty per cent. in their sessional work in the various subjects, including observation and practice teaching, were promoted by the Department of Education on the recommendation of the staffs. In addition, the question papers for about half of the examinations were prepared by the Department and those for the other half by the normal school masters, but all examinations were evaluated exclusively by the staffs. However, in 1937, the recommendation system prevailed, but all question papers were to be prepared by the Department of Education and marked in Toronto by committees of normal school teachers.

The importance of continuous observation and practice teaching in rural schools was stressed in the 1938-39 session when provision was made for all students to spend two weeks in rural elementary schools near their homes.

One of these weeks followed the Christmas vacations and the other the Easter holidays.

With the appointment of Dr. H.E. Amoss in 1939, as Director of Professional Training, important revisions were made in the training of the elementary school teachers of the province. For purpose of instruction and examination the number of subjects was reduced from fifteen to ten and an effort was made in the curriculum to emphasize methods applicable to all subjects of the elementary school. The success of increasing the continuous practice teaching, as reflected in the graduates of that year, made the new director provide for four full weeks of apprentice teaching; two of these weeks of continuous observation and practice teaching were spent in rural schools and two in urban classrooms. In addition, each candidate during the term taught twenty carefully prepared individual lessons,[1] and in the rural schools the student-teacher was required to take complete charge of the school for one hour.

One noticeable alteration was also made in the normal school curriculum. The course in Home Economics,

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1. For the first five lessons the student-teacher received direct help from the normal masters. The mark on practice teaching was determined by the results of the remaining fifteen lessons. In 1945, the minimum of twenty lessons was increased to twenty-three.

inaugurated in 1902, was demanded of male, as well as female teachers; on the other hand, the class in Manual Training was required of the women teachers as well as the men. The change was felt necessary since knowledge of the instruction offered in these classes had direct application in the rural schools, in which both male and female teachers were employed.

In April, 1939, a committee of kindergarten teachers was appointed by the Minister of Education to enquire into the matter of providing adequate training for kindergarten teachers. The report submitted recommended that the nursery school, kindergarten, Grade I and Grade II be recognized as one unit, to be known as the Primary School. As a consequence of this report, the Primary School Specialist course was organized in 1939 in the Toronto Normal School for the training of such teachers. The requirements for admission were proficiency in music, both vocal and piano, and a recognized university degree or a First Class teacher's certificate. In addition to the regular lectures, eight full weeks were devoted to continuous observation and practice teaching in kindergarten and primary classrooms, as well as three half days in each of the other weeks of the course. The Department of Education at this time also adopted a policy of interchanging inspectors

and normal school masters with the intention of offering the masters further experience in classroom and administrative procedures and furnishing the inspectors with the experience in training teachers.

The new plan in teacher training adopted in 1939 met with general approval. During the autumn of 1940, a questionnaire was addressed to all inspectors requesting a detailed report on the work of the recent graduates of the normal schools in their inspectorates. The overall outcome of the reports showed that the general efficiency of these teachers was appreciably above former graduates. Consequently, it was decided to adopt the new plan permanently in the normal school curriculum. The one disturbing factor in the normal schools was the shortage of some one hundred and fifty elementary teachers as a result of the Second War. As a remedial measure the former academic admission requirement to the normal schools of nine Upper School subjects was reduced to eight, in an effort to increase the enrolments in the normal schools.

The war forced another noteworthy change in teacher training. In order for teachers to participate more fully in the war effort and in conformity with the government's policy of war-time economy, the Department of Education discontinued summer school courses. During the war teachers

proceeding to Permanent First Class certificates were permitted to write three normal school papers in place of taking the summer course in education and to substitute four, six, eight or ten years of successful teacher experience in place of one, two, three or four university or special educational courses respectively.

The teacher shortage continued and despite the Department of Education's reluctance to lower admittance requirements to the normal schools, some flexibility was necessary. As a result, in 1944, seven Upper School papers were accepted for admittance to the Deferred Interim First Class teacher's certificate which would become an Interim First Class when the academic requirements would be fulfilled.

Despite the relaxation in the admittance requirements to the provincial normal schools an emergency arose from a shortage of elementary teachers. To offset this dilemma, special summer sessions, of six weeks' duration, were held in the normal schools at Toronto and London.[1] The candidates, admitted on at least full middle school standing, received

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1. In 1947, the centre at London was transferred to North Bay. This was done, since a decided majority of the enrolments had come from the northern districts.

