

128

UNIVERSITY SENATE COMM. HEARING  
ON THE  
QUEBEC PROTESTANT EDUCATION SURVEY  
REPORT

McGILL UNIVERSITY ARCHIVES
ACC. NO. 27
REF. Item 8

T. R. McPATRICK  
OFFICIAL REPORTER

UNIVERSITY SENATE COMMITTEE HEARING help. Perhaps  
I should say, Sir, I think, THE out this time last year  
QUEBEC PROTESTANT EDUCATION SURVEY REPORT was  
brought into existence -- we did submit, on behalf of the  
Provincial Association of the Protestant Teachers of  
Afternoon Session, January 13th, 1938.

a report on health and physical education.  
PRESENT: member of that Committee, and I think our views  
are pretty well the Principal that report, sir, which I  
am sure you don't Mr. S. G. Currie.

Dean Hendel

Well, I have not gone through this report in  
Dean O'Neill

I read part of it through, and noted something  
Dean Lemessurier

I have not certainly made a complete study of it.  
Dr. Woodhead

If you Dean Brittain 290, where you have the

commendations, I would say,

point where I would disagree with the recommend-

at least question the soundness of the recom-

DEAN GRANT FLEMING INTERVIEWED

in the setting up of Health Service for

from the Health Depart-

THE PRINCIPAL: As you know, this is a Committee of the  
Senate authorized to submit views respecting the report  
of the Quebec Protestant Education Survey. being, chiefly,

There are certain matters referred to in the  
Report with respect to which I think you might throw  
some light, and with respect to which you may have  
some suggestions. of the nutrition of a child is

Do you mind expressing your views as to the  
substance of your report, so far as these matters are  
concerned, or any other matters?

DEAN FLEMING: I shall be glad to be of any help. Perhaps I should say, Sir, I think, about this time last year when a group -- and I am not quite sure how it was brought into existence -- we did submit, on behalf of the Provincial Association of the Protestant Teachers of Quebec, a report on health and physical education. I was a member of that Committee, and I think our views are pretty well set forth in that report, sir, which I am sure you don't want me to read.

Well, I have not gone through this report in detail. I read part of it through, and noted something but I have not certainly made a complete study of it.

If you take, on page 290, where you have the summary and conclusions and recommendations, I would say, the first point where I would disagree with the recommendations, or at least question the soundness of the recommendations, is in the setting up of Health Service for the schools as a separate entity, from the Health Department. Personally, I believe the School Health Service should be part of the service provided by the local Health Departments. The reason for that being, chiefly, I would say, from the health point of view, you cannot deal with the individual, the family is the unit. Take a case of tuberculosis -- that is certainly a family problem. The question of the nutrition of a child is a family question. It has the responsibility for sanita-

Furthermore, from the point of view of organization, it would mean in fact, that in one area of a city you would have at least three groups: Public Health Nurses, one from the Health Department, one from the Protestant School and one from the Catholic School. The Health Department is in control of communicable diseases, and they would, in that specific field, have to deal with the school child. So that, that would be the first point which I would question.

THE PRINCIPAL: Dean Fleming, would you prefer that any questions we may have in mind be deferred until you finish, or, would it be more convenient to you, if questions be asked as we proceed.

DEAN FLEMING: Yes, I think so.

THE PRINCIPAL: On that score. The Public Health Service, or whatever the title is, is charged with this responsibility, so, would there not be a conflict of authority?

DEAN FLEMING: In what way? I am not quite sure what you mean.

THE PRINCIPAL: The ~~student~~ situation would be this. The schools under control of the Protestant Committee - the public Health Service is an agency wholly independent.

DEAN FLEMING: No. It has the responsibility for sanita-

tion and the control of communicable diseases. They have the right of entry to the schools for this purpose.

DEAN FLEMING: You will find good service under both

THE PRINCIPAL: Would there be a conflict of authority, with respect to physical competence, between the schools and the Public Health Service. I don't know. The employees of the Public Health Service may be also agents of the Protestant Education Committee, or whatever agency has control of the schools.

: This works very well for a large

DEAN FLEMING: Well, if the service is conducted by the Health Department. Once a member of the staff of the Health Department enters the schools to conduct, let us say, physical examinations, he is, in fact, there for that duty, and to that extent he comes under the school principal. It is a fact that adequate school health services are conducted on both planes.

Personally, I believe the more effective way, is when the school health service, as in Toronto and Hamilton, is a part of the service of the Health Department. Many years ago, by a popular vote in Toronto, it was transferred to the Health Department.

THE PRINCIPAL: Take Alberta, for instance.

DEAN FLEMING: I don't know about that, but Saskatchewan was under the Health Department.

DR. WOODHEAD: When it is under the School Board, the

inspection is apt to be very perfunctory.

DEAN FLEMING: You will find good service under both types of organization. I think the education authorities are responsible for the health education, very definitely, but with the medical aspects, if you can call them that, school health service falls naturally under the authority responsible for the health of the community as a whole.

\_\_\_\_\_ : Our English group does want control. This works very well for a large city, but how would it work in small towns? Health than the majority of the Province.

DEAN FLEMING: On page 291, article 41, if you were going to carry out service in rural areas where there is no Health Unit, and they suggest that the local boards employ doctors, dentists and nurses, it would not be practical. Then, the provincial education authority would have to employ these, and it would be a traveling clinic. When public health is concerned, I feel that we get along very well with old fashioned principles, \_\_\_\_\_ : Where would the line be drawn and I think it fair to say that the Health Department, there?

DEAN FLEMING: It would depend on what your school population is. If it is in a given area, where there is no Health Department, if the population was sufficient to warrant organizing your own service, I would say yes.

THE PRINCIPAL: That recommendation is simply an amplification of Article 41? "traveling clinics". I just want

DEAN FLEMING: Yes. I rather have the impression that the Report does not preclude your idea of a traveling clinic. Would you think, in a general way, that the municipal, or provincial Health Service, would be the standard we want for our schools?

DEAN FLEMING: Well, the only reply to that is, we get what we pay for.

MR. CURRIE: Our English group does want control. Some of us imagine that we are fussier on matters of health than the majority of the Province.

DR. WOODHEAD: What clause would you substitute for

DEAN FLEMING: Personally, I think, as an English group, we are interested in public health, but we should throw our energy into the development of local Health Departments rather than try to pick out our own school children and isolate them.

DR. WOODHEAD: The Protestant Board, and other Boards, inssofar as public health is concerned, I feel should call on the assistance of the Department. that we get along very well with old fashioned principles, and I think it fair to say that the Health Department, in Montreal, has progressed remarkably in the last ten years.

THE PRINCIPAL: I refer to page 96 of the Report, dealing with oral Hygiene. There is this sentence: "A serious situation is disclosed with regard to the teeth of the children living in country districts, use should be made, we felt, of traveling clinics". I just want

DR. WOODHEAD: On page 93 of the Report, there is a

to clear up that point. I rather have the impression of that the Report does not preclude your idea of a traveling clinic. It would seem that the Health Service at present rendered in the Province and the municipalities

DEAN FLEMING: No, I don't think it does.

is inadequate. It does not take in enough.

THE PRINCIPAL: In this case, such a clinic is expressly

DEAN FLEMING: My reply to that would be this: If recommended.

people of this Province are prepared, out of public

MR. CURRIE: Would it be well, to get more method in the procedure, to take up each clause?

DR. WOODHEAD: What clause would you substitute for Clause 40? It is a matter of public policy. I don't believe that the system followed is that this

DEAN FLEMING: Well, I would simply say that I would substitute the clause that would state that the Health Service should be provided by Public Health.

DR. WOODHEAD: The Protestant Board, and other Boards, should call on the assistance of the Department.

DEAN LEMESSURIER: You are in thorough agreement with MR. CURRIE: You would have to continue, by saying what the demand that this attention shall be given. It is a question of organization. service the Protestant Board should expect to receive from the Health Department.

DEAN FLEMING: In this Report, we did set down what we considered school health service should be. That is not to say that it is perfect, but we did present a statement of what we thought it should be.

DEAN LEMESSURIER: On page 93 of the Report, there is a



statement that no provision is made for dental care of the children, outside of Montreal. If there are facts like that, it would seem that the Health Service at present rendered in the Province and the municipalities is inadequate. It does not take in enough.

DEAN FLEMING: My reply to that would be this: If people of this Province are prepared, out of public funds, to pay for the medical care, as this report suggests, all of these children, whose parents cannot afford to pay for their care, should come under that dental care. It is a matter of public policy. I don't believe that the system followed is that this care should be provided by the educational authority. That should be the part of the organized medical service of the community. You might extend that statement and say, no provision is made for the dental care of adults, of mothers, etc.

DEAN LEMESSURIER: You are in thorough agreement with the demand that this attention shall be given. It is a question of organization. I think not, personally.

DEAN LEMESSURIER: Yes, and of financing. the examination

DEAN LEMESSURIER: Do you find reason to question the statement of facts here? Are they overdrawn in any way?

DEAN FLEMING: I would not want to answer that question

without careful reading. In a report of this type, one naturally points out the weaknesses. Take page 97. I did note, at the bottom of page 97, there is a reflexion with regard to dental defects. When the doctor examines children, he notices only gross dental defects. With a careful examination, he will find a very high percentage of children requiring care, and, if you take an X-Ray, it will amount to one hundred percent.

include a complete and thorough physical examination.

I don't know if this Committee had any idea Does that answer the question?

of what they meant when they suggested necessary treatment for those children whose parents are unable to meet the costs. I think we should start immediately to pay for the medical care of these children.

DEAN FLEMING: I have not read the Report carefully enough to want to commit myself, nor am I familiar

enough with present practices: It cannot be done on the school budget.

THE PRINCIPAL: The only thing, insofar as you have

read the Report: Or on the funds you are liable to get for education.

objective.

DEAN FLEMING: I doubt whether it should in any case, be done by the Education Board. I think not, personally.

MR. CURRIE: Take pages 89 and 90 about the examination features.

should be vested in the Public Health Service, rather

DEAN FLEMING: Well, I would say, as regards satisfactory medical certificates, that is one of the most difficult

to get, because it really means that we have to accept a

DEAN FLEMING: Yes.

THE PRINCIPAL: You feel that, even under conditions  
medical certificat~~e~~ from any qualified medical pract-  
itioner. This often means that when an applicant fills  
out a form, the examination, to say the least, is not  
thorough. I would think that, once the individual is

admitted to school, in the school, there should be or-

ganized a proper school health service, so that the

teacher in training will learn what it is, by living

in it, and part of that school health service should

include a complete and thorough physical examination.

Does that answer the question?

THE PRINCIPAL: But, are there any difficulties arising *out*

MR. CURRIE: Yes, that answers it.

DEAN FLEMING: I have not read the Report carefully

enough to want to commit myself, nor am I familiar

enough with present practice.

THE PRINCIPAL: I think our difficulty is the language

read the Report, with which you disagree, is the

question of procedure rather than the question of

objective.

DEAN FLEMING: Yes, sir.

THE PRINCIPAL: That is to say, medical inspection,

care of the health, hygiene, sanitation, etc., you feel

should be vested in the Public Health Service, rather

than controled by the Protestant Committee or the

Board.

DEAN FLEMING: Yes.

THE PRINCIPAL: You feel that, even under conditions  
DEAN FLEMING: I think, if one were just looking at the  
as they may exist in this community, in this Province --  
schools and nothing else, one might say yes. But, if  
that is, bi-lingual and racial, it would be better to  
you look at the community as a whole, the answer is no.  
proceed in that fashion.

THE PRINCIPAL: In this Province?

DEAN FLEMING: Yes.

DEAN FLEMING: In this Province.

THE PRINCIPAL: With special employees of the Protestant  
Committee? Looking at the problem of education,

in its environment? Would you think that physical

DEAN FLEMING: Yes. care of children, observation of their health, would be

THE PRINCIPAL: But, are there any difficulties arising *out*  
of the peculiar circumstances which exist in this  
Province, standing in the way -- or, not necessarily  
in the way, but opposing barriers to successful oper-  
ations

Protestant Education is concerned. A certain personnel

DEAN FLEMING: I think our difficulty is the language  
might express it, just as though they were actual  
problem.

employees of the School Board. Would that be possible?

THE PRINCIPAL: Insofar as Protestant Education is  
DEAN FLEMING: I would say yes. The accepted principle  
concerned, that difficulty would be removed if control  
of Public Health organization is that of generalized  
were vested in the Protestant Committee or the School  
Public Health. You don't employ school nurses, when  
Board.

the nurse does all the work in the area.

DEAN FLEMING: Yes, I presume so.

MR. GURRIE: In Westmount, we have a nurse who speaks

THE PRINCIPAL: The only question then, is whether the  
removal of that difficulty, by following the procedure  
recommended by this Committee, would give rise to dis-  
advantages. even or French citizens. I don't think they

DEAN FLEMING: I think, if one were just looking at the schools and nothing else, one might say yes. But, if you look at the community as a whole, the answer is no. French and Catholic, are you sure the minority will get

THE PRINCIPAL: In this Province?

DEAN FLEMING: In this Province. small English groups

are in French communities and there would not be an English speaking doctor or nurse. Take Lasalle, there are only three Protestant families there. care of children, observation of their health, would be

better conducted through School Boards and districts of the Protestant Committee, rather than through Public Health Service, even in this community, in the light of its peculiar environment. There might be

some compromise between the two procedures, so far as Protestant Education is concerned. A certain personel of the City of Montreal, in accordance with available might express it, just as though they were actual employees of the School Board. Would that be possible? through resources of a Committee which is mainly French

DEAN FLEMING: I would say yes. The accepted principle of Public Health organization is that of generalized Public Health. You don't employ school nurses, when

the nurse does all the work in the area. or the operation is in the best interest of all.

MR. CURRIE: In Westmount, we have a nurse who speaks French, to handle all French cases. The doctor, I don't think speaks French, but there is a French nurse, and there has been no difficulty in the examination of French children or French citizens. I don't think they

have had any conflict yet.

DR. WOODHEAD: When you have a community, predominantly French and Catholic, are you sure the minority will get as good treatment?

THE PRINCIPAL: There is also question of the standard of service, which: A great many small English groups are in French communities and there would not be an English speaking doctor or nurse. Take Lasalle, there are only three Protestant families there.

DR. WOODHEAD: Should you not have prevailing, throughout the Province, just one system - not only a system for Montreal and another entirely different for the Province?

THE PRINCIPAL: Might not that system vary, outside year's training. The City of Montreal Health Department wants to employ an English Psychiatrist for work resources. Take our children who are being attended in Protestant schools, but there is not one available through resources of a Committee which is mainly French and Catholic.

MR. CURRIE: Another answer would be that, in a large city with a small minority, the city would employ an

DR. WOODHEAD: It is a question of whether the operation is in the best interest of all.

DEAN REMESSURIN: In some places, there are so few Protestants. The Commission should have the responsibility for the whole inspection. Recommendation 41 says, in

MR. CURRIE: I think you would have to go on the assumption in conjunction with earlier pages 92, 93 and 95, it says

that the majority would do it. Under the Bureau of

Health, shall be utilized and extended in their use-

\_\_\_\_\_ : I would be more uncertain whether  
fulness, and that only where that is not feasible,  
we would not want a higher standard than the majority.  
the local Board should attempt to do what they are

THE PRINCIPAL: There is also question of the standard  
of service, which is very closely related to the  
competence of the personnel. With regard to the third  
point, do you feel that a personnel, vested in the  
majority is as competent as if the minority had ex-  
clusive control of Public Health?

DEAN FLEMING: I answer that by saying that I don't  
know of any city that has done what Montreal has done  
to raise the standard of the personnel. They give  
three scholarships a year and send them away for a

year's training. The City of Montreal Health Depart-

THE PRINCIPAL: Is that what this recommendation means?  
ment wants to employ an English Psychiatrist for work  
in Protestant schools, but there is not one available.

That is the situation we run into.

DEAN LEMESSURIER: The Report says: "That decentralisa-

MR. CURRIE: Another answer would be that, in a large  
city with a small minority, the city would employ an  
expert on health. The minority could not afford a  
full time man, and it would not be satisfactory."

On page 96: "We have added to this a recommendation

DEAN LEMESSURIER: Recommendation 40 suggests that the  
that the Protestant Committee should use its influence  
Board of Education should have the responsibility for  
to have the service given by the units so developed  
the whole inspection. Recommendation 41 says, in  
that medical examination would be much more thorough  
conjunction with earlier pages 92, 93 and 95, it says

that an established health unit, under the Bureau of Health, shall be utilized and extended in their usefulness, and that only where that is not feasible, the local Board should attempt to do what they are suggesting in Montreal. The Protestant Committee or the District Board. That is a statement of what the recommendation is. Now, there is the present organization. There are existing Provincial Health Units. Do you feel that the Health Department of Montreal should have a similar responsibility for Montreal?

DEAN FLEMING: Yes. It seems to me rather strange to recommend taking the service away from the Health Department of Montreal, and leaving it with Health Units, which, to say the least, are immature.

THE PRINCIPAL: Is that what this recommendation means?

DEAN FLEMING: I think it is generally accepted, in health units is the general procedure.

DEAN LEMESSURIER: The Report says: "That decentralisation of the health services, accompanied by directional control in the hands of the central authority, as suited to the needs and extent of the Province, is the opinion of those who are best qualified to judge."

DEAN FLEMING: My only point was I thought, where it On page 96: "We have added to this a recommendation that the Protestant Committee should use its influence to have the service given by the units so developed that medical examination would be much more thorough

MR. CURRIE: You agree, then, that, under recommendation



and effective than they are at present."

Recommendation 41: "The Protestant Committee should use its influence to have the field of usefulness of the county health units extended as rapidly as possible, so that a service similar to that recommended for the area of Greater Montreal may become available to every Protestant School in the Province. In areas where this object cannot be achieved, the Protestant Committee or District Board should employ its own doctors, dentists and nurses, and should provide the necessary treatment for those whose parents are unable to meet the cost involved."

DEAN FLEMING: On page 97 of the Report: "In Westmount \_\_\_\_\_: Whom do they mean by "those best qualified to judge"?"

DEAN FLEMING: I think it is generally accepted, in the Public Health field, that the organization of health units is the general procedure.

DEAN LEMESSURIER: Then, you don't take exception to recommendation 41, do you? - because the prime recommendation is the use of the present system.

DEAN FLEMING: My only point was I thought, where it was being done for areas not now served by County Health, it would be perhaps better to do it on a Provincial basis, in such areas.

MR. CURRIE: You agree, then, that, under recommendation

40, there should be a new health service organization to supply health service to Protestant schools in Greater Montreal, separate entirely from the City.

for all children whose parents cannot afford to pay, DEAN FLEMING: No. at the expense of the Educational authority.

THE PRINCIPAL: The body of your Report seems to make a distinction between what is being done in Westmount and Outremont, and what is being done elsewhere. Greater Montreal means the island.--

I think, if it is to be provided, it should be under \_\_\_\_\_: I think, as used now, it does not include the whole island, such as St. Anne's, etc.

THE PRINCIPAL: But, on a question of procedure?

DEAN FLEMING: On page 97 of the Report: "In Westmount and Outremont, much greater care appears to be taken, and each of these cities gives a dental service which includes complete treatment for indigent children."

I don't think we can compare Westmount and Outremont with Montreal, their indigent population is so small. I think that part is rather poor.

DEAN FLEMING: Well, I don't think the school children

THE PRINCIPAL: The body of the Report does recognize this question. At any rate, there is no disagreement or criticism against the objectives sought?

\_\_\_\_\_ : But, those going through the DEAN FLEMING: Oh, no. educational process, would be better citizens ultimately,

THE PRINCIPAL: Whatever criticism there may be has to do purely with the machinery.

DEAN FLEMING: Yes. There is another point, about medical

care. Personally, I believe, Every person requiring medical care should receive it, but I doubt if the proposal here is sound, in that it should be provided for all children whose parents cannot afford to pay, at the expense of the Educational authority.

THE PRINCIPAL: That is a question of financial resources.

DEAN FLEMING: I think it is much more than that. I think, if it is to be provided, it should be under the medical care of the community.

THE PRINCIPAL: But, on a question of procedure?

DEAN FLEMING: I think the costs will be very large, but the objective is desirable.

\_\_\_\_\_ : It is desirable, but the cost is prohibitive, to make it a general service. Then,

why not make it just for school children?

DEAN FLEMING: Well, I don't think the school children are particularly in urgent need, as compared with other groups. The mortality of children is very low.

\_\_\_\_\_ : But, those going through the educational process, would be better citizens ultimately, and we would make sure that the rising generation will be physically fit.

DEAN FLEMING: I think I would rather begin with the

maternity level, then take the entrance to school and the school child, etc. Of course, I think organized medical service is coming. There is no question of that.

DEAN FLEMING: Well, I noticed that, under recommendation

49, I have put a : That is, in school is the first

opportunity to be had of getting these people without

a house to house canvass? 39. I don't know how that is

to be interpreted, but our feeling in general is that

DEAN FLEMING: No, we have practically every infant with the child in school, the aim is to have the child under supervision.

properly fed at home. This could be read: "It should

DR. WOODHEAD: Of course, this Report only deals with

the school child? of meals." I don't know if that

implies school meals for all children. It looks that

DEAN FLEMING: I am all in favor of the school children

way, but, in a general way, our Christian work is to

getting medical care that they require and I think this

try to get the child properly fed at home.

should be the part of the health service of the com-

munity and not the educational committee. recommendation 36,

page 289 of the Report. In our McGill University

: Of course, we are speaking of Greater

doing anything towards having a summer course in

Montreal. That paragraph is headed: "Greater Montreal".

health education at McDonald College? This may not

MR. CURRIE: I wonder, if they have not missed something

in not having the medical profession represented on

the Board.

DEAN BRITTAIN: It is not for me either. The summer

DEAN BRITTAIN: That was suggested by someone. To merely

lead facilities.

MR. CURRIE: They would be far more important than

members of the Protestant clergy. there is such a course

DEAN LEMESSURIER: Do we want to ask about handicapped children? Is there anything there on which you would like to give us your opinion?

DEAN FLEMING: Well, I noticed that, under recommendation 49, I have put a question mark. I thought they dealt with that adequately by referring to clothing. In regard to recommendation 39, I don't know how that is to be interpreted, but our feeling in general is that with the child in school, the aim is to have the child properly fed at home. This could be read: "It should be the concern of all School Boards to encourage the provision of school meals." I don't know if that implies school meals for all children. It looks that way, but, in a general way, our Christian work is to try to get the child properly fed at home.

DEAN LEMESSURIER: I would ask about recommendation 36, page 289 of the Report. Is our McGill University doing anything towards having a summer course in health education at McDonald College? This may not be a question for you, Dean Fleming; it may be for Dean Brittain.

DEAN BRITTAIN: It is not for me either. The summer school is put on by the Board of Education. We merely lend facilities.

DEAN LEMESSURIER: Do you know if there is such a course

in health education? PROF. HUGHES INTERVIEWED.

DEAN BRITTAIN: No. They have \$2500. to run the whole summer school. There is not money available to do even what they are doing now, properly. A group tried last year to start a course in physical education, but they got no encouragement whatever.

