

PROFESSIONAL GROWTH-IN-SERVICE OF THE TEACHERS IN THE
PUBLIC SCHOOLS OF THE CITY OF VANCOUVER

by

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PROFESSIONAL GROWTH-IN-SERVICE OF THE TEACHERS IN THE
PUBLIC SCHOOLS OF THE CITY OF VANCOUVER

CHAPTER I

MEANING, DEFINITION, AND SCOPE

The progressive nature of the educational system of British Columbia requires a progressive continuity of teacher-education. Realizing the need for this, both the educational
(1)
authorities and the teachers have worked together to provide means whereby the latter may supplement their teacher-training by professional growth-in-service.

MEANING OF PROFESSIONAL GROWTH-IN-SERVICE

The term "professional growth-in-service" is frequently used synonymously with such terms as "self-improvement in service" and "training-in-service". Neither of these terms seems wholly adequate. The former implies that the teacher is responsible; the latter, that the onus for professional improvement rests solely with the educational authorities concerned. If professional growth-in-service is to be of most value to the educational system, the teacher and the educational authorities should work in harmony--the teacher to provide the effort; the authorities, the opportunities, motivation, and guidance.

(1) The term "educational authorities" includes both the local school boards incorporated under the "Public Schools Act" and the provincial authorities. The provincial authorities, responsible for teacher-training and certification, is the Council of Public Instruction which consists of the Minister of Education and other members of the Executive Council of British Columbia with the Superintendent of Education as Secretary ex-officio.

Used in a general sense "professional growth-in-service of teachers" may be interpreted as meaning any growth-in-service which improves the qualifications of teachers. The limits, then, of this definition will depend on the interpretation given to the term "qualifications of teachers". There is a unanimity that the qualifications of teachers are of two types which, for lack of better terminology, will be herein designated as personal qualifications and professional qualifications. The former include physical appearance, health, intelligence, character, and such other qualifications as are not the direct result of teacher-training. The latter refer to such qualifications as: knowledge of subject-matter, principles of teaching, educational psychology, and history of education; an understanding of the accepted educational philosophy; an appreciation of the modern social and economic world; and the application of this knowledge and technique as understood by the term "the art of teaching".

It is the intention of the author to limit the term "professional growth-in-service" to the professional qualifications although, where deemed unavoidable, consideration will be given to the inter-relations of the two types of qualifications.

The term "professional growth-in-service" has, in this thesis, been interpreted as meaning the dual obligations of both the teachers and the educational authorities toward the growth of teachers in what has been defined as professional qualifications.

DEFINITION OF THE THESIS

It is the purpose of this thesis to study the type of professional growth-in-service and the extent to which such growth has taken place among the teachers in the public schools of the City of Vancouver, and to examine possibilities for the further growth of these teachers.

In this study some of the major questions which will be examined are:

- (1) What are the factors and policies in the educational system of British Columbia that have influenced the professional growth-in-service of the teachers in Vancouver?
- (2) To what extent have the teachers of Vancouver grown professionally and what programmes of growth are being undertaken?
- (3) What facilities have been provided for the professional growth-in-service of teachers? What are the limitations of these facilities?
- (4) What methods have been used to motivate the professional growth-in-service? Are these methods adequate and are they being utilized to their full extent?
- (5) What methods are used to insure that the programmes of professional growth are such as to be of most value to the teachers and to the Vancouver school system?

SCOPE OF THE THESIS

The author limited professional growth-in-service to the body of teachers employed in the public schools of the City of Vancouver for the following reasons:

- (1) This body of teachers represents a unit of teachers under the control of a local administrative authority.
- (2) The size of the group and the conditions within the local school area are conducive to professional growth-in-service.

- (3) Since these teachers come under the authority of the local school board, information on their professional growth-in-service is readily obtainable.
- (4) In certain educational projects of the nature of professional growth-in-service, this body of teachers has taken a very active part.

However, in studying the professional growth-in-service of the teachers of Vancouver, the author found that various aspects of the study applied not only to the teachers of Vancouver but also to all teachers employed in the public schools of the Province of British Columbia. Such phases as teacher-training, certification of teachers, and the major facilities for formal study come under the latter category. Thus, at times, the scope of the thesis transgresses the limits which the author has established. Where the data obtained and the conclusions drawn are applicable to all teachers employed in the province, the author has indicated this fact.

CHAPTER II

THE PROCEDURE USED IN MAKING THE STUDY

In making the study, the author adopted the generally accepted technique for surveys. Information was obtained by means of the questionnaire, the interview, and from an analysis of official records. The literature on the subject provided much material for valuable comparisons.

THE QUESTIONNAIRE METHOD

Two questionnaires were used in the study; one to obtain information on the programmes of growth either completed or partly completed by the teachers, the other to obtain data on the library facilities in the high schools.

The Questionnaire on the Programmes of Growth

To obtain information on the programmes of growth which the teachers had either completed or partly completed, at the time of the study, the author used a questionnaire sent out by the Vancouver School Board. This questionnaire was sent out in January 1937 and again in September 1937. It contains four items which, in the author's opinion, give information pertinent to the study. These items with the explanatory heading are as follows:

January 25, 1937

To all teachers,
Vancouver City Schools.

Dear Sir or Madam,

Previous to amalgamation the records of the greater city, as now constituted, were not of a nature to make it possible

for us to compile a record of the qualifications of all teachers. We have a record of service for all teachers appointed since amalgamation, but we have not a record of qualifications, as far as courses taken are concerned. I am sure you all realize how important it is that the records of the personnel of our staff should be complete. In order that we may give you credit for your full qualifications, will you please give us the information requested in the following questionnaire by February 15, 1937?