Deferred Second Class certificates.[1] It was necessary for these candidates to take a second summer session the following year or at a January to June session of a normal school to get the Interim Second Class certificate. Upon completion of the academic requirements for the Interim First Class certificate a teacher holding the Interim Second Class certificate was granted the Interim First Class certificate upon application to the Minister of Education. Along with the foregoing modifications, the Department of Education, became aware that the efficiency of its educational system depended mainly upon the quality and training of the teachers and accordingly provided for this recognition. Consequently, in 1944, in an attempt to improve the teaching personnel in the province, it enacted the Teacher Profession Act,[2] whereby the teacher assumed his rightful position in education.

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1. In 1947, candidates desiring to enter upon this course were required, in addition to the original qualifications, to have a minimum of five months' teaching experience on a Letter of Permission. Such a letter was granted by the Department of Education to a local board of trustees which was unable to secure the services of a teacher who held a certificate valid in the elementary schools of Ontario. This permission allowed the board to employ, on an annual basis, a person who did not hold such a certificate.

2. An Act to provide for the Establishment of the Ontario Teachers' Federation, April, 1944; 8th George VI, Chapter 64, Statutes of Ontario.

Despite the Department's reluctance to lower the academic admittance requirements to the normal schools, there was no other method available whereby the schools of the province would be equipped with professionally trained personnel. The requirements for admission to the Interim First Class course in 1947 remained at eight Upper School subjects;[1] however, standing in a minimum of five Upper School subjects was accepted towards the Deferred First Class certificate.[2] Provision was also made at this time for the attainment of the Interim First Class certificate on obtaining the required academic standing.

In the following year the admission requirements for the Interim First Class certificates were lowered to a minimum of five Upper School subjects, but a stipulation was inserted which required one of these papers to be English composition or literature. Provision was also made for teachers who had previously received Deferred Interim First Class certificates during the years 1943-44, since when admitted to the normal schools they were required to have standing in at least five Grade XIII papers, to become eligible for Interim First Class

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1. Ex-service personnel having at least Grade XI and XII standing were granted, for purposes of admission to normal school, standing in one Grade XIII paper for each six months of active service. This provision is still in effect.

2. For admission to this course at the Ottawa University Normal School, candidates had to have the following qualifications: the Secondary School Graduation Diploma, Grade XIII standing in either English literature or English composition and either French literature or French composition.

certificates, subject to the condition that they held standing in at least one English paper.[1]

By mid-century another innovation was added by the Director of Professional Training, F.S. Rivers, in regards to elementary school teacher training. Special attention was given, for the first time, to the recruitment of future teachers. Committees of Selection were set up in each normal school composed of the principal as chairman, normal school staff members, the inspectoral staff of the district and representatives of the Ontario Teachers' Federation. One or more of these representatives visited the secondary schools of the province to inform the students of the potentialities of the elementary school teacher and to interview interested applicants for admission to the normal schools. Advertisements were also inserted in local newspapers to reach candidates who were no longer in the schools, but who had a desire to enter the teaching vocation. Another recruitment and selective measure put into practice was the "teacher-try-out experiment". This was a plan designed to

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1. In the case of the University of Ottawa Normal School, a second prescribed paper, French literature or French composition, was required. For the Second Class certificate, a candidate was required to have standing in Grades XI and XII in English, French, Mathematics and Social Studies.

give interested high school students an opportunity of observing and teaching elementary school pupils in the classroom. Both these measures have met with increased popularity and are currently in practice in the normal schools of the province.

As of this date, all candidates for admission to normal schools must be British subjects, of good character and able to pass the required medical examination. Those entering the First Class course must have an approved degree, or Grade XIII standing in five subjects,[1] one of which must be English literature or English composition[2]. Candidates who have Grade XI and XII standing in English, social studies, mathematics and science, (or special French for bilingual

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1. In lieu of the Grade XIII, an applicant may submit evidence of successful completion of any one of the following: (a) the Preliminary Year at McMaster University; (b) the First Year at the University of Ottawa, provided that the course includes English 1, 1a, 1b and French 1; (c) the First Year at Carleton College; (d) the Two-Year Diploma Course in Home Economics at the Ryerson Institute of Technology. Calendar of the Normal Schools, Department of Education, Circular No. 600, 1951, p. 11.

