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A CHECK ON DOCTOR NEATBY'S ASSERTIONS CONCERNING THE  
PROFESSIONAL EXPERIENCE AND TRAINING OF TEACHER-  
TRAINING SCHOOL INSTRUCTORS IN CANADA

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and Education of the University of Ottawa as  
partial fulfillment of the requirements for  
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## CURRICULUM STUDIORUM

The writer was born in Kronau, Saskatchewan, on November 19, 1927, and received the Bachelor of Arts and Bachelor of Education degrees from the University of Ottawa, in 1953. He has been attending the School of Psychology and Education of the University of Ottawa since 1952.

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## INTRODUCTION

The training of teachers should be the responsibility of those who know the theories and principles of education and their applicability in the classroom. Ideally, members of instructional staffs of teacher-training institutions should be chosen or selected because of their knowledge of the science of education and their skill in the art of teaching. Normally, teacher-training institutions must be content with something less than the ideal type of instructor who would at once possess in right proportions the qualification of the education scientist or theorist on the one hand, and the professional experience of the skilled practitioner on the other. However, any serious imbalance which may be effected through an overloading of the training school staffs with one type of instructor to the exclusion of other types, could bring about a situation in teacher-training schools where student teachers would be either instructed in the science of education or trained in the art of teaching, but not both. Originally, teacher-training schools were established to instruct and train prospective members of the teaching profession.

One informed opinion states that student teachers do not see enough expert teaching during their training period, and that the theory given by normal school instructors

is not sufficiently related to the teaching they observe in the practice schools. It is also stated that student teachers suggest that their instructors, instead of lecturing to them about what should be done in the classroom, might illustrate the procedures they advocate by teaching pupils of elementary grades, thereby proving the applicability and value of what is accepted as advice.<sup>1</sup>

Some educators maintain that there is not sufficient time in a one-year programme to instruct and train teachers effectively. There is much evidence to support this view and consequently many Canadian educators are in favour of adopting a two-year teacher-training programme. Doctor H. M. Neatby, professor of history of the University of Saskatchewan, however, set forth another view in the third chapter of So Little For the Mind<sup>2</sup> in which she describes the type, training, and professional experience of teacher-training school staffs. It is stated that, in general, training school instructors of the nine English-speaking systems of Canada either lack sufficient professional experience or sufficient training to discharge fully their primary purpose of instructing and training teachers.<sup>3</sup>

If Neatby is right when she says that the professionally inexperienced instructor is by far the most common

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1 M.E.Lazerte, Teacher Education in Canada, W.J.Gage and Co., Toronto, (no date), p.41-42.

2 Hilda Neatby, So Little For the Mind, Clarke-Irwin and Co., Toronto, 1953, pp 90-98.

3 Ibid., pp 97-98.

type of teacher-training school instructor, and that the professionally experienced instructors lack academic and professional training, then surely there is an imbalance in types of appointments to staffs of teacher-training schools, and a consequent emphasis of instruction to the detriment of training in teacher-preparation programmes.

Neatby, however, admits some doubt as to the accuracy of her statements, for she says that she has not attempted the enormous "research project" which would be necessary for a detailed and documented picture of the nine English-speaking systems.<sup>4</sup> Since an almost complete set of data of the professional experience and training - academic and professional - of training school instructors was available to the present writer, it was felt that a more accurate picture could be portrayed and Neatby's assertions checked.

It is the purpose of this study, therefore, to check Dr. Neatby's assertions on this subject by showing the actual picture of the professional experience and training - academic and professional - of teacher-training school instructors of the nine English-speaking systems of Canada, as portrayed by available data.

The author realizes that in a study of this type, injustice can be done through the misinterpretation of text, especially when it lends itself to ambiguity. The quotations of Neatby are, therefore, taken verbatim from the book, and

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4 Ibid., preface p.vii.

are interpreted in the light of the context, if their meanings are not always clear.

The basic data of the professional experience and training of instructors was obtained through a survey conducted by the Education Division of the Dominion Bureau of Statistics in 1953 entitled Report of Teacher-Training Schools. This Report, a statistical compilation of data of enrolment, instructors and their qualifications, courses offered, and certification granted, as reported from normal schools and colleges of education, does not answer the specific questions of the present study. The present writer compiled the data of the Report of Teacher-Training Schools which is soon to be published by the Dominion Bureau of Statistics, and obtained permission to use the relevant data of the Report. It should be noted that Report of Teacher-Training Schools and So Little For the Mind are concurrent, and therefore, the data are eminently suitable for purposes of comparison.

In So Little for the Mind the statements are directed at teacher-training school instructors; normal school instructors are not always distinguished from instructors of colleges of education. In this study, however, an attempt was made to distinguish them, for some statements do not apply equally to each group of instructors. The distinction between normal school instructors and instructors of colleges of education is not always clear cut because in some provinces

(Alberta and Newfoundland) instructors are employed in university schools of education in which both elementary and secondary school teachers are prepared. It was felt that instructors of these schools should be listed under colleges of education. Hence, instructors preparing elementary school teachers are listed as normal school instructors, and instructors preparing secondary school teachers or both elementary and secondary school teachers are listed under instructors of colleges of education. The data of all normal school instructors in Canada and about ninety-three per cent of instructors in colleges of education in Canada are tabulated, and, therefore, an accurate picture of the professional experience and training of instructors should be presented.

The following paragraphs present, in summary, the four chapters in which this subject is discussed.

In Chapter One Neatby's classification and description of types of teacher-training school instructors - "career" and "experience" - are noted and checked by the years of professional experience they have as revealed by the available data.

Chapter Two reports the academic training of types of instructors noted in Chapter One. The numbers of instructors in teacher-training schools in Canada by level of academic training and years of professional experience are given and Neatby's statements are checked further.

Chapter Three describes the professional training of types of training school instructors. The numbers of instructors in Canada by level of professional training and years of professional experience are tabulated and the accuracy of Neatby's statements examined further in the light of this information.

In Chapter Four, numbers of degrees of instructors are listed by country of origin and by the years of professional experience of instructors and the accuracy of Neatby's statements concerning the sources of instructors' training is examined.

Appendix I contains two tables which list the numbers of instructors reported from normal schools and colleges of education in Canada, by province, location, and institution. This data is taken from the Report of Teacher-Training Schools mentioned above.

Literature on the professional experience and training of teacher-training school instructors in Canada is not available; consequently, the bibliography is limited and contains only the sources of the basic information used in this study.

## CHAPTER I

### PROFESSIONAL EXPERIENCE OF TEACHER- TRAINING SCHOOL INSTRUCTORS

The statements in So Little For the Mind concerning the professional experience of instructors do not lend themselves to ready interpretation. However, for research purposes, the implicit classification of instructors by Neatby had to be accepted, and definite interpretations made.

The first part of this chapter is, therefore, devoted to presenting, analysing, and interpreting Neatby's classification in what seems to be the most objective manner.

#### 1. Classification of Instructors by Professional Experience

Two principal types of training school teacher are described by Neatby: the "experience" type, and the "career" type. The "experience" type is sometimes called "historic", but to avoid confusion only the term "experience" type will be used, except in direct quotations.