PROF. HUGHES: Well, sir, I take it, you don't want a

THE PRINCIPAL: Dean Fleming, your criticisms are directed towards procedure and mechanisms, rather than towards the objectives?

DEAN FLEMING: Yes.

THE PRINCIPAL: You would be in accord with the objectives sought?

DEAN FLEMING: I think that is generally true, as far as my general impression of the Report goes.

THERE BEING NO FURTHER QUESTIONS, DEAN FLEMING RETIRES FROM THE ROOM.

I think a study of the personnel of the Committee is pretty convincing on that score, Mr. Chairman. You have the Chairman, a distinguished Scottish educationist, with experience of adventures in educational administration, a man who has moved about and who has had the

PROFESSOR JOHN HUGHES INTERVIEWED.

THE PRINCIPAL: Professor Hughes, we are struggling with this Report of the Committee on which you served, and we would be very grateful if you would give us your views on this Report.

PROF. HUGHES: Well, sir, I take it, you don't want a lengthy statement.

THE PRINCIPAL: No. I think if you give us your views in general it will be sufficient, and then, there will be some questions from the members of the Committee with respect to certain matters to which reference has been made.

PROF. HUGHES: Well, Mr. Principal and gentlemen, the Report seems to me to be, humanly speaking, an honest, faithful and fairly complete picture of the Protestant Education system in Quebec. I think it may be claimed that, without exception, my colleagues were all disinterested and animated merely by the desire to get at the truth, and present an accurate account of the situation, as they saw it.

I think a study of the personnel of the Committee is pretty convincing on that score, Mr. Chairmen. You have the Chairman, a distinguished Scottish educationist, with experience of advantage to educational administration, a man who has moved about and who has had the

opportunity of traveling Canada from coast to coast and speaking with education leaders in every Province. He was the first educationist in history, I believe, to organize a complete study of the intelligence of the whole child problem of any nation. Then we have a country doctor, who knows rural Quebec and has served on School Boards for many years, and now duly appointed to the Quebec Association of Rural Boards. We have an Anglican bishop, educated in New Zealand and England, with some experience as a school master and university experience as dean, and latterly has had a very wide experience in the larger sections of the Province, having traveled through sections such as Gaspé, Labrador and the Magdalen Islands. He has a large knowledge of rural Quebec. Then we have a chart<sup>ered</sup> accountant, from this city, with financial experience in general and particularly, educational finance, having served for some years on the financial side of the City school education. We have another financial man also, assistant general manager of one of the banks, and very competent in that field, and able to give us some guidance. Then, a retired chief inspector of schools, who has had wide experience as a teacher and administrator, also in public service of a more general kind, having been an alderman in Ottawa, a man who is free from pedantry. We have two women alumni of McGill, one, supervisor of the Junior Red Cross, who has traveled the whole of rural



Quebec and has given us invaluable information regarding geographic conditions, and who knows "the little red school house" inside out. The other woman member is a master of Arts, with a son now at school and in the University, who is particularly competent to study the question of French in schools. Then we had the head master of one of the two greatest private schools of Canada, a graduate of Oxford, with extensive experience with Canadian education. We have Mr. Heney, a young member of the Bar of Montreal, a Rhodes scholar, who has done some school mastering.

That, I think, is a guarantee of the disinterestedness and competence of the members of the Committee, and I think the Report is what one would expect from a body of that kind. I think it was an honest effort to give the citizens of Quebec the truth, and I think, humanly speaking, they have succeeded.

THE PRINCIPAL: Did each member of your Committee see and study the report before it was printed?

PROF. HUGHES: Yes. I think I ought to say that the part of the Report we signed is Chapter 19, "Conclusions and Recommendations", page 266.

DEAN BRITAIN: You did not see and sign all the ~~pages~~ body of the Report?

PROF. HUGHES: It was done in this way:—The galley proof

and any member

PROF. HUGHES: No, we did not sign the body of the Report, but we saw it in galley proof before being finally printed, so that every member of the Survey Committee had the opportunity of seeing the Report.

THE PRINCIPAL: Did they have the opportunity of criticizing the Report, or attempting to modify the body of the Report?

PROF. HUGHES: No, the secretary had power to pass on

PROF. HUGHES: The Chairman left discretionary powers to the Secretary of the Council, Mr. Heney, to correct, in consultation with his colleagues, and clear up anything that might call for correction, or which could be better worded, to give a more exact and reliable picture.

and do take full responsibility.

THE PRINCIPAL: Was that opportunity taken advantage of?

PROF. HUGHES: Yes. There were corrections that were carried out. On page IX of the Preface, at the end of paragraph 3: "By seizing every opportunity, the Committee succeeded in visiting over a hundred schools

THE PRINCIPAL: Corrections made in consultation with the full Committee?

PROF. HUGHES: Yes. A great majority of the facts from the witnesses, though we got a good deal

THE PRINCIPAL: All the members of the Committee who were available? exceptions, we could draw our own

conclusions.

PROF. HUGHES: It was done in this way: The galley proof

and any member sheets went to every member of the Committee/who had information, he produced it. It might be that a Chairman of a sub-committee would send in to the secretary suggestions for emendation.

THE PRINCIPAL: These modifications were not approved by the whole Committee?

PROF. HUGHES: No, the secretary had power to pass on suggestions of that kind. There were cases where he did consult the other members by telephone; I was consulted myself. Mr. Hepburn, on page XI of the Preface, at the end of the second paragraph, says:

"The Report is therefore a compilation. For the form in which it is cast, and for its actual contents, I must and do take full responsibility".

I think it is important to note another point. On page IX of the Preface, at the end of paragraph 3: "By seizing every opportunity, the Committee succeeded in visiting over a hundred schools situated in many different parts of the Province". So, our information is wholly from proofs and the examination of witnesses, though we got a good deal from the witnesses. A great majority of the facts was given us free. There were some exceptions. In the case of the exceptions, we could draw our own conclusions.

THE PRINCIPAL: The members of the Protestant Committee were consulted?

It was to examine it as dispassionately as possible.

PROFESSOR HUGHES: Yes.

THE PRINCIPAL: All the members of the Protestant Committee?

PROF. HUGHES: Every one of them had an opportunity of expressing himself.

The work was divided among groups of the

THE PRINCIPAL: Did some of them not take advantage of the opportunity?

PROF. HUGHES: I think I am correct in saying that we did not have an opportunity to consult every one. That is my impression.

Richmond and Brammondville, others to Bruce County area.

THE PRINCIPAL: Have you anything further you would like to say?

PROF. HUGHES: No, except that the Report, as a whole, hangs together; it is a unit. I think that has been brought out very well on page 226, paragraphs 2 and 3.

MR. CURRIE: I suppose you attacked the problem in a critical frame of mind, rather than calling our attention to the good things and the improvements that took place in the last ten years?

PROF. HUGHES: Well, we felt that we were not called upon to hand out bouquets, and we tried to view the situation as a whole. There were parts of the Province, Gaspé, for example - there, we had to depend on the special knowledge of people, like Mrs. Shaw. Had we had unlimited time, we would have

whole problem objectively, on the assumption that this system, like every other, is imperfect, and that our duty was to examine it as dispassionately as possible, and give our picture of it and suggest lines of advancement.

DEAN LEMESSURIER: In this visitation of a hundred schools, it was as a sub-committee that visited the schools, or was the work divided among groups of the main Committee, each group visiting different localities?

PROF. HUGHES: Both ways were carried out. There was a stage at which we did divide; some of us went to Richmond and Drummondville, others to Brome County area. So, in that way we were able to cover more ground than could have been covered otherwise.

DEAN LEMESSURIER: How long a time would one spend working like that -- hardly more than part of a day in each school?

PROF. HUGHES: That would depend on the size of the school. In some large ones, we would spend more time, but it was quite sufficient to give us a clear and reliable picture of the situation as a whole. There were parts of the Province, Gaspé, for example - there, we had to depend on the special knowledge of people, like Mrs. Shaw. Had we had unlimited time, we would have

gone further.

Teachers, and participated in the inquiry at that

THE PRINCIPAL: Why was the time limited to 120 days?

MR. CURRIE: The fifteen thousand dollars, I suppose?

probably know the facts better. I will give the facts

PROF. HUGHES: Yes.

as far as I have them. I am the only member, connected

DEAN BRITAIN: And the inability of the Chairman to

get away indefinitely. was out on a courtesy call. On

that occasion, I recall, that our conversation dealt

PROF. HUGHES: Yes, but the limitation was circumscribed

with McDonald College as a whole, including Agriculture,

to that time. He asked for a leave of absence from his

Science, etc. I felt that, as a member of McGill, on

Board for that time.

the Survey Committee, I had to do that - courtesy

THE PRINCIPAL: Gentlemen, is there anything you would

like Professor Hughes to amplify? as the actual examination

of the witnesses around the table.

DR. WOODHEAD: I was wondering whether Professor

Hughes would want to criticize any of the details

which appear in the Report - any cases on which he

found reason to change his mind.

PROF. HUGHES: Subject to correction by Dean Britain,

PROF. HUGHES: It is quite possible that some criticism

of the Report might have been made without reaching my

ear. If any point were specified, it might help me,

and I will try to be as frank as possible.

THE PRINCIPAL: Or, any of the other members?

DEAN LEMESSURIER: I would like to know this: Among

PROF. HUGHES: I am not sure whether Mrs. Shaw went, or

the schools that you visited, was the school for teachers

not, but I believe she did.

at McDonald College. I would like to know how many of

the whole Committee visited McDonald College School for

They just looked things over, and had tea, and we had Teachers, and participated in the inquiry at that point? Had they meet the medical officer and the health inspector?

PROF. HUGHES: Mr. Chairman, Dean Brittain would probably know the facts better. I will give the facts as far as I have them. I am the only member, connected with McGill, on the Survey Committee. I thought it was my duty to take Dr. Putman out on a courtesy call. On that occasion, I recall, that our conversation dealt with McDonald College as a whole, including Agriculture, Science, etc. I felt that, as a member of McGill, on the Survey Committee, I had to do that - courtesy demanded no less, prudence demanded no more, and I took no further part, except insofar as the actual examination of the witnesses around the table.

THE PRINCIPAL: Do you know the extent to which the members of the Committee visited McDonald College?

PROF. HUGHES: Subject to correction by Dean Brittain, my recollection is that Dr. Putman went out on two or three occasions, and I cannot recall whether the

DEAN BRITTAIN: Did anybody, but Dean Laird, question Chairman went out or not - I believe he did.

the witnesses?

THE PRINCIPAL: Or, any of the other members?

PROF. HUGHES: There was only Dean Brittain.

PROF. HUGHES: I am not sure whether Mrs. Shaw went, or

DEAN BRITTAIN: That was about fifteen years ago, that is all. not, but I believe she did.

PROF. HUGHES: As far as I am aware, there was no question

DEAN BRITTAIN: Mrs. Shaw came out with the Chairman.

They just looked things over, and had tea, and well, they had them meet the medical officer and the health inspector.

THE PRINCIPAL: When the witnesses, from the School Committee for Teachers, appeared before the Committee, were they given every opportunity to express their view?

PROF. HUGHES: I think it depends on how it functions.

PROF. HUGHES: I think it is true and fair to say that the Chairman showed unusual patience and intelligence in hearing the witnesses. Every witness was given full opportunity to say everything he wanted, not merely by answering questions, but by statements of his own.

DEAN BRITAIN: There is a considerable number here, I have a very clear impression of that as a feature of the inquiry, and I am satisfied that the witnesses who are not members, and had no voting privileges, they are additional to the number permitted? from McDonald College were no exception.

PROF. HUGHES: Yes. Six, if I remember right.  
THE PRINCIPAL: Is there a written transcript of the testimony?

PROF. HUGHES: There is no verbatim transcript, but the testimony, which represents only a very few of the School Boards, secretary was present, of course.

DEAN BRITAIN: Did anybody, but Dean Laird, question the witnesses?

PROF. HUGHES: I think this is a body of fairly recent growth. It had to be taken into account and recognized.

PROF. HUGHES: There was only Dean Britain. School boards, as contrasted with the Greater Montreal Boards.  
DEAN BRITAIN: That was about finances, that is all. We had to take account of that, and give it represent-

PROF. HUGHES: As far as I am aware, there was no desire



expressed, by members of the staff of McDonald College, for a hearing. Had it been expressed, it would have been readily granted.

DR. WOODHEAD: In this representation of three, was not that based on the idea that there would be a new

THE PRINCIPAL: Do you consider the Protestant Committee, as recommended, to be ~~too~~ vague and cumbersome?

PROF. HUGHES: I think it depends on how it functions. If it does its work by sub-committees, I don't think it would be too cumbersome. I think the number of the committees is pretty well determined by the number of the Catholic wing of the Council of Education, and

In this organization the Association of Protestant School Boards would play an increased part. I think who are not members, and had no voting privileges. It should be recognized that it was very important to give representation to typical rural districts. They are additional to the number permitted?

PROF. HUGHES: Yes. Six, if I remember right.

THE PRINCIPAL: Did you give consideration to the re-

DEAN BRITTAIN: There was criticism made. We were told that the Committee was misled by the name of the association, which represents only a very few of the School Boards.

PROF. HUGHES: Dr. Patman's plan was submitted to us.

PROF. HUGHES: I think this is a body of fairly recent growth. It had to be taken into account and recognized that it was the only body representing rural school boards, as contrasted with the Greater Montreal Boards. We had to take account of that, and give it representation, and, in view of the very scattered area involved,

I don't think three would be too many.

DR. WOODHEAD: In this representation of three, was not that based on the idea that there would be a new sub-division of territory, and the Boards would be properly represented?

PROF. HUGHES: Yes, the presumption is that this Board is of growing influence, and in due course it may be expected to cover the whole Province. As Dr. Woodhead says, there was a proposal to organize the whole of the Province, outside of Montreal, into districts, and in this organization the Association of Protestant School Boards would play an increased part. I think it should be recognized that it was very important to give representation to typical rural districts.

THE PRINCIPAL: Did you give consideration to the re-districting of the area visited - the division of that area into eighteen different districts, as I recollect it, outside of Montreal District?

PROF. HUGHES: Dr. Putman's plan was submitted to us, and to that extent, we are responsible for it. His plan is made to be elastic; it just gives a tentative initial frame up, and provides for subsequent revision along the lines of actual experience. The thing was done very carefully, and in consultation with Mrs. Shaw and others, who have intimate knowledge, and

geographical knowledge, based on transport. read it,

and I am pretty certain, if the other members of the  
THE PRINCIPAL: Does any of the Committee feel it might  
Committee get it, they read it. Humanly speaking,  
be advisable to ask Prof. Hughes how the Committee made  
I am certain they got it.  
its detailed examination of the substance of teacher  
training - administration of teacher training? of

this presentation by Dean Laird, the Committee formed  
PROF. HUGHES: You refer to the section on finances?  
its opinion as to the curriculum of McDonald College?

THE PRINCIPAL: Chapter 15.

PROF. HUGHES: Partly, and partly on the evidence sub-

PROF. HUGHES: That was done partly by hearing the  
witnesses and considering the briefs, and actual visits  
DEAN LEIBENSURIER: What do you think of the value of  
to the training centres.  
this Intelligence Test? Is it an attempt to evaluate

THE PRINCIPAL: Were briefs submitted from McDonald  
College, or from the School for Teachers of McDonald  
College?

PROF. HUGHES: I am not wedded to this test. I think

PROF. HUGHES: McDonald material, if I remember right,  
was incorporated in the McGill brief.

DEAN BRITAIN: Yes, I think Dean Laird gave the  
Committee that information in a memorandum presented  
yesterday.

PROF. HUGHES: To the extent that the test was used

PROF. HUGHES: My impression is that all the members of  
the Committee got this memorandum. This

THE PRINCIPAL: I presume all members of the Committee  
read it. In testing, over the whole of Scotland, was the

PROF. HUGHES: I can answer for myself. I read it, and I am pretty certain, if the other members of the Committee got it, they read it. Humanly speaking, I am certain they got it.

THE PRINCIPAL: On the basis chiefly, I presume, of this presentation by Dean Laird, the Committee formed its opinion as to the curriculum of McDonald College?

PROF. HUGHES: Partly, and partly on the evidence submitted by Dr. Putman, as a result of his visits.

DEAN LEMESSURIER: What do you think of the value of this Intelligence Test? Is it an attempt to evaluate the intelligence of McDonald, as compared with McGill and elsewhere?

PROF. HUGHES: I am not wedded to this test. I think a certain skepticism of the instruments is always helpful.

DEAN LEMESSURIER: Do you think it is scientifically conducted?

PROF. HUGHES: To the extent that the test used was reputable, without doubt, and to the extent that it was honestly done, again, I am certain.

DEAN LEMESSURIER: But, Mr. Hepburn, who had such experience with testing, over the whole of Scotland, was he

not somewhat critical of this particular item?

PROF. HUGHES: Certainly, as far as one should be critical. I am sure he would give weight where it should be given, and would make the necessary reservations, as Dr. Putman did.

DEAN BRITAIN: On page 188, we read: "When full weight is given to these qualifying conditions, it can still be said that the inquiry revealed, beyond a doubt, that an attempt is being made in the School for Teachers at McDonald College, to make teachers out of young men and women who are of less than average intelligence".

PROF. HUGHES: I can say this: I myself drew the attention

PROF. HUGHES: My reading of page 188 - I can only give my own interpretation - I am not entitled to speak for my colleagues on this, but I think if that sentence is read, not out of its context, but in relation to the rest of the page and paragraph from which it is taken, it seems pretty clear that it is not implied that all the trainees are of less than average intelligence, but the reference is to the sum, and I am encouraged in that belief by the reference, on page 226, the middle of the page, where it says: "The meagre attainments of the students who enter McDonald College, the lack of average ability in some who aspire to be teachers, the unworthy practices of certain school boards, and the inadequacy of the remuneration offered to the majority of the teaching staff, have each in turn

been considered".

THE PRINCIPAL: That seems to me to be just a reasonable reading of the se two extracts, Mr. Chairman. I think there is no question at all as to the good faith of Dr. Putnam. I, personally, am perfectly satisfied on that point.

DR. WOODHEAD: It has been brought out that the attendance last year was very low, one of the lowest, and those attendance figures were used to work out the average cost.

PROF. HUGHES: I can say this: I myself drew the attention of the Chairman and my colleagues to that fact.

THE PRINCIPAL: Then, why was no reference made to years other than 1936 and 1937?

PROF. HUGHES: I think it says, on page 188: "on this evidence regarding the students of 1937-38".

THE PRINCIPAL: I was wondering why was that the year selected.

PROF. HUGHES: Because that is the year in which we were functioning as a Committee.

THE PRINCIPAL: Do you know why reference, as to kindergarten assistants, was omitted from the Report?

PROF. HUGHES: I seem to recall a reference to kinder-

garten work in the recommendations.

THE PRINCIPAL: The recommendation is that kindergarten training be removed to Montreal, on the ground that there were only fifteen, as I recall it, taking the course of training in McDonald College.

PROF. HUGHES: Page 313, section 155, is the one I have in mind.

THE PRINCIPAL: This recommendation is on page 199.

DEAN BRITTAIN: Complaint was made about kindergarten assistants, of which there was a considerable number.

PROF. HUGHES: The reference is: "Since this is a service performed almost entirely on behalf of the Montreal District, it is recommended that appropriate training for kindergarten assistants and directors should be organized, as required, by the Protestant Board of Education of Greater Montreal".

DEAN BRITTAIN: I think complaint was made that gave the idea that only fifteen students were trained, whereas there were about ninety.

THE PRINCIPAL: The question is why no reference was made to the ninety who train as kindergarten assistants?

PROF. HUGHES: Mr. Chairman, I must confess that I don't know. I think I can say on behalf of my colleagues,

that they accepted the position that the Chairman and Dr. Putman had informed themselves fully on all parts of this section of the work.

PROF. HUGHES: I think we got that partly from the Mc-

THE PRINCIPAL: What evidence did the Committee have

before it indicating that the memorizing of the contents

DEAN LEMESSURIER: May I suggest that your answer as of a book was deemed to be important in the School for to page 192 should have been the same thing.

Teachers. At the bottom of Page 199: "It had not been

expected that the reading of books and the memorizing

of their contents would have been deemed important,

DEAN LEMESSURIER: 191 does not state that the teachers except insofar as books ministered to the needs and should memorize, but to get the idea of teaching students desires of youth".

to memorize. The evidence on that was brought forward

PROF. HUGHES: Mr. Chairman, again, for the same reason,

I have no information to offer on that point. Chapter

PROF. HUGHES: Not only by McGill, but it was from other

15 is something I have not seen, and the same applies

sources also.

to my colleagues.

THE PRINCIPAL: Recommendation 158, pages 312 and 313.

THE PRINCIPAL: The Committee, in reviewing the body

of the Report in galley proof, did not really under-

take to question statements made?

THE PRINCIPAL: Yes.

PROF. HUGHES: I think, sir, by the circumstances under

PROF. HUGHES: I think that the first part is strictly which we were working, we had to some extent to rely

true and practical, that just as medical students have

on special knowledge of certain members, and special

to walk the words, so students in training for teaching

contributions of certain Chairmen of sub-committees.

have to familiarize themselves with actual school

There was no other way feasible.

conditions. That is the way it should be done, I think.

DEAN LEMESSURIER: May I ask about page 141 - there is



a similar reference to memorizing, etc. Can you tell us what is the authority for such statement? It is

found useful for a High School teacher to know some-  
PROF. HUGHES: I think we got that partly from the Mc-  
thing of the foundation work in the lower grades,  
Gill brief, but not wholly from the McGill brief.  
and a student who can handle a class of young children

DEAN LEMESSURIER: May I suggest that your answer as  
to page 191 should have been the same thing.

PROF. HUGHES: Yes. Is that a common practice?

DEAN LEMESSURIER: 191 does not state that the teachers  
should memorize, but to get the idea of teaching students  
to memorize. The evidence on that was brought forward  
THE PRINCIPAL: Here, in the City of Montreal?  
by McGill.

PROF. HUGHES: Yes; we take our students for a month  
PROF. HUGHES: Not only by McGill, but it was from other  
before the session begins, and at the end of the session,  
sources also.

THE PRINCIPAL: Recommendation 152, pages 312 and 313.

teachers at work, and teach themselves, at times, under  
PROF. HUGHES: Do you invite my opinion?  
the supervision of the teachers.

THE PRINCIPAL: Yes.

THE PRINCIPAL: Those who actually participate or

PROF. HUGHES: I think that the first part is strictly  
true and practical, that just as medical students have  
to walk the wards, so students in training for teaching  
have to familiarize themselves with actual school  
PROF. HUGHES: Yes.  
conditions. That is the way it should be done, I think.

I also heartily endorse the second one: "Those aiming

at the High School diploma should have at least a third of their practice in Grades 1 to VI". It is found useful for a High School teacher to know something of the foundation work in the lower grades, and a student who can handle a class of young children competently will also, in the majority of cases, handle higher class children.