Sincerely yours,

Superintendent of Schools.

Item 1. If you are studying toward a Degree, give the following information:

Degree sought	Name of the University	Major subjects	Progress made

Item 2. If you are studying toward a Specialist's Certificate, give the following information:

Certificate sought	University or school where training	Progress made

Item 3. List any courses taken that do not lead to a Degree or Specialist's Certificate (i. e., Manual Arts, Physical Education, Music, University Courses, etc.)

Item 4. Give any further information that you may consider a qualification (i. e., Experience in the commercial world, etc.)

In summarizing the one-hundred per cent returns sent in by the teachers in response to the questionnaire of February 1937, the author divided them into three groups: those from (1) senior high school teachers, (2) junior high school teachers, and (3) elementary school teachers. This grouping not only simplified the summaries but also gave a basis for further comparisons.

The questionnaire sent out in September 1937 gave information on the programmes of professional growth initiated between February 15, 1937 and July 31, 1937. Because these questionnaires were compiled alphabetically, the author was compelled to classify the information for the teachers of Vancouver as a group. This information was used to supplement that obtained from the earlier questionnaire.

In items 1 and 2 of the questionnaire the information contained in the section "progress made" was omitted from the summary, but it influenced the recording. No records were made of returns where no progress was indicated, or where the length of service of the teacher and the little progress made indicated the improbability of completing the programme.

Item 1 would have given information of a more enlightening nature if, under the heading "Major subjects", some indication of the specific courses taken had been requested.

The Questionnaire on Library Facilities

The questionnaire used to obtain information on the library facilities was one sent out by the Vancouver School Board in co-operation with the Vancouver Public Library. The purpose was to obtain data on the library facilities in the junior and senior high schools of Vancouver. Replies were received from all schools concerned. The following page of this questionnaire called for information on the facilities available in these schools for teachers' professional reading:

Teacher's Library

1. Number of volumes
2. Number of magazines subscribed for
3. Total amount spent in 1935
4. Is above expenditure part of school library grant or separate appropriation?
5. Shelved in pupil's library? Separately?
6. Administered by librarian? . . .Teacher or Principal? . . .
7. Please comment on the present policy. Would you change it in any way?

The answers, except those to questions 5 and 6, which were omitted as being irrelevant to the study, were recorded in tabular form. No statistical treatment was given to the results because of the fact that only eight junior and senior high schools had facilities for teachers' professional reading.

This questionnaire has two evident weaknesses: one, it does not contain any item to indicate the reading interests of the teachers; and, two, its scope does not include the facilities available in the elementary schools. Sufficient information to indicate the reading facilities in these schools was obtained from the school principals when the author interviewed them.

THE INTERVIEW METHOD

Interviews were held with teachers, principals, supervisors, and other persons whose positions indicated that they might be interested in the study.

Interviews with Teachers

Interviews with teachers were held to substantiate the author's ideas on the problems indicated and to obtain information concerning the conditions which the teacher met in developing his programme of professional growth.

TABLE I CLASSIFICATION OF TEACHERS INTERVIEWED

Type of School	Staff	Number Interviewed	Subjects taught or position held	f
Senior High	304½	10	Administrative	2
			Geography	1
			Guidance	1
			Commercial	1
			English	1
			Mathematics	1
			Art	1
			Physical Education	1
			Technical	1
Junior High	155	14	Administrative	1
			Art	1
			Commercial	1
			Guidance	1
			English	1
			Mathematics	1
			Modern Languages	1
			Music	1
			Physical Education	1
			General Science	1
			Social Science	1
			Industrial Arts	1
			Home Economics	1
Elementary	751 3/10	26	Administrative	7
			Grade teachers (Schools of six grades)	10
			Grade teachers (Schools of eight grades)	5
			Miscellaneous	4
Total	1210 4/5	50		50

As Table I indicates, fifty teachers were interviewed. The two primary qualifications deciding the selection of individuals were first, that the teachers showed evidence of professional growth-in-service; and, second, that they evinced an interest in the thesis. The author found, also, that it was essential to interview only those teachers who, in their opinion, had been employed in the Vancouver schools a sufficient number of years to enable them to form some definite ideas as to the problem of professional growth-in-service.

In selecting teachers from the different types of school, the author attempted to obtain as much variety as possible. It will be noted in the senior high school group that interviews with teachers of certain subjects have been omitted. These omissions were the result of the conditions and method governing the interviews. The number interviewed in the junior high school group seems to be out of proportion to the numbers interviewed in the other groups. There were several reasons for this. Teachers in the junior high school group were more accessible to the author than were teachers in other groups. Many of them had been promoted from the elementary schools because they had shown definite evidences of professional growth. Many were planning programmes of professional growth that would lead to their being promoted to senior high schools. The opinions of this group seemed, therefore, to be of most value. The elementary school teachers selected to be interviewed were from schools having

six and eight grades. These schools were of both the departmentalized and platoon types. The term "miscellaneous" was applied to special teachers such as librarians, industrial art teachers, and music teachers in departmentalized schools.

Each interview occupied between one-half and one hour. To have some basis upon which the results could be evaluated, the author used the following questionnaire which he retained during the interview:

Questionnaire Used in Interviews
with Teachers

1. Case number Sex Years of service ...
2. Position Subjects taught
3. Present certificates
4. Certificates at commencement of teaching
5. Why are you growing professionally?
6. In what professional qualifications do you consider growth to be of most value?
- 7a. What institutions did you attend for professional growth?
- 7b. What opportunities did you consider were lacking in these institutions for your professional growth?
- 8a. Have you ever planned a programme of professional growth-in-service and then found it to be in the wrong direction?
- 8b. If your answer to 8a is in the negative, explain.
- 9a. Are you satisfied with the facilities offered the teachers to do professional reading?
- 9b. If not, do you consider that centralizing the existing facilities would be in the nature of an improvement?
- 9c. Suggest other means for improving facilities for professional reading.
- 10a. Would you welcome a plan for teacher-intervisiting?