Neatby makes herself very clear in the following passages:

Within this general resemblance, there are two principal types of training school teacher. The first, the old and historic type, was until recent years, by far the most common. He was the competent experienced teacher who having worked long and faithfully at his craft, was given the opportunity of passing his skill to others.<sup>1</sup>

The professional experience of this type of instructor is explained in the following text:

There was a time when every Canadian normal school was staffed mainly from those whose chief qualification was years of successful teaching in a public elementary or high school, followed perhaps by some years as a school inspector.<sup>2</sup>

Since Neatby includes experience as a school teacher and experience as an inspector of schools as professional experience, only these two types of experience are included in this study. Available data, compiled from questionnaires of the Report, show that 92% of the instructors of teacher-training schools included in this study have experience teaching in schools, and 22% of them have experience inspecting schools.

Neatby claims that both types of instructors (probably the "career" educator to a greater degree than the "experience")<sup>3</sup> lack a liberal education.

The "career" educator, then, like his "experience" colleague, becomes a specialist in "education" without ever having been subjected to a liberal education.<sup>4</sup>

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1 H.M.Neatby, So Little For the Mind, 1953, Toronto, Clarke-Irwin Co., p.92.

2 Ibid., p.93.

3 Ibid., p.94.

4 Ibid., p.95.

As for the professional training of the "experience" type, the following statement appears:

Their professional training might be meagre enough; perhaps only one or two summer school courses at the provincial university. A few persevering souls made the annual pilgrimage to Columbia or toiled on a piece of research for Toronto until they had patiently fulfilled the requirements for the coveted Ph.D., or the D.Paed.<sup>5</sup>

The "career" educator is described by Neatby as:

The young man who proceeds from the bachelor of arts to the bachelor of education, or perhaps directly from matriculation to bachelor of education; and then up the ladder, by way of instructorships and summer school appointments, to an advanced degree in education and a professorial appointment while he is still in his late twenties or early thirties. His natural aptitude for teaching, or at least for "education", having been identified early, he is able to offer, according to the modern fashion, a precise knowledge of the latest techniques as a substitute for the ripe experience of his older colleagues.<sup>6</sup>

The "career" type is therefore qualified for his position through professional training in education and not by experience teaching in or inspecting schools. Professional experience is therefore one of the main distinctive marks of the "experience" type and sets him apart from the "career" type.

... and there was this to be said for the older type of inspector-normal school teacher, that he had plenty of first-hand knowledge of what it was actually like to work in the classroom. It is in this knowledge that the younger "career" educator is likely to be deficient ...<sup>7</sup>

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5 Ibid., p.93.

6 Ibid., p.97.

7 Ibid., p.95.

From the texts just quoted it appears that Neatby believes that the "experience" type of instructor has many years of experience teaching in elementary or secondary school, with possibly some experience inspecting these schools. His professional and liberal education would generally be deficient. The "career" type on the other hand would have no professional experience, or very little. His outstanding qualification would be professional training, but like the "experience" type he would be lacking a liberal education.

Hence, one of the basic points of comparison is experience teaching in elementary and secondary schools, plus the experience as a school inspector some may have had. In this chapter, therefore, this professional experience has been tabulated for normal school instructors and for instructors of colleges of education. In this way, the "experience" type is roughly distinguished from the career type and some definite comparisons can be made. It is important to note that in such a comparison we are not considering their academic or professional training. These will be discussed in Chapters Two and Three.

In classifying instructors by their professional experience, another problem presents itself. Just how much professional experience must an instructor have to be an "experience" or a "career" type of instructor?

The most definite statement Neatby makes while discussing the "experience" type is the following:

But it is easy to understand that the man who has taught for fifteen to twenty-five years in an elementary or high school has little opportunity for advanced study or for serious intellectual cultivation.<sup>8</sup>

It would seem from this statement that instructors with over fifteen years professional experience in schools are definitely accepted as "experience" type, although there is no indication that instructors with fewer years experience are not "experience" educators. On the basis of this statement, instructors with more than fifteen years of professional experience are considered as "experience" types and those with more than ten years of professional experience are combined with them since they are close to what Neatby meant by the "experience" type.

The "career" educator is just as difficult to classify. Dr. Neatby claims that he has no professional experience or very little. Those with no professional experience are therefore, considered as "career" educators. Those with one to four years of professional experience have little experience and are closely related to the "career" type of instructor. Hence the instructors with no professional experience or with one to four years of professional experience will be considered as "career" educators.

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<sup>8</sup> Ibid., p.94.

There is one group (those with five to nine years of professional experience) which do not belong to either type described by Dr. Neatby. They are listed for the sake of completeness and make up 18.5% of the instructors in normal schools and 24.8% of the instructors in colleges of education.

Therefore, on the basis of experience teaching in elementary and secondary schools and inspecting these schools, teacher-training school instructors have been listed in five groups by the length of their professional experience:

1. Those with no experience;
2. Those with from one to four years experience;
3. Those with from five to nine years experience;
4. Those with from ten to fourteen years experience; and
5. Those with more than fifteen years experience.

This way of grouping the instructors allows for necessary flexibility in checking Neatby's statements and appears to be the most satisfactory arrangement. It makes it possible to combine and compare the groups with each other and arrive at reliable conclusions.

## 2. Professional Experience of Normal School Instructors

Table I lists and classifies all normal school instructors (206 in number) in all normal schools in Canada. It shows that 43.72% of the instructors in normal schools have more than fifteen years of professional experience. We have seen that these are the "experience" type and are

numerous enough to be called a principal type. The instructors with ten to fourteen years of professional experience make up 19.4% of the total and appear to belong to the "experience" group. Together therefore these two groups make up 63.1% of all normal school instructors. These would appear to correspond closely to Neatby's concept of the "experience" type of instructor and certainly are a principal type of training school staff.

On the basis of professional experience alone, 7.3% of the instructors are "career" types with no professional experience outside the training school. This group does not make up a principal type of training school teacher. However, if those with one to four years experience in schools are included in this group, 18.4% are "career" types. By inspection, this is less than one-fifth of the total number of instructors and does not appear to warrant inclusion as a principal type of instructor.

The figures do not support Doctor Neatby when she claims: "The first, the old and historic type, was until recent years by far the most common".<sup>9</sup> The figures show quite conclusively that the "experience" type of instructor is still by far the most common type of normal school instructor.

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9 Ibid., p.92.

TABLE I. - Numbers and Percentages of Instructors in Normal Schools in Canada by Years of Professional Experience in 1953.

Years of Professional Experience	Number of Instructors	Per Cent of Total
No experience	15	7.3
One to four	23	11.1
Five to nine	38	18.5
Ten to fourteen	40	19.4
Fifteen or more	90	43.7
Total	206	100

### 3. Professional Experience of College of Education Instructors

Dr. Neatby makes the same accusations against instructors of colleges of education claiming that the situation is even worse there. "But there (in the normal schools) and much more in the colleges of education, it is being replaced by the career type of educator".<sup>10</sup>

Table II is compiled from the relevant data of instructors of colleges of education and makes it possible to check the accuracy of the above statement. It lists and classifies 106 instructors of colleges by number of years of professional experience. Only instructors giving professional training were included so that they may be compared to normal school instructors who are generally giving professional training. Instructors in colleges of education belonging to other faculties, and giving academic training to teachers-in-training, were excluded.

Table II shows that 33% of the instructors have over fifteen years of professional experience in schools. This is considerably lower than the 43.7% of the normal schools, but is large enough to be a principal type of instructor. If, however, the instructors with ten to fourteen years are included with the "experience" type, about 54% of the instructors in colleges of education are included in this group.