2. In the case of the University of Ottawa Normal School, one of the five subjects must be English literature or English composition and a second, must be French literature or French composition. Candidates for the Second Class course, which is also given during the regular term, must submit standing in the courses in grades XI and XII in English, special French, mathematics and social studies; p.116 post.

teachers-in-training) and who have taught on Letters of Permission for at least five months may be admitted to the first of two emergency normal school summer sessions, each of six weeks' duration. Candidates on passing the first of these summer sessions are granted Deferred Interim Second Class certificates valid for one year. Upon certification from an inspector as to their successful teaching for a minimum of six months, they are eligible to attend the second normal school session, leading to an Interim Second Class certificate.

At present all elementary teaching certificates issued by the Department of Education are interim in nature and valid for a specified period. Both the Interim First Class certificate and Interim Second Class certificate are valid for a period of five years, as well as the Primary Specialist certificate.

Interim teaching certificates are made permanent upon submission of satisfactory teaching experience, and successful completion of additional courses, approximately equal to a year of full-time university study, which may be taken extra-murally from a university or by attending the summer schools of the Department of Education. A teacher holding a Second Class certificate may gain a First Class certificate by submitting evidence of standing in the Grade XIII papers required for entrance to the First Class normal

school course.[1]

In addition, there are a large number of summer school courses in agriculture, arts and crafts, auxillary classes, health and physical training, household science, industrial arts and crafts, music and primary methods offered to teachers who desire to qualify themselves in these specialties. In general, a one-summer course leads to an elementary certificate, a two-summer course to an intermediate certificate, and a three-or four-summer course to a specialist's or supervisor's certificate.

As has been traced, the modifications in elementary teacher training were made because of the cultural advances

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1. Interim Second Class certificates are only offered at the University of Ottawa Normal school and after successful completion of two summer normal school sessions. Certificates issued after completion of the courses of the University of Ottawa Normal School are only valid in the elementary schools of the province in which French is a subject of instruction; certificates granted through the other normal schools are not valid in these schools. The Department of Education as of September 1952, discontinued the course leading to the Interim Second Class certificate in the University of Ottawa. Normal School. Memorandum re: Admission to University of Ottawa Normal School, September 1952, Department of Education Circular No. 611(a), 1951.

of the people, but they in themselves have been basic to all that was established during the Ryerson and immediate post Ryerson period. It is no wonder that no major changes occurred in the teacher training system during the first half century, for as early as 1885, James A. McLellan, Inspector of Normal Schools, reported that:

> There is not the least doubt that the system of professional training adopted by the Education Department is the soundest, most practical and most economical that has been hitherto devised by any state. 1

Therefore, it is not surprising that with the founding of the normal school teacher training scheme in 1908, there has been little change since that time in a system which Ontario educators considered so satisfactory. Thus it may be said, that the system of teacher training in Ontario, particularly up to the present mid-century, has been inherited from former days.

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1. Report of the Minister of Education, 1885, p. 76.

CHAPTER V

TENDENCIES IN TEACHER TRAINING FOR ELEMENTARY SCHOOLS

From the historical framework outlined, the teacher training system in Ontario could be said to have been established on Ryerson's educational findings. From his educational tour abroad, Ryerson adopted the teacher training programmes of Ireland, Prussia and the United States and modified them to suit the conditions of the time.[1] However, to-day, teacher training in these countries is so far removed from teacher training in Ontario that almost the only resemblance is that both graduate teachers. Started in the same source, directed toward the same end, they have followed divergent paths. In the United States, it has led to a teacher's college with a four year curriculum, two-thirds academic and one-third professional, superimposed on a six-three-three structure; in Ontario, it has resulted in a highly professional, rather rigid and quite empirical one-year course following an eight-five educational system.

The present accepted pattern of elementary teacher training in Ontario is general education through high school, followed by one year of professional training before

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1. p. 25 ante.

certification and entrance into service. As a rule, the teacher-in-service is required to attend one or more summer sessions and to pass inspection for two years before a permanent certificate is granted. However, because of a recent shortage of elementary teachers, due to the increased birth rate and the immigration policy of the federal government, certain temporary measures were necessary to offset this general pattern.[1] These provisional changes included reduced requirements for entrance to the normal schools, special summer courses, accelerated courses in the normal schools and the release of student-teachers for employment before the completion of their course.

Notwithstanding these changes, which are in sharp contrast to the expressed opinion of leading Canadian educators,[2] the general trend in the normal schools has been towards more continuous experience in practice teaching. Also noteworthy of mention is the particular interest which teachers-in-service have taken in self improvement through

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1. "Within the next ten years, enrolment in the six grades of the new elementary schools will reach a new peak. It is estimated that there will be 150,000 more pupils than are in the same grades to-day; this will require an additional 5,000 teachers". Report of the Royal Commission on Education in Ontario, Toronto, King's Printer, 1950, p.574.