THE PRINCIPAL: Where is that a common practice?

PROF. HUGHES: It would actually be done in the Primary schools of the City here, and it is being done.

THE PRINCIPAL: Here, in the City of Montreal?

PROF. HUGHES: Yes; we take our students for a month before the session begins, and at the end of the session, to the primary schools of the city, placing a small number in each school where they observe experienced teachers at work, and teach themselves, at times, under the supervision of the teachers.

THE PRINCIPAL: Those who actually participate or observe teaching in Grades 1 to VI are supervised by the regular teacher as well as by the person designated as supervisor?

PROF. HUGHES: Yes.

THE PRINCIPAL: So, the present practice is that they do

this under direct supervision? The committee does

not in any way preclude practicing in Grades higher  
PROF. HUGHES: Direct supervision, both by the school  
than VI.

principal and his colleagues in the school, also by  
by myself and by my colleagues. My training in the first

three, but in actual practice it would not happen.

THE PRINCIPAL: Do you find that to be helpful and

useful? MESURIER: Don't these people need instruction

in the art of handling very young children in classes?

PROF. HUGHES: Yes, in all my experience of teacher

training for the last eighteen years.

THE PRINCIPAL: It was the conclusion of the Committee

that the candidates for High School diploma who had

that training was held qualified?

PROF. HUGHES: It is very impressive.

PROF. HUGHES: Yes, to this extent. We believe the

DEAN BRITAIN: A considerable number did teach in

school practice should be done partly in the High  
Primary Schools.

Schools and partly in the Grades with younger children-

we do believe that. It says that at least one third

should be done in Primary Schools, the first line of

page 313.

\_\_\_\_\_ : It was suggested to us that putting

them in to Grades 1 to III was a waste of time, but IV

to XI, all right. I think that is a very sound suggestion.

Having in mind that those who teach High School should  
And that is the actual practice in our Department.

have experience in teaching lower grades.

DR. WOODHEAD: Then, this should be amended, instead of

PROF. HUGHES: Yes, because it is very helpful for a  
1 to VI, it should be IV to VI.

THE PRINCIPAL: Of course, this recommendation does not in any way preclude practicing in Grades higher than VI.

PROF. HUGHES: No. It might imply training in the first three, but in actual practice it would not happen.

THE PRINCIPAL: As I recollect, there was some criticism

DEAN LEMESSURIER: Don't these people need instruction in the art of handling very young children in classes?

Also in the same section, criticism

PROF. HUGHES: No. I don't think so.

DEAN LEMESSURIER: A High School diploma might be teaching in the First Grade?

PROF. HUGHES: It is very improbable.

DEAN BRITAIN: A considerable number did teach in Primary Schools.

PROF. HUGHES: Yes, that is the general tendency, but they would not go into the lower grades of the primary schools.

DR. WOODHEAD: You imply that there are qualified teachers

\_\_\_\_\_ : The set up of the Committee does not imply a different type of teaching for the first six grades than that visualized for the other grades.

Having in mind that those who teach High School should have experience in teaching lower grades.

PROF. HUGHES: Yes, because it is very helpful for a which reference is made to division of the students in

student to have some kind of realistic knowledge as to what is going on in the grades, and experience with young children is helpful. Many of them will have had, at least in the early years, some experience in teaching these grades. C, for example, had to start

its actual teaching before receiving any theoretical training. This is an objection, but there seems no directed on Recommendation 146. way of getting around it beyond the fact that some

work might be : Also in the same section, criticism of the third section, two weeks in the country.

and in the first three weeks of school practice, there is a good deal of observation. PROF. HUGHES: We did not quite finish that "Two complete weeks in rural ~~centres~~ centres." It depends on your definition of 'rural'. It should not be defined too strictly. It would be feasible to operate supervision from a centre, like Lachute or Ormstown, using a group of neighboring small schools as well as schools in small country towns. It strikes me that would be feasible.

practices. : And worth trying.

PROF. HUGHES: Except that, under the procedure suggested, DR. WOODHEAD: You imply that there are qualified teachers in Ormstown.

DEAN BRITTON: Do you know of any place where this PROF. HUGHES: Yes. It is being worked both ways. That, could be done, to take one third of the students where I think, rounds up 152.

THE PRINCIPAL: Before leaving 152, it might be helpful?

if you referred to pages 194 and 195 of the Report, in PROF. HUGHES: I see no reason why anything of the kind which reference is made to division of the students in

three groups, etc. Do you concur in that, Prof. Hughes?

PROF. HUGHES: I see no reason why it would not be feasible. There are objections, and one is noted in the Report itself. Group C, for example, had to start its actual teaching before receiving any theoretical training. That is an objection, but there seems no way of getting around it beyond the fact that some work might be done with them, possibly, during week-ends. In any case, it is only to be three weeks, and in the first three weeks of school practice, there is a good deal of observation.

THE PRINCIPAL: So, this merely amplifies the present practice of providing for observation in rural or semi-rural communities. If there is any criticism to be launched against this particular procedure, it can be directed with equal force against the present practice.

PROF. HUGHES: Except that, under the procedure suggested, students report to the hospital.

DEAN BRITTAIN: Do you know of any place where this could be done, to take one third of the students where they could live or where schools could accommodate them? Is there any rural centre where this could be worked out?

PROF. HUGHES: I find it very hard to believe that a man like Dr. Putman, with such wide experience, would have

sponsored this scheme unless he was satisfied that should not be attempted in Brome County, for example. It could be worked.

DEAN BRITAIN: One of the men who knows that County  
THE PRINCIPAL: Is what procedure followed elsewhere in says they could not begin to take the number of students the Dominion of Canada?

in Brome County, and the schools there, outside of Knowlton, are very widely spread, and it would require is transportation, and for mechanical reasons it could not work out, even if the local school Boards would the consent, the work to be interrupted by such a large in flow of teachers would be an objection.

THE PRINCIPAL: Of course, conditions there are differ-

PROF. HUGHES: A good deal depends on the definition

of "rural". There is also some provision in Section  
DEAN BRITAIN: Is there any part of Canada which re- 153, page 313. The difficulty raised by Dean Britain  
quires as large a portion of time for practical teaching? is a real one. It is difficult to impose a heavy  
Is there any place in Canada where that proportion of load of students on any one school. We have, for  
teaching exists? They recommend increasing the practical example, in my own Department of Education - we have  
teaching to one third. Do you think that is feasible? been privileged to use McDonald High School for this  
purpose. DEAN BRITAIN: I see no reason why it would not be.

DEAN BRITAIN: They are used to that, out there.

The point I make is, I am definitely sure there is not one centre in rural Quebec where such a scheme could

PROF. HUGHES: No. be worked out, where there are enough schools close enough together and of sufficient size to accommodate

students like that. DEAN BRITAIN: affiliated with the question arising

out of the sentence in the middle of 1918: "It is  
PROF. HUGHES: I find it very hard to believe that a man admitted that the time of training is all too brief and like Dr. Putman, with such wide experience, would have

sponsored this scheme unless he was satisfied that it could be worked by other school systems in less than two or even three years. What is the period of training in other provinces of the Dominion of Canada?

DEAN BRITTAIN: One year.  
PROF. HUGHES: I cannot tell, but my guess is that it is. We used to do it in South Africa, and I see no reason why it could not be done in Canada. It is done in the Old Country. Does that refer, not only to the period of technical teacher training, but to the amount of

THE PRINCIPAL: Of course, conditions there are different. Is that lower than elsewhere?

DEAN BRITTAIN: Is there any part of Canada which requires as large a portion of time for practical teaching? Is there any place in Canada where that proportion of teaching exists? They recommend increasing the practical teaching to one third. Do you think that is feasible?

PROF. HUGHES: I see no reason why it would not be.

THE PRINCIPAL: Will not some member of the Committee

DEAN BRITTAIN: Do you know any place where it is done in Canada?

PROF. HUGHES: No. Do you know that teachers in Caspe

get from two to three hundred dollars a year?  
THE PRINCIPAL: This question that you raise, Dean Brittain, is closely affiliated with the question arising out of the sentence in the middle of page 189: "It is admitted that the time of training is all too brief and



that Quebec is endeavoring to do in one year what  
THE PRINCIPAL: There is another question. Could one  
cannot be achieved by other school systems in less  
find, or is there available, a supply of teachers qual-  
than two or even three years". What is the period  
applied to meet the rather rigid specifications in the  
of training in other provinces?  
French language in this Province?

DEAN BRITTAIN: One year.

PROF. HUGHES: That is the difficulty we find. When

PROF. HUGHES: I think that is the general period.

we always warn them on that point and recommend that  
\_\_\_\_\_ : Does that refer, not only to the period  
they go into a French home.

of technical teacher training, but to the amount of  
general education - I mean, we take people out of the  
ninth Grade - is that lower than elsewhere? In every

respect, including that of meeting the rigid or very  
PROF. HUGHES: We take them out of the tenth grade and  
high demands in this Province with respect to French?  
not out of the ninth. It is certainly lower than

anything I know. It would vary from province to province,

New Brunswick is more bilingual than the other provinces.

DEAN BRITTAIN: Some provinces take them as low as

Grade IX. In New Brunswick used to be teachers coming from

any but French schools, would be just like the other

THE PRINCIPAL: Will not some member of the Committee  
provinces.

ask professor Hughes about the recommendations in

sections 143, 144, 146, 151, 147? answer to the objection

raised against Recommendations 143 and 144, is that

\_\_\_\_\_ : Do you know that teachers in Gaspé  
Grade XI should be made available in the Gaspé area.  
get from two to three hundred dollars a year?

DEAN BRITTAIN: I mention Gaspé, just as an example.

PROF. HUGHES: May I again recall the statement on page

226 where it is recognized and emphasized that the

question of remuneration is fundamental. Review of

is the number of qualified persons not a direct consequence

THE PRINCIPAL: There is another question. Could one find, or is there available, a supply of teachers qualified to meet the rather rigid specifications in the French language in this Province?

PROF. HUGHES: That is the difficulty we find. When we get students from the other provinces in McGill, we always warn them on that point and recommend that they go into a French home.

THE PRINCIPAL: But is there, do you think, available a supply of teachers, otherwise qualified in every respect, including that of meeting the rigid or very high demands in this Province with respect to French?

PROF. HUGHES: It would vary from province to province, New Brunswick is more bilingual than the other provinces.

DEAN BRITTAIN: And New Brunswick teachers coming from any but French schools, would be just like the other provinces.

THE PRINCIPAL: So that, the real answer to the objection raised against Recommendations 143 and 144, is that Grade XI should be made available in the Gaspé area.

DEAN BRITTAIN: I mention Gaspé, just as an example.

PROF. HUGHES. Before we leave that point, I wish I could believe that the teachers in the Province of

Quebec did master French.

THE PRINCIPAL: That is the assumption on which criticism is based. You raise some doubt then about the superiority of the teachers from Quebec, over teachers from other provinces, in the matter of their qualifications to teach French.

PROF. HUGHES: Yes, I am afraid I am compelled to accept that view from the evidence received.

DEAN BRITTAIN: Of course, in most provinces, they don't start French until High School. Here, they start in the third grade.

THE PRINCIPAL: We will now take Recommendation 146.

DEAN LEMESSURIER: Suppose I ask this question, as to the consistency of recommendations 146 and 151. In 151, the presumption is that students who train for a High School diploma and who might also be employed in grades under the High School, shall have in University training a broad general course of training in the group of subjects which they propose to teach, and then, in 146, it specifies that the minimum qualification shall be English, mathematics and science. In view of the fact that many teachers who go to small schools will have to give instructions in the classics, etc., is there not an inconsistency, or, is this reduction in the number of qualifications not a dangerous thing

to do in the present establishment?

and here we have a supply to meet that demand.

PROF. HUGHES: I think the seeming inconsistency arises

from the fact that we need in this Province, two types.

We need general practitioners for small intermediate

schools, and then, for the larger city schools, a corps

of specialists. We have to take both needs into account,

it seems to me, particularly in view of the movement

towards consolidating.

DEAN LEMESSURIER: You are wholly in sympathy, then, and

with the reduction in requirements.

PROF. HUGHES: I am, because it seems to me, rather

than have rigid requirements of certain academic sub-

jects, as we have now, it would be better to have the

school and the Boards make their own choice in the

matter of subjects, according to the needs, and the

courses taken by the applicant.

THE PRINCIPAL: But, it is alleged that under that

system of rural schools there would not be available

a sufficient supply of competent teachers to meet the

demands. Is that correct?

PROF. HUGHES: As a matter of fact, we are opening the

doors to other faculties and tapping new sources of

recruitment which will tend to meet all demands -

take for example the admission of graduates in Agriculture -

We shall need people competent to teach rural science, and here we have a supply to meet that demand. a similar group of ~~XXXXXXXX~~ pupils taking that in future.

THE PRINCIPAL: What about the teacher qualified to teach all ordinary courses? serious objections to these recommendations, taken altogether?

PROF. HUGHES: Actually, we would have a supply to meet that demand, who have taken this course for their B.A. Degree.

DEAN BRITTAIN: In Agriculture the students take as much English as they do in Arts; two years in Arts and two years in English. will have specialized courses?

THE PRINCIPAL: I was referring to the group of studies, English, mathematics, French, history and Science. Do you think that under these recommendations there would be developed a sufficient supply, a supply of teachers trained in the broad ~~XXXXXXXX~~ group of subjects, sufficient for the demand of rural schools where specialization of teaching is beyond the pocketbook of the community? Would they represent most of those so employed?

PROF. HUGHES: I think that links up with the question of reorganization of Primary Education; you would have, in the urban centres, Commercial High Schools, and you would have, in some types of rural schools, the Agricultural High School, with a definite bias in that direction. It seems to me we should have, under this reorganization multiplateral Post Primary Education, in the Seventh Grade, but even so, there is quite a lot

different types of Post Primary Schools, some calling of leeway, so it does not seem necessary to have every- for Agriculture, and there should be available a simi- body instructed in latin, mathematics and English as at ar group of ~~members~~ pupils taking that in future. present.

THE PRINCIPAL: You see no serious objections to these  
DR? WOODHEAD: While it is possible at present for recommendation, taken altogether?  
what you call a classical specialist to get a job in a

PROF. HUGHES: No. the present system, it is impossible

for a scientific specialist to get a job.

\_\_\_\_\_ The number of teachers required for rural districts of general education, they are required to teach general courses. What is the relative number to those who probably will have specialized courses?

but he could not get it under present regulations. He

PROF. HUGHES: In actual practice, the number of these really had considerable gifts in that direction, and as teachers, in small rural areas are supplied from a result he is lost to the teaching profession.

Bishop's department of Education, and they have turned out an average of thirteen students annually and they are employed almost invariably in that type of school, at the moment.

PROF. HUGHES: Would that represent most of those so employed?  
How many teachers do you get in a rural

PROF. HUGHES: Yes.

DEAN LEMESURIER: To complete that, I think it is correct to say there is no problem of having teachers able to teach latin until you reach the eighth grade; it is not taught before that. I think that is correct. In the reorganization of these three, it might be begun in the Seventh Grade, but even so, there is quite a lot  
So that in practically any high school

there would be room for one man coming under this, of leeway, so it does not seem necessary to have everybody instructed in latin, mathematics and English as at present.

HUGHES: Yes, that would be the normal state of affairs.

DR. WOODHEAD: While it is possible at present for what you call a classical specialist to get a job in a high school, under the present system, it is impossible for a scientific specialist to get a job.

DEAN BRITAIN: One of our specialists, teaching this year, came and took agriculture, and he had all these things; he applied for a license to teach High School, but he could not get it under present regulations. He really had considerable gifts in that direction, and as a result he is lost to the teaching profession.

Am I right that this merely opens the door to getting science specialists rather than shutting the door?

PROF. HUGHES: Yes. It was felt that there was over-direction and over-guidance there, and it was restricted. How many teachers do you get in a rural high school?

THE PRINCIPAL: I recollect, I think, criticism was made of this recommendation, that is 146, 147, 151, to the effect that a Five to ten or one to four.

PROF. HUGHES: It varies. It could vary from two up to eight or ten.

So that in practically any high school

there would be room for one man coming under this, and for another man in classical science?

PROF. HUGHES: Yes, that would be the normal state of affairs.

THE PRINCIPAL: Reference is made on pages 206 and 207 DEAN LEMESURIER: In connection with recommendation 151. That seems to me to be aimed at a practice which was deplored because the present Department of Education refuses to lay down the subjects that must be taken in the first two years in Arts, English, French, Mathematics, or the choice out of three out of four or five. Because of that extreme specification, the Department ~~offers~~ offers an escape from the Honors. There have been many students electing honors course and specializing unduly. We had the case of a student who took the honors course in psychology, not being quite fitted. Now, does this aim at the elimination of insisting on a broad general course?

PROF. HUGHES: Yes. It was felt that there was over-direction and over-guidance there, and it was restricted.

THE PRINCIPAL: I recollect, I think, criticism was made of this recommendation, that is 146, 147, 151, to the effect that a degree student of a University, unless properly trained in teaching, was not as good and would not be as good a teacher as a non-degree student who had been properly trained. Am I correct in stating that?



under the school The impression was that that applied to lower credits, not to high school teaching but to elementary teaching.

THE PRINCIPAL: Reference is made on pages 206 and 207 to specialization in teacher training instruction. I presume this deals with a chapter with which you have had no association?

PROF. HUGHES: That is right.

THE PRINCIPAL: And that you are not prepared to discuss what is referred to here?

PROF. HUGHES: I am at your service. I don't wish to shirk any discussion, but naturally I would not be displeased if I was spared that, but I don't want to refuse it. I am at your service.

MR. CURRIE: Was it ever suggested in the setup of the Proestant Committee that there should be included a representative of the Department of Health? There is no Health representative on that Committee.

PROF. HUGHES: Yes, that suggestion was brought up; if my memory is right, it was included in the McGill brief, but it was felt by the Survey Committee, after deliberation that as we were providing for an advisory skilled medical service, we could count on that.

PROF. HUGHES: It might help, Mr. Chairman. I think If the medical services were placed, not

under the schools, but under the general Public Health Department, it might be desirable. Do you think it would be desirable to put a Public Health specialist on the Committee?

DEAN LEMESURIER: May I take it that the course in the schools-- I think the course of education is important  
PROF. HUGHES: It was felt, Mr. Chairman, that nothing short of an adequate medical service would really meet the case. The mere presence of a medical man on the Committee would not be enough.

called the adolescent period, it is contemplated there shall be ordinary education. That will include all students joining high school?  
Would it be wise to have a competent Public Health man on your Supervising Board of the Protestant Committee?

PROF. HUGHES: Yes.

PROF. HUGHES: I take it that the only way of safeguarding the quality of your service is in your appointment.

MR. CURRIE: In this case, the Protestant Committee has to rely on the City; it has no health service.

DEAN LEMESURIER: Differentiation of those who are going to be...  
PROF. HUGHES: It is a difficult and complicated question, and those who are studying technical subjects,

and those seeking commercial training, and junior high school students leaving school more or less fitted for students, hygiene, sanitary conditions, etc., if under their particular task, but some will continue on, and the conditions assumed by Dean Lemesurier a public health person were provided for the Protestant Committee?  
THE PRINCIPAL: Would it strengthen the medical care of lines of academic, technical and commercial?

PROF. HUGHES: Yes, provided you interpret the term

PROF. HUGHES: It might help, Mr. Chairman. I think "technical" liberally, to include training for city-work and technical training of the agricultural

best approach was to secure as effective a medical service as possible.

DEAN LEMESURIER: Technical is meant to apply to rural

DEAN LEMESURIER: May I take it that the course in the

schools-- I think the course of education is important

PROF. HUGHES: Yes. If this plan is put into effect there will

have to be some adjustment made; we will have to be

sure what that understanding of the plan is. In these

years of primary study, three years during what is

called the adolescent period, it is contemplated there

shall be ordinary education. That will include all

students joining high school?

will not be dealt with there but relegated later to the

PROF. HUGHES: Yes. Junior high school?

DEAN LEMESURIER: In the high schools there is a differ-

PROF. HUGHES: Yes, I think the idea of the definition

of primary schools is to equip the child with tools of

PROF. HUGHES: Yes. Give him tools of knowledge which he can

use later on in the post primary stage. The whole

DEAN LEMESURIER: Differentiation of those who are go-

thing is experimental in character. We have had various

experiments along different lines in the country: in

the City the junior high school has been the subject

of a survey. We had a letter drawing attention to the publi-

cation of the Spence Report dealing with a survey from

the other side. It is an experimental phase in educa-

tion being tried out by different nations, the feeling

PROF. HUGHES: Yes, provided you interpret the term

"technical" liberally, to include training for city-

bred work and technical training of the agricultural

kind. of the different types of pupils. I think what

you have in mind is at the end of page 125 and the  
DEAN LEMESURIER: Technical is meant to apply to rural  
whole of page 126.  
development?

DEAN LEMESURIER: Yes. I was trying to get a more def-  
PROF. HUGHES: Yes..

inite idea. To one who is not a student of this sub-

DEAN LEMESURIER: It mentions on page 123, "It frees the  
primary school from work which is not properly element-  
ary and it gives to the senior high school a definite-  
ness of aim and a precision in achievement which have  
hitherto been wanting". Have you any idea what kind of  
subject is now dealt with in the primary school, which

will not be dealt with there but relegated later to the  
PROF. HUGHES: Yes, a greater selectivity for the dif-  
junior high school?

ferent aptitudes.

PROF. HUGHES: Yes, I think the idea of the definition

DEAN LEMESURIER: You say it is largely experiments, but  
of primary schools is to equip the child with tools of  
the report says it is so successful that it can hardly  
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use later on in the post primary stage. The whole

thing is experimental in character. We have had various

experiments along different lines in the country; in

the City the junior high school has been the subject

of a survey. suited to their own particular tastes

and gifts. We had a letter drawing attention to the publi-

cation of the Spence Report dealing with a survey from

the other side. It is an experimental phase in educa-

DEAN LEMESURIER: This will cost a lot more money than  
tion being tried out by different nations, the feeling

the present arrangement, the establishment of junior

being that primary education for all is no longer suf-  
high schools with a threefold cost.

ficient and is the age of tutelage; there should be  
provided some kind of post primary training to meet the

needs of the different types of pupils. I think what you have in mind is at the end of page 125 and the whole of page 126.

DEAN LEMESURIER: Yes. I was trying to get a more definite idea. To one who is not a student of this subject it looks as if you were ~~drawing~~ drawing lines in new places. You intend to carry on further the students in primary schools. The present is nine years of schooling. I understand under the new scheme, after the ~~first~~ through the seventh, beginning with the eighth they first there is primary, then junior high school. Nine years of schooling would be better than it is at present.

PROF. HUGHES: Yes, a greater selectivity for the different aptitudes.

DEAN LEMESURIER: You say it is largely experiments, but the report says it is so successful that it can hardly be called experimental.

PROF. HUGHES: Well, it is definitely established that you have, in the teen years, different types of tests, etc, so that you can classify them and give them a kind of education suited to their own particular tastes and gifts, with a more elastic provision for varying gifts.