- 10b. How should such a plan be organized?
- 11. Do you consider that salary rewards should be offered to induce teachers to become "master" teachers rather than administrators?
- 12a. Is there a place in the system for more supervisors?
- 12b. What would be their main function?
- 13a. Do you consider that leave of absence for one year (sabbatical leave) would aid your professional growth?
- 13b. What per cent of your salary would you require during such leave?
- 13c. What reasons would you give to justify such leave?
- 14a. Do you feel that membership in study groups adds to your professional growth?
- 14b. How or by whom should such groups be organized?
- 15. Have you any suggestions or recommendations that you would like to make re professional growth-in-service of the teachers in Vancouver?

In tabulating the results items 1 to 4 were omitted because they had been included to indicate to the author the desirability of continuing the interview. Where the answers given to the questions proved to be different in wording but similar in content, they were combined for purposes of simplicity.

Questions that required "yes" or "no" answers and some that appear to be leading questions might be criticized as being unsuitable for this procedure. The results of these, however, were used mainly to substantiate the author's own opinions and to crystallize the problems of the study. Other questions were taken to the stage of diminishing returns.

Where possible, the reliability of the answers given was checked against data obtained from other sources.

Informal Discussions with Teachers. The author felt that he gained much valuable information from informal discussions with teachers on various aspects of the thesis. Although the results of these were not recorded, they did much to enlighten the author on the nature of the study and to enable him to view more clearly the teachers' point of view with respect to professional growth.

Interviews with Principals

In order to ascertain the attitudes of the principals of the schools toward the professional growth-in-service of the members of their staffs and to determine the facilities which the schools offered for such growth, the author interviewed sixteen principals of schools in Vancouver.

The number of principals interviewed was made up as follows: two selected from the ten senior high schools, one from the junior-senior high school, one from the two junior high schools, and twelve from the forty-nine elementary schools.

The individual principals to be interviewed were determined on the following points:

1. The individual must have held a principalship for at least four years. (There was one exception to this).
2. The individual must have held the principalship of the school visited sufficient time to become well established in his procedures. (This was determined by the Municipal Inspector of Schools).

3. The author preferred to visit those principals with whom he had some acquaintance.

To conduct the interviews, the author visited the schools while they were in session, but during the time the principals were free from classroom duties. Each visit and interview required between one and two hours. These interviews with principals, like those with teachers, were recorded. To provide a basis for tabulating the results, the author used the following questionnaire:

Questionnaire Used in the Interviews with Principals

1. a. How do you supervise the members of your staff?
b. Why do you adopt this method?
2. What methods do you use to bring about professional growth when you find such growth to be necessary?
3. How do you utilize your Teachers' Meetings to aid the professional growth of your staff?
4. What schemes or projects do you organize to improve your staff?
5. What other opportunities might the school as an educational institution provide?
6. What opportunities do you consider are lacking?
7. What facilities has your school for teachers' professional reading?
8. What is your opinion of the arrangements for these facilities?

It is to be understood that the above questionnaire was used merely as a guide inasmuch as the collecting of information by this method invariably requires a number of other questions of a more searching nature. These will be evident

from a summary of the results.

Items 7 and 8 were used with the elementary school principals only, to complete the work that should have been accomplished through the questionnaire on library facilities.

Interviews with Supervisors

Some of the supervisors were interviewed to verify information concerning short courses which they had been giving during the school year. During these interviews, the author took the opportunity to obtain their reactions to the lack of facilities for professional growth-in-service in their particular fields.

Interviews with Others

Interviews were held with the Registrar of the University of British Columbia, the Registrar of the Department of Education, the Director of Technical Education, Director of the Summer School under the supervision of the Department of Education, the Curriculum and Technical Adviser to the Department of Education, and other individuals whose positions indicated that they might have information and ideas which would be of value.

ANALYSIS OF DATA FROM OFFICIAL RECORDS

The historical material used in Chapter III was obtained from the "Public Schools Report" for the years 1874 to 1936, inclusive, and from the annual reports of the Vancouver School Board. The latter reports did not give complete data for

the years 1932 to 1935. Partial data for these four years were obtained from those sections of the "Public Schools Report:" that dealt with the Vancouver school system.

These reports also produced data on the certification of the teachers employed in Vancouver, the attendance of teachers at the Summer School for Teachers organized by the Department of Education, and other factual material used in the study.

To obtain information on the facilities offered by the summer session of the University of British Columbia and the summer school under the direction of the Department of Education of the Province of British Columbia, the author used the official calendars of these institutions.

Much of the data from the records mentioned in the previous three paragraphs applied to all the teachers employed in the public schools of the Province. As the author pointed out in Chapter I, these data enlarged the scope of certain sections of the thesis.

Other information was obtained from the records of the University of British Columbia and of the Vancouver School Board. The nature of these records limited, to some extent, both the quantity and quality of the information.

CHAPTER III

THE NEED FOR PROFESSIONAL GROWTH-IN-SERVICE

The need for professional growth-in-service may be studied from two points of view: first, the historical, which involves an examination of the factors in the professional education of teachers which have made such growth imperative; and second, the more immediate and personal need of the individual teacher.