2. "A period of teacher training longer than one year is a highly desirable objective". Trends in Education, 1944, A Survey of Current Educational Developments in the Nine Provinces of Canada and Newfoundland, Toronto, The Educational Policies Committee of the Canada and Newfoundland Education Association, 1944. p.32.

teachers' grade meetings and conferences, summer courses and educational literature. Moreover, in view of the newly realized importance of teacher training, more study, time and effort have recently been devoted to it than ever before, with the result that changes in the teacher training programme are presently imperative. As a consequence of this, the present tendencies in teacher education may be seen by some as being somewhat long-range.

In proposing such changes particular attention has been given to the functions and importance of the teacher. In reporting upon these factors the Hope Commission, in its report of 1950, said:

> . . . we feel that his (the teacher's) qualities should include a high standard of physical and mental health, superior intelligence, a deep and abiding religious faith, a mature and stable personality, and a willingness and ability to mingle and co-operate with his fellows . . . In addition, he should possess a general culture in order to assess the capabilities of his pupils, to understand their possibilities of development, and to select the proper means of stimulating their growth 1

The major proposed changes, advocated by the leading educational bodies of the province of Ontario, follow from this recommendation and are concerned with the recruitment and selection of student teachers, the duration of pre-service training, the methods to be used in the training of teachers and the need for continuing professional

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1. Report of the Royal Commission on Education in Ontario, Toronto, King's Printer, 1950, p.564.

training through the education of teachers in service. In view of the present shortage of elementary school teachers it would appear that this four-fold plan would have to be attained through a short-term, as well as a long term policy. Furthermore, it also appears, that there is no tendency to lower the entrance requirements to normal schools, as put forth in the Report on an Emergency Training Scheme for Teachers for the Public and Separate Schools of Ontario[1], which reads in part:

> . . . we must state that any lowering of qualifications for entrance to the teaching profession is contrary to our convictions . . . .

Despite the immediate shortage of elementary teachers, it appears that the elementary teacher training programme will eventually be a two year course to be taken in consecutive years which will be preceded by the Secondary School Honour Graduation Diploma and lead to an Interim Elementary School Teacher's certificate. This would be made permanent upon the completion of additional academic courses and certification as to successful teaching experience. However, such a programme cannot be immediately put into practice because of the current shortage of elementary school teachers. Therefore an alternative programme had to be devised in 1952 as a temporary expedient.

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1. Report of the Royal Commission on Education in Ontario, Toronto, King's Printer, 1950, p. 600-610.

To offset the general impression that teacher qualifications have been drastically reduced in the past few years, it may be well to examine the normal school statistics for the past year. In September, 1951, there were 1,628 prospective teachers enrolled in the eight normal schools of the province. Of these, 1,460 were candidates for the Interim First Class certificate, while 128 were registered in the Interim Second Class course at the University of Ottawa Normal School and 40 were entered upon the Primary Specialist course offered at Toronto. If examination is made of the qualifications of these student-teachers it is found that sixty-four per cent. of the students enrolled in the First Class course held standing in eight or more Grade XIII papers, or had qualifications equal or superior to such standing[1]; the remaining thirty-six per cent. held standing in five, six or seven Grade XIII papers. Students enrolled for the Second Class certificate had Middle School standing, whereas students registered in the Primary Specialist course entered with either a university degree or a First Class certificate. From an analysis of the above data it can be seen that the Minister of Education is in full agreement with the various educational bodies, in that the requirements

1. This group included sixty-three graduates of recognized universities.

for entrance to normal school have not been decreased to any marked extent.

Notwithstanding this trend, the Department of Education, in 1952, did find it advisable to inaugurate a terminal course to meet the present acute conditions. Consequently, a number of changes in organization in teacher training have been proposed, some of which are to be effective immediately while others come into existence in September, 1953.