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<sup>10</sup> Ibid., p.93.

TABLE II. - Numbers and Percentages of Instructors in Colleges of Education in Canada by Years of Professional Experience in 1953.

Years of Professional Experience	Number of Instructors	Per Cent of Total
No experience	7	6.4
One to four	16	14.7
Five to nine	27	24.8
Ten to fourteen	23	21.1
Fifteen or more	36	33.0
Total	109	100

Contrary to Neatby's assertions the career educator is not much more common in the colleges of education than in the normal schools. Only 6.4% of the instructors in colleges of education have no professional experience, which is less than the 7.3% of the normal school instructors without professional experience. If the instructors with one to four years of professional experience are included with the "career" type, 21.1% of the instructors in colleges of education are "career" types as compared with 18.4% "career" types in normal schools. This does not warrant the statement that career educators are much more common in colleges of education.

The data show that in colleges of education "the old and historic type" is also by far the most common type of training school instructor contrary to Neatby's claim. Interpreting the statements as above, only 21.4% of the instructors are "career" type while 54.1% are "experience" types. The "experience" type is therefore by far the most common type of teacher-training school instructor both in normal schools and colleges of education.

#### 4. Increasing Popularity of Professionally Inexperienced Instructors

Neatby not only claims that the "career" type outnumbers the "experience" type but that it is especially in recent years that the "career" type is replacing the "experience" instructor.<sup>11</sup>

<sup>11</sup> Ibid.. p.93.

With the available data appearing as Table III, it was possible to compare the instructors' number of years of professional experience in regular schools, with the number of years of teaching experience in the training school. By comparing these two types of professional experience it is possible to show that a greater proportion of the instructors recently employed by the training schools have less professional experience in regular schools than those employed previously. This indicates that the number of "career" type instructors is increasing in recent years.

Table III lists the number of normal school instructors by the number of years professional experience in regular schools noted above and by number of years teaching experience in teacher-training schools as follows:

1. Those with one year to four years of teaching experience in the training school;
2. Those with five to nine years of teaching experience in the training school;
3. Those with ten to fourteen years of teaching experience in the training school;
4. Those with more than 15 years of teaching experience in the training school.

Grouping the instructors in this way tells us approximately when they were recruited into the training schools.

If Neatby is right, that a greater proportion of "career" types are being employed in recent years, the tables will show that a greater number of instructors with no or little professional experience have fewer years of teaching experience in the training school. This would be

the group with from one to four years of teaching experience in the training school, since these are the instructors employed in the four years prior to 1953.

Table III shows that ten instructors with no professional experience in regular schools have less than five years of teaching experience in the normal schools. This group was recruited in the five years prior to 1953 when this survey was carried out, and makes up two-thirds of the instructors now employed without any professional experience in regular schools. This is considered a definite indication that the "career" type of instructor now forms a greater proportion of recent recruiting to the normal school instructional staff.

Five instructors with no professional experience have more than five years of teaching experience in the training schools. One has between five and nine years experience. If we include the instructors with from one to four years professional experience in regular schools with the career type we find that nineteen out of thirty-eight were recently recruited by the normal schools or exactly fifty per cent of them, whereas seventy-seven of a total of 206 (37%) are recent recruits. This seems to show that the career educator is recently employed in greater proportion than he was previously.

It is possible to make parallel comparisons for the "experience" type. Thirty-eight out of ninety instructors

TABLE III. - Numbers of Instructors in Normal Schools in Canada by Years of Two Types of Professional Experience in 1953.

Years of Professional Experience in Regular Schools	Years Experience in Normal Schools				TOTAL
	1-5	5-9	10-14	15+	
No experience	10	1	0	4	15
One to four	9	4	1	9	23
Five to nine	9	9	2	18	38
Ten to fourteen	11	13	6	10	40
Fifteen or more	38	30	13	9	90
<b>Total</b>	<b>77</b>	<b>57</b>	<b>22</b>	<b>50</b>	<b>206</b>

with more than fifteen years of professional experience in regular schools were recruited into the normal schools within the four years prior to 1953. This represents about 42% of these instructors. This is considerably lower, proportionately, however, than the 66% (fifteen) of the "career" type educators recently employed with no professional experience at all. If the instructors with ten to fourteen years of professional experience in regular schools are included, forty-nine out of 130 of this group are recent recruits. This represents about 38% of those recruited in this period, as compared with 50% of instructors recently employed with less than four years of professional experience in regular schools.

The above figures indicate that the "career" type of instructor is recently becoming more popular in normal schools and support Neatby's contention that the "career" educator is replacing the "experience" educator in recent years.

Is it true, however, when she claims, "... This historic type still endures; but there, (in the normal school) and much more in colleges of education it is being replaced by the career educator?"<sup>12</sup>

Table IV has taken the relevant data of instructors in colleges of education so that similar comparisons can be made for them as were made for normal school instructors.

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12 Ibid., p.93.

TABLE IV. - Numbers of Instructors in Colleges of Education in Canada by Years of Two Types of Professional Experience in 1953.

Years of Professional Experience in Regular Schools	Years Experience in Training Schools				TOTAL
	1-4	5-9	10-14	15+	
No experience	7	0	0	0	7
One to four	10	2	2	2	16
Five to nine	11	7	3	6	27
Ten to fourteen	9	7	4	3	23
Fifteen or more	16	13	5	2	36
<b>Total</b>	<b>53</b>	<b>29</b>	<b>14</b>	<b>13</b>	<b>109</b>

The figures for instructors of colleges of education show that no greater proportion of "career" type instructors are employed in recent years.

The figures in Table IV show that seven instructors with no professional experience in regular schools were taken on staff by the colleges of education within the four years prior to 1953. If the instructors with one to four years experience in regular schools are included with the career type, seventeen of twenty-three instructors with less than five years experience presently employed by the training schools, or 74% of these instructors, have been employed in the four years prior to 1953. This compares with fifty per cent of this type of instructor employed in the normal schools within the same period. It appears that the career educators are becoming more numerous in the training schools in recent years, especially in colleges of education.

Of thirty-six instructors with more than fifteen years of professional experience in regular schools now instructing in colleges of education, sixteen, or about 44%, have been employed within this four-year period. If the instructors with ten to fourteen years experience in regular schools are included in the experience type, twenty-five of fifty-nine (43%) were employed within this period.

The above percentages show that a higher proportion of career educators were being recruited in recent years. This difference is more obvious in colleges of education

where 75% of those with less than four years of professional experience were recruited within the four years prior to 1953, as compared to 43% of experienced educators who were employed in the same period of time. In normal schools it has been found that 50% of those with less than five years of professional experience in regular schools were employed in the four years previous to the date of this study, while 38% of the instructors with more than ten years of professional experience were employed in this period.

These figures indicate, that Neatby is justified in saying that the "career" type is replacing the "experience" type much more in recent years, but it cannot be agreed that until recent years, the experience type was by far the most common, since despite increasing popularity the "career" type is far from being the most common type of training-school teacher.

In Chapter I an attempt has been made to check Neatby's statements concerning the professional experience of the "career" and of the "experience" type of training school instructor. Neatby continued with a discussion of the academic qualifications of the "career" and "experience" type of instructor. Chapter II examines the accuracy of her statement on this subject.