THE PROFESSIONAL EDUCATION OF TEACHERS; ITS INFLUENCE ON PROFESSIONAL GROWTH-IN-SERVICE

The Influence of the Demand for and Supply of Teachers

In examining the history of the professional education of teachers in the Province of British Columbia, there is one factor that, from the point of view of professional growth-in-service, appears to be of considerable import. That factor is the demand for teachers. Reporting on this in 1925 the Superintendent of Education made the following statement: "For the first time in several years the supply of fully qualified teachers was found to be equal to the demand for them⁽²⁾".

Figure 1, which is a graphical presentation of parts of Table II, indicates that the teacher-population increased from 1922 to 1931 and remained relatively stable from 1931 to 1936. These facts may be taken as an approximate indication of the demand for teachers. The graph also shows that, between the years 1923 and 1936, the number of teachers

(2) Report of the Superintendent of Education, "Public Schools Report", in the "Sessional Papers of British Columbia", Vol. II, (1925), page M 11.

TABLE II TEACHERS GRANTED CERTIFICATES AND THE
TOTAL TEACHER-POPULATION FROM 1922 to 1936 INCLUSIVE

Year	Vancouver Normal	Victoria Normal	University of B. C.	Total	Teacher Population
1922	351	127	..	478	2994
1923	381	254	..	635	3118
1924	333	265	55	653	3211
1925	278	240	53	571	3294
1926	234	160	57	451	3396
1927	170	124	67	361	3531
1928	195	154	62	411	3668
1929	156	157	59	372	3784
1930	189	127	54	370	3854
1931	227	146	58	431	3948
1932	199	120	97	416	3959
1933	211	131	58	400	3912
1934	174	102	64	340	3873
1935	141	73	66	280	3942
1936	175	74	60	309	3956

Note: The figures used in Table II were taken from the "Public Schools Report" for the years indicated and from the files of the University of British Columbia. The figures for the University of British Columbia Teacher-Training Course for the years 1924 to 1928 are the number of students registered in the course. There may be, therefore, some variation between the numbers used in the table and the actual numbers certificated.

certificated has tended to decrease. If the demand had been greater than the supply, we should expect to find that an increasing number were being certificated each year. Since the opposite is true, it may be safely concluded that the supply of teachers has been greater than the demand for them. This conclusion is substantiated by the large number of applications for vacancies.

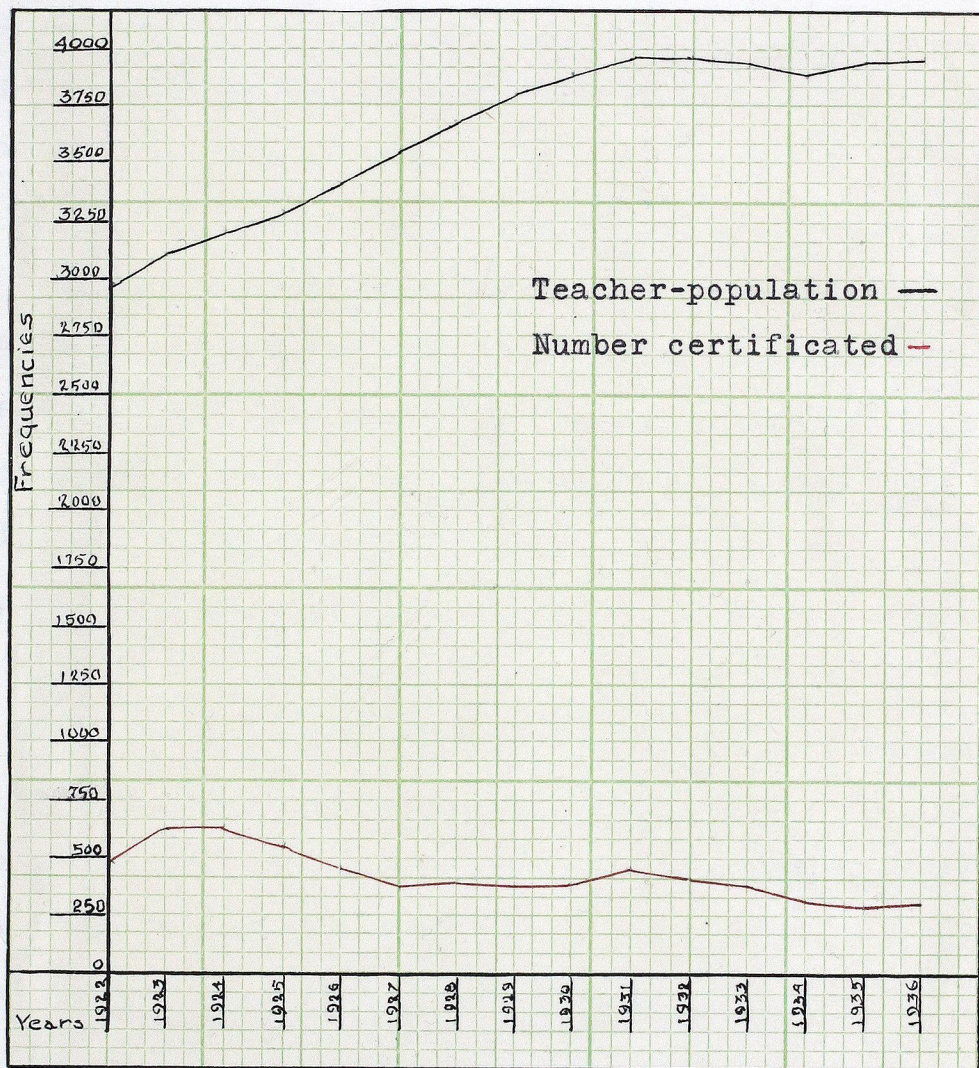


Figure I Teachers granted certificates and the total teacher-population from 1922 to 1936, inclusive

As long as the demand for teachers exceeded the supply, teacher-training and qualifications for certification were, of necessity, held at a minimum. As the supply, however, approached the demand and eventually exceeded it, prospective teachers found it necessary to obtain the higher classes of certificate in order to obtain employment. This advent into the market of increased numbers of teachers holding the higher classes of certificate forced those who had entered the teaching profession on the lower classes of certificate to seek opportunities for professional growth-in-service.