DEAN LEMESURIER: This will cost a lot more money than the present arrangement, the establishment of junior high schools with a threefold cost.

PROF. HUGHES: It would operate in different ways. With

a small school population there would have to be three wings in the same school; in the large urban centres there would be separate schools for the different types of pupils. study the students and guide them into the right kind of training.

DR. WOODHEAD: Even when you get grades there IX, X, XI and XII inside those schools, you will have to have three different types of educationists. would evolve.

DEAN LEMESURIER: At the present time they carry on through the seventh; beginning with the eighth they choose to take latin, etc.

PROF. HUGHES: The feeling is that in the past we have been in error in trying to give the same type of academic education to all kinds and types of boy and girl; some are fitted for these academic studies, and others are able to express themselves in a different kind of education.

\_\_\_\_\_ How do you contemplate that selection will be made for these three classes? Do they start differentiating at the end of the second group?

PROF. HUGHES: The idea is to make a study of each pupil right through the grades.

\_\_\_\_\_ Who makes the study and who makes the recommendation?  
T. B. Fitzpatrick  
Official Reporter

PROF. HUGHES: In small country schools, the head teacher. and in the city schools, the same people with the

assistance of vocational guidance experts, whose business it is to look into these matters. They are doing this in Argyle School now, where there is a man specially retained to study the students and guide them into the right kind of training.

SESSION OF JANUARY 16th, 1939.

DR. WOODHEAD: It begins by Grave VII, and you would not have definitely three classes, but that would evolve.

PROF. HUGHES: You do with certain types of pupil, late developers, there you cannot make the transfer too rigid. Now, the University is tremendously interested in

education problems.

THERE BEING NO FURTHER QUESTIONS, THE SESSION IS ADJOURNED.

The Report of the Survey Committee has been issued, and we would very much appreciate it if you would give us your views as to the report, particularly as to the recommendations, in so far as the main categories are concerned.

I repeat that we are very grateful to you, and we ask your advice in council.

DR. PERCIVAL: Well, I very much appreciate your call, and I am always very glad to give information whenever I can. When you telephoned me, I had some other engagements over the week-end, and I did not know whether or not I could come.

In the second place, I am a Deputy T.E. Fitzpatrick  
Official Reporter  
of the Province, and, as such, it is difficult very often to give an opinion.

UNIVERSITY SENATE COMMITTEE HEARING

ON THE

QUEBEC PROTESTANT EDUCATION SURVEY REPORT

SESSION OF JANUARY 16th, 1939.

DR. PERCIVAL INTERVIEWED

THE PRINCIPAL: We are very grateful, Dr. Percival, for your taking the time and trouble to come here. As you know, the University is tremendously interested in education problems.

The Report of the Survey Committee has been issued, and we would very much appreciate it if you would give us your views as to the report, particularly as to the recommendations, in so far as the main categories are concerned.

I repeat that we are very grateful to you, and we seek your advice in council.

DR. PERCIVAL: Well, I very much appreciate your call, and I am always very glad to give information whenever I can. When you telephoned me, I had some other engagements over the week-end, and I did not know whether or not I could come.

In the second place, I am a Deputy Minister of the Province, and, as such, it is difficult very often to give an opinion.



and then, if you have further time, we can take up the other matters. I have all the time you want; I am give you information, and the second, to give you opinions. I would very much prefer to-day to give the former. However, I am not averse to giving opinions, but I think that my opinions, in a body of this type, may not be as value as they may in some other quarters.

I am going to ask you to reserve, for the purposes of this Committee, anything that I may say, and not to quote me in connection with it. I think these are fair conditions under the circumstances. It is not merely suggesting that. To go through the recommendations that I don't want to be as helpful as I can be. I do want to be helpful. It is simply that, as an official of the Government, I am not empowered to speak for the Government.

THE PRINCIPAL: We are appreciative of that situation, Dr. Percival, and I can give you every assurance that what you say here will be treated in confidence. We are not unmindful of the dual position in which you find yourself, and, I repeat, we are very grateful to you for taking this trouble to come and advise us.

DR. PERCIVAL: You have asked me to go through these recommendations. I think perhaps it would be better if I suggest a modus operandi-- if you will interrogate me concerning any points on which you are particularly interested. It is not worth while saying something about things which are not of direct interest. The vital subjects would perhaps the best to deal with,

and then, if you have further time, we can take up the other matters. I have all the time you want; I am here especially for this purpose, but, if you would ask me about the things in which you are particularly interested, first, I shall be very glad to deal with those, if this is your pleasure.

THE PRINCIPAL: Yes, I think we would be glad to proceed accordingly.

DR. PERCIVAL: I am here to do just as you wish-- I am merely suggesting that. To go through the recommendations from 1 to 188 would take a long time.

THE PRINCIPAL: Perhaps it would save both your time and ours if you would refer to those conclusions and recommendations, or, if you choose, give us a synopsis of the report itself, where we find ourselves at variance.

DR. PERCIVAL: Well, the first thing I want to say, of course, is that I think that the interest that has been aroused in the Protestant education system, as a result of the formation of the Survey Committee, also the report of the Survey Committee, is going to help Protestant education, and some of the references and recommendations in the report are going to be of particular interest.

For instance, there is the recommendation concerning the abolition of the Protestant Committee,

about which much could be said. There is much to be said concerning the recommendation for Compulsory Education. I think I am right in saying that this is the only State or Province on the North American Continent that does not have compulsory education. Whether it could be effectively put into operation, for a section of Quebec, is doubtful.

Making education compulsory carries with it certain obligations and penalties. Here are two individuals residing side by side on a certain street; one is a Roman Catholic and the other is a Protestant; neither head of the house has had much education, perhaps none, and he thinks he has got on pretty well in spite of his lack of education. The Protestant-- if you have compulsory education for them alone-- the Protestant is compelled to send his child to school-- he may be arrested, and his child may be arrested if he does not. But, his Catholic neighbor is privileged to go to school or not to go to school. Whether that is feasible or not, it is for the Legislature to say, not for me.

The Protestant Committee may make recommendations, and McGill may make some, but it must be borne in mind that they are making serious recommendations.

I know quite well that you men have thought of these things previously, and it may be almost like carrying coals to Newcastle when I say this, but I am asked to discuss important points, particularly variations, and, in connection with the variations, I may

comment first of all on the idea of Compulsory Education, and making a variation as to its practicability and its universal application.

Then we refer to the training of teachers, which is an obligation on McGill as well as Bishop's Universities, it is an obligation on McDonald College also. There is an obligation on these to train teachers, and it is suggested that the funds of McDonald College and McGill University be used, to a certain extent, and any debit balance there may be made up by the Province, within certain limitations. That has much to be said for it. there is \$25,000 set aside annually:

\$15,000 On the other hand, this is a Province in which the Protestants are a minority, and the amount that can be devoted to one phase of training by the Protestants is dependent, it seems to me, to some extent at any rate, upon the amount that is given for similar Roman Catholic education.

When the McGill Normal School was established, the Jacques Cartier and Laval Normal Schools in Quebec were established almost at the same time. There was some discussion in the Legislature as to whether the McGill Normal School should have the proportion of money devoted to it, according to the population of the Protestant population in the Province.

THE PRINCIPAL: It is of course of distinct interest to the University. I think it can be said that they said that they could see that the McGill Normal University will not make any effort whatsoever to School should have, approximately, one-third of the amount devoted to teacher training that was given to

to Catholic education. I don't remember the figures accurately, but it ~~was~~<sup>is</sup> something like \$343,000, I think, for Roman Catholic education, Normal School education, to-day. Now, one-seventh of that is approximately fifty thousand dollars.

\$16,866.67 is already given for Protestant education, not earmarked, as I think Col. Bovey suggests. Not earmarked for Normal School education, not reserved for Normal School education in any way, but there is all the same that amount which can be set against Normal School education.

Then there is \$25,000 set aside annually: \$15,000 for McDonald College and \$10,000 here, which is , and therefore there is not much more to go if you are going to have the same ratio.

Now, Mr. Chairman, I don't want to go particularly into controversial matters. I said, first of all, that I would answer questions and give information, or express opinions. I am trying more to answer questions, and you are asking me about features of the report in which variation can be expressed, and that is what I have in mind when I bring up this particular thing, which I think is of distinct interest to you.

DR. MERCIVAL: Do you mean by that, Mr. Principal, the THE PRINCIPAL: It is of course of distinct interest to the University. I think it can be said that the University will not make any effort whatsoever to

THE PRINCIPAL: I think that is one of the matters

escape financial responsibility-- It accepts the financial responsibility.

There are other matters of course in the report-- the structure and substance of the whole educational process in the Province.

COL. BOVEY: I think Dr. Percival refers to the note in the Appendix about the sixteen thousand dollars. That building still belongs, I believe, to the Protestant community, and whatever value is in it, is for them.

DR. PERCIVAL: That is where we disagree, Col. Bovey. I refer to page 368. I am not wanting to be controversial. I may say that I have constantly tried to obtain both principal and interest for Protestant education. There is extensive correspondence on file, but I want to make it clear that, although I think that should be devoted to Protestant education, I don't believe it should be earmarked solely and particularly for Normal School education.

THE PRINCIPAL: As I say, this is a matter of interest to the University, but our particular interest is to the substance of Protestant education.

DR. PERCIVAL: Do you mean by that, Mr. Principal, the control of education? Is that what you would like me to discuss, the control of education?

THE PRINCIPAL: I think that is one of the matters

with which this University is concerned. They are concerned with all these matters; with the Protestant Committee, its reorganization and the powers invested in it; the matter of local administration and participation, in Provincial power and between Provincial and local power in Greater Montreal, with the courses offered, the 6-6-3 programme and recommendation; all these phases and aspects concerning teacher training.

It is difficult to mention one specific thing or any group of specific things in which the University is not concerned. But, this matter of the financial responsibility of the University is not the chief concern of the University itself as an educational institution. It is superimposed on the secondary education in the Province, and, as that is organized, the University will be effected.

DR. PERCIVAL: Because of that, perhaps we had better set aside what I was doing, making general comments. Is it your suggestion that we take up these things one by one?

THE PRINCIPAL: They are divided into categories. I think perhaps the first question-- if you would prefer that this question not be asked at all or referred to we would be only too glad to respect your wishes-- the first question is this: Have you any comments to make as to facts and conclusions, with respect to conclusions 1 to 7 of the recommendations? You recognize that if this University is to take a

position on this report, it must take a considered position; it must know whereof it speaks. Mr. Scott

With regard to the first eight sections, there is no question of facts, I understand, Mr. Principal, ~~unless~~ they are matters of opinion. I have not examined them to see if they are matters of fact or of opinion. I think they are all matters of opinion. certain

things The first thing: the Protestant body, as presently constituted, should be dissolved. It is important to notice that no statement is made there concerning them; it does not say forthwith four years, it says "shall be dissolved". Further on it makes a certain statement which leads us to infer that the Protestant Committee is to be continued to do certain things. It does not say whether it is to be the new Protestant Committee or the old, but it certainly says the Protestant Committee is to do certain things. I think those who have read the report carefully will bear me out in this understanding. of Protestant

If anyone wanted to argue for the continuance of the present Committee for some time, they would be justified in saying that there was enough evidence here to show that it should not be dissolved forthwith, but it should be continued.

I might say, in the confidence of this group, that I had the opportunity this morning of seeing the Chairman of the Protestant Committee, and I asked him about this, and, also within the confidence of this

THE PRINCIPAL: So, you think the recommendation there



group-- it will become public eventually, but at present it is in the confidence of this group-- Mr. Scott has a letter from the Secretary of the Survey Committee, the ex-Secretary, in which he states that definitely. My recollection of it is that it was not under-

opinion. stood at all that the Protestant Committee should be dissolved immediately. In other words, there are certain things to be performed by the Protestant Committee before its dissolution. I was authorized by Mr. Scott to say that if the opportunity or the necessity for saying it arose. It does arise, and therefore I take this opportunity of saying it.

Then, with regard to the next, the Protestant Committee should be reconstituted and should consist of certain representatives. I am pleased to see your name here, Mr. Principal, and you will notice that, to a large extent, these individuals are to be representatives. It is a very large question as to whether, first of all, any body for the administration of Protestant education should consist of representatives. I don't see how they can be anything else than representatives generally, or representatives of interests. Representatives often go to meetings instructed, and this prevents freedom of discussion.

I simply say these things, Mr. Principal, with in the confidence of this body, because you asked me to discuss this as fully as I can.

THE PRINCIPAL: So, you think the recommendation there

should be, on the Protestant Committee, representatives of organizations and institutions. That is not clothed with the wisdom it should have.

THE PRINCIPAL: Dr. Percival, what you have in mind  
DR. PERCIVAL: I think it is open to a variation of opinion.

Then, the next point, as to the people who are to be the representatives. This is open to opinion as to which is better, that is, this recommendation or the McGill recommendation. It would be a brave man who would say that this one is better than that one.

the manner above set forth. Members of a former  
THE PRINCIPAL: There is one question I would like to ask, in connection with what you have previously said. It was not recommended that the Protestant Committee should be forthwith dissolved; there is no definite date at which dissolution will take place, and, from that, you went on to state that the Protestant Committee, as used in the report evidently means the Protestant Committee as presently constituted, and continues to exercise and do certain things.

The question arises, whether the term "Protestant Committee" as used after recommendation 1, does not refer to the Protestant Committee as reconstituted under the recommendation.

DR. PERCIVAL: That was my first ~~recommendation~~ <sup>interpretation.</sup> I took it, when I first read it, that that was what was meant, but when I began to examine it further I began to see that at certain places it may mean that the Protestant Committee should perform certain duties

Committee are re-elected, and if the Legislature's before it resigned, and that view is sustained by your-  
new term can be made to synchronize with the end of  
self.

the four-year period there will be no conflict, but

THE PRINCIPAL: Dr. Percival, what you have in mind

refers to a section which seems to indicate continu-

ance. Let us take a case: here are two Protestant

members somewhere in the Province; one has been the  
DR. PERCIVAL: Here is one, No. 6: "The Protestant

opponent of the other in the same Division; he has  
Committee as above constituted should remain in of-

fice for a period of four years, upon the expiry of  
been a member of the Legislature for four years, but

he is only a member of the Protestant Committee for  
which it should be dissolved and reconstituted in

two years. When does the term expire for him? If  
the manner above set forth. Members of a former

he is elected he goes on; if he is defeated has he  
Protestant Committee should be eligible for re-appoint-

to resign forthwith? It does not say so.  
ment". M

In the case of a bitter opposition between  
You will see that one of the recommendations I

these two individuals, will he be expected to re-  
have referred to, recommendation 2B "other persons to

sign in favor of the person who beats him if he is  
the number above provided, of whom three should be

nominated by the Lieutenant Governor in Council?  
Protestant Ministers of religion, two should be women,

I am not expressing an opinion, I am simply  
and two should be members of the Legislature".

trying to point out that, in connection with the  
Now, it is to remain in office for a four year

four year term of office, difficulties arise, and will  
period. The present Government has been in office

arise immediately or almost immediately, and that will  
over two years, and nominally the term of office of

arise in connection with the point we are discussing,  
the Legislature in Quebec is five years. Now provis-

as to whether the Protestant Committee as at present  
ion is made for that. Does it mean that the Protest-

constituted should be dissolved forthwith, or at some  
ant Committee should resign at the end of the present

future time.  
session of the Legislature and begin all over again?

There are to be two members of the Legislature.

THE PRINCIPAL: What provision is made for two Members of the Legisla-

ture when the present Legislature goes out of office?

Now, if the same persons who are on the Protestant

Committee are re-elected, and if the Legislature's new term can be made to synchronize with the end of the four-year period there will be no conflict, but will there be a conflict four years after that, because there are to be two members of the Legislature?

Let us take a case: here are two Protestant members somewhere in the Province; one has been the opponent of the other in the same Division; he has been a member of the Legislature for four years, but he is only a member of the Protestant Committee for two years. When does the term expire for him? If he is elected he goes on; if he is defeated has he to resign forthwith? It does not say so.

In the case of a bitter opposition between these two individuals, will he be expected to resign in favor of the person who beats him if he is nominated by the Lieutenant Governor in Council?

I am not expressing an opinion, I am simply trying to point out that, in connection with the four year term of office, difficulties arise, and will arise immediately or almost immediately, and that will arise in connection with the point we are discussing, as to whether the Protestant Committee as at present constituted should be dissolved forthwith, or at some future time.

THE PRINCIPAL: These remarks have to do with the possible discrepancy of opinion between the recommendation and its feasibility.

DR. PERCIVAL: Then, the next thing is concerning the powers and duties of the Protestant Committee. As I read the report, I cannot tell ~~where~~ where the duties of the Protestant Committee begin and where they end. I cannot tell where the duties of the Department of Education are going to begin and where they are going to end. At some place it looks as though there

THE PRINCIPAL: May I ask a question on that point? The Protestant Committee, as presently constituted, is an agency of the Government, is it not? DR. PERCIVAL: Yes, to perform certain duties, but

only It looks as though, in some parts of the report, the Protestant Committee is going to have some work to do; in other parts it looks as though the influence of the Protestant Committee is going to be very largely with outside of Montreal area, and if you also consider that the duties of the Protestant Committee are

THE PRINCIPAL: Is there any suggestions in these recommendations that the Protestant Committee, as re-constituted, shall not be an agency of the Government? DR. PERCIVAL: In this case, the duties of the Protestant Committee are going to be not only outside of the Montreal area, but also to a large extent outside of the area of the organized District Boards, then it is going to be the functions of the Protestant Committee are going to pertain to unorganized territory, consisting of places in the northern part of the Province, the Magdalen Islands, etc.

The Protestant Committee, according to this is going to be a corporation, it is going to have borrowing powers, it is going to have power to own real property, it is going to perform administrative duties,

to the Protestant Committee, and carte blanche given

it may seem to one that the very question of responsible government may be involved, because it may be that the recommendation is that the duties of government are taken from the government and placed in the hands of the body that is appointed by the Lieutenant Governor in Council.

THE PRINCIPAL: May I ask a question on that point? The Protestant Committee, as presently constituted, is an agency of the Government, is it not?

DR. PERCIVAL: Yes, to perform certain duties, but only those duties outlined in the law.

THE PRINCIPAL: Is there any suggestions in these recommendations that the Protestant Committee, as re-constituted, shall not be an agency of the Government?

DR. PERCIVAL: In this way: the Government generally allocates certain moneys for certain specific objects.

Now, the Protestant Committee is going to be the receiving body for all the funds that would be normally allocated by the Government, without being told in

DEAN TREASURIER: Is there anything unusual about any way how to distribute them. That is to say, at the present time, money is voted for Superior Education for a poor municipality, for consolidated school buildings, conveyance etc., for the Summer School of McDonald College, for the teaching of French, etc.--ent they are all earmarked at present.

Now, apparently, a sum is going to be handed to the Protestant Committee, and carte blanche given

DEAN LEMESURIER: You are told to spend it for Summer  
them as to how to expend that. I am not saying this  
Schools?

is wrong, but I do say that the procedure can be  
called into question in a democratic country.

DR. PERCIVAL: It is simply widening the discretion-  
ary powers which already exist.  
THE PRINCIPAL: It merely means that, in so far as  
the general funds of the Province are concerned,  
the Legislature appropriates to an agency of the  
Government a sum which that agency is authorized to  
distribute, as with the English procedure.

DR. PERCIVAL: The principle of democratic Govern-  
ment is that certain number of individuals are put  
into power, they are in power for a certain length  
of time, they are responsible to the people who can  
change their mandate-- I mean, change the people  
whom they put in.

Now, these people are put in for five years,  
normally, or four years, but the people of the Prot-  
estant Committee are not strictly responsible to  
the people, but are directly responsible to the  
Government.

DEAN LEMESURIER: Is there anything unusual about

DR. PERCIVAL: My experience of the Protestant Com-  
mittee is that it has always been a very responsible

DR. PERCIVAL: I am saying that it can be called into  
question. If you say it is not unusual, then you are  
a lawyer and well versed, more than I am. At present  
you get a grant of so much for Summer Schools, and  
you are not told how to spend it.

DEAN LEMESURIER: You are told to spend it for Summer Schools?

DR. PERCIVAL: It is simply widening the discretionary powers which already exist.

DEAN BRITTAIN: In Research Work they are given a certain sum of money, and it is not specified what particular items that shall be used for. The Provincial Research Council gets money the same way,

and the work done by the people they appoint are not directly responsible to the people, but to the head of the Department.

DR. PERCIVAL: I am keepin view, all the time, the principles. The first question regarding divergencies as I see them. I am not arguing on anything I say, I am merely keeping in mind that one question.

DEAN BRITTAIN: The analogy of the Research Council came to me. I think it is analogous. Do you have any qualms about the financial powers given to the Committee?

DR. PERCIVAL: My experience of the Protestant Committee is that it has always been a very responsible body; it has used its powers in the best way any one could use them and there has been no abuse whatever in connection with the disposal of money or on any of the work of the Protestant Committee. Therefore, as a citizen, I would have no objection to giving

Education Act which is presumably not to be destroyed.



that money would be definitely allocated to this purpose, or they would simply have to carry out the orders of the Government? Perhaps the details of the spending would be left to them, but that money would have to be spent for a specific purpose, and the audit would show if it had been.

DR. PERCIVAL: Of course, if that is the way it is, then it may be that there will be no change.

COL. BOVEY: There is one point I am not quite sure about. What do you take to be the channel of communication between the Government and the new Protestant Committee about to be formed?

DR. PERCIVAL: There is no means, so far as I know, except the Protestant Committee itself.

COL. BOVEY: But, no Government body can operate unless it operates through some Minister, and in actual procedure in Quebec, just as in Ottawa, it must go through some Deputy of that Minister. Now then, who is this Committee to go to-- what department?

DR. PERCIVAL: I think you have taken a conclusion from what I have said that it is a doubtful question whether the Government would be willing to delegate its money.

DR. PERCIVAL: There is nothing stated, as far as I see here, with regard to the channel through which the Protestant Committee will approach the Government.

DEAN O'NEILL: Would it not be the case that the Protestant Committee would have to show cause to the Government for any money really asked for, and that Education Act which is presumably not to be destroyed,

COL. BOVEY: Then, would it not be correct to say that, as no other exception is made to the present Government for any money really asked for, and that Education Act which is presumably not to be destroyed,

further powers to the Protestant Committee.

DEAN BRITTAIN: In the way of grants?

DR. PERCIVAL: I think your deduction is correct.

DR. PERCIVAL: Yes.

DEAN BRITTAIN: What about their executive powers, to

whom the Secretary shall be responsible, etc.?

DR. PERCIVAL: Well of course, every experiment which

is put into operation by a responsible individual must

have virtues. That would be an experiment, and it

might be excellent.

DR. WOODHEAD: I am still puzzled about the delega-

tion of powers to the Protestant Committee. The

Committee would still be responsible to the Govern-

ment, and there would be no opportunity for the Pro-

testant Committee to play ducks and drakes with the

money.

DR. PERCIVAL: I think you have taken a fair conclu-

sion from what I have said.