Two purposes underlie the reorganization, first increasing the supply of teachers, and secondly, improving teacher training. The emergency summer courses inaugurated in 1944 and currently held at Toronto and North Bay for uncertificated teachers employed on Letters of Permission, will be discontinued after the summer of 1953.[1] In lieu of this summer course, the Department of Education took an immediate step in an effort to make more teachers available for the public and separate schools. A pre-Teachers'-College summer course was established July 2 to August 12, 1952 for graduates from Grade XII of the general course of the secondary schools. Other requirements stipulated that the candidates had to be seventeen years old before September, 1952, pass the Normal School Committee of Selection and be

1. The Emergency Teacher Training Course was unsatisfactory in that it gave a basic certificate without a full continuous year of professional training.

medically fit.[1] Successful candidates of the course will receive temporary teacher certificates valid in the elementary schools of the province for one year. Holders of these certificates will then return, provided they have successively taught a minimum of six months, for a second summer course in 1953 to qualify for the renewal of their certificates for another year. On the completion of the two summer courses and two years of successful teaching, (two periods of six months would be the minimum) they will be eligible for admission to the one-year course leading to an Interim First Class certificate at a Teachers' College.[2]

Unlike the Emergency Training Course of 1944, which tried to give the student-teachers in capsule form the whole year of the normal school, the curriculum of this first course of the new programme has been limited to six subjects: school management, principles of teaching, English, social studies, arithmetic, and primary reading. Although the results of the new plan cannot be appraised as yet, great confidence has been expressed by the authorities in the new system since it will attract a greater number of teacher trainees because of the lower admission requirements

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1. The pre-Teachers'-College summer course was offered at the Bloor Collegiate Institute to an over capacity enrolment of 507 student-teachers, of whom 75% have been employed as of July 25, 1952.

2. Memorandum for Principals of Secondary Schools, Re: Changes in Training Courses for Elementary School Teachers, Department of Education Circular No.608a, 1952; also, Memorandum Re: Pre-Teachers'-College Summer Course, First Year, 1952.

and the "earn-while-you-learn" aspect of the course.

At the same time provision for a two-year course, leading to an Interim First Class certificate has been established to which applicants holding the Secondary School Graduation Diploma, (Grade XII) will be admitted. When these courses begin in September,1953, the name Normal School will be changed to Teachers' College, which it is felt is more descriptive of the institution. Furthermore, it is hoped that the universities will extend credit, equal to the present credit extended for Grade XIII standing, to graduates of the two-year normal course.[1]

Under the proposed plan, effective September, 1953, the academic requirements for admission to the one-year course leading to an Interim First Class certificate have been raised from standing in five Grade XIII subjects, including one English paper, to standing in eight Grade XIII papers, including either English literature or composition. In the case of the University of Ottawa Normal School, one of the papers must be either English literature or composition and a second must be either French literature or composition. In addition, each applicant must be interviewed by a representative of a Normal School Committee of Selection and approved by it as well as passing the required physical examination.

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1. No university standing will be granted for the First Class Teacher's certificate obtained through the summer courses and one year normal school training. H.E. Elbourne, Inspector of Normal Schools, Ontario Department of Education.

A new provision with respect to making the Interim First Class certificate permanent was also legislated in 1952. The holder of such a certificate may substitute standing in three Upper School (Grade XIII) papers, in excess of five Upper School papers required for entrance to Normal School, for one of the Departmental summer courses or university courses required for a Permanent First Class certificate, or may substitute an excess of six papers for two Departmental summer courses.[1] Another forward step in teacher training was also made in 1952 with respect to a programme designed to raise the academic requirements for admission to the University of Ottawa Normal School. The admission requirements for the Deferred Interim First Class and Interim First Class remained the same as previously set up[2], but the course leading to the Interim Second Class certificate was discontinued as of August 31, 1952.[3,5] Provision was also made for holders of Deferred Interim First Class certificates to obtain Interim First Class certificates upon submitting evidence that the current requirements for the admission to the course leading to the advanced certificate had been fulfilled.[4]

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1. Memorandum Respecting Higher and Permanent Teaching Certificates, Department of Education Circular No. 614, 1952.
2. Memorandum Re: Admission to Normal Schools in September 1952, Department of Education Circular No. 611, September 1951.
3. The authorities of the University Normal School had repeatedly urged this change during the past years, but for some reason no revision was made until this time.
4. Memorandum Re: Admission to the University of Ottawa Normal School, Department of Education Circular No.611(a), September 195
5. Provision has been extended to the University of Ottawa Normal School to continue, for the 1952-53 term, to grant Interim Second Class certificates. During this term this institution will issue the following certificates: the Deferred Interim First Class, the Interim First Class, and the Interim Second Class. Memorandum Re: Admission to the University of Ottawa Normal School, Department of Education, Circular No. 611(aa). July 15. 1952.