The Rise of Facilities for Professional Growth-in-Service

A brief examination of the history of the professional education of teachers in British Columbia indicates the growing need for and rise of facilities for professional growth. For purposes of convenience, the topic may be arbitrarily divided into three periods. The first stage, from 1872 to 1900, may be termed the pre-normal school period; the second, from 1901 to 1923, the normal school period; and the third, from 1923 to the present, the period of the university.

The Pre-normal School Period, 1872 - 1900. During this period, the teachers of the Province of British Columbia were granted the following certificates: First-class "A" and "B", Second-class "A" and "B", and Third-class "A" and "B". These certificates were awarded to candidates on the basis of their percentage of the possible marks. The examinations covered chiefly the subjects of the programme of studies. Few

teachers, excepting those from eastern Canada and the United States, had any pedagogical training. This condition was somewhat remedied in 1874 with the organizing of the Teachers' Convention. This organization formed the nucleus for the Teachers' Institute, established in 1885.

Meetings of the Teachers' Institute were, during the early stages of its development, held annually at Victoria while candidates for teachers' certificates were taking their summer examinations. Later these meetings were held in other educational centres and, eventually led to the formation of local teachers' associations. A survey of the agenda of the meetings of the Teachers' Institute indicates that the main business was the reading and discussing of papers on methods of teaching. That the Teachers' Institute had considerable success as an agency for professional growth is borne out in 1886 by the report of the Superintendent of Education. In this report he gave credit to the Provincial Teachers' Institute for the marked improvement in teaching. (3)

The lack of training institutions for teachers led the Vancouver Board of School Trustees to establish in 1895 its own system of teacher-training. This consisted of giving pupil-teachers a two-months' course as assistants in city schools. This plan was discontinued when the first provincial normal school was established.

(3) Report of the Superintendent of Education, "Sixteenth Annual Report of the Public Schools of the Province of British Columbia", p. 195

During this period, although the demand for teachers held qualifications for certification at a minimum level, the first beginnings of professional growth-in-service took place. This growth was made the more imperative by the lack of a professional training institution for teachers.

The Normal School Period, 1901 - 1923. The beginning of this period was marked by the opening at Vancouver of the first provincial normal school. Later in the period a second normal school was established at Victoria. These schools offered a teacher-training course of nine months' duration. The curriculum included teaching-methods, school law, history of education, practice-teaching, and a review of the subjects on the programme of studies for the elementary schools.

During this second stage, the method of granting certificates subject to recall by the Council of Public Instruction was abandoned in favour of permanent certificates. These were classified as Academic, First-class, Second-class, Third-class, and Specialists' Certificates.

At first, the Academic Certificate was granted to any teacher holding a degree from a recognized university. This plan, however, failed to provide for any professional training. Later the regulation was changed to require at least second-year university standing plus the normal school training. Between the years 1916 and 1923, graduates of the University of British Columbia (established in 1915) were

required to attend only the first term of the normal school course to qualify for the Academic Certificate.

The First, Second, and Third Classes of certificate were granted to those having the normal school training and holding, in addition, one year university, three years high school, and two years high school standing, respectively. The Third-class Certificate was no longer issued after 1922. This change, in the opinion of the author, was made possible by the increasing supply of more highly qualified teachers.

Calendar Showing the Educational Development in Vancouver
Which Helped to Create a Demand for
Specially Qualified Teachers (4)

- 1900 Vancouver appointed a special instructress in Drawing.
Physical Culture and Drill was also introduced in this year.
- 1901 Manual Training was introduced.
- 1902 Commercial courses were added to the high school programme.
- 1904 A Supervisor of Physical Education and a Supervisor of Music were appointed to organize their respective fields.
- 1905 First class in Home Economics organized.
- 1906 Domestic Science organized in the schools.
- 1908 Manual Training added to the high school programme.
- 1909 Home Economics added to the high school programme.
- 1910 First class for the education of the sub-normal.
- 1912 Appointment of a Supervisor of Primary Work and a Supervisor of Music for the lower grades.
- 1916 Technical classes organized.
- 1918 High School of Commerce established.
- 1920 Vancouver Technical School established.
- 1922 First junior high school organized.
- 1924 First school departmentalized.
- 1927 Two other junior high schools opened.
- 1928 New technical school opened.
- 1931 Vocational Guidance introduced into the schools.

(4) The information compiled in the above calendar was obtained from the published reports of the Vancouver School Board.

During the first fourteen years of this period, the demand for teachers specially qualified to teach such subjects as commercial, art, home economics, manual training, and music had been steadily growing. Urban educational centres like Vancouver had helped to create this demand by broadening their programmes to include such subjects (see calendar). Previous to 1914, teachers employed to teach special subjects had received their training outside the Province of British Columbia. In 1914, facilities for training in some of these special fields were introduced with the establishment of the Summer School for Teachers under the direction of the Department of Education. Upon completion of the courses taken, teachers were granted Specialists' Certificates. In 1923, the end of this period, there were one hundred and sixty-seven such certificates held in the province; of this number eighty-one were held by teachers employed in the Vancouver schools.

The Provincial Teachers' Institute continued to function until 1917 when it gave place to the British Columbia Teachers' Federation. Whereas the Provincial Teachers' Institute was subject to the influence and control of the Department of Education, this newly formed federation of local associations was purely a teachers' organization. It continued and advanced the work begun by the Institute, and, through its contact with the Department of Education and local school boards, became the instrument through which teachers voice their opinions on mutual problems.