DR. WOODHEAD: Your view is that it is a doubtful

question whether the Government would be willing

to delegate its powers?

DR. PERCIVAL: Well, you have said that.

DR. WOODHEAD: Well, you have said that.

DR. PERCIVAL: Well, you have said that.

DR. WOODHEAD: Well, you have said that.

DEAN O'NEILL: Would it not be the case that the Prot-

estant Committee would have to show cause to the

Government for any money really asked for, and that

Education?

DR. PERCIVAL: It is very difficult to say that because their channel of approach is through the Superintendent of Education?

to be maintained or not.

DR. PERCIVAL: I think your deduction is correct.

DEAN BRITAIN: This point would have to be covered

COL. BOVEY: But this is a point involved in a very complicated system. I agree with Dr. Percival, I cannot see any other way they can approach the Government, unless some modification is made in the scheme, than through the Superintendent of Education, carrying out what Dean O'Neill suggested. I suggest

that their budget would of necessity be subject to the Superintendent of Education.

Harbor Board works, when the Opposition goes in they

DR. PERCIVAL: It is things like this I was referring to a little while ago. I did not want to actually

say that, but it is what I was referring to. In

other words, no means is created within these recommendations or in the report itself for approaching

COL. BOVEY: I don't think they thought of this at all. the Government. The Protestant Committee can do it,

but the Protestant Committee is going to have so many administrative duties itself that it is going to have

difficulty in forming a means of making its own administration unless it be through a to be created

Director of Protestant Education, but no word whatsoever is said about a liason between the Government and the Protestant Committee.

DR. PERCIVAL: There has to be a very certain measure of co-operation, but it does not say what is to happen in the case of clashes of opinion. If two bodies work

COL. BOVEY: Without anything being said, it remains under the Education Act and with the Superintendent of Education?

DR. PERCIVAL: It is very difficult to say that because for instance, with regard to text books-- with District we do not know whether the Department of Education is bodies, are they to be subject to the Protestant Committee or the District Boards? I am speaking of outside to be maintained or not.

DEAN BRITTAIN: This point would have to be covered when this new scheme is set up. I think they overlooked that question. When they said to appoint two members of the Legislature they overlooked the fact that in an election two or one of them may not be re-elected.

MR. CURRIE: That would come under Replacements, I suppose. It would probably work the same way as the Harbor Board works, when the Opposition goes in they all resign.

DEAN LEMESURIER: Obviously the recommendations have not taken care of every possible contingency.

COL. BOVEY: I don't think they thought of this at all.

DEAN HENDEL: Dr. Percival, you feel that there is a certain indecision as to the duties, the powers of this Committee. It seems to work outside of the Greater Montreal section.

DR. PERCIVAL: There has to be a very certain measure of co-operation, but it does not say what is to happen

DEAN O'BRIEN: What proportion of the expenses come together on the same basis they get along all right; if they can co-operate fully then everything will be smooth running, but if there is a clash of opinion--

for instance, with regard to text books-- with District bodies, are they to be subject to the Protestant Committee or the District Boards? I am speaking of outside of Montreal.

DR. PERCIVAL: Yes.

That would be a small proportion of the money paid for education-- that would be simply

DEAN HENDEL: Outside, it seems as if the Protestant Committee work would fill in the interstices of the Board. On the other hand the Protestant Committee as a corporation has such great power that they seem actually to take the power of Government.

Government until last year anyway-- the percentage devoted by the Government to education purposes is only something defined.

DEAN BRITAIN: Its powers are not sufficiently well defined. like six or seven per cent of the total amount spent

DR. PERCIVAL: That is the way it seems to me, still thinking of the divergencies of which the Principal spoke. The amount that is being devoted to Protestant education is increasing very much in recent years. For

DEAN HENDEL: It is not the powers that are not defined, instance, about ten years ago-- in 1920 the amount it is the application of the powers. that was paid by the Government, particularly for

DEAN LEMESURIER: I imagine they had in mind the Montreal Metropolitan Commission. It was \$510,00.

DR. PERCIVAL: The Protestant Committee is going to have the powers of receiving money. It has no tax-raising power but it has the power of receiving money. speaking distinctly for school purposes.

DEAN O'NEILL: What proportion of the expenses comes out of the Government? As far as I can see the local taxes go to the local Board, and the money is donated outside of Greater Montreal?

DR. PERCIVAL: It is \$5,582,000 altogether for Protestant by the Government direct?

ant schools. That is the Government grants to

DR. PERCIVAL: Yes. School Boards; the total valuation of the property.

DEAN O'NEILL: That would be a small proportion of the money paid for education-- that would be simply a supplement for special purposes.

in that matter. As long as the Montreal Board stays

DR. PERCIVAL: It is very difficult to speak in a body like this. If we were in office we could look it up. The amount devoted by the Government until last year anyway-- the percentage devoted by the Government to education purposes is only something like six or seven per cent of the total amount spent in the Province for educational purposes.

On the other hand it must be remembered that the amount that is being devoted to Protestant education is increasing very much in recent years. For instance, about ten years ago-- in 1920 the amount that was paid by the Government, particularly for Protestant school purposes-- I don't mean McGill-- was only about \$230,000; last year it was \$510,000.

That is not all the money devoted to Protestant education, because there is McGill, Bishop, the MacKay School for the Blind, etc., in addition. I am speaking distinctly for school purposes.

DEAN LEMESURIER: Do you know what percentage of the total funds is available for general school purposes, outside of Greater Montreal?

DEAN BRITAIN: Are there any other difficulties that

DR. PERCIVAL: It is \$5,582,00 altogether for Protestant schools. That is the Government grants to School Boards; the total valuation of the property. The amount in Schedule 1 estimated, exclusive of Montreal, they raise \$953,000.

I am going by the decision of the Privy Council in that matter. As long as the Montreal Board stays constituted as it is, because it is a creature of pre-Confederation legislation, although in Montreal itself, which is under the control of the Protestant School Commissioners of Montreal, although Jews must be admitted into the schools, they have no right to sit on School Boards.

It is pointed out by Mr. Lafleur that once that territory is expanded then it becomes a creature of post-Confederation legislation, and pre-Confederation legislation is not likely to apply.

DEAN BRITTAIN: Might that be overcome by having them appoint representatives-- the different Boards to remain intact and appoint representatives to the control body.

DEAN HENDRIK: In Recommendation 13, it is the control body. With your experience do you see any difficulty in such a proposal?

DR. PERCIVAL: That is being done now.

DR. PERCIVAL: That is actually being done now.

DEAN BRITTAIN: That would be a variation from the system proposed?

DEAN HENDRIK: In view of that, is there any objection to the Protestant Director of Education serving as

DEAN PERCIVAL: Yes.

DEAN BRITTAIN: Are there any other difficulties that

DR. PERCIVAL: I don't see any.

you see?

DR. PERCIVAL: That is the main difficulty. Of course that brings up the difficulties of the extension of the Protestant Central School Board on the Island of Montreal. There is nothing to prevent that.

If a bill is brought to Quebec asking for the extension of the remaining Protestant School Board to be under the control of the Montreal Protestant Central School, there is nothing to prevent that. There is no legislation to prevent that.

DEAN BRITTAIN: But, this Central Board has no financial powers.

DEAN LEMESURIER: One advantage of the change, I am told by people of experience, is in the appointments made. The delegates always feel they have to look after the interests of their own Board. That is a definite weakness in the present control Board.

DEAN HENDEL: In Recommendation 12, after the election of the central committee. With your experience do you see any difficulty in such a proposal?

DR. PERCIVAL: That is actually being done now.

DEAN HENDEL: In view of that, is there any objection to the Protestant Director of Education serving as liason?

DR. PERCIVAL: I don't see any.



COL. BOVEY: Dr. Percival, I may be wrong, but I have in mind that that point to which you refer, about the Jewish situation, was discussed between your Committee and Mr. Taschereau at one time. Am I wrong in that?

DEAN BRITAIN: Do you see any other difficulties in con-

DR. PERCIVAL: I was not there. I do know of Mr. Rexford's determined opposition.

DR. PERCIVAL: No. I am inclined to think that setting

COL. BOVEY: What I was getting at was whether you knew if there was any reference to that discussion on file.

It might be very useful in this connection.

DR. PERCIVAL: I don't know. He was very consistent in Montreal, it seems as though the Protestant interests-- I don't say they will be-- but it seems that the Protestant schools.

Protestant interests might be affected by the maintenance

COL. BOVEY: He wrote a brochure about it?

DR. PERCIVAL: Yes.

good deal of discussion about, with some people claim-

MR. CURRIE: Are there any Jewish teachers?

DR. PERCIVAL: Yes, they have a limited number. Under only twenty thousand, and still another, five hundred the Montreal Protestant School Board they are maintaining thousand. At that time, I was very much interested, ing it more or less at the number that it was around and looked into the statements made, but I saw no de-

1926, if I am rightly informed.

DR. WOODHEAD: You will only find that in the City?

to how much would be saved.

DR. PERCIVAL: Yes.

DR. WOODHEAD: Was there a general idea that there would

DEAN BRITAIN: There are a few in the country. I was

in a house a few weeks ago where there was a Miss

DR. PERCIVAL: Yes.  
Lazarus.

DR. PERCIVAL: Jews can get diplomas, but if it known

that a girl is a Jewess she does not have the same

DR. PERCIVAL: The equalization of assessments is one of chance of being engaged as if she was a Christian.

the vital things throughout the Province. They differ.

DEAN BRITAIN: Do you see any other difficulties in con-

DEAN HEIDEL: What about the outside are? Are there any connection with the working of that?

special difficulties about that?

DR. PERCIVAL: No. I am inclined to think that setting

DR. PERCIVAL: Well, it happens that when the Survey Com- up of the Protestant Central School Board on the Island

mittee was appointed, a draft bill had been brought of Montreal may be the logical outcome of the present

before the Protestant Committee for what was called similar area under the control of the Protestant sec-

County Central School Boards. In that bill it was pro- tion. It seems, in view of the Jewish situation in

posed that, in the most populous districts, for Prot- Montreal, it seems as though the Protestant interests--

estant school purposes, there should be Central School I don't say they will be-- but it seems that the Prot-

Boards. estant interests might be affected by the maintenance

That did not mean that all the Province of of the present system.

Quebec should be divided-- simply the areas in which You will remember a few years ago there was a

there are the greatest number of children. good deal of discussion about, with some people claim-

At that time eighteen County Central School ing there would be a two hundred thousand dollars sav-

Boards were proposed. These were proposed in this bill ing, others, two hundred and fifty thousand; one claimed

as a result of a conference of the Inspectors. The only twenty thousand, and still another, five hundred

Inspectors all met together and stated their opinions thousand. At that time, I was very much interested,

as to the areas that could be amalgamated in this way, and looked into the statements made, but I saw no de-

and they proposed that there be five members on each of tails in regard to the amount of saving there would be.

these County Central School Boards. There were general figures, but there was no proof as

The idea was there are in the Protestant areas, to how much would be saved.

thickly populated or comparatively populated, some men

DR. WOODHEAD: Was there a general idea that there would

be some saving? and with knowledge of school affairs,

and it was thought, if you could get together a few men

DR. PERCIVAL: Yes.

DEAN BRITTAIN: The important point is Equalization.

DR. PERCIVAL: The equalization of assessments is one of the vital things throughout the Province. They differ.

DEAN HENDEL: What about the outside area? Are there any special difficulties about that?

DR. PERCIVAL: Well, it happens that when the Survey Committee was appointed, a draft bill had been brought before the Protestant Committee for what was called County Central School Boards. In that bill it was proposed that, in the most populous districts, for Protestant school purposes, there should be Central School Boards.

That did not mean that all the Province of Quebec should be divided-- simply the areas in which there are the greatest number of children.

At that time eighteen County Central School Boards were proposed. These were proposed in this bill as a result of a conference of the Inspectors. The Inspectors all met together and stated their opinions as to the areas that could be amalgamated in this way, and they proposed that there be five members on each of these County Central School Boards.

The idea was there are in the Protestant areas, thickly populated or comparatively populated, some men who are outstanding in public spirit, interested in school affairs and with knowledge of school affairs, and it was thought, if you could get together a few men

in a small area, they would be able, if you gave them the power, to improve the system of education. At the time this bill was brought into being, actually framed and submitted to the Protestant Committee, at the end of February, 1938, the Survey Committee had been appointed and Mr. Hepburn was on it. Because the Survey Committee was on it, they thought it would be a good thing to refer the matter to the Survey Committee for its judgment. It therefore was submitted to the Survey Committee for its judgment.

DR. PERCIVAL: Instead of having eighteen School Boards in the areas of the greatest population, they have chosen to have nine School Boards in a very large area. Now, which is the better?

DR. PERCIVAL: Some of the articles, in substance, that were in that bill are incorporated here, but instead of calling them County Central School Boards, they called them District Boards. That is a difference of terminology, and there is a little difficulty with that.

DEAN HENDEL: And, were the powers practically the same? We have the word "municipality, which means a corporation; a municipality where there are two schools is a District. They use the same term that we use but bring to it a different meaning.

DEAN LEMESURIER: When you speak of County Central Boards, is that a consolidated Board, with the small Board disappearing?

DR. PERCIVAL: Such as we have on the Island of Montreal.

You may have four or five hundred dollars to

These were to be appointed, in some cases, by the School Boards in large areas such as Lachute, Montreal and Westmount. Certain districts would send delegates who would elect one man, and the Board would be made up of these individuals whom would be appointed by the School Boards  
DEAN BRITTAIN: It does not give the Local Board any in the greatest areas of population, and then representatives from the smaller districts.

DR. PERCIVAL: They can pay less, but not more. The  
THE PRINCIPAL: Fundamentally, the difference is one of shortage now of teachers has begun to be acute in that degree?  
connection.

DR. PERCIVAL: I would say, the extent of territory rather than the degree? imposed on the number of pupil teachers taken into training in the School for Teachers, that  
THE PRINCIPAL: But the principle?  
limit to be 130.

DR. PERCIVAL: The principle is quite the same, and even the method of election is quite the same. I ought to say, the method of election and appointment is quite the the same. number of teachers admitted to the School for

Teachers was 210; in the year 1930-1931, 130 promotions  
DEAN HENDEL: And, were the powers practically the same? to teach had been given to unqualified persons-- that

DR. PERCIVAL: No, the powers were not the same. It was felt that the engagement of teachers should be in the hands of the County Central School Boards. Here they say that the teachers should be engaged by the Local Board upon a budget to be provided for by the District Board.

DEAN BRITTAIN: Did that mean that McDonald College was  
Now, you see the position if you do that. Here bound to accept that number of pupils in residence?  
is a District Board that says, to a certain local school board "You may have four or five hundred dollars to

engage a teacher" and the Board will say "We can get a teacher for six hundred dollars, and we are willing to pay our portion of that, but we cannot get one for five hundred dollars". What could they do?

DEAN BRITTAİN: It does not give the Local Board any leeway.

DR. PERCIVAL: I am interested in your saying that,

DR. PERCIVAL: They can pay less, but not more. The

shortage now of teachers has begun to be acute in that connection.

MR. PERCIVAL: There is a very curious recommendation there, to have a limit imposed on the number of pupil teachers taken into training in the School for Teachers, that limit to be 120. the recommendation on page 317, which

reads as I don't know where that figure came from; I don't know how it is that they can make a limit of just 120. Now, from 1924 to 1934-- I think I am right-- the average number of teachers admitted to the School for Teachers was 210; in the year 1930-1931, 130 promotions to teach had been given to unqualified persons-- that is to say, going by the average. Of course, not all who entered graduated-- I don't know the number, but if you add the admissions and the number taken into the teaching profession, that makes an average of 340 in that year. And now they are limiting it to 120.

DEAN BRITTAİN: Did that mean that McDonald College was bound to accept that number of pupils in residence?

DR. PERCIVAL: Is there any difference?

DEAN BRITAIN: It was represented to them that the residence accomodation was becoming strained, that the number of applicants were making larger demands for residence accomodation. It is possible that is what they had in mind.

DR. PERCIVAL: I am interested in your saying that, because I wondered if it came from McDonald College.

DEAN BRITAIN: Not that I am aware of.

DR. PERCIVAL: All I am trying to say is that, so far as I can see, 120 is not even fifty per cent of our normal turnover.

That is the recommendation on page 317, which reads as follows:

"The essential features of the new contract should be the following. (1) the acceptance by McGill University of an obligation:

- (a) to provide at MacDonal College and in Montreal "real, within the University, facilities no less were "adequate and extensive than at present provided for "the training of all classes of students who enter "upon approved courses of instruction leading to the "award of a license to teach in the Protestant

DR. PERCIVAL: I did not understand you to say, Mr. Principal, that that would be the extent of the obligation.

"class-rooms, laboratories, libraries and other "necessary accomodation;

- (b) to maintain residences and to supply at a "reasonable cost board and lodging for those stu-

DR. "not at one time exceeding one hundred and twenty

"members in number, who receive instruction in the

"MacDonald section of the Quebec Protestant Teacher

THE PRINCIPAL: No, but so far as one hundred and twenty

"Training Institute.

students is concerned, it is a limitation according to

I take it that that means the limit of the

the facilities of MacDonald College.

obligation acknowledged and accepted by McGill Univer-

sity. It does not say that more than one hundred and

twenty should not be accepted in the School for Teachers.

THE PRINCIPAL: It does make that obligation, and, of

placement in the schools. You have in the past pretty

course, it is a regular way of thinking, whether logi-

cal or not, that when one figure only is stated as a

Central Board memorandum "if there is not accommodation

in the college, accommodation will be made for them

two. I don't say you think that, but that is the re-

outside of the college" but it is going to raise quite

regular thing.

a problem.

I presume, so far as the obligation of the

University is concerned, the conclusion means that that

should be the extent of the obligation of the college.

DEAN BRITAIN: We made a representation to the effect

that the accommodation was becoming crowded, and we were

to live in residence. Even with all the students

in the position that we had to refuse Household Science.

We never made any recommendation that we would be obli-

gating ourselves to one hundred and twenty, or anything.

DR. PERCIVAL: I did not understand you to say, Mr.

Principal, that that would be the extent of the obli-

gation. DEAN BRITAIN: We have never suggested anything of the

sort.

THE PRINCIPAL: That is the obligation-- the limitation

in the report-- as to the obligation of MacDonald College.



DR. PERCIVAL: But, I did not understand you to say that would be the whole obligation. class-room accommodation,

lavatories, etc; the second proposition concerns board  
THE PRINCIPAL: No, but so far as one hundred and twenty and lodging. It is quite possible that we may exhaust students is concerned, it is a limitation according to our capacity for board and lodging, and at the same time be able to supply what is required for the purposes the facilities of MacDonald College.

DR. PERCIVAL: Then, I take it, that is to be the maximum, so I can only say that, according to our past ex-

THE PRINCIPAL: This is a limitation of the obligation of MacDonald College in so far as board and lodging are placement in the schools. You have in the past pretty concerned, but there is no such limitation on the ob- nearly insisted on residence, and this is said in the ligation of MacDonald College in so far as other facil- Central Board memorandum "if there is not accomodation ities are concerned.

in the college, accomodation will be made for them outside of the college", but it is going to raise quite a problem. residence at MacDonald College is a very

vital part of the education of the teacher; we would  
DEAN BRITTAIN: The reason we insist on living in residence is, we think it is a good thing to do, and, College. After all, the person who lives outside an when the numbers are down we must get as large a population as possible; therefore, we require the students we want, except as regards a number of those people who to live in residence. Even with all the students, we come from rural schools.

have a deficit on account of board and accomodation.  
I don't conceive education simplt to be the

DR. PERCIVAL: But, you are not suggesting taking the income from other students, that you wish to cut down the number of persons in the School for Teachers. would

be very sorry indeed to see any limitation of any degree.  
DEAN BRITTAIN: We have never suggested anything of the

sort. PRINCIPAL: Are you endeavoring to say that facilities in MacDonald College should be denied MacDonald  
DEAN HENDEL: The first paragraph of this recommendation

refers to facilities for training of all schools, such

facilities being defined as class-room accomodation,

lavatories, etc; the second proposition concerns board

and lodging. It is quite possible that we may exhaust  
DEAN PERCIVAL. No. All I am trying to bring forward  
is the fact that, to accomodate one hundred and twenty  
our capacity for board and lodging, and at the same

within the buildings' dormitories, and give them all  
time be able to supply what is required for the purpos-  
the facilities, that will not nearly meet the normal  
es of education.

supply of teachers. For anything further than that,

THE PRINCIPAL: This is a limitation of the obligation

of MacDonald College in so far as board and lodging are

concerned, but there is no such limitation on the ob-

ligation of MacDonald College in so far as other facil-  
ities are concerned.

DR. PERCIVAL: If that is your interpretation, I am very

DR. PERCIVAL: Yes, but, from our point of view, we con-  
sider that residence at MacDonald College is a very

vital part of the education of the teacher; we would

want them to get the benefit of residence at MacDonald

College. After all, the person who lives outside an

institution does not have that type of education that  
they ever do, we shall want at least two hundred and ten  
we want, except as regards a number of those people who  
teachers. I don't know how we are going to get them,  
come from rural schools.

Because when these two hundred and ten teachers were in  
attendance there was the four month course there, and  
learning of this, that and the other; I consider edu-  
the two hundred and ten consisted of teachers in train-  
ing for Intermediate Diplomas for a full year, and teach-  
that in spite of what is alleged in the report, I would  
ers for a half year in each case for the Elementary  
be very sorry indeed to see any limitation of any degree.  
Diploma.

THE PRINCIPAL: Are you endeavoring to say that facil-

ities in MacDonald College should be denied MacDonald

students in Agriculture and Household Science for the benefit of students in the School for Teachers.

THE PRINCIPAL: There are thirty to thirty-one school

DEAN PERCIVAL. No. All I am trying to bring forward

is the fact that, to accomodate one hundred and twenty

DR. PERCIVAL: A very great deal could be said on that,

within the buildings' dormitories, and give them all

Dr. Douglas. I don't know whetger there is an insinua-

the facilities, that will not nearly meet the normal

tion there that the regulations issued by the Protest-

supply of teachers. For anything further than that,

ant Committee with regard to planning should be revised

I have no responsibility.

periodically; I don't know whether there is an insinua-

THE PRINCIPAL: The report does not infer that one

hundred and twenty should be the limit of the number

in attendance. high school buildings, making twelve

altogether out of forty-seven high schools outside the

DRANPERCIVAL: If that is your interpretation, I am very

control of Montreal Protestant School Board. That is,

much pleased with it.

twenty-five per cent of our high school buildings had

THE PRINCIPAL: It would be the interpretation we would

place on the language used. nine-year period.