## CHAPTER II

### ACADEMIC TRAINING OF TEACHER-TRAINING SCHOOL INSTRUCTORS

In Chapter I, the type of teacher-training school instructor was identified by the number of years experience he had teaching in elementary and secondary schools including also experience as a school inspector. The first two groups are the career educators as described by Neatby because they have no professional experience or from one to four years of professional experience. The instructors with more than ten years of professional experience are the "experience" type instructors. Chapter I shows conclusively that the "experience" type is by far the most common training school instructor, although the career educators are becoming more popular.

Neatby continues her discussion describing the academic and professional training of instructors. Chapter II takes the statements of Dr. Neatby on the academic training of instructors and checks them with the tables compiled from the Report of Teacher Training Schools.

In the following paragraphs the statements of Dr. Neatby concerning the academic training of instructors are presented, and the closest if not the exact meaning is discerned.

Dr. Neatby states:

... In spite of their differing backgrounds, they (career and experience educators) have much in common.

... Not many of them have achieved a really scholarly acquaintance with any special field of learning except perhaps psychology; few are men of cultivated minds or of wide general reading. Few have had the benefit of that close contact with cultivated and superior minds which is an essential part of liberal education. But it is easy to understand that the man who has taught for fifteen to twenty-five years in an elementary or high school has little opportunity for advanced study or for serious intellectual cultivation, and that when he is invited to join a normal school staff it is professional, not general studies that attract him.<sup>1</sup>

In short Dr. Neatby says that generally both "career" and "experience" instructors lack advanced academic training.

She goes on then to describe the academic training of the career instructor:

As for the "career" educator, he has not had much time to acquire much general learning. He probably has a bachelor of arts degree; but these are not essential. His original degree may even have been in physical education or in accountancy, if he is a specialist in such matters. Nowadays his first degree may be a bachelor of education, for which, as we have seen, only half the "credits" or less may have come from classes in non-professional studies. After that he is almost certainly lost to all general education, except such as may be picked up by chance in professional classes. For his advance degrees, masters and doctor of education, he may not even have been asked to acquire the smattering of French and German needed for the traditional master of arts or science or Doctor of Philosophy. The "career" educator, then, like his "experience" colleague, becomes a specialist in "education" without ever having been subjected to a liberal education.<sup>2</sup>

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1 H.M.Neatby, So Little For the Mind, 1953, Toronto, Clarke-Irwin, p.94.

2 Ibid., p.95.

Not all of the points stated in these long texts can be checked with the available data. The texts make it clear that Neatby refers to a lack of advanced, not undergraduate, academic training. In fact, she concedes that they probably have a bachelor's degree. These points can be checked by the tables in this chapter.

Most of the degrees listed on the tables are the bachelor of arts, master of arts, and doctor of philosophy. However, the degrees in particular fields other than education were included under academic since only degrees in education are professional as far as teaching is concerned. As has already been stated, the professional training of instructors is discussed in Chapter III.

The tables show the levels of academic training of instructors. This is given for each of the five groups of instructors divided on the basis of length of professional experience in regular schools. This method of division makes it possible to compare the professionally inexperienced instructors with the experienced by the various levels of academic training each has, and in this way determine who have better training academically.

Under "Senior Matric" are listed those instructors whose highest academic training is senior matriculation.

"More Training" includes those instructors with credits, diplomas, or certificates which are not considered on the bachelor level. This group comprises those that have

less training than the bachelor degree, but more than senior matriculation.

Instructors with academic degrees are listed once according to their highest degree under "bachelors", "masters", or "doctors". In this way each instructor appears once on the table in one of the five columns indicating the level of academic training he has.

#### 1. Academic Training of Normal School Instructors

Table V lists the highest academic training of each of the 208 normal school instructors included in this study.

We saw that instructors with less than five years of professional experience in regular schools are the "career" type, and comprise about 18.4% of the total number of instructors, whereas the instructors with more than ten years professional experience, or the "experience" type comprise about 63.1%. Six out of thirty-eight of the "career" educators (or 15.8%) have senior matriculation as their highest level of academic training, whereas only fourteen of the 130 professionally experienced instructors (or 10.8%) indicated senior matriculation as their highest academic training. This is proportionately lower than those with less professional experience. From this data, it can be seen that a good portion (14.1%) of our teacher-training staff in normal schools have no academic training above senior matriculation. A few staff members (eleven out of 206, or 5.3%) have some training

below the bachelors level, but more than senior matriculation. The number is so small that it does not show to any extent who are better qualified at this level of training.

Forty-seven per cent of the professionally inexperienced group of instructors have bachelor degrees. Inspecting the professionally experienced group it is found that eighty-three out of 130, or 64%, have bachelor degrees. Again this shows better qualifications on the part of the "experience" group. Only a slightly higher percentage of the inexperienced instructors have masters degrees (23.6%), compared with the 21% of the professionally experienced group having masters degrees. Only one out of thirty-eight professionally inexperienced instructors, or 2.6%, have a doctor's degree, while 3.1% of the experienced instructors have these degrees.

Taking all the degrees together, 73% of the professionally inexperienced instructors and 87.7% of the professionally experienced instructors have an academic degree. This shows that on the whole the professionally experienced group is somewhat better trained academically than the professionally inexperienced group. As for advanced degrees (master's and doctors) the percentages are 26.3 and 23.8 respectively. It is found therefore that the only great difference in training is at the bachelor level where about 17% more of the experienced group have degrees. On the masters and doctors level there is no great difference.

TABLE V. - Numbers of Instructors in Normal Schools in Canada by Level of Academic Training and Years of Professional Experience in 1953.

Years of Professional Experience	Level of Academic Training					TOTAL
	Senior Matric	More Training	Bachelors	Masters	Doctors	
No experience	3	3	7	1	1	15
One to four	3	1	11	8	0	23
Five to nine	9	5	15	6	3	38
Ten to fourteen	7	0	26	5	2	40
Fifteen or more	7	2	57	22	2	90
<b>TOTALS</b>	<b>29</b>	<b>11</b>	<b>116</b>	<b>42</b>	<b>8</b>	<b>206</b>

Do the figures in Table V support Doctor Neatby?

This question cannot be answered readily.

It appears when Neatby says that not many of them have achieved a really "scholarly acquaintance" with any special field she refers to the masters or doctors level of training. She does not include the bachelors in the term "scholarly acquaintance", for she says that it is easy to understand that the man who has taught fifteen to twenty-five years has little opportunity for advanced study. Furthermore a little later she concedes that the career educator probably has a bachelor's degree. From these statements it is clear that Neatby refers to a lack of masters and doctors degrees when she says that instructors lack a liberal education or advanced training.

The figures show that about 47% of the inexperienced instructors in normal schools have bachelors degrees and 64% of the experienced group have the same degree. Therefore, when she claims that the instructors generally have a bachelors degree it must be agreed.

It has been seen that about 26.3% of the inexperienced group and 23.8% of the experienced group have advanced degrees. Neatby claims that not many of them have achieved a "scholarly acquaintance" with any field except perhaps psychology, and that the experienced educator has little time for advanced study. The figures indicate that about one out of four instructors have advanced degrees, and therefore this claim of Dr. Neatby's does not seem to be excessive.

It may be concluded therefore that these figures tend to support Dr. Neatby's contentions as far as the normal school instructors are concerned. It may not be true, however, of the college of education instructors and therefore the following part of this chapter is devoted to presenting the same data for instructors of colleges of education.

## 2. Academic Training of College of Education Instructors

The highest academic training of 109 instructors of colleges of education are listed in Table VI. Comparisons similar to those made for normal school instructors are made for instructors of colleges of education.