Towards the end of this period, the teachers seemed to be more conscious of the need for higher academic and professional training. Many attended the summer school courses offered by American universities. To continue this growth-in-service during the winter months study groups were organized. One of these study-groups provided the nucleus for the Teachers' Community Library.

The need for facilities for higher academic and professional growth was recognized with the establishing of a summer school for teachers under the direction of the University of British Columbia⁽⁵⁾. At its first session, held in 1920, over one hundred and thirty teachers attended.

During the period, 1901 to 1923, many changes in the professional education of teachers took place. The provincial normal schools were established. The standards of certification were raised, and eventually the Third-class Certificate was abolished. The demand for specially qualified teachers and the need for refresher courses resulted in the establishing of a summer school under the Department of Education. The Teachers' Institute was reorganized and placed under the control of the teachers. The demand for higher academic and professional qualifications led teachers to seek their professional growth outside the province. This condition was met at home by the establishing of a university summer school for teachers. Although throughout this period the demand for teachers continued to exceed the supply, the⁽⁵⁾ In 1922 this Summer School became a regular Summer Session of the University.

ratio of the former to the latter was gradually decreasing.

The Period of the University. Designating the period from 1923 to the present as the period of the university does not reflect on the other facilities for the professional education of teachers, but merely indicates that this institution has been most important in its influence.

In the year 1923, a teacher-training course leading to the Academic Certificate was added to the curriculum of the University of British Columbia. By means of this teacher-training course a ready supply of teachers holding the highest type of certificate was made available. Teachers desiring to compete with these for positions were forced to obtain like qualifications.

Under the stimulation of the demand for advanced academic and professional growth, the university summer session grew rapidly in both attendance and in the number of undergraduate and graduate courses offered. Today it is possible for students to obtain the M. A. Degree through attendance at this institution.

During this period, the normal schools enlarged their programme of studies to include courses in educational psychology and educational measurements. Because of the inadequate scholarship of those admitted to the normal schools, these institutions continued to spend much time in reviewing the subject-matter of the Programme of Studies for the Elementary Schools. This time might have been more profitably

spent on other professional requirements had the academic standards for entrance to the normal schools been higher.

Professional growth-in-service was given added stimulation with the changes governing certification. In 1923, the three classes of certificate previously mentioned were each divided into the further classifications of permanent, interim, and temporary. These were issued on the recommendation of those responsible for the administration of teacher-training. Their recommendation depended on the length of the training taken and the standard achieved by the normal school student. In 1935, the regulation was passed that certificates issued to teachers trained from that date on would be considered as temporary certificates to be made permanent on the following conditions:

1. The Academic Certificate was to be made permanent upon the holder's completion of two years of satisfactory teaching.
2. The First and Second Class Certificates required, in addition to two years of satisfactory teaching, attendance at the Department of Education summer school for two of the first three years of teaching.

In 1937, the following changes were also introduced:

1. The regulation requiring first-year university standing or its equivalent as a prerequisite for the First-class Certificate was changed to provide for a combination of academic and professional courses.
2. The Second-class Certificate was not to be issued after June 1937.

The British Columbia Teachers' Federation has continued to work as an agency for the professional growth of teachers. Through the Federation proper and the various local associa-

tions, educational studies have been made or are being made. The group studies and the dissemination of the results of the studies may be considered as indicative of the need for growth.

Another indication of the need for professional growth is the fact that the Federation is showing an interest in the problems of professional growth. This is evident from the resolutions discussed at the Easter Convention of 1937. These resolutions dealt with such matters as:

1. Choice of text-books.
2. Observation of class-room methods.
3. Courses in library methods.
4. Wider recognition of compulsory summer courses for certification.
5. Leave of absence for professional training.
6. Visual education--film library.
7. Teacher and student exchange.
8. Size of classes.
9. Length of school day.
10. Summer schools of education.
11. Publication of the new curriculum.
12. Bibliography re Junior High School curriculum.
13. Junior High School certificate requirements.
14. Training of teachers of High School Geography.
15. Education week.

Since the resolutions passed by the Federation are usually submitted to the Department of Education for its consideration, we may conclude that, where feasible, such resolutions have aided in bringing about educational reform within the province.

During the last ten years of this period, a number of changes in educational policy and practice have taken place which have given an added importance to special training and certification. Among the more important of these are:

(6) These studies are discussed in Chapter VI.

1. The general trend towards departmentalization of schools in urban centres.
2. The acceptance of the junior high school as an established organization.
3. A greater emphasis on the less academic subjects, such as: music, art, physical education, drama, educational and vocational guidance, and practical arts.
4. The reorganization of the curricula in the direction formerly characteristic of the junior high school programme.

At the present time, teachers seeking employment are expected to have special qualifications in addition to the regular teaching certificate. This is borne out in the recent appointments to the schools of Vancouver. According to a statement credited to the Superintendent of Schools, of 700 applicants for twenty-six vacancies the twenty-six teachers selected were chosen because of their special qualifications. This emphasis on special qualifications has not only increased the importance of the Department of Education's summer school, where such qualifications may be obtained, but also encouraged many teachers to seek advanced special training at educational institutions outside the province.

From the point of view of professional growth-in-service, the changes which have taken place during this period may be briefly summarized as follows:

1. In 1923, a teacher-training course was established in the University of British Columbia.
2. A number of changes in the regulations governing the issuing of teachers' certificates have taken place. The changes not only include a general tightening of

the requirements but also drastic changes in favour of greater professionalization.