I would also like to say that thirty per cent

DR. PERCIVAL: When conditions again become normal, if

of our intermediate schools have been newly built dur-

they ever do, we shall want at least two hundred and ten

ing that period, including five that have been enlarged.

teachers. I don't know how we are going to get them,

I would also like to say that within the same period

because when those two hundred and ten teachers were in

ninety-five schools-- rural elementary schools-- are

attendance there was the four month course there, and

new buildings, and there are thirteen more authorized.

the two hundred and ten consisted of teachers in train-

This makes one hundred and eight, and there are four

ing for Intermediate Diplomas for a full year, and teach-

hundred and thirty-six model elementary schools open

ers for a half year in each case for the Elementary

to-day. That means twenty-five per cent, if there was

Diploma.

one more. That means that twenty-five per cent of our

It is shown that we need that many, because

rural elementary schools have been built since 1930.

even with those facilities, we had to give promotions

in one year to one hundred and thirty who lived out.

high schools, thirty per cent intermediate schools and

THE PRINCIPAL: There are thirty to thirty-one school  
twenty-five per cent rural elementary schools, either  
buildings.

built, re-modeled or authorized during that period. We

DR. PERCIVAL: A very great deal could be said on that,

Dr. Douglas. I don't know whetger there is an insinua-

tion there that the regulations issued by the Protest-

ant Committee with regard to planning should be revised

periodically; I don't know whether there is an insinua-

tion there that they have not been so revised extensive-

ly, to this effect that since 1930 there have been er-

ected these new high school buildings, making twelve

altogether out of forty-seven high schools outside the

control of Montreal Protestant School Board. That is,

twenty-five per cent of our high school buildings had

either been new buildings or buildings entirely re-

modeled and enlarged in the nine-year period.

I would also like to say that thirty per cent  
of our intermediate schools have been newly built dur-  
ing that period, including five that have been enlarged.

I would also like to say that within the same period

ninety-five schools-- rural elementary schools-- are

new buildings, and there are thirteen more authorized.

This makes one hundred and eight, and there are four

hundred and thirty-six model elementary schools open

to-day. That means twenty-five per cent, if there was

one more. That means that twenty-five per cent of our

rural elementary schools have been built since 1930.

In other words, you have thirty-five per cent high schools, thirty per cent intermediate schools and twenty-five per cent rural elementary schools, either built, re-modeled or authorized during that period. We have most advanced plans for buildings-- very much advanced plans.

The plan of the buildings is something like this: here are two, three, four room school buildings; the plan is that <sup>of</sup> all those downstairs basements, part is free for gymnasium or assembly halls; we have an entrance to the stage, toilets, drinking fountains; in the case of the larger schools, showers, one side for boys and one for girls; there are no beams or pillars or posts there to obstruct the view. This is for two, three, four room buildings. Larger buildings have been erected on similar plans, for instance, Thetford Mines School.

For the first time in Canada we have one-room rural elementary schools, plans made with fully excavated basements, in one case, with toilets with running water and furnaces.

These things, when properly installed, have entirely solved the problem of comfort in rural elementary schools. One needs to go through them, as I have, to appreciate what these plans have meant.

I don't say that all schools have been built according to those plans. It took us three years of experimenting to make these plans.

The type of toilet was a real problem. When the report states that "the chemical toilet is but a makeshift and should be tolerated only where water-carriage cannot be secured"-- the chemical toilet was only one of the experimental features; where well water could be brought in, it has been.

In 1932 something like thirty-five per cent of pupils in intermediate schools had the old type of toilet facilities.

I think you will be interested in those figures and that explanation, and it shows that if there is an inference there that the Protestant Committee and the Department have not been looking after this, you will be able to have information whereby you will know this.

THE PRINCIPAL: But, there is no principle in that recommendation to which you take exception?

DR. PERCIVAL: No.

DR. WOODHEAD: Does this not tie up with the 6-6-3 plan?

THE PRINCIPAL: I think it is tied up with it.

COL. BOVEY: There is question of the administration of medical inspection.

DR. PERCIVAL: There is no question that we want to extend all sorts of services. The fact that many of the

services have been extended shows that we want to do this.

DEAN PERCIVAL: Yes. In other words, who will do it?

The twelfth grade was successfully launched, and it could not have been successfully launched without Dean Hendel.

I don't want to wander about, but I simply use that as an illustration of the extension of the service. Now, with regard to Handicapped Children?

whether we can extend those to the extent recommended in the report-- I mean, as a Protestant Committee in the Department of Education-- I don't know.

We have a Department of Health newly established in the Province. I never want to run into conflict

with any other department of the Government; it has

been our policy always to pull with the other departments.

We happen to have a Provincial Secretary who

is Minister of Health and also a medical doctor, and

he is going to see, as far as possible-- and he has

shown it-- that medical services are extended in the

Province. Now, in regard to County Health units. A

County Health unit can only be adopted where the mun-

icipality invites it. Where health units are adopted

I have no doubt the school boards will be able to take

advantage of them, or at least make representation to

the Minister of Health for the extension of the serv-

ice, but I say that it is not a feature of the Govern-

ment to extend the services. There is nothing worse,

that.

I think, than to see a child suffering from decayed

teeth or pyorrhoea.

Have you any comments to make on the re-

organization of schools?

MR. CURRIE: ~~It~~ It is all a question of money.

DR. PERCIVAL: There is nothing I would like to see more

DEAN PERCIVAL: Yes. In other words, who will do it?

The principle is excellent, and should be applied if it is possible.

THE PRINCIPAL: Is there anything you would like to say with regard to Handicapped Children?

DR. PERCIVAL: I think this should be said: The Protestant Committee has not been remiss with regard to training them. Years ago they tried to bring forward a plan for the training of handicapped children and it actually got an Act through the Legislature and money was voted for this and was offered to the Protestant School Board at Montreal and elsewhere.

Two years ago we invited the Protestant School Board of the Island of Montreal to extend its services, but the limitation of funds was such that they were not able to accept the money from the Protestant Committee and the Department of Education, because they could not find the rest of the money. The principle is sound.

I would note that when they talk about handicapped children, they might talk about bright children. No notice apparently has been taken of the bright pupil-- not by direct reference.

DEAN LEMESURIER: If you will remember, we emphasized that.

THE PRINCIPAL: Have you any comments to make on the re-organization of schools?

DR. PERCIVAL: There is nothing I would like to see more



in our Province than the principles of the Junior High School, that for children of eleven to fifteen years of age they be given the opportunity of exploratory courses in order to discover their own powers.

These are the principles, briefly stated-- not only the principles, but these are the main principles of the Junior High School as developed in the United States, and no one would be more ready than I to have those principles adopted for all pupils.

THE PRINCIPAL: ~~NUMBER~~ 6-6-3? plan, it is going to be

DR. PERCIVAL: Not necessarily. If we could get everybody into classes where, for two or three years at the right age, they could benefit by these exploratory courses by especially trained teachers, in order to be able to discover their own abilities and limitations, I think that is the true pedagogical design.

But, we have only about something like seventy-five thousand pupils in the Protestant Schools of Quebec.

We have very few schools--I think at the moment it is only about ten on the Island of Montreal that have over five hundred pupils in grades 8 to 11, and outside of Montreal we have only three, St-Lambert, Sherbrooke and Quebec. St-Lambert I don't think has one hundred pupils in grade X to XI, and in VIII, IX and X the number of pupils in the schools of Sherbrooke and Quebec is only three hundred.

Now, what kind of a Senior High School would

cut down the possibility of teaching grade X in schools we have in Quebec with, say, one hundred and fifty pupils, and, in Sherbrooke, perhaps the same number? In other words, the problem of our grades ~~here~~ here is the numbe we have within the small areas.

I f we had large numbers within certain small areas, I think there would be no difficulty, but here on the Island of Montreal, extending some fifty miles, from Bout de l'Isle to Vaudreuil, there is the problem of getting pupils into these schools.

If you have the 6-3-3- plan, it is going to be more difficult than it is at the present time. We have in the Province seventy-five intermediate schools, seventy four on the Island of Montreal. Of these seventy-four twenty-eight have only two teachers, and these two teachers are for grades II to IX. Where are your Junior Schools and your Senior High Schools going to come in?

THE PRINCIPAL: Well, that id a question of application.

In so far as the principle is applicable, you disagree?

DR. PERCIVAL: I think so, outside of the Island of Montreal. In other words, in the rural elementary

schools the idea is they want to extend themselves to

grades VIII and IX, rather than decrease to VI. If you decrease to VI, those who want to come into grade VII will have a long distance to go. Can you do it?

Take the Gaspé Peninsula; we have, I think fourteen-- thirteen intermediate and one high school. Will you system where this 6-3-3 system was in effect, and I

cut down the possibility of teaching grade X in schools where there are three teachers? New Carlyle asked for that a few years ago, and I had to give a ruling 6-6 against them. In the 6-3-3 plan in a system such as ours. What they wanted me to do was to refuse to give permission to any School Board in the Gaspé Peninsula to teach grade X other than at New Carlyle, and I replied no, that I would not do so. I could not see that you could prevent people in places like New Richmond, which is a very large school municipality-- you cannot prevent them teaching grade X and make the pupils go from New Richmond to New Carlyle; that is not reasonable. It is the same with Gaspé. Can you make two or three Senior High Schools on the Gaspé Coast? Again, it is a problem of application.

THE PRINCIPAL: The principle, in so far as applicability is concerned, is apparently sound?-- doing that

will increase the course of study at the beginning  
DR. PERCIVAL: I would not divorce the principle from its applicability. There is nothing I think better out from that of the present VII grade. Do you envision that as a part of this scheme?

Junior High Schools. The age is eleven to fifteen

years.  
PERCIVAL: That is the principle in the United States. There is this to be said: the school system

is not the same as in the Northern United States;

DEAN HENDEL: It shall be different?

there it is an 8-4 system. I was in the United States

for four years, in fact I was there five years, and I

was actually in the centre of the administrative

system where this 6-3-3 system was in effect, and I

know the States fairly well from the inside. They have in the Northern United States either 8-4, 6-6

or 6-3-3, and there is much to be said for this 6-6 plan rather than the 6-3-3 plan in a system such as schools taking on part of the Junior High School

ours. with limitations that a great deal of the school work?

We don't have 12 years, we have 11 years. You have another thing to solve there, that is, what are you going to do with the 12th grade, the standard you will reach, whether you will have the twelfth grade equal to the 13th grade of the Pennsylvania, New York and other school systems, or whether you will keep that as it is now.

THE PRINCIPAL: There is one question, Dr. Percival, that is why I said I was in favor of exploration and it is this: Conceding the difficulties here of applying this recommendation, do you think, on the system?"

whole, the general substance of these conclusions

DEAN HENDEL: In shaping the schools into Primary Schools, I to VI and Junior High Schools-- doing that

will increase the course of study at the beginning of the Junior High School, VII grade will be different from that of the present VII grade. Do you envisage that as a part of this scheme?

In Quebec.

DR. PERCIVAL: That is the principle in the United

States. So that, on the whole, will represent something towards which it would be desirable for the

DEAN HENDEL: It shall be different?

DR. PERCIVAL: Yes. Not only that, but differently

trained teachers. That is a fundamental part of the

Junior High School movement in the United States, that they shall be differently trained teachers.

DEAN HENDEL: So there would not be question of some schools taking on part of the Junior High School extent, with limitations that a great deal of the scientific or rather technical work is not under our control?

DR. PERCIVAL: It does mean that, that is, as I know the 6-6-3 plan in the States, and I endorse, to a large extent, that principle that there is there; that is to say, with regard to its principle, not with regard to our system of 6-3-3.

THE PRINCIPAL: There is one question, Dr. Percival, and it is this: Conceding the difficulties here of applying this recommendation, do you think, on the whole, the general substance of these conclusions and recommendations of the Survey

Committee are desirable? it is not an absolutely correct statement to say that the Council of Education takes the place of the Minister of Education. Our answer would be that these conclusions and recommendations are valid anyway, just as much as they are in Quebec.

DR. PERCIVAL: No. In this respect: In British Columbia, particularly in British Columbia, the University is under the control of the Department of Education, Protestant Education to proceed on?

DR. PERCIVAL: It is my contention that we are proceeding along many of these lines. That is just the

burden of my theme this afternoon. We are proceeding along the lines on which we ought to proceed: take handicapped children, junior high school, provision for exploration, etc.; more gym work, hand work, to some extent, with limitations that a great deal of the scientific or rather technical work is not under our control; it is in the Department of the Provincial Secretary, and I am not going, in this place, to give any reasons for it, but I think that if we could have-- you see our responsibility, the responsibility of the

Protestant Committee is limited; it is not as it is in some other places; everything is not done by the Department of Education; some comes under the Department of the Provincial Secretary, some under the Department of Health, the Department of Agriculture, the Department of Colonization.

COL. BOVEY: In that case, it is not an absolutely correct statement to say that the Council of Education takes the place of the Minister of Education. Our Council does not function as in Nova Scotia or British Columbia.

DR. PERCIVAL: No, In this respect: in British Columbia, particularly in British Columbia, the University is under the control of the Department of Education, and that is not so here. There are contributions by the Government to McGill and Bishop's, and they are independent institutions. Take adult education,

in the report. I take it that the general substance that comes under the Department of the Dominion Secretary, the Department of Agriculture is practically under the Department of Education. I would be very glad to see some technical education in our schools.

THE PRINCIPAL: Conceding that the Committee is going in the direction indicated by this report, and has been going--

DR. PERCIVAL: Except along those lines that I have just mentioned.

THE PRINCIPAL: Yes, for the reason that you have not had the authority to proceed. I take it that, generally speaking, the substance of the report and its recommendations is, ~~on the whole~~ on the whole, good.

We have said repeatedly that the idea we are trying to get is to have the pupils think; I believe Have you anything to say about the salaries of school teachers?

DR. PERCIVAL: There is no question about that. There again there are many things to be said. Take the Medical Examination-- there is a very important medical certificate that they must have before they get into MacDonald College, and if you saw it I think you would say that, although there may be this, that and the other thing added to it, ~~the certificate~~ the certificate requires examination of the individual, his heart, lungs, teeth, eyes, etc..

English, and, if the two be combined, we quadrupled the amount of English literature. We did that with As I say, we have been going in the direction indicated

in the report. I take it that the general substance of the purpose of altering the method of teaching. We don't want them to spend their time on one or two books

DR. PERCIVAL: There a lot of progressive recommendations, there is no question, with a view of making

it impossible for children to spend their time on it  
DEAN LEMESURIER: One question. The report criticizes pissyune things. They cannot do the same thing in the elementary schools, on the ground that memory is the schools. They cannot spend their time reading all very much over-emphasized.

DR. PERCIVAL: That depends. If you are speaking particularly of the fact that the Department of Education conceives memory, adherence to the text book as being the sole goal of education, I would say that they entirely misinterpret it. We have said repeatedly that the idea we are trying to get is to have the pupils think; I believe that is one of the basic principles of Education. We have actually taken away the possibility of memory in a great number of lines. Take the subject of English; several years ago, I don't remember the exact date,

twenty years or so ago, the Protestant Committee laid down the policy that there should be one text book in schools. Some of the departmental regulations lead authorized, and only one, in every subject. themselves to a wrong interpretation.

In English, when the course of study was revised in 1931, we definitely put on a good number of books; we doubled the number of books, approximately, in all grades, and we added the subject of extra-keep English, and, if the two be combined, we quadrupled the amount of English literature. We did that with re-



the purpose of altering the method of teaching. We don't want them to spend their time on one or two books for a whole year. In the Shakespeare texts we took away texts that were annotated, with a view of making it impossible for children to spend their time on *pitayune* things. They cannot do the same thing in the schools. They cannot spend their time reading all the books in English, but to get the general content. The second thing is that we reduced the memory work, and we did not set any particular memory work at all, particularly in poetry, and we said that the memory work could be done up to a number of lines, one hundred or one hundred and fifty, but these lines were to be chosen in the class altogether, with the idea of having those that appealed to them memorized. I think these are fundamental lines of progress, but where they say that there is textbook teaching alone-- I am not quoting the words-- but where the method has been memory work, I say it is entirely wrong.

THE PRINCIPAL: I don't think it is the practice in the schools. Some of the departmental regulations lend themselves to a wrong interpretation. In books. I don't know what the complaint is on that ground, when we are actually ahead of many school systems.

DR. PERCIVAL: I don't know what schools they went to. We want to have a class composed of pupils in seven different grades. You must have some set work to keep the other grades busy while one grade is being taught. We try to group the different grades into classes, and re-

group them for certain subjects in certain grades together, like French.

We cannot conceive of any school where there are even different categories of pupils; we cannot conceive of any school where there is not some sort of book for them to read. A text book consists of material on a certain subject that we think is fundamental. Not be memorized, but to get the general content, with a view to having it in as compact a form as possible.

The allegation is made that we don't have enough supplementary readers. Do you know that, since 1934, we have spent sixty thousand dollars in the rural schools, and that means off the Island of Montreal;

that means in the schools outside of the control of the Central Board-- we have spent sixty thousand dollars for supplementary books, and, last year we put thirty thousand dollars worth of books into every classroom

in every Superior School off the Island of Montreal, including the Quebec High School, and we put the money

that would have gone to Quebec into Elementary Schools in books. I don't know what the complaint is on that ground, when we are actually ahead of many school systems. I have been in these schools and I have seen this thirty thousand dollars worth of books.

This year we are making another allotment, twenty-five thousand dollars worth of books authorized, and the cheques are being made out now; they were authorized in November, 1938. Now, fifty-five thousand

dollars worth of books actually in a class room for thirty pupils, at the most, generally speaking-- that is not a bad number. In addition they have their central libraries and school libraries.

DEAN HENDEL: There is room for improvement there; there is room for improvement all over the schools, teachers, buildings, equipment; there is room for improvement all over.

I don't want to give any false impression; I don't want to give anyone the impression that I think we have an ideal school system-- nothing of the kind-- but I do contend that, within our limits, we are not asleep.

DR. PERCIVAL: There are one or two questions that occurred to me. You appeared before the Survey Committee?

DEAN HENDEL: I did.

THE PRINCIPAL: On page 35, is the inference to be drawn from the sentence at bottom of page 34 and page 35--

"that the Protestant Committee has prepared, etc...."

Is that correct.

DR. PERCIVAL: You have asked a question that is very hard to reply to. I think that no publisher will publish any text book or any book with the idea of

circulation within a certain restricted area. This attacks the possibility of Quebec Teachers writing text books.

You see, it says: "This conclusion, patently true of such books as the writing books recently authorized, raises the question of the extent to which the cost is inflated by the Protestant Committee's practice of preparing their own books or their own editions of books issued elsewhere".

It is true that those writing books were prepared in Quebec, but textbooks are prepared in Pennsylvania, they are prepared in Ontario, British Columbia and here. Why should they not be prepared in Quebec, but the price at which these are being sold is

exactly the same as the price of the writing books  
THE PRINCIPAL: This says "prepared by the Protestant that they have superseded. There is much more material in these.  
Committee".

DR. PERCIVAL: Well, it is one of those statements that is there to give credibility. The strange thing about

that is that they say you should not do it; they recommend the preparation of hymn books for schools, and bible readings, maps, several pages of geography and history. So they are not consistent on that. If we

think a certain idea would be better for our schools, I think we should have that idea.

text. But, there is this to be said also; there is no case that I know of where a specific set of text books  
THE PRINCIPAL: The University is very grateful to you, Dr. Percival, and I know that every member of this Committee appreciates your coming and having the benefit of your advice and your views. I should like to add my own personal thanks; I am very grateful to you.

I say also that we have an arrangement with the publishers that whenever any one of their books is sold at a lower price elsewhere than in Quebec, we get the advantage of that automatically.

This statement is definitely misleading. Take the writing books-- it is true that these books are prepared in Quebec and they are prepared for our schools, but they are not limited to our schools; they are being sold elsewhere. I know there is a great sale in London, England for some of those books that were prepared in Quebec, but the price at which those are being sold is exactly the same as the price of the writing books that they have superseded. There is much more material in those.

In other words, we have <sup>for</sup> the same money, more material than we had in the series they superseded.

COL. BOVEY: I was going to ask you if a series of each author was not in Quebec. I heard it said that there was not a series of each author in Quebec.

DR. PERCIVAL: I don't know which series you are referring to. Of course we have adaptations of the American text.

THE PRINCIPAL: The University is very grateful to you, Dr. Percival, and I know that every member of this Committee appreciates your coming and having the benefit of your advice and your views. I should like to add my own personal thanks; I am very grateful to you.

DR. PERCIVAL: I am very much obliged. There are only two things I want to say. First, I deeply appreciate the hearing you have given me, and of the fact that you stated at the beginning that ~~nothing~~<sup>anything</sup> I said here would be kept here. That has enabled me to speak in as helpful a manner as I could, and I would be glad if you would see to it that I get a copy of the record.

THERE BEING NO FURTHER BUSINESS THE SESSION ADJOURNED.

PRESENT: The Principal, Mr. Bovey, Dean Brittain, Dean Lenoir, Dr. Woodhead, Dean Hendel, Dean O'Neill.

THE PRINCIPAL: As you know, we have very deep interest in the report of the Quebec Protestant Education Survey, not only because of its implied or expressed effects on the University, but because of its consequences on teachers throughout the Province, and we would be very grateful if you would express your views about it.

T.E. Fitzpatrick  
Official Reporter

PROF. LOCKHART: Mr. Principal, I would be very glad to

express my views, because I have a few. In the first place, if I can speak generally to the Report - taking it as a whole there is very little to complain of.

UNIVERSITY SENATE COMMITTEE HEARING

ON THE

QUEBEC PROTESTANT EDUCATION SURVEY REPORT

There are parts in it which I don't agree and its ideals, but, generally speaking, I do believe in it.

To me, the Report divides itself in different

parts. With PROFESSOR LOCKHART INTERVIEWED much can be done, but that part that is to be carried out after

AFTERNOON SESSION, JANUARY 17th, 1939

legislation, is what I am interested in. The controversial parts are largely in the chapters and not in the recommendations.

PRESENT: When you come to speak of the legislation required, I do believe The Principal should have a reorganization of the Protestant Col. Bovey I do believe that the Protestant Committee Dean Brittain more power than it has, in several Dean Lene surier I don't think anyone can help being in Dr. Woodhead desire for larger units of administration. Dean Hendel

Dean O'Neill

THE PRINCIPAL: You speak now about re-districting?

PROF. LOCKHEART: Yes, the whole Province - whether they have advanced the best definition or not, I am in the report of the Quebec Protestant Education Survey, not prepared to say. I would say I rather imagine not only because of its implied or expressed effects on that perhaps the purposes of the Bill last year made the University, but because of its consequences on teachers throughout the Province, and we would be very grateful if you would express your views about it.

PROF. LOCKHART: Mr. Principal, I would be very glad to

express my views, because I have a few. In the first place, if I can speak generally to the Report - taking it as a whole there is very little to complain of. There are parts in it which I don't agree with, and its ideals, but, generally speaking, I do believe in it. To me, the Report divides itself in different parts. With regard to legislative action, much can be done, but that part that is to be carried out after legislation, is what I am interested in. The controversial parts are largely in the chapters and not in the recommendations.