It has already been observed in Table II that roughly 21% of the instructors in colleges of education have less than five years of professional experience, while more than 54% have over ten years of professional experience in regular schools. Of the twenty-three with less than five years of professional experience, seven (or 30%) have no training above senior matriculation, and of the fifty-nine who are professionally experienced teachers, only six (or 10%) have no training higher than senior matriculation. In this respect, the professionally experienced instructors of colleges of education are somewhat better trained academically than the professionally inexperienced.

Table VI shows that of the remaining sixteen career or professionally inexperienced instructors, eight have the

TABLE VI. - Numbers of Instructors in Colleges of Education in Canada by Level of Academic Training and Years of Professional Experience in 1953.

Years of Professional Experience	Level of Academic Training					TOTAL
	Senior Matric	More Training	Bachelors	Masters	Doctors	
No experience	4	0	2	0	1	7
One to four	3	0	6	3	4	16
Five to nine	1	1	8	11	6	27
Ten to fourteen	3	0	7	11	2	23
Fifteen or more	3	0	20	10	3	36
TOTALS	14	1	43	35	16	109

bachelors degree and eight have advanced academic training. Of the remaining fifty-three professionally experienced instructors, twenty-seven have only a bachelors degree and twenty-six have advanced training. In general, the figures above show that the professionally experienced group of instructors are academically better trained than the professionally inexperienced.

Of the 206 normal school instructors about 25% have advanced academic degrees, and of 109 college of education instructors, 42% have advanced academic degrees. Therefore, when Neatby claims that our teacher training instructors lack advanced academic training, a distinction must be made between normal school and college of education instructors. The statement applies more closely to normal school instructors than to instructors in colleges of education.

### 3. Academic Training of Two Types of Instructors

In order to give an overall picture of the academic training of instructors in the teacher training schools, Table VII has been set up, including both normal school and college of education instructors. It groups all the professionally inexperienced and experienced instructors of normal schools and colleges of education together and shows the number and per cent of instructors who have: senior matriculation; training higher than senior matriculation,

but less than the bachelors degree, listed under "more training"; bachelors of arts; and advanced training, including the masters and doctors. The instructor is listed under the highest level of academic training he has.

Two types of instructors are listed. The professionally inexperienced group is made up of the first two groups of instructors listed on the previous tables with either no professional experience in regular schools, or with one to four years professional experience. These are what Neatby calls the "career" type of instructor. The professionally experienced instructors are the last two groups listed on the previous tables, with at least ten years professional experience in regular schools, and are what Neatby describes as the "historic" or "experience" educator.

Table VII shows that approximately 29.5% of the professionally inexperienced, and 30.19% of the professionally experienced instructors of the teacher-training schools have advanced academic training. There is little difference in percentage and approximately 30% of both professionally inexperienced and experienced instructors have advanced training. In other words, out of ten instructors in the training schools, about three have advanced academic training. In view of this, Neatby's assertion that not many instructors in the training schools have advanced academic training does not seem to be excessive. In fairness, we should point out again that in the figures mentioned above, 25% of the

TABLE VII. - Numbers and Percentages of Two Types of Instructors in Teacher-Training Institutions in Canada by Level of Academic Training in 1953.

Types of Instructors	Level of Academic Training									
	Senior Matric		More Training		Bachelors		Advanced		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Inexperienced	13	21.5	4	6.6	26	42.6	18	29.5	61	100
Experienced	20	10.6	2	1.1	110	58.2	57	30.1	189	100
TOTAL	33	16.0	6	3.8	136	50.4	75	29.8	250	100

instructors in normal schools have advanced training while about 42% of instructors in colleges of education have advanced training. Therefore, what Neatby says on this subject applies more to normal school instructors than to instructors of colleges of education.

In this chapter, the data of the academic training of teacher training school instructors are presented and some of the statements made by Neatby on this subject are checked. Chapter III deals with the professional training of the instructors. The tables list the data of the professional training of the training school instructors and the accuracy of Neatby's statements on their professional training is examined by these data.

## CHAPTER III

### PROFESSIONAL TRAINING OF TEACHER-TRAINING SCHOOL INSTRUCTORS

Chapter II showed that Neatby's statements concerning the academic training of instructors were not excessive. In Chapter III the statements of Dr. Neatby on the subject of the instructor's professional training are presented and interpreted, then checked by the data obtained from the Report of Teacher-Training Schools.

Neatby makes the following statement concerning the professional training of "experience" type instructors:

Their professional training might be meagre enough; perhaps one or two summer school courses at the provincial university. A few persevering souls made the annual pilgrimage to Columbia or toiled on a piece of research for Toronto until they had patiently fulfilled the requirements for the coveted Ph.D. or D.Paed.<sup>1</sup>

Here, Dr. Neatby claims that the professional training of the professionally experienced instructor is generally deficient and that only a few have any advanced professional training. Neatby describes the professional training of the career type instructor in the following manner:

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<sup>1</sup> Hilda M. Neatby, So Little For the Mind, Toronto, Clarke-Irwin, 1953, p.92.

... the young man who proceeds from the bachelor of arts to the bachelor of education, or perhaps directly from matriculation to bachelor of education; and then up the ladder, by way of instructorships and summer school appointments, to an advanced degree in education and a professorial appointment while he is in his late twenties or early thirties ...<sup>2</sup>

From this quotation it would appear that Neatby believes that the career instructor as a rule has not only a bachelor's degree in education but also an advanced professional degree.

To check these assertions, the instructors, divided into five groups by the number of years of professional experience in regular schools, are tabulated by the highest level of professional training which they have obtained. These levels of professional training are divided as follows:

1. Those with no professional training;
2. Those with some training in education (but less than the bachelors degree);
3. Those with a bachelor degree in education;
4. Those with a masters degree in education;
5. Those with a doctors degree in education.

#### 1. Professional Training of Normal School Instructors

Table VIII lists the highest professional training of the 206 instructors in normal schools. There are thirty-eight instructors in normal schools with no professional training. Nearly all of these instructors had at least a bachelor's degree in a field other than education, and the majority of them had considerable experience in that field. Generally these are instructors of music, art, psychology, and physical education. Of these thirty-eight instructors,

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<sup>2</sup> Ibid., p.93.

fifteen are "career" and sixteen are "experience" type instructors. A much greater proportion of "career" instructors have no professional training since these fifteen are from a total of thirty-eight "career" type instructors and the sixteen "experience" type are from a total of 130 "experience" type instructors.

The eighty-nine instructors with less professional training than the bachelor's degree in education are composed of the following: three hold inspectors certificates, thirty-one hold high school certificates, thirty-five hold normal school certificates, and fourteen have some other training in education. Of these eighty-nine instructors, nineteen are "career" and fifty-one are "experience" type. Of thirty-eight "career" instructors, nineteen, or 50%, have some training in education but not the bachelors degree, and fifty-one of 130, about 39%, of the "experience" type have comparable professional training.

The above figures show that it is the career educator who is likely to lack professional training, and not the experienced normal school instructor.

Only about 5% of the "career" instructors have a bachelors degree in education and 5% have advanced training in education. In the "experience" group, on the other hand, 32% have a bachelors degree in education and 16% have advanced training in education.

TABLE VIII. - Numbers of Instructors in Normal Schools in Canada by Level of Professional Training and Years of Professional Experience in 1953.