With respect to the curriculum presently followed in the normal schools, it may be said that they are contemporary descendants of courses prepared many years ago, when the idea of professional training began to take firm hold. With the introduction of the normal school the courses of study have always been of necessity, centered around such topics as: introduction to education, educational administration and the school system, educational psychology, subject methodology and practice teaching. These subjects were modified to some extent when the schools shifted from subject centered institutions to child centered ones, but in the main, the curriculum remained much the same. However, small modifications are made from year to year at the suggestion of the principals and members of the staffs of the normal schools and at the discretion of the Department of Education.[1] However the general trend in teacher training towards more extended periods of practice in classroom situations was reflected in the provisions for 1951 of the provincial normal schools for eight weeks of directed observation and continuous practice teaching. At the present time two students are assigned to each practice classroom and five of the weeks are spent in urban and three of the weeks in rural schools. These full weeks of observation and practice teaching are preceded by a series of five single lessons presented by each student at different grade

1. One such change occurred in 1951 when it was thought advisable to double the time allotted to psychology.

levels early in the autumn term to serve as an introduction to the planning and presentation of lesson units. Another recent change is in the decentralization, to some degree, in the curriculum and examination system. The principals and staffs are at liberty to modify their programmes of studies to conform to the requirements of the immediate community and to set and evaluate their own examinations. Whether this practice will continue or not is difficult to prophesy at this time, but there has been a definite tendency in recent years for the Department of Education to be less rigid and authoritative in dealing with the normal schools.

At the present time there is a general desire all over Canada to have teachers better trained. It is the practice in some provinces, and may at a later date, be accepted in Ontario, to require all teachers, both elementary and secondary, to be graduates of a university. Such a plan would require teachers to have a general background with specialization in elementary or secondary teaching. In this way the present schism which exists between elementary and secondary teachers would be fused and the status of the teaching profession would, as a consequence, be raised.

Another embryonic tendency of major significance is to have reciprocity in teacher certificates exist among the provinces of Canada. This would mean that certificated teachers would be at liberty to teach in any province of the Dominion. The

advantages and disadvantages accruing from such a national system are many and varied and have no direct association with the history of teacher training, but it is interesting to find that a trend does exist at the present time in this direction.

It is also particularly gratifying to realize that at no other period has a keener public interest in the schools been exhibited in the province than is displayed now. The authorities acknowledge that the present programme in teacher training in force in Ontario is not ideal but none has been proposed, because of the existing circumstances, to better it. Again, it must be realized that changes in the training schools are inevitable as educational policy changes. Providing competent teaching personnel for the elementary schools has been, throughout the years, a Herculean task for the educational administration of the province. The record of the teacher training institutions would indicate a school that has proven to be a steady balance between experiments in education and a maintenance of the "old order". The difficulties existing under present conditions will be sufficiently overcome by the present and proposed systems of teacher training, and the future years will appraise their success.

SUMMARY AND CONCLUSION

An attempt has been made to show the effect of history on the Ontario educational system relative to teacher training. In the development of the training of the elementary school teacher, which has been traced, it is rather amazing to find that the changes have never been sudden or impulsive. In general, it might be said, that the history of elementary teacher training in Ontario is a reflection of the ability of the Canadian people to meet difficulties when they arise and to abandon methods that changing times and new conditions have rendered obsolete. A few salient features in the history of teacher training will serve to illustrate this point.

When Ryerson assumed office in 1844 as Superintendent of Education there was only the nebulous matter of a teacher training system. District councils in 1843 were authorized to establish model schools, but these had failed for obvious reasons. Nevertheless, by this time, the province did realize the need for some form of educational system whereby the elementary schools would be assured of an adequate and efficient teacher supply. It was left to Ryerson however to capitalize upon this realisation and to set up provisions whereby an educational system would be established.

From his educational tour in Europe in 1845, Ryerson gathered data, and modified it to suit the conditions of Ontario, but such a comprehensive scheme as he proposed was considered, at the time, too broad for so young a country. It was not until 1847 that the first provincial normal school was established at Toronto. This one institution could not possibly supply the entire province with trained teaching personnel and consequently a system of township model schools was established in 1850. To augment the teacher training facilities an additional normal school was founded in 1875 at Ottawa and a system of county model schools, comprising some fifty public schools, was created two years later.