THE PRINCIPAL: Dealing now with that part which must be implemented by legislation, have you any serious criticisms against re-organization of the Protestant Committee. I do believe that the Protestant Committee should have more power than it has, in several directions. I don't think anyone can help being in sympathy with the desire for larger units of administration. There is another thing. I don't like

to see, for instance, clergymen made members of the Committee merely because they are clergymen. I have

PROF. LOCKHEART: Yes, the whole Province - whether they have advanced the best definition or not, I am not prepared to say. I would say I rather imagine

THE PRINCIPAL: Might I ask, did you appear before the Survey Committee that perhaps the purposes of the Bill last year made a more satisfactory suggestion. Anyway, some such

scheme as that is needed, and if you can do that in some way or other, give us means of getting more money,



then you are in the way of putting into operation many of the things contained in the Report. Most of them are very good but some of them have certain controversial factors. That, in general, is my layout.

COLONEL BOVEY: I think that is a very clear statement of your position, or that they have it for

rural districts or for Greater Montreal.

PROF. LOCKHART: If there are any questions I can answer, I should be glad to do so, I don't want to take up your time.

THE PRINCIPAL: Dealing now with that part which must be implemented by legislation, have you any serious criticisms against re-organization? so far as the

recommendations and conclusions are concerned, there is a clear enough definition of the powers of the Greater Montreal District, in relation to the powers of the Protestant Committee.

PROF. LOCKHART: I don't know of any serious criticisms, but I think the Committee on the whole is a bit too large; I would like to see it smaller.

There is another thing. I don't like to see, for instance, clergymen made members of the Committee merely because they are clergymen.

I have no objection to having them on the committee, but to me, they should have other qualifications.

THE PRINCIPAL: The definition of the powers, between these two respective parties, is somewhat nebulous?

THE PRINCIPAL: Might I ask, did you appear before the Survey Committee?

PROF. LOCKHART: Yes.

THE PRINCIPAL: Carrying that further, is it your view that the definition of the powers of the Department of Education and of the Protestant Committee and of the

of Teachers, and as Chairman of that Committee, it appeared before the Survey Committee.

DEAN O'NEILL: May I ask, in regard to organizations of the Protestant Committee, do you understand from that Report that they ought to have full charge of all Protestant Education, or that they have it for all rural districts or for Greater Montreal.

PROF. LOCKHART: I would imagine - I may be wrong in this - I would imagine that the Montreal District would be practically autonomous, with perhaps general oversight and control by the Protestant Committee. an appropriate thing to do and a wise thing to do?

THE PRINCIPAL: Do you think that, so far as the recommendations and conclusions are concerned, there is a clear enough definition of the powers of the Greater Montreal District, in relation to the powers of the Protestant Committee. If, given a proper Protestant Committee, to make it almost absolute,

PROF. LOCKHART: Generally speaking, I would say no. although I know that is impossible. That accounts for the hesitancy I had in replying.

THE PRINCIPAL: But the proposal in that respect has THE PRINCIPAL: The definition of the powers, between real and intrinsic value?

these two respective parties, is somewhat nebulous?

PROF. LOCKHART: Yes, I think we can take that on

PROF. LOCKHART: Yes. trust.

THE PRINCIPAL: Carrying that further, is it your view THE PRINCIPAL: Do you think that the power to allocate that the definition of the powers of the Department of funds appropriated by Parliament is in the domain of Education and of the Protestant Committee and of the

organization of the Greater Montreal area, are not

clearly enough defined?

PROF. LOCKHART: I think that would be fairly in the

total amount which is to be voted for Education and

PROF. LOCKHART: I don't believe, Mr. Principal, that

the definition as to powers between the Department of

THE PRINCIPAL: It has been heard that that proposal  
Education and the Protestant Committee is nearly clear  
is repugnant to democratic policy.

enough. That, to my mind, is going to be a political

difficulty. I don't quite see that argument.

The funds, in the first place, are all democratically

THE PRINCIPAL: But, for getting the political phase  
voted, if you look at it in that respect. The Protest-

of the question raised by the report - do you think  
ant Committee would have a budget and it delegates  
that to invest the Protestant Committee and the organ-  
certain powers to other departments. I cannot see

ization Committee in the Greater Montreal area, is an  
why, if the Committee is to make a direct accounting  
appropriate thing to do and a wise thing to do?

to the Government for the money it spends, this should

PROF. LOCKHART: It is hard to speak to that and keep

away from the political entanglement that I know is

THE PRINCIPAL: Is it fair to assume that the Government,

there, but, generally speaking, I would say that if it  
in the preparation of its estimates, would appropriate

could be done, I would be willing, given a proper

funds to the Protestant Committee on the basis of the

Protestant Committee, to make it almost absolute,  
Protestant Committee's budget as submitted.

although I know that is impossible.

PROF. LOCKHART: I would expect that would be one of

THE PRINCIPAL: But the proposal in that respect has  
the factors.

real and intrinsic value?

THE PRINCIPAL: So that, in the appropriation of funds

PROF. LOCKHART: Yes, I think we can take that on

authorized, knowledge in advance of the allocation of  
trust.

the appropriation would be available and forms a basis

THE PRINCIPAL: Do you think that the power to allocate

funds appropriated by Parliament is in the domain of

PROF. LOCKHART: Yes, but I mean that the appropriation

is not clear that they have a

the Protestant Committee? first of all, upon the require-

ments of the Protestant Committee, and also upon the  
PROF. LOCKHART: I think that would be fairly in the  
total amount which is to be voted for Education and  
domaine of the Protestant Committee. of course of course  
the proper share.

THE PRINCIPAL: It has been heard that that proposal

THE PRINCIPAL: The Parliament never relinquishes its  
is repugnant to democratic policy.

powers, they would be working on the basis of the

PROF. LOCKHART: I don't quite see that argument.

The funds, in the first place, are all democratically

voted, if you look at it in that respect. The Pretest-

PROF. LOCKHART: Yes. May I ask a question? Have  
ant Committee would have a budget and it delegates

you reference there to the allocation for Education  
certain powers to other departments. I cannot see

purposes made by departments other than the Department  
why, if the Committee is to make a direct accounting

of Education? Well, you see, you have a difficulty  
to the Government for the money it spends, this should

not be. PRINCIPAL: I am speaking of the specific re-

commendations in this Survey. substance of the Survey

THE PRINCIPAL: Is it fair to assume that the Government,

in the preparation of its estimates, would appropriate

funds to the Protestant Committee on the basis of the

Protestant Committee's budget as submitted. I have taken it

for granted that the Committee in their recommendations,

PROF. LOCKHART: I would expect that would be one of

mean that this Department should cease to be an  
the factors.

Educational spending Department and that all Educational

THE PRINCIPAL: So that, in the appropriation of funds

authorized, knowledge in advance of the allocation of

the appropriation would be available and form a basis

THE PRINCIPAL: I had the impression that the Report  
for the appropriation?

is not clear on that point.

PROF. LOCKHART: Yes, but I mean that the appropriation

DEAN BRITAIN: It does not say so. If they knew the

would, of course depend, first of all, upon the requirements of the Protestant Committee, and also upon the total amount which is to be voted for Education and

THE PRINCIPAL: I presume, in the absence of express the proper share. language on that particular point, in the absence of

THE PRINCIPAL: The Parliament never relinquishes its powers, they would be working on the basis of the budget previously submitted, in which there would be

a full disclosure of the allocations to be made?

PROF. LOCKHART: If this is a proper interpretation including the Protestant share of all statutory funds

PROF. LOCKHART: Yes. May I ask a question? Have you reference there to the allocation for Education purposes made by departments other than the Department of Education? that, you are up against a difficulty.

THE PRINCIPAL: I am speaking of the specific recommendations in this Survey. substance of the Report

has little to say about the present procedure in that

PROF. LOCKHART: You know that the Department of Agriculture, the Department of Roads, etc. have in

their expenses money for Education. I have taken it for granted that the Committee in their recommendations, mean that this Department should cease to be an Educational spending Department and that all Educational funds should be distributed to the Department of

Education. I don't know if I am right there. College

is part of the Protestant Educational system of the

THE PRINCIPAL: I had the impression that the Report is not clear on that point. Province.

THE PRINCIPAL: In the absence of all reference to

DEAN BRITAIN: It does not say so. If they knew the

facts, I don't think they would make such recommendations. we say, Educational vocational purposes, in

the language used on pages 270 and 271, are to be  
THE PRINCIPAL: I presume, in the absence of express  
construed to mean that the present procedure should  
language on that particular point, in the absence of  
be modified - the procedure with respect to the  
an expressed recommendation modifying existing pro-  
allocation of funds.  
cedure, this recommendation only deals with the funds

now appropriated - the procedure now followed.

Protestant Educational purposes in the Province.  
PROF. LOCKHART: If this is a proper interpretation  
including the Protestant share of all statutory funds  
of their recommendation, then it would mean very  
and amounts from time to time voted for Education by  
little for the Government to hand over to the Protest-  
the Legislature". I am not trying to raise a  
ant Committee the distribution of the other funds,  
difficulty.  
and if it means that, you are up against a difficulty.

DEAN LEMESSURIER: You must take the whole scheme of  
THE PRINCIPAL: There is nothing said about the  
the Educational Act.  
power to allocate - even the substance of the Report  
has little to say about the present procedure in that  
respect. Protestant Educational System in the Province".

DEAN LEMESSURIER: You have to take paragraph A, station  
page 270: "To receive all monies available for

Protestant Educational purposes in the Province,  
THE PRINCIPAL: It is both Protestant and Catholic,  
including the Protestant share of all statutory funds  
is it not?  
and amounts from time to time voted for Education

by the Legislature". I don't think MacDonald College  
is part of the Protestant Educational system of the

DEAN LEMESSURIER: Certainly, Technical Education is  
Province.  
not the Educational System of the Province.

THE PRINCIPAL: In the absence of all reference to

DR. WOODHEAD: Page 261, I think, deals with that: present procedure, the powers to allocate funds for,

"Provincial grants through Government departments shall we say, Educational vocational purposes, in other than the Department of Education". Page 263:

the language used on pages 270 and 271, are to be

"there is need to co-ordinate the work of the Department of Education with the work of the other departments mentioned above, and to forge a link between allocation of funds.

the schools and the institutions of advanced tech-

PROF. LOCKHART: "To receive all monies available for

Protestant Educational purposes in the Province,

including the Protestant share of all statutory funds

and amounts from time to time voted for Education by

the Legislature". I am not trying to raise a

difficulty. COLONEL BOVEY: Also on page 263: "the schools should

receive a share of the sums at present disbursed by

DEAN LEMESSURIER: You must take the whole scheme of

the Educational Act. provide facilities which at present

are almost entirely lacking".

DEAN HENDEL: It says again "For the purposes of

the Protestant Educational System in the Province".

penditures are regarded as common.

PROF. LOCKHART: It would be a matter of interpretation

of Protestant Education. because reference has already been made to that

THE PRINCIPAL: It is both Protestant and Catholic,

question. The language in the body of the Report,

is it not? supports the conclusion that the powers to allocate

PROF. LOCKHART: Yes. construed to be Protestant Education as distinct from

DEAN LEMESSURIER: Certainly, Technical Education is

not the Educational System of the Province. Technical and Agricultural Education.

DR. WOODHEAD: Page 261, I think, deals with that:

"Provincial grants through Government departments other than the Department of Education". Page 263:

"there is need to co-ordinate the work of the Department of Education with the work of the other departments mentioned above, and to forge a link between the schools and the institutions of advanced technical training. If this can be achieved, recruitment to these higher institutions will be assured and the orderly progress of the students will be safeguarded."

COLONEL BOVEY: Also on page 263: "the schools should receive a share of the sums at present disbursed by departments other than the Department of Education, so that there may provide facilities which at present are almost entirely lacking".

DEAN LEMESSURIER: Page 262 says that technical expenditures are regarded as common.

THE PRINCIPAL: That was a nice point to bring up, because reference has already been made to that of advisory members. That would put them all on the question. The language in the body of the Report, supports the conclusion that the powers to allocate and expend are limited only to what may be strictly construed to be Protestant Education as distinct from Technical and Agricultural Education.



PROF. LOCKHART: In another place, regarding a new agreement, it speaks of the Protestant Committee itself paying certain sums to the University. That, I suppose, means that Normal Schools would be looked upon as part of the Educational System. I think they are overbalanced; I think they have got more than they deserve. They are now.

COLONEL BOVEY: This, in point of fact, is the first year that grants for McGill have been given, otherwise than to the Protestant Association. This year, it has

DEAN IMMESSURIER: It has been suggested that it been through the Provincial administration. If this was too bad to have people delegated because they had been carried out two years ago, it would be different, say, representatives from particular interests, rather than general welfares.

DEAN O'NEILL: Mr. Lockhart said "Properly constituted

PROF. LOCKHART: I would say, I thought the School Protestant Committee". Does that imply that the re-Board representation was unbalanced because there commendation does not provide for that? were too many, but I would not question the good

PROF. LOCKHART: I said, speaking personally, I think the Protestant Committee has suggested by the Survey Report is rather large and unwieldly. I believe you would get greater <sup>interest</sup> ~~most~~ and harder work from a group of advisory members. That would put them all on the same basis so far as voting powers are concerned.

There is a difference of opinion on this.

THE PRINCIPAL: Are there any further questions on

DEAN O'NEILL: You think the representatives, the delegates, would be handicapped?

DEAN O'NEILL: There is just one thing, the powers of

1129  
~~1130~~

PROF. LOCKHART: I think it should be just as representative as you possibly could get. Whether they

have tied down that representation too closely or not  
PROF. DOCKHART: Is not that same thing true of the is perhaps a question. Take for instance the organization of the Metropolitan areas of New York and of London, that very largely their school systems are autonomous, with a are overbalanced; I think they have got more than they minimum of control from the central authority? I deserve. It appears to be a province-wide organization, and if you ask how many School Boards belong,

you will find there is not fifteen percent. they are not separate, they are still subject to the general

DEAN LEMESSURIER: It has been suggested that it regulations by the main Board. It does not seem was too bad to have people delegated because they to be different from any municipality within the were, say, representatives from particular interests, Province. rather than general welfare.

PROF. LOCKHART: I believe that all districts should  
PROF. LOCKHART: I would say, I thought the School have as large an amount of freedom as possible to Board representation was unbalanced because there work out their own solutions, under guidance that it were too many, but I would not question the good is possible to give them.

faith of these men. Certainly they will do what they can for the rural parts of the Country, but whatever they can do will not hurt anybody. I cannot

conceive that a Board, squabbling among themselves,  
PROF. LOCKHART: May I make another suggestion? can help. I think you must have a little trust and This is something that struck me since last night. faith in human nature.

We have spoken about the possible political aspect,

THE PRINCIPAL: Are there any further questions on legislation? the relation between Protestant and

Roman Catholic. As I understand it, you are trying  
DEAN O'NEILL: There is just one thing, the powers of to get something to go on so as to present a backing

the Committee over rural districts. Is that a desirable thing? Now, may I make the suggestion that, when

you have studied carefully the powers that you expect  
PROF. DOCKHART: Is not that same thing true of the  
or you think should be granted to the Protestant  
Metropolitan areas of New York and of London, that very  
Committee, it would be advisable for you to get in  
largely their school systems are autonomous, with a  
touch, before you make a final report, with some of  
minimum of control from the central authority? I  
the outstanding Roman Catholic Educationists, to see  
think that is true.

to what extent they would be willing to grant a  
DEAN HENDEL: While they are autonomous, they are  
not separate, they are still subject to the general  
regulations by the main Board. It does not seem

to be different from any municipality within the  
Province.

PROF. LOCKHART: I have someone whom you might start  
with - the director of studies of Roman Catholic  
PROF. LOCKHART: I believe that all districts should  
schools, Mr. Piédalus. At least I think he would  
have as large an amount of freedom as possible to  
work out their own solutions, under guidance that it  
is possible to give them.

DEAN LEMESSURIER: May I take it that he has already  
THE PRINCIPAL: I think you have been very helpful  
studied this document?  
to us.

PROF. LOCKHART: I know he has.  
PROF. LOCKHART: May I make another suggestion?

This is something that struck me since last night.  
We have spoken about the possible political aspect,

and some of the things that may not be feasible on  
THE PRINCIPAL: If you have any suggestions about  
account of the relation between Protestant and  
any relevant matter, please do not hesitate to make  
Roman Catholic. As I understand it, you are trying  
them. So far, you have been very helpful to us.  
to get something to go on so as to present a backing

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131  
~~130~~  
PROF. LOCKHART: I do not think of anything else in  
for this Report.

connection with the matter. You yourself have become  
Now, may I make the suggestion that, when  
you have studied carefully the powers that you expect  
or you think should be granted to the Protestant  
Committee, it would be advisable for you to get in  
touch, before you make a final report, with some of  
the outstanding Roman Catholic Educationists, to see  
to what extent they would be willing to grant a  
certain part, so it would not infringe on what they  
might demand.

DEAN BRITTAIN: Have you anyone directly in mind?

PROF. LOCKHART: I have someone whom you might start  
with - the director of studies of Roman Catholic

schools, Mr. Piédalue. At least I think he would  
be very helpful in that respect and tell you of  
others whom you might contact.

DEAN LEMESSURIER: May I take it that he has already  
studied this document?

PROF. LOCKHART: I know he has.

COLONEL BOVEY: He is also very much in the confidence  
of Mr. Filteau, the Deputy Minister.

THE PRINCIPAL: So far as salaries of teachers is con-  
cerned. I don't know whether an increase in salary  
any relevant matter, please do not hesitate to make  
them. So far, you have been very helpful to us.

PROF. LOCKHART: I do not think of anything else in connection with the matter. You yourself have become au fait with these things.

THE PRINCIPAL: You have already referred to re-organization of districts. As to central recommendations, first, the quality of teachers, second, as a corollary and an inescapable one, the pay of teachers and the training of teachers, which I would say was really one central recommendation; second, the re-organization of the forces and the substance of

the teaching in school. Am I misinterpreting the

Report when I say that these two matters are really the central matters of the Report?

PROF. LOCKHART: Insofar as the quality of the teachers is concerned - let us say, the quality of the

students who come to us for training - we have a considerable number, just as you would expect, that

are well up in intelligence, and we have a larger number who are not. When you graduate them you will find the same thing; we have some that are excellent, some mediocre, and some fail to make a success, even after we have tried to pick out those who have the greatest chances.

So far as salaries of teachers is concerned, I don't know whether an increase in salary would bring you an increase in brain power or not. It

would bring you an increase in supply, certainly, and therefore the finished product would probably have in average a little higher. I know this from my own experience, seeing the machine working; after they get out of college, we have a considerable number scattered through the Province where they are doing most excellent work. We also have others who are not. As to the would advise then one year to teaching technique to training - well, it is too short.

THE PRINCIPAL: May I ask this question on that? You teachers?

THE PRINCIPAL: Do you mean the present period, or as PROF. LOCKHART: Well, no. That is going a little too recommended? far, but I would be sure that that technique, insofar

PROF. LOCKHART: There is no increase suggested. It is the scheme, the system that is used across Canada; THE PRINCIPAL: Do you include, in technique, training there is no province in the Dominion of Canada that gives more training for teachers. ing practice?

PROF. LOCKHART: Oh, yes.

DR. WOODHEAD: At this time it is pointed out that there shall be one year History. that recommendation in respect to practice?

PROF. LOCKHART: Yes, so far as their suggestions go. I don't agree with them altogether. In the first place, I think by the things they recommend us to do they are trying to crowd too much into that. Without a year's training, that year's work has to be largely training, and by training I mean getting on to the technique of teaching, pulling them up educationally, where? where they have sufficient basis and foundation to go on with their work. you go through the Dominion, the

maximum I would substitute for that -- I would supplement that History with two or three Summer schools in which the work they have to make would be definitely DEAN O'NEILL: Would it be feasible to have them practiced teaching after they finished the course? up.

PROF. LOCKHART: It would be just the continuation

THE PRINCIPAL: May I ask this question on that? You and should be watched carefully. We have to watch would advise then one year to teaching technique to them very closely in their practice, and then, of teachers?

course, a great deal of time is spent individually as

PROF. LOCKHART: Well, no. That is going a little too far, but I would be sure that that technique, insofar as possible, was acquired in that year.

me. If we could experiment with it and give seven

THE PRINCIPAL: Do you include, in technique, train- seeks, then eight, and work it up to twelve, perhaps ing practice?

there would be a possibility, but I don't see it.

PROF. LOCKHART: Oh, yes.

see every student for the 12th Grade, start when he

THE PRINCIPAL: You want to vary that recommendation comes in. These are things that will not relieve in respect to practice?

us very much. When it comes to teaching elementary

arithmetic, you will find our staff would have to go

PROF. LOCKHART: No, insofar as the amount of practice is right back and do what they do now, if not more. My

experience would lead me to believe that it is almost DEAN O'NEILL: In your year of training, do you mean impossible to take twelve weeks out for that. what you would not have as at present, English.

French and Mathematics? DEAN BRITTAIN: Do you know what the maximum is any- where?

PROF. LOCKHART: No.

LOCKHART: If you go through the Dominion, the

DEAN BRITTAIN: You would retain them?

maximum is about six weeks. There are one or two places where you can say it is about eight weeks.

DEAN O'NEILL: Would it be feasible to have them practice teaching after they finished the course?

PROF. LOCKHART: It would be just the continuation and should be watched carefully. We have to watch them very closely in their practice, and then, of course, a great deal of time is spent individually as a result of practice. I would like to move it up to twelve weeks, but I don't see the possibility of it, and I would hate to see any regulations saddled on me. If we could experiment with it and give seven weeks, then eight, and work it up to twelve, perhaps there would be a possibility, but I don't see it.

DEAN HENDEL: Are not teachers obliged to attend see every student for the 12th Grade, start when he comes in. These are things that will not relieve us very much. When it comes to teaching elementary arithmetic, you will find our staff would have to go right back and do what they do now, if not more.

DEAN HENDEL: In your year of training, do you mean that you would not have as at present, English, French and Mathematics?

PROF. LOCKHART: No.

DEAN HENDEL: You would retain them?

DEAN HENDEL: You would retain them?



PROF. LOCKHART: Yes, but, for instance, the Report

suggests that more attention be paid to a group of

~~THE PRINCIPAL: The scheme is laid down on pages 194~~  
~~and 195.~~  
subjects and that more exercising be done, more  
manual training, more art, and things of that sort,

but you cannot have all these things without you

contribute something. We are working right up to

the limit of the students' time, he is busy from

eight thirty to four p.m., five days a week, and you

cannot add more; if you do, you must take something

off. I speak of the larger picture. These other

things could be strengthened in some schools, we

could find time for re-adjustment of the programme.

Certainly, we have to train for the kind of teaching

that the course of study envisages. It is the same

with music, art, etc.

DEAN HENDEL: Are not teachers obliged to attend  
things affecting the Protestant population in rural  
University courses?

THE PRINCIPAL: In certain States, particularly in  
New York, there is what is known as Workshop exper-  
iments. Sofar, I think it is very helpful.

DEAN BRITTAIN: About this proposal to increase the  
amount of time spent in teaching. There is a peculiar  
scheme advised here. How do they get this extra train-  
ing, twelve weeks, or whatever it is. Could Prof.