Years of Professional Experience	Level of Professional Training					TOTAL
	No Training	Some Training	Bachelors	Masters	Doctors	
No experience	10	5	0	0	0	15
One to four	5	14	2	2	0	23
Five to nine	7	19	5	4	3	38
Ten to fourteen	6	16	11	6	1	40
Fifteen or more	10	35	31	8	6	90
<b>TOTAL</b>	<b>38</b>	<b>89</b>	<b>49</b>	<b>20</b>	<b>10</b>	<b>206</b>

The data of the professional training of normal school instructors does not support Neatby's assertion that the "career" educator has much professional training and the "experience" educator lacks this training. The professionally experienced instructor has much more professional training. Nearly half of the professionally experienced instructors have at least a bachelor's degree in education and of these, 16% have advanced professional training. Only about 10% of the "career" instructors have a bachelor's degree in education and only 5% of these have advanced training.

It may be argued, however, that these data only show the statement to be false when applied to the professional training of normal school instructors and may not be valid for instructors in colleges of education. Therefore, the data of instructors in colleges of education has been tabulated in a similar way. These data appear as Table IX.

## 2. Professional Training of College of Education Instructors

Table IX lists the highest professional training of 109 instructors in colleges of education, according to the five levels of professional training described previously. Of the twenty-four instructors with some training, twenty have high school and four have normal school certificates.

## PROFESSIONAL TRAINING OF INSTRUCTORS

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TABLE IX. - Numbers of Instructors in Colleges of Education in Canada by Level of Professional Training and Years of Professional Experience in 1953.

Years of Professional Experience	Level of Professional Training					TOTAL
	No Training	Some Training	Bachelors	Masters	Doctors	
No Experience	3	0	3	1	0	7
One to four	6	2	3	2	3	16
Five to nine	14	7	0	4	2	27
Ten to fourteen	8	3	5	1	6	23
Fifteen or more	5	12	9	4	6	36
<b>TOTAL</b>	<b>36</b>	<b>24</b>	<b>20</b>	<b>12</b>	<b>17</b>	<b>109</b>

By observation, nine of twenty-three "career" instructors, or 40%, have no professional training. Two instructors have some professional training, but less than a bachelors degree in education. Of twenty-three instructors, six, or 26%, have the bachelors degree and the remaining six instructors (also 26%), have advanced training in education.

In the professionally experienced group it is found that thirteen out of fifty-nine instructors, or 22%, have no professional training. This is considerably better than the 40% "career" instructors with no professional training. About fifteen out of fifty-nine, or 25%, of the professionally experienced instructors have some professional training, which again is considerably better than the 10% of the "career" group who have similar training. Out of fifty-nine professionally experienced instructors, fourteen, or about 24%, have the bachelors degree in education, and seventeen, or 29%, have advanced training in education. These figures do not show as great a difference in professional training between "career" and "experience" instructors, but they show that in colleges of education, the "experience" instructor is also likely to have more professional training than the "career" instructor.

### 3. Professional Training of Two Types of Instructors

Table X totals the experienced and inexperienced instructors from normal schools and colleges of education

so that the picture may be seen completely. The number of instructors and the percentage that they constitute of their total number is given on the tables. Those without any professional training appear under "no training". Those with professional training are listed by three levels: those with some training, but less than the bachelors degree in education; those with only the bachelors degree in education; and those with advanced degrees (masters or doctors).

The inexperienced instructors comprise those with no professional experience or with one to four years' experience, and the experienced instructors are those with more than ten years professional experience in regular schools.

Table X makes it very obvious that as a group, the professionally experienced instructors are better trained professionally than the professionally inexperienced group. First of all, 39.3% of the inexperienced instructors have no professional training; whereas, only 15.3% of the experienced instructors have no professional training.

The percentage of instructors with some training less than the bachelor's degree is about the same for each type. The percentages are 34.5 for the professionally inexperienced instructor, and 34.5 for the experienced. These percentages show little difference on this level of professional training.

TABLE X. - Numbers and Percentages of Two Types of Instructors in Teacher-Training Institutions in Canada by Level of Professional Training in 1953.

Types of Instructors	Level of Professional Training								TOTAL	
	No Training		Some Training		Bachelors		Advanced			
	No.	%	No.	%	No.	%	No.	%	No.	%
Inexperienced	24	39.3	21	34.5	8	13.1	8	13.1	61	100
Experienced	29	15.3	66	34.7	56	30	38	20	189	100
TOTAL	53	27.3	87	34.6	64	21.5	46	16.6	250	100

However, in both undergraduate and advanced professional training a greater percentage of professionally experienced instructors are qualified. It is found that about 13% of the inexperienced instructors and 30% of the experienced instructors have a bachelors degree in education, while 13% of the inexperienced instructors and 20% of the experienced instructors have advanced professional training.

It is therefore impossible to agree with Dr. Neatby on the basis of these figures when she claims that it is generally the "career" instructor who has professional training, and that the "experience" type has little opportunity for advanced study. The figures above establish that the contrary statement would be closer to the truth.

Chapter III shows that Neatby's claim is in error concerning the professional training of instructors of the teacher-training schools. Chapter IV attempts to determine whether Dr. Neatby is correct when she asserts that the advanced training of the instructors is almost invariably received in the United States and that they have not much opportunity to study in countries other than Canada and the United States.

## CHAPTER IV

### SOURCE OF DEGREES OF TEACHER-TRAINING SCHOOL INSTRUCTORS

Dr. Neatby claims that the advanced training of teacher-training school instructors is invariably received in the United States. The following text is explicit:

... They receive their advanced training almost invariably from the United States; they have not the opportunity for study and observation in other countries ...<sup>1</sup>

This statement implies that most of the undergraduate study is undertaken in Canada, and that the instructors generally go to the United States for advanced training. Very few instructors receive their training in other countries.

To check this statement, four tables appear in this chapter. Table XI lists the bachelors degrees of normal school instructors; Table XIII, the bachelors degrees of instructors in colleges of education; and Table XIV, the advanced degrees of instructors in colleges of education.

The country of origin, or the country where the degree was obtained, as shown in these tables, is referred to throughout the following text as "source of degree".

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<sup>1</sup> H.M.Neatby, So Little For the Mind, Clarke-Irwin, Toronto, 1953, p.119.

Since the number of degrees obtained outside Canada and the United States is very small, and all of them are from European countries, these are listed under degrees from Europe. The degrees from Canada and from the United States appear under the appropriate headings. In the previous tables, only the highest degree was listed. However, in these tables it was necessary to list all the degrees of an instructor, since many instructors receive their degrees from different countries. Hence, the total number of degrees exceeds the total number of instructors.

#### 1. Source of Degrees of Normal School Instructors

Table XI lists the bachelors degrees of normal school instructors by country in which they were obtained. The source of the degrees is listed for instructors by the amount of professional experience so that comparisons can be made between the two types of instructors under discussion. This is a necessary division since it is possible that the above statements apply to one type but not to another.

This table shows that the bachelors degrees of normal school instructors are overwhelmingly obtained in Canada. This is true of all instructors irrespective of the amount of experience they have. Out of 220 degrees, 200 were received in Canada, fifteen from the United States, and five from Europe. Nearly all the undergraduate training of normal school instructors is received in Canada.

TABLE XI. - Numbers of Undergraduate Degrees of Instructors in Normal Schools in Canada by Country of Origin and Years of Professional Experience of Instructors in 1953.