3. The increasing demand for specially trained teachers has added to the importance and growth of the summer schools.
4. The British Columbia Teachers' Federation has enlarged its programme for the professional growth of teachers.
5. The revision of the curricula by the teachers of the province has provided an incentive for professional growth.

PERSONAL NEED FOR PROFESSIONAL GROWTH

The Personal Nature of Professional Growth-in-Service

Although it is possible to view the professional growth of a body of teachers as a unit, yet, properly considered, such growth is an individual matter. Like other types of learning, it is contingent upon the individual's capacity, needs, and interests. It therefore follows that the ideal type of growth is that which arises voluntarily, rederiving its drive from the individual teacher's realization of need. Such growth, in the opinion of the author, is to be found among the better teachers. Their superiority may be taken as an indication that they are growing in their teaching situations rather than away from them.

By "growing away from a teaching situation" is meant growing professionally in a direction which has no direct bearing on the teaching situation in which the teacher is placed. This condition usually arises because of an over-emphasis on "paper qualifications", particularly of an aca-

demic nature. If the academic qualifications obtained are not in harmony with the teaching requirements, they may work adversely on the teaching situation.

One of the reasons for the stress on academic qualifications is that they indicate scholarship. The importance of scholarship lies in the fact that it is one measure of the capacity for growth. However, it should be remembered that an equally valid measure of the same capacity is the professional growth which is obtained through such agencies as professional reading, participation in educational studies, intervisiting of teachers, and travel.

In the City of Vancouver, as in most other urban educational centres, the ability to pay higher salaries enables the School Board to demand this capacity for growth as a necessary qualification for employment.

Reasons For Professional Growth Given by the Teachers
Interviewed

The teacher's realization of his professional needs may be the result of specific needs arising from the inadequacy of teacher-training and the current educational changes or the result of his desire to excel in his profession. These reasons are illustrated, by results obtained in interviews with teachers. When fifty Vancouver teachers were asked, "Why are you growing professionally?" they gave the reasons tabulated in Table III. Perhaps the answers to this question are not wholly unbiased. Undoubtedly, they are neither in the best form possible nor as accurate as they might be. This is usual-

ly the case when answers are not influenced in the direction desired.

TABLE III THE REASONS FOR PROFESSIONAL GROWTH
GIVEN BY THE TEACHERS INTERVIEWED

Reason	Frequencies
1. To improve my teaching	30
2. To obtain a better position	28
3. For personal reasons such as: ambition, satisfaction, interest, desire to excel	26
4. To widen my knowledge of education	13
5. Desire to make more money	11
6. Professional competition	4
7. Fear of becoming stereotyped	1
8. Facilities to do so	1
9. Pressure from above	1

The above reasons are the compiled answers given to item 5 of the questionnaire. (See Chapter II, p. 11)

For purposes of discussion, the nine reasons may be reclassified into three major groups: (1) those referring to the improvement of teaching, (2) those referring to the obtaining of a better position, and, (3) those designated as personal reasons.

The Improvement of Teaching. Improvement of teaching may be interpreted broadly enough to include improvement in instruction and adjustments made necessary by changes in the educational system. The necessity for such improvement is an essence of the educational system. In a progressive educational system demands are placed upon teachers for professional growth-in-service in order that they may profit from scientific researches from which have been devised new methods of teaching, new or revised subject-matter, or changed educational philosophies.

The fact that teaching needs improving frequently leads to the claim that the training institutions are inadequate.⁽⁷⁾ Many teachers consider that the inadequacy of their teacher-training necessitates professional growth-in-service that would be eliminated by increased institutional training previous to employment. Training teachers qualified to meet all the demands which may be placed upon them is not a feasible procedure in view of the changing nature of the educational system.

If there is any validity to the claim that teachers are growing to improve their teaching, then the programmes of professional growth should be such as would bring about the necessary improvement. Reference will be made to this when

(7) For a detailed account of the teacher-training institutions in British Columbia, the reader will find the following reference of much value. Black, W. G., "The Development and Present Status of Teacher Education in Western Canada, with Special Reference to the Curriculum," the University of Chicago Libraries, Chicago, Ill., 1936 (a Doctor's Thesis).

the professional growth of these teachers is being examined.

Professional Growth to Obtain a Better Position. There are usually two reasons for desiring to obtain a better position; one is greater prestige, and the other, the greater remuneration which accompanies the better position.

If the better position is in the same teaching field, then the author would agree that it is possible to improve teaching and at the same time grow into a better position. However, as is frequently the case, the better positions are in the administrative rather than the purely teaching field. Thus, if the teacher grows professionally in the direction of the former, he grows away from the latter. One of the causes of this has been previously pointed out. A contributory cause might be the lack of guidance extended to teachers. Many will grow professionally in those qualifications which are necessary for better positions, even though they may not be suited to the position. It is the opinion of the author that teachers should be given information pertaining to the promotions available and that the most suitable candidates should be guided into these positions. The others should be encouraged to grow in the direction which will make them more efficient teachers.

One method which might be successfully used to promote that type of professional growth which would result in more efficient teaching would be to give greater recognition of expert teaching. Such recognition might take the form of promotions and salary rewards. The adoption of such a policy

would eliminate any dissatisfaction which may result when teachers, who have been encouraged to grow professionally in the hope of obtaining better positions, realize that promotions are not available to them.

Personal Reasons for Growth. Under the heading "personal reasons" have been listed such reasons as: ambition, satisfaction, interest, and desire to excel. In giving these reasons for professional growth, the teachers have implied that the reasons are, in themselves, sufficient to promote growth. The author is inclined to agree with this, but the relation between personal reasons and other reasons given is too ambiguous to warrant discussion.