Lockhart give us some idea of the feasibility of that  
scheme? He knows the situation in rural Quebec better

than we do.

Another thing. If this is worked out,  
THE PRINCIPAL: The scheme is laid down on pages 194  
and 195.

PROF. LOCKHART: If you take the itinerant teacher -  
divide 150 into three groups of 50 to a group; the  
suggestion is that they divide these 50 groups into  
two of 25 for the City, and the 25 be placed in  
hostels, at some conveniently located place.

DEAN BRITAIN: It has fallen to my lot to make provision  
for twenty students to do practice work around  
Knowlton, and I found working it out that it took in

PROF. LOCKHART: The idea is all right, to get them  
a radius of fifteen miles, and that is traveling a  
bit; I could have done it better and more satisfactor-

ily if I ~~spent~~ stretched another two or three miles,  
THE PRINCIPAL: That is very interesting, and to me,  
but I did not want to do that. That is one of the  
things affecting the Protestant population in rural

PROF. LOCKHART: There is a question of what this would  
involve in the way of field work. That goes back of  
fifteen miles and bringing them back every night, you  
are doing something. The way I am doing, I am having  
them billeted and I have them, so far, located in  
boarding houses where the teachers of the students  
reside.

THE PRINCIPAL: That is the present system?

PROF. LOCKHART: It is a system I hope to try to work

next Spring. possibility of seeing, as they should, what  
their production. Another thing. If this is worked out,  
these students will be there three weeks, in one group,  
another three weeks in a group, and still another, and  
you would have in this area students in these schools

for eighteen weeks, and before the eighteen weeks were  
DEAN BRITTAIN: You mean that your staff would be  
up I think you would commence to have repercussions,  
larger than it is now. Do you mean to say that  
and that would mean you would have to get another  
this supervision might be done by the staff at cer-  
hostel . . .  
tain periods?

DEAN BRITTAIN: The idea is all right - it is the

PROF. LOCKHART: Certainly, supervision has to be done,  
practice.

and the best people to do it are the persons who have

PROF. LOCKHART: The idea is all right, to get them  
out there, but I think I can work a better scheme.

DEAN HENDEL: I think you comment on page 206: "There

THE PRINCIPAL: That is very interesting, and to me, is  
is very helpful.

handwork, why two or three highly competent men and  
PROF. LOCKHART: There is a question of what this would  
involve in the way of field work. That goes back, of  
course, to the suggestion for re-organization of the  
training staff - putting the work, aside from these  
specialists, under the control of two or three general

utility people. That is one theory, but I cannot

believe in it. It does two things. It takes away  
the possibility of having a specialist in English,

Mathematics - the teaching of Mathematics. Then it

cuts off those who are teaching that theoretical science

from the possibility of seeing, as they should, what their product is doing. The inference is that it can be done cheaper, but if you consider the time you have, your fees, etc., it is not. Then, it is not cheap things we want.

THE PRINCIPAL: But, there are certain complications.

DEAN BRITTAIN: You mean that your staff would be larger than it is now. Do you mean to say that you will find there are considerable areas which have this supervision might be done by the staff at certain periods?

PROF. LOCKHART: Yes. If you look over the Province, no access to a High School, but which are a large expense to their individual schools. I would say,

PROF. LOCKHART: Certainly, supervision has to be done, and the best people to do it are the persons who have the students in charge.

DEAN HENDEL: I think you comment on page 206: "There is no good reason, apart from such subjects as French, Art, Music, Physical Training, Domestic subjects and handwork, why two or three highly competent men and women should not give all the necessary instructions to a group of a hundred students who are spending a single year in fitting themselves to become teachers".

PROF. LOCKHART: It probably would, but even if there were such teachers, in some respects, they would be

THE PRINCIPAL: We will proceed to another matter, having to do with the training of teachers, the qualifications of those eligible for admission to the School for Teachers. The principal contained in that group of recommendations is found in recommendations 143 to 151, page 311.

PROF. LOCKHART: Yes. If you start with 143: "As from September 1939, the practice of admitting those who have completed Grade X, should be discontinued". This is a very nice thing to strive for.

THE PRINCIPAL: But, there are certain complications. a centre, it is difficult to get her to go out there.

PROF. LOCKHART: Yes. If you look over the Province, THE PRINCIPAL: Perhaps recommendations 143 and 144, you will find there are considerable areas which have and the hope expressed in recommendation 145, could no access to a High School, but which are a large best be met insofar as certain districts in the expense to their individual schools. I would say, Province are concerned by insisting more upon the insofar as that particular recommendation is concerned, summer school? it should not be in force generally speaking until

such time as Grade XI is brought within easy reach of every scholar in the Province, or the scholar is brought to the school.

THE PRINCIPAL: You think that rigid application of these recommendations would so restrict the supply that the Province would be compelled to fall back

PROF. LOCKHART: Yes. upon recommendation 157 on page 314.

THE PRINCIPAL: And perhaps as effective a way as that suggested in recommendations 143 and 144? PROF. LOCKHART: It probably would, but even if there were such teachers, in some respects, they would be quite unsatisfactory. They would not have the training in French, for instance. I think we ought to be able to provide our own supply of teachers - we are not a vast growing community.

DEAN LEMESSURIER: I take it we need a higher matriculation for the summer school. There is another thing. There are a lot

PROF. LOCKHART: I think it is more feasible.  
of districts in this Province that some of us would

not like to live in. Now, you get girls coming from  
those districts, and they put on a considerable amount

of culture when they come to us, and they will go

back to those places; whereas if you take a girl from

a centre, it is difficult to get her to go out there.

ing have not a superabundance of money - would it

THE PRINCIPAL: Perhaps recommendations 143 and 144,  
and the hope expressed in recommendation 145, could

best be met insofar as certain districts in the

Province are concerned by insisting more upon the

summer school?

PROF. LOCKHART: A teacher would sign an agreement and

We can easily supply the school if someone will

supply the money. If a teacher from an inter-

mediate class goes back into the rural district, she

can apply for one third of that \$300. at the end of

THE PRINCIPAL: You think that would be the cheap-

est way?

PROF. LOCKHART: Yes.

THE PRINCIPAL: And perhaps as effective a way as that

suggested in recommendations 143 and 144?

PROF. LOCKHART: In many respects. We have many who

come back in the Fall and when they come back, they

reap almost as much benefit as they do in six months.

has been made with a full knowledge of the situation.

DEAN LEMESSURIER: I take it we need a higher matricul-

ation for the summer school.

PROF. LOCKHART: I think it is more feasible.

THE PRINCIPAL: Not ignoring its desirability. Not more salary.

DEAN O'NEILL: Do I understand that the particular districts Prof. Lockhart speaks about have a difficulty in placing teachers? That those who come up for training

DEAN LEMESSURIER: You would not attract anyone that ing have not a superabundance of money - would it you would want.

help out if students training for teachers in those districts were specially selected and given bursaries?

apply - would it be to traveling expenses?

DEAN BRITTAIN: There are no bursaries in the elementary schools.. It is given them to help pay

their expenses in college; they may use it to buy PROF. LOCKHART: A teacher would sign an agreement and bonds if they wish. They get \$50. at Christmas and go to the country and teach three years, and she would \$50. at the end of the year. She gets in the intermediate a bursary of \$300. If a teacher from an intermediate classes don't get it. If they go back to intermediate class goes back into the rural district, she the rural sections, it is a bonus. can apply for one third of that \$300. at the end of

the year and another third at the end of the next year. This is paid half at Christmas and half at the end of the session.

DR. WOODHEAD: The only thing that makes it possible to get teachers in Gaspé and such places is the fact that some of them live at home.

DEAN O'NEILL: Would there be more Grade X from those

DEAN BRITTAIN: I think that this recommendation 157 has been made with a full knowledge of the situation.

PROF. LOCKHART: Yes, the way it seems to be working Do you think we could be able to attract teachers from now. As for qualifications, more and more are coming

Ontario to Gaspé?

PROF. LOCKHART: You would have to pay them a lot more consciously rising itself. Of course, the time might salary.

DEAN BRITTAIN: I mean, with the same salary?

DEAN LEMESSURIER: You would not attract anyone that them have taken Grade XI. The others either failed you would want.

DEAN HENDEL: May I ask to what would the bursary apply - would it be to traveling expenses?

PROF. LOCKHART: No. It is given them to help pay their expenses in college; they may use it to buy bonds if they wish. They get \$50. at Christmas and

PROF. LOCKHART: It is given to <sup>Those</sup> ~~those~~ because she \$50. at the end of the year. ~~those~~ in the inter- comes there and promises to go back and work for three mediate classes don't get it. If they go back to the rural sections, it is a bonus.

DEAN O'NEILL: Would it not amend the situation to make DEAN O'NEILL: Do I understand that students coming it that students, after a certain date, should have from Gaspé, after being trained, are probably the Grade XI. There should be an increased bursary or best teachers for there, and these are normally ones bonus of some kind, to provide for additional summer from Grade IX.

PROF. LOCKHART: From Grade X.

THE PRINCIPAL: You mean the summer school at Mac-

DEAN O'NEILL: Would there be more Grade X from those districts?

DEAN O'NEILL: Yes.

PROF. LOCKHARTS: Yes, the way it seems to be working

PROF. LOCKHART: According to present regulations, while now. As for qualifications, more and more are coming



in to the elementary school, who have had at least part of Grade XI training. That is, the standard is unconsciously rising itself. Of course, the time might come when we can say we don't need to have any more.

I think in the present elementary schools in which there are twenty or nineteen, about three of them have taken Grade XI. The others either failed to make the grade, or they have not taken sufficient subjects, and during the last few years, that situation has offered itself, and it is offering itself.

COLONEL BOVEY: Where do they take that extra Grade XI?

DEAN HENDEL: I would like to know whether the bursary is given for the purposes of the Summer School.

PROF. LOCKHART: Many of them do it themselves, with a little help wherever they can get it. It is wonderful what they can do all by themselves.

DEAN O'NEILL: What about a correspondence course?

PROF. LOCKHART: There is a possibility of that.

DEAN O'NEILL: Would it not amend the situation to make it that students, after a certain date, should have Grade XI. There could be an increased bursary or bonus of some kind, to provide for additional summer school to bring them up to the general average.

THE PRINCIPAL: You mean the summer school at MacDonald College?

DEAN O'NEILL: Yes.

THE PRINCIPAL: Is there at present do you think a country district, Grade X, will make a better teacher to go back to rural areas than the same girl who has grade XI - say, if she came from a district where there is no Grade XI?

PROF. LOCKHART: According to present regulations, while

it may be advisable, but it would not help tremendously, because before they can qualify for the intermediate diploma, they must have this Grade XI. They are allowed to work that off in bits, part this year, and part next year, and many do get up a few subjects in June and then in September, and they have what we call their Academic qualifications clear and then, at a certain number of summer schools, they can get their diplomas.

COLONEL BOVEY: Where do they take that extra Grade XI?

PROF. LOCKHART: Many of them do it themselves, with a little help wherever they can get it. It is wonderful what they can do all by themselves.

DEAN O'NEILL: What about a correspondence course?

PROF. LOCKHART: There is a possibility of that.

DEAN BRITTAIN: We had one boy that never went to school in his life, he was in a place where they had no school, and he took the Technical College examination and passed it.

COLONEL BOVEY: As things are at present, do you think a girl from a country district, Grade X, will make a better teacher to go back to rural areas than the same girl who has grade XI - say, if she came from a district where there is no Grade XI?

DR. LOCKHART: I cannot answer that, because I can take you to some students in the elementary classes who are far better teachers than some in the intermediate classes. It has this advantage, you would have a more mature person. This would have to be answered according to each individual case.

THE PRINCIPAL: It is your view that a university grad-

DEAN HENDEL: I would like to ask about qualifications for graduates from a university who take the diploma course and who may be anxious to become teachers.

I refer to Recommendation 146.

PROF. LOCKHART: Well, so far as 146 is concerned, I heartily agree with it:-

"Graduates in arts, science, engineering, commerce

or agriculture of McGill University or any other

DEAN HENDEL: Do you feel, however, that students from

recognized university, who have approved qualifi-

urban schools, taken from a university course, are apt to

be at a disadvantage in teaching lower grades in rural

districts? Are they likely to be out of accord with

and aptitude, should be admitted to a course of

training leading to the award or a high school diploma".

been to a university?

Yes, I agree to that. In fact, I think I

wrote this myself. It follows very closely upon the

recommendation that I made in the Teachers Association

brief. We recommended that, and gave ~~the~~ reasons for

it. . .

The argument against that is that the stu-

dent is not prepared to teach everything that may be

required. As a matter of fact, under present regula-

tions, nobody is, and you could not expect anybody to

take that assistant certificate, and if that graduate

be, and if a man is in charge of a high school, with a high school diploma, wither that community has to be the Public School there, she must submit that certificate before she is qualified, and she must do so by If a teacher cannot teach chemistry, physics, etc., training such as our people take for their intermediate diploma.

THE PRINCIPAL: It is your view that a university graduate is perhaps better qualified, by reason of his training, and will more nearly approximate the requirements of that type of school, than a person who has not had university training?

PROF. LOCKHART: I think so. I had the experience myself. I could give them matriculation, but there were some things I did not feel myself qualified to teach.

I would correlate the work of the two staffs, and I would heartily agree with working that out.

DEAN HENDEL: Do you feel, however, that students from urban schools, taken from a university course, are apt to be at a disadvantage in teaching lower grades in rural districts? Are they likely to be out of accord with their environment? Does it disqualify them, having been to a university?

THE PRINCIPAL: The next is re-organization of courses in the School for Teacher Training itself. Would you speak to that?

PROF. LOCKHART: Having been to a university does not disqualify them, or having been associated with urban its rigidity, because it is a sort of a line of least centres does not, but if they are teaching in the lower grades of a high school, they have not had the right sort of training. You are talking now of what the teacher

does with Take in Ontario. They have a High School Assistant diploma. If they have a high school graduate who is taking that Assistant certificate, and if that graduate

PROF. LOCKHART: Yes.. The requirements of the

regulations themselves are to my mind perhaps too rigid, and the teacher, when she handles these, makes the Public School there, she must submit that certificate more rigid. One is superimposed on the other, and she must do so by and that links itself up with what they have said training such as our people take for their intermediate diploma. about the use of text books and memorizing. If you

were a teacher with this course of study in elementary schools, by yourself, with six or seven instead of teacher training under a Director, don't you see that we could correlate that work; that if a high school graduate were looking forward to work of his own, there are shining examples, but, generally speaking, there is a tirade against the slavishness of text books, and to my mind they did not go that work. Through no fault of anybody, now, they are not getting this.

THE PRINCIPAL: I would correlate the work of the two staffs, and I would heartily agree with working that out.

DR. LOCKHART: No, they did not go to the right spot.

THE PRINCIPAL: The next is re-organization of courses in the School for Teacher Training itself. Would you speak to that?

PROF. LOCKHART: In the first place-- speaking of the elementary talents. That is the last step which I think elementary schools up to grade VII. The course is, on the whole, too rigid now, but it is not as rigid as a great many teachers make it; that is, they accentuate its rigidity, because it is a sort of a line of least resistance. why it was not satisfactory, and they said

that without a text book it was useless.

THE PRINCIPAL: You are talking now of what the teacher does with this course of study?

PROF. LOCKHART: Yes.. The requirements of the course of the courses 646-3.

regulations themselves are to my mind perhaps too rigid, and the teacher, when she handles these, makes organization, such as outlined here, and it should be them more rigid. One is superimposed on the other, and that links itself up with what they have said about the use of text books and memorizing. If you were a teacher with this course of study in the elementary schools, by yourself, with six or seven groups to teach, what would you do.

Now, there are shining examples, but, generally speaking, there is a tirade against the slavishness of text books, and to my mind they did not go to the third and last step.

THE PRINCIPAL: They did not go to the cause?

DR. LOCKHART: No, they did not go to the right spot, and that is, to do away with the text book courses altogether, and have a course of study on similar lines with possible selections, and then a list of books which would be helpful in handling these particular talents. That is the last step which I think we have to go.

DEAN BRITTAIN: We prepared a syllabus for Nature Study, and one of our staff criticized it, and I inquired why it was not satisfactory, and they said that without a text book it was useless.

THE PRINCIPAL: You have dealt with the tendency towards rigidity-- will you now deal with re-organization of the courses 606-3.

DEAN HENDEL: There is no difficulty with hostels

PROF. LOCKHART: There again, I heartily agree with re-  
there?

organization, such as outlined here, and it should be  
easy to do this. It is going to be difficult-- very  
difficult-- in the more sparsely settled districts.

If you take any one of the districts that they have  
THE PRINCIPAL: The University, in expressing its views  
suggested, for educational purposes, you would have  
wants to be in a position to defend what may or may  
to have there, first of all, a number of one-room  
not have been done in any particular course, presumb-  
elementary schools-- there is no district where you  
ly under or partly under its jurisdiction.  
can avoid that.

It is also fair to repeat that the University's  
That school, under the scheme here, would  
interest is not by any means confined to the financial  
teach up to grade VI. Now then, the geography of  
implications of the report. That is, its main and im-  
that district would have to be very carefully studied,  
portant interest is really in the whole scheme of Prot-  
and there would have to be placed, at strategic  
stant education in the Province. That is really its  
points in that district, certain junior high schools,  
significance.  
to which easy access could be made for the students.

Then there would have to be somewhere at

OFF THE RECORD

least one, and perhaps more, dependant on size and  
population-- there would have to be one senior high  
THE PRINCIPAL: Will you take this message from the  
school. You could not have them scattered the way  
Committee to the Teaching Staff. We are very symathe-  
you have no. Around each you would have to build  
tie with their injured feelings, and if the University  
hostels and accomodation for taking care, as cheaply  
does not come to their defense it is not because it  
as possible, of scholars coming from outlying parts  
has no sympathy with their grievance, but rather that  
of the districts, and the expense would have to be  
perhaps, as you suggest, it would be wiser in the light  
borne by some sort of subsidy.

of developments to ignore what appears to be misrepres-  
Then, perhaps, you would be able to build up  
entation of conditions as they actually are. I hope  
a senior high school that would give each pupil such  
you will take that message with you.

course or courses as he was able to take, whether  
We are very grateful to you. You have been  
academic, technical or manual. This will take you a  
of extraordinary help to us, to me, and I am sure to  
long time, but the idea is splendid.

DEAN HENDEL: There is no difficulty with hostels there?

PROF. LOCKHART: I shall be very glad to be of any

PROF. LOCKHART: No. There you would bring your scholars to the school and not away from the school.

THE PRINCIPAL: It may be that, in the printing of our

THE PRINCIPAL: The University, in expressing its views wants to be in a position to defend what may or may

PROF. LOCKHART: I shall be very glad indeed, and I not have been done in any particular course, presumably thank you for the very fine reception you have given me. under or partly under its jurisdiction.

It is also fair to repeat that the University's interest is not by any means confined to the financial implications of the report. That is, its main and important interest is really in the whole scheme of Protestant education in the Province. That is really its significance.

OFF THE RECORD

THE PRINCIPAL: Will you take this message from the Committee to the Teaching Staff. We are very sympathetic with their injured feelings, and if the University does not come to their defense it is not because it has no sympathy with their grievance, but rather that perhaps, as you suggest, it would be wiser in the light of developments to ignore what appears to be misrepresentation of conditions as they actually are. I hope you will take that message with you.

We are very grateful to you. You have been of extraordinary help to us, to me, and I am sure to



the other members of the Committee.

PROF. LOCKHART: I shall be very glad to be of any assistance I can.

THE PRINCIPAL: It may be that, in the printing of our report, we shall wish to consult you?

PROF. LOCKHART: I shall be very glad indeed, and I thank you for the very fine reception you have given me.

The Principal

Col. Bovay

Dean Brittain

Dean Lemesurier

Dr. Woodhead

Dean Hendel

Dean O'Neill

PROFESSOR JOHN HUGHES INTERVIEWED

THE PRINCIPAL: Will you tell us what you have to say, Prof. Hughes?

PROF. HUGHES: I should like to place on record that, when I accompanied Dr. J. E. Putman on his first visit to MacDonald College, which visit was a courtesy call on Dean Brittain, a conversation took place that comes back to my mind, which seems to throw light on Dr. Putman's attitude.

T.E.Fitzpatrick  
Official Reporter

I asked him whether he had been to MacDonald

College and whether he knew anybody there. He replied,  
UNIVERSITY SENATE COMMITTEE HEARING  
in effect, "I met Dean Laird some years ago, and I ad-  
ON THE

ressed a meeting in Ottawa, and his address left a  
QUEBEC PROTESTANT EDUCATION SURVEY REPORT  
good impression". This would appear that, at the out-

set, Dr. Putman was pre-disposed, if in any direction  
at ~~all~~  
AFTERNOON SESSION, JANUARY 18th, 1939

I had ~~nothing to do~~ with the Intelligence  
Test part of the survey beyond acting as intermediary  
PRESENT:

between Dr. Putman and Dean Hendel regarding the ex-  
The Principal  
ternal routine arrangements, etc.  
Col. Bovey

I recall distinct that I conveyed a request  
Dean Brittain  
from Dr. Putman to have all the first year students  
Dean Lemesurier  
tested. Dr. Putman is therefore not responsible,  
Dr. Woodhead  
nor is anyone else to blame for the fact that the  
Dean Hendel  
University group may not have been completely repres-  
Dean O'Neill  
entative of first year students. (See page 138 of the  
Survey Report).

PROFESSOR JOHN HUGHES INTERVIEWED

~~These subjects in teacher training were not~~  
among those that I see in Scotland.

Evidence submitted to the McGill Committee  
THE PRINCIPAL: Will you tell us what you have to say,  
on Teacher Training some four years ago throws much  
Prof. Hughes?

light on problems now under discussion. It is there-  
PROF. HUGHES: I should like to place on record that,  
when I accompanied Dr. J. H. Putman on his first vis-  
it to MacDonald College, which visit was a courtesy  
call on Dean Brittain, a conversation took place that  
comes back to my mind, which seems to throw light on  
Dr. Putman's attitude.

T. E. Fitzpatrick  
Official Reporter.

I asked him whether he had been to MacDonald

College and whether he knew anybody there. He replied, in effect, "I met Dean Laird some years ago, and I addressed a meeting in Ottawa, and his address left a good impression". This would appear that, at the outset, Dr. Putman was pre-disposed, if in any direction at all, favorably.

I had nothing to do with the Intelligence Test part of the survey beyond acting as intermediary between Dr. Putman and Dean Hendel regarding the external routine arrangements, etc.

I recall distinct that I conveyed a request from Dr. Putman to have all the first year students tested. Dr. Putman is therefore not responsible, nor is anyone else to blame for the fact that the University group may not have been completely representative of first year students. (See page 188 of the Survey Report).

The chapters on Teacher Training were not among those that I saw in Scotland.

Evidence submitted to the McGill Committee on Teacher Training some four years ago throws much light on problems now under discussion. It is therefore suggested that the evidence be studied by the members of the present Committee.

T.E.Fitzpatrick  
Official Reporter.