Years of Professional Experience	Country of Origin of Degree			Total
	Canada	United States	Europe	
No experience	11	0	1	12
One to four	17	3	1	21
Five to nine	23	4	2	29
Ten to fourteen	43	3	0	46
Fifteen or more	106	5	1	112
<b>TOTAL</b>	<b>200</b>	<b>15</b>	<b>5</b>	<b>220</b>

Neatby, however, was more directly concerned with the advanced training of instructors. Table XII indicates the source of the advanced degrees of normal school instructors. It shows that the majority of the advanced degrees are received in Canada irrespective of the number of years of professional experience the instructor may have. About 60%, fifty out of eighty-four degrees, were received from Canadian universities. A good portion, about 35%, or thirty out of eighty-four, were received from universities of the United States, and only four degrees were received from European universities.

Therefore, when speaking about the source of the degrees held by normal school instructors it seems somewhat excessive to say that advanced degrees are almost invariably from the United States although more than one-third of them are obtained in that country.

The data of normal school instructors support Neatby when she claims that the instructors have no opportunity to study and observe in other countries. Only four out of eighty-four advanced degrees were obtained in Europe.

Table XI and Table XII list the source of the degrees of instructors of normal schools. Neatby directed her statements at instructors of colleges of education, and therefore, Table XIII and Table XIV list the source of the degrees of instructors of colleges of education, so that the accuracy of these statements can be examined in this respect.

TABLE XII. - Numbers of Advanced Degrees of Instructors in Normal Schools in Canada by Country of Origin and Years of Professional Experience of Instructors in 1953.

Years of Professional Experience	Country of Origin of Degree			Total
	Canada	United States	Europe	
No experience	2	1	0	3
One to four	6	3	1	10
Five to nine	7	6	2	15
Ten to fourteen	9	7	0	16
Fifteen or more	26	13	1	40
<b>TOTAL</b>	<b>50</b>	<b>30</b>	<b>4</b>	<b>84</b>

## 2. Source of Training of College of Education Instructors

Table XIII shows that bachelors degrees of instructors in colleges of education are nearly all obtained from Canadian universities, irrespective of the number of years of professional experience an instructor has. Of a total of 119 bachelors degrees, 104 were obtained from Canadian universities. Only nine were received in the United States and six from European universities.

The figures show that the source of the undergraduate training of instructors of normal schools and colleges of education is the Canadian institute of learning. Out of a total of 339 bachelors degrees, 304 were obtained in Canada. Only twenty-four were from the United States, and eleven from Europe.

Table XIV lists the advanced degrees of instructors of colleges of education. Out of 103 advanced degrees, fifty, (about 48%) were received in Canada; forty-three (about 42%) were received in the United States, and only ten (about 10%) were from European universities.

Although 42% of the advanced degrees of instructors of colleges of education, and 35% of the advanced degrees of normal school instructors were received in the United States, the statement of Dr. Neatby is somewhat excessive. The average per cent of advanced degrees received in the United States for all teacher-training school instructors

TABLE XIII. - Numbers of Undergraduate Degrees of Instructors in Colleges of Education in Canada by Country of Origin and Years of Professional Experience of Instructors in 1953.

Years of Professional Experience	Country of Origin of Degree			Total
	Canada	United States	Europe	
No experience	5	0	0	5
One to four	15	1	1	17
Five to nine	20	6	3	29
Ten to fourteen	23	1	1	25
Fifteen or more	41	1	1	43
Total	104	9	6	119

TABLE XIV. - Numbers of Advanced Degrees of Instructors in Colleges of Education in Canada by Country of Origin and Years of Professional Experience of Instructors in 1953.

Years of Professional Experience	Country of Origin of Degree			
	Canada	United States	Europe	Total
No experience	4	0	0	4
One to four	1	10	2	13
Five to nine	18	10	4	32
Ten to fourteen	11	13	1	25
Fifteen or more	16	10	3	29
<b>Total</b>	<b>50</b>	<b>43</b>	<b>10</b>	<b>103</b>

is 39. One can hardly say that the degrees are almost invariably from the United States when the average per cent received in Canada is 54. It is obvious, however, that 39% is a great portion of the advanced degrees, and though Neatby may have exaggerated somewhat by the use of the phrase "almost invariably", her statement does find some support.

Only about 7% of the advanced degrees of all instructors of the training schools in Canada are obtained in Europe. Neatby certainly seems to be justified when she states, "they have not the opportunity for study and observation in other countries". Nearly all of the instructors who have their advanced degrees from European universities are not instructors who went abroad to study, but were educated in Europe and then came to Canada.

In conclusion, it may be said that Neatby exaggerates to some extent when she claims that instructors almost invariably get their advanced training from the United States. The figures indicate that many (39%) of the advanced degrees are from the United, 54% are from Canadian institutions, and 7% from Europe. This is in sharp contrast to the undergraduate degrees of which 90% are received in Canada, 7% in the United States, and 3% in Europe.

Dr. Neatby is right when she claims that instructors have not the opportunity to study and observe in other countries, because only about 7% of them have received their

advanced degrees and 3% their undergraduate degrees from the universities of Europe.

## SUMMARY AND CONCLUSIONS

An attempt has been made in this study to check, by the available data, some of the statements made in Dr. Hilda Neatby's So Little For the Mind, concerning the professional experience and training of the instructors of the teacher-training schools in Canada.

At the outset of the discussion, Neatby claims that training school instructors are of two principal types: the "career" and the "experience". The main distinguishing mark between these two types was the amount of experience they had teaching in elementary and secondary schools, along with experience some may have had as school inspectors. The "career" instructor lacks professional experience and the "experience" type, as the name implies, has a great deal of professional experience.

Neatby claims that the "career" instructor is by far the most common type of training school instructor. This statement is not supported. It is found that instructors with less than five years of professional experience make up nearly 20% of the total number of instructors, and those with over ten years of similar experience make up nearly 59% of the total number. The remaining 21% have from five to nine years of professional experience.

Neatby also affirms that the "career" instructor is becoming more popular in recent years. This statement is supported by the figures, for about 60% of the instructors with less than five years of professional experience were recruited by the training schools within the four years prior to 1953, and the remaining 40% prior to 1949. The instructors with over ten years experience show almost the reverse figures. About 39% of them were recruited in the four years prior to 1953, and 61% prior to 1949. The figures show that the professionally inexperienced instructor is being recruited in greater proportion recently than prior to 1949. Therefore, it must be agreed that the "career" type, as defined by Dr. Neatby, is becoming more popular.

When Neatby describes the academic training of the "career" and "experience" educator, she states that both types lack general or liberal education. She concedes that they probably have a bachelors degree, but few of them have advanced academic training. These claims do not appear excessive in the light of the available data, for most of the instructors do have the Bachelor of Arts degree, and only about three of ten instructors have advanced academic training. Instructors in colleges of education are, however, better trained academically than instructors in normal schools.

It is stated that the "career" educator is better trained professionally than the "experience" educator.

Contrary to this assertion, the data show that it is the professionally experienced instructor who is likely to have better professional training. About 26% of the instructors with less than five years experience have a professional bachelors degree and 13% of them have advanced professional training. About 50% of the instructors with ten years or more professional experience have at least a bachelors degree in education, and 20% of them have advanced professional training. These percentages show quite conclusively that the professionally experienced teacher-training-school instructor is better trained professionally than the professionally inexperienced instructor.