This system of certification prevailed in the main until the opening years of the present century when the London Normal School was opened in 1900 with some notable modifications being made in the teacher training system. In addition, the Department of Education in 1907 provided for the discontinuance of the county model schools and the establishment of normal schools at Hamilton, Peterborough, Stratford and North Bay. However, despite these new provisions, several model schools continued to operate for some years to meet the needs of certain sections of the province.

Since the founding of the normal school system many modifications have taken place in conjunction with changes in educational policy. One such instance was the provision made for providing bilingual teachers for the elementary schools of the province. From an experiment in the teaching of English to French-speaking pupils, the Department of Education inaugurated English-French model schools at certain centres in an effort to provide bilingual teachers. With the establishment of the Ottawa University Normal School in 1927, these English-French model schools became less necessary and were discontinued in 1935.

A two-year course was introduced in the normal schools for the 1927-28 term, but was discarded in 1934. After June, 1935, courses leading to Second Class teaching certificates were not given in any normal school except that of the University of Ottawa. However, to meet the acute shortage of elementary school teachers, caused by World War II, an emergency summer teacher training programme was established which graduated Second Class teachers after two sessions, each of six weeks' duration.

Also because of the shortage of teachers the requirements for the First Class course in normal schools were progressively reduced. These reduced requirements led to Deferred and Interim First Class teaching certificates. During the immediately subsequent years changes in teacher

training occurred as the result of the modified regulations for admission to the normal schools.

This year, new plans were proposed in an effort to ease the shortage of elementary school teachers. A special summer course was offered in 1952 to which secondary school graduates could proceed to a temporary teaching certificate, valid in the elementary schools of Ontario for a period of one year. Upon the completion of a second summer session, the graduates will renew their teaching certificates for one year, at the end of which these teachers will be required to attend a normal college for a one-year period, which will lead to a First Class Teacherts certificate. Furthermore, with the Septemeber, 1953 term, a two-year course from Grade XII graduation and a one-year course from standing in eight Grade XIII papers will be inaugurated in the normal colleges in an attempt to alleviate the current teacher shortage and to improve the standards of the profession. It is readily seen from this historical retrospect that the educational authorities in the province of Ontario, have taken advantage of past experiments in teacher training to arrive at the present decision in supplying the answer to the teacher shortage in the elementary schools. While this solution is not the ideal one, it is the most practical and most effective under the circumstances.

It may also be well to mention at this point that a serious difficulty has been experienced throughout the entire thesis in obtaining organized doctrinaire data, which occasionally has been found to be inaccessible. Difficulty also arose when attempts were made to appraise the innovations in teacher training of the period, in the light of the accomplishments of modern times.

Nevertheless, from such a study, it might be said that the Ontario teacher, particularly the elementary teacher, has gone far in obtaining a recognized professional status. The early teacher entered the profession as a person of mean estate and small esteem. Even at the present time he is still "en route", but he is now a traveller with some assurance of position and respect. This progress has been made possible by the ever growing realization that teacher training is a great public and national enterprise. In conclusion, the attempt of this thesis is to portray, from its beginning, the most outstanding characteristics of the various stages of elementary teacher training in the province of Ontario.

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Squair, John, John Seath and the School System in Ontario, University Press, Toronto, 1920, p. 124.
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Tilley, J.J., Report Relative to the Training of Teachers and other Matters, Toronto, King's Printer, 1914, p. 14.

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Upon these recommendations rest the reasons for many of the modifications in education made during this period.

APPENDIX I.

SUGGESTED RULES FOR TEACHERS 1823[1]

1. The Master to commence the labours of the day with a short prayer.

2. School to commence each day at 9 o'clock in the forenoon, and five hours at least to be taught during the day, except on Saturday.

3. Diligence and emulation to be cherished and encouraged by rewards judiciously distributed, to consist of little pictures and books, according to the age of the scholar.

4. Cleanliness and good order to be indispensable, corporal punishment seldom necessary, except for bad habits learned at home, lying, disobdeience, obstinacy, perverseness; these sometimes require chastisement, but gentleness even in these cases would do better with most children.

5. All other offences in children, arising chiefly from liveliness and inattention, are better corrected by shame, such as gaudy caps, placing the culprits by themselves, not admitting any to play with them for a day or days, detaining them after school hours, or during play and by ridicule.