The claim that instructors almost invariably get their advanced training from the United States is somewhat excessive. The truth is that over 50% get their advanced training from Canadian universities and about 42% get this training from universities in the United States. These percentages neither support nor refute Dr. Neatby's assertion, for many are received both from the United States and Canada; and the phrase "almost invariably" is too ambiguous.

Dr. Neatby also claims that instructors have not the opportunity for study and observation of methods in other countries. This is supported by the data, since only 6% of the degrees are obtained outside of Canada and the United States.

Dr. Neatby has sometimes been correct and sometimes in error when she described the professional experience and training of the teacher-training school staff members. This study supports Neatby when she claims that the "career" instructor is becoming more popular in our teacher-training school staffs in recent years; that few instructors have the opportunity to study in other countries; and that the instructors generally lack advanced academic training. This study does not support her when she states that the "career" instructor is by far the most common type of training school teacher (the reverse is true); and that the "career" instructor is better trained professionally than the "experience" instructor. One of her statements cannot be checked in this study, for the figures do not make it possible to determine whether or not the degrees of instructors are "almost invariably" from the United States.

From this study it would appear that there is more room for optimism than would be warranted from the picture portrayed in the third chapter of So Little For the Mind. The professionally experienced instructor is by far the most common type of training school instructor and he is also the one who is better trained academically and professionally than the professionally inexperienced.

The increasing tendency to recruit professionally inexperienced "career" type educators to fill staff positions at the teacher-training school level, at the risk of

excluding his more experienced colleague, is regrettable, for educators are agreed that professional experience on the part of the instructor is essential if he is to demonstrate the applicability of the principles of education to the prospective teacher.

Instructors should be given the opportunity to receive more advanced training since the data show that now only about one in four has an advanced degree. Instructors should also receive more opportunity and assistance to study in the great centres of education in countries other than Canada and the United States. In order to have a teacher-training school staff which possesses a knowledge of the science of education and a skill in the art of teaching, these recommendations appear to be justified.

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Some data which were not available from "Report of Teacher-Training Schools" were obtained from these sources. These calendars give the names of staff and their degrees, and outline the various courses offered in the school.

**APPENDIX I**

**NUMBER OF INSTRUCTORS  
OF TEACHER-TRAINING INSTITUTIONS IN CANADA  
BY PROVINCE, LOCATION AND INSTITUTION IN 1953**

Table XV. - Numbers of Instructors in Normal Schools in Canada by Province, Location, and Institution in 1953<sup>1</sup>

Province	Location	Name of Institution	Staff Members
P.E.I.	Charlottetown	Prince of Wales College and Normal School	3
Nova Scotia	Truro	Nova Scotia Normal School	14
New Brunswick	Fredericton	Teacher's College	20
Quebec	Ste. Anne de Bellevue	Macdonald College	10 <sup>2</sup>
Ontario	Hamilton	Hamilton Teacher's College	10
	London	London Teacher's College	10
	Ottawa	Ottawa Teacher's College	10
	Ottawa	University of Ottawa Teacher's College	8
	Peterborough	Peterborough Teacher's College	9
	North Bay	Teacher's College	9
	Stratford	Teacher's College	10
	Toronto	Toronto Teacher's College	22
Manitoba	Tuxedo	Provincial Normal School	17
Saskatchewan	Moose Jaw	Saskatchewan Teacher's College	13
	Saskatoon	Saskatchewan Teacher's College	16
British Columbia	Vancouver	Provincial Normal School	15
	Victoria	Provincial Normal School	10
<b>Total</b>			<b>206</b>

1 Data from Report of Teacher Training Schools, Dominion Bureau of Statistics, Ottawa, Ontario.

2 This is the only Teacher-training school in Quebec preparing English non-Catholic elementary school teachers.

TABLE XVI. - Numbers of Instructors in Colleges of Education in Canada by Province, Location, and Institution in 1953<sup>1</sup>

Province	Location	Name of Institution	Staff Members
Newfoundland	St. John's	Memorial University	5
Nova Scotia	Antigonish	St. Francis Xavier University	2
	Halifax	Dalhousie University	1
	Halifax	Mount St. Vincent College	1
	Wolfville	Acadia University	5
New Brunswick	Chatham	St. Thomas College	1
	Fredericton	University of New Brunswick	4
	Moncton	St. Joseph's University	8
	Sackville	Mount Allison University	1
Quebec	Lennoxville	Bishop's University	2
	Montreal	McGill University	8 <sup>2</sup>
Ontario	Ottawa	School of Psychology and Education	6
	Toronto	Ontario College of Education	21
Manitoba	Brandon	Brandon College	3
	Winnipeg	Faculty of Education	5
Saskatchewan	Saskatoon	College of Education	7
Alberta	Edmonton	Faculty of Education	20
	Calgary	Faculty of Education (Calgary Branch)	12
British Columbia	Vancouver	Department of Education	5
Total			117

1 Data from Report of Teacher Training Schools, Dominion Bureau of Statistics, Ottawa, Ontario.

2 These instructors were not included in the Report of Teacher Training Schools.

APPENDIX II

ABSTRACT OF  
A CHECK ON DOCTOR' NEATBY'S ASSERTIONS  
CONCERNING THE PROFESSIONAL EXPERIENCE  
AND TRAINING OF TEACHER-TRAINING SCHOOL  
INSTRUCTORS IN CANADA

## APPENDIX II

### ABSTRACT OF

#### A CHECK ON DOCTOR NEATBY'S ASSERTIONS CONCERNING THE PROFESSIONAL EXPERIENCE AND TRAINING OF TEACHER-TRAINING SCHOOL INSTRUCTORS IN CANADA

Doctor Neatby questioned the qualifications of instructors in the teacher-training schools of Canada in So Little For the Mind, published in 1953. It is the purpose of this thesis, therefore, to survey the actual professional experience and training of teacher-training school instructors and to check Dr. Neatby's conclusions on this subject.

The data, largely taken from the Report of Teacher Training Schools, 1953, of the Education Division of the Dominion Bureau of Statistics are used to check the Doctor's statements.

Chapter I checks the statements concerning the classification of instructors into "career" and "experience" types. It is found that the "experience" instructors are much more common than the inexperienced, or "career" type, although the opposite view is stated by Neatby. The data, however, support her when she says that the "career" instructor is becoming more popular in recent years.

Chapter II deals with Dr. Neatby's statements about the academic training of the "career" and "experience" instructor. The study supports Neatby when she claims that instructors generally lack advanced academic training, for although most of them have a Bachelor of Arts degree, only one in four has advanced academic training.

Chapter III deals with the professional training of instructors. Contrary to Neatby it was found that it is the experienced instructor who is generally better trained professionally than the "career" instructor.

Chapter IV concerns itself with the source or country of origin of degrees held by instructors. It is found that Dr. Neatby's statement was somewhat exaggerated when she claims that advanced degrees are almost invariably received in the United States. It is obvious from the data that over half of them are received in Canada, and about 42% in the United States. Her statement that they have not much opportunity to study in other countries is supported by the reports, since only about 6% have obtained their advanced training in Europe.

In conclusion it may be said that while some of Dr. Neatby's statements are accurate, they are almost as often inaccurate on the subject of the training and professional experience of teacher-training school instructors. Seemingly the lack of training and professional experience

on the part of some instructors is regrettable. However, there appears to be more room for optimism than would be warranted after reading the third chapter of So Little For the Mind.