6. The Master must keep a regular catalogue of his scholars, and mark every day they are absent.

7. The forenoon of Wednesday and of Saturday to be set apart for religious instruction to render it agreeable, the school should be furnished with at least ten copies of Barrow's Questions on the New Testament, and the teacher to have one copy of the Key to these questions for his own use, the teacher should likewise have a copy of Murray's Power of Religion on the Mind, Watkin's Scripture Biography and Blair's Class Book, the Saturday lessons of which are well calculated to impress religious feelings.
   These books are confined to no religious denomination, and do not prevent the master from teaching such Catechism as the parents of the children may adopt.

8. Every day to close with reading publicly a few verses from the New Testament, proceeding regularly through the Gospels.

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1. Christian Recorder, 1819, reproduced in D.H.E., Vol. 1, p. 157.

APPENDIX II.

MINIMUM QUALIFICATIONS OF THIRD CLASS TEACHERS [1]

Candidates for Certificates of Qualification are required:

1. To be able to read intelligibly and correctly any passage from any common Reading Book.
2. To be able to spell correctly the words of an ordinary sentence dictated by the examiners.
3. To be able to write a plain hand.
4. To be able to work readily questions in the Simple and Compound Rules of Arithmetic and in Reduction and Proportion, and to be familiar with the principles on which these Rules depend.
5. To know the Elements of English Grammar, and to be able to parse any easy sentence in prose.
6. To be acquainted with the Elements of Geography, and the general outline of the Globe.
7. To have some knowledge of School Organization and the classification of pupils.
8. In regard to Teachers of French, or German, a knowledge of French, or German Grammar may be substituted for a knowledge of the English Grammar, and the Certificates to the Teachers are to be expressly limited accordingly.

MINIMUM QUALIFICATIONS OF SECOND CLASS TEACHERS

Candidates for Certificates of Qualification as Second Class Teachers, in addition to what is required of Candidates for Third Class Certificates, are required:

1. To be able to read with ease, intelligence, and expression and to be familiar with the principles of Reading and Pronounciation.
2. To write a bold free hand, and to be acquainted with the rules of teaching Writing.
3. To know Fractions, Involution, Evolution, and Commercial and Mental Arithmetic.

Note: (Female Candidates for this class of Certificate of Qualification will only be examined in Practice and Mental Arithmetic.)

4. To be acquainted with the Elements of Bookkeeping.
5. To know the common Rules of Orthography, and to be able to parse any sentence in prose, or poetry, which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.
6. To be familiar with the Elements of Mathematical, Physical and Civil, or Political, Geography, as contained in any School Geography.

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1. Taken from An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada, 1850; 13th and 14th Victoria, Chapter XLVIII, Statutes of Canada.

MINIMUM QUALIFICATIONS OF FIRST CLASS TEACHERS

Candidates for Certificates of Qualification as First Class Teachers, in addition to what is required of Candidates for Second and Third Class Certificates, are required:

1. To be acquainted with the Rules for the Mensuration of Superficies and Solids, and the Elements of Land Surveying.
2. To be familiar with the simple Rules of Algebra, and to be able to solve Problems in Simple and Quadratic Equations.
3. To know the first four books of Euclid.
4. To be familiar with the Elements and Outlines of General History.
5. To have some acquaintance with the elements of Vegetable and Animal Physiology, and Natural Philosophy, as far as taught in the Fifth Book of the Irish National Readers.
6. To understand the proper Organization and Management of Schools, and the improved Methods of Teaching.

(Note: Female Candidates for first class Certificates of Qualification will not be examined in the subjects mentioned in the first three paragraphs under this head).

(Note: Candidates are not eligible to be admitted to examination until they shall have furnished the Examiners with satisfactory evidence of strictly temperate habits and good moral character).

APPENDIX III.

QUESTIONS ON EDUCATION AND THE ART OF TEACHING IN 1851 [1]

1. What is Education?
2. Is it a science, or an Art?
3. What is the difference between "Education" and "Instruction"?
4. Into what parts may it be divided, as regards the mode in which it is imparted?
5. Which of these, considered in its fullest acceptation, is general, and why?
6. At regards its nature, into how many parts may Education be dividend?
7. Describe each.
8. What is the principle which should regulate every arrangement of School Discipline?
9. How does this principle affect the question of Rewards and Punishments?
10. What is meant by "organizing a school"?
11. What is first to be done in Classifying a School?
12. What is the first school habit that should be acquired by children?
13. Give a general description of a System of Mechanical Training suitable for a School.
14. State the two great points in which such a System would be specially useful.
15. What is the best mode of ensuring the attention of a class of children?

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1. D.H.E., Vol. 11, p.22.