Conclusions

Whether professional growth-in-service to improve teaching and professional growth to obtain a better position have much in common is doubtful. The obtaining of a better position, if the position is in the same teaching-field, should be a reward for professional growth. Where the better position is in an administrative or non-teaching field it should be given to a candidate carefully selected and trained for the position. As the author previously pointed out, the ideal growth is that which arises from the realization that:

"Child welfare demands that the teacher grow in teaching power as the years go by: that he meets the needs arising from changing conditions,- rather than merely following the grooves of past knowledges and practices." (8)

(8) Murphy, A. B., "Some Criteria for Appraising the Professional Growth," American School Board Journal, 92:Feb. '36 pp. 18

Such growth may be obtained formally at an institution provided for the purpose or informally through reading, experimentation, participation in educational projects, and travel. It must be motivated by the teacher's realization of the need.

CHAPTER IV

PROFESSIONAL GROWTH-IN-SERVICE THROUGH FORMAL STUDY

Formal study because it results in a university degree, a certificate, or some form of numerical or grade credit can be objectively measured. This is one of the reasons why it finds much favour among the teachers and the administrative authorities. It is this study that is evaluated for purposes of salary rewards and promotions. It is this type of study that is most easily determined.

In discussing formal study as a measure of the professional growth of the teachers of Vancouver, the author divided the problem into two parts: first, an examination of the improvement in certificates which has taken place among this body of teachers; and, second, the type of formal study that the teachers are doing or are proposing to do.

IMPROVEMENT IN CERTIFICATES AS A MEASURE OF FORMAL STUDY

Improvement in certificates, although not in itself professional growth, is a measurable indication of such growth. The raising of the standard of certificate from a lower to a higher level entails academic and professional training through formal study.

This type of growth has been given emphasis in the programmes for professional growth-in-service. It has been encouraged by both the provincial and local educational authorities. The provincial authorities have provided facilities for such growth, discontinued the issuing of the Third and

Second Class Certificates, created interim and permanent certificates, and tightened the regulations governing all classes of certificate. The local educational authorities have recognized such improvement by awarding a higher maximum salary for a higher certificate.

Teaching Certificates Issued by the
Council of Public Instruction

Certificates issued to teachers in the Province of British Columbia may be classified as those entitling the holder to teach in (1) an elementary school, (2) a junior high school, and, (3) a senior high school.

Elementary School Teachers' Certificates. The certificates which entitle the holder to teach in an elementary school are as follows:

1. Third-class (not issued after 1922).
2. Second-class (not issued after 1937).
3. First-class.
4. Academic Certificate.
5. Elementary School Home Economics Certificate.
6. Manual Training Certificate.
7. Certificate in Physical Education for Elementary Schools.
8. Music Certificate for Elementary Schools.
9. Elementary School Art Teacher's Certificate.

Certificates numbered 5, 7, 8, and 9 require the holder to have, in addition, at least a Second-class Certificate. This regulation will, in all probability, be changed after 1937 to require at least a First-class Certificate.

Junior High School Teachers' Certificates. The following certificates entitle the holder to teach in a junior high school:

1. Academic Certificate.

2. High School Assistant Commercial Teacher's Certificate (interim and permanent).
3. Commercial Specialist's Certificate (permanent).
4. Home Economics Certificate (High School).
5. High School Technical Certificates A and B (permanent).
6. Technical Certificates A and B (interim and permanent).
7. Certificate in Physical Education for Junior and Senior High School.
8. Music Certificate for Junior and Senior High Schools.
9. Junior High School Art Teacher's Certificate.

Certificates numbered 3, 7, 8, and 9 require as prerequisites at least a First-class Certificate and the lower certificate in the same subject. The prerequisites for the other certificates have been similarly increased.

Senior High School Teachers' Certificates. Certificates numbered 1 to 8 of the junior high school list are valid in the senior high school. The only change in the senior high school certificates is in the subject of art. To teach art in the senior high schools, the teacher must hold a Senior High School Art Teacher's Certificate.

The requirements for the certificates in the three groups outlined are arranged in such a way that teachers may grow from one certificate to another by continuing their institutional training through formal study in service. The majority of the special certificates can be obtained only through such growth.

Improvement in Certificates Held by the Teachers of Vancouver

In view of the fact that the body of Vancouver teachers remains comparatively stable, improvement in the certificates held by the group may be taken as a measure of their professional growth. In discussing the improvement in certificates

held by the teachers of Vancouver, the author has omitted any reference to improvement in certificates held by senior high school teachers. Since teachers in this type of school are required to hold the highest types of certificate, any improvement would be too small to warrant discussion.

TABLE IV TEACHING CERTIFICATES HELD BY THE
JUNIOR HIGH SCHOOL TEACHERS OF VANCOUVER FROM 1929 to 1936

Certificate	1929	1930	1931	1932	1933	1934	1935	1936
Academic	52	60	75	74	81	87	89	89
First-class	42	52	38	38	34	35	35	35
Special	23	35	38	37	33	33	31	32
Temporary	2	4	1	1	1	0	0	1
Total	119	151	152	150	149	155	155	157

The above figures were obtained by count from the "Public Schools Report" for the years indicated.

Improvement in Certificates Held by Junior High School Teachers. Figure 2, a graphical presentation of Table IV, may be interpreted to show that there has been a general raising of the standard of certificates held by the junior high school teachers of Vancouver since 1929. It can be

(9) In the year 1929, the City of Vancouver amalgamated with the municipalities of South Vancouver and Point Grey. The present educational organization in Vancouver dates from that year.

seen that the number of teachers employed in the junior high schools increased rapidly between the years 1929 and 1930. This rapid growth can be accounted for by the additional junior high school accommodation provided between these years. Since 1930, the increase has been relatively small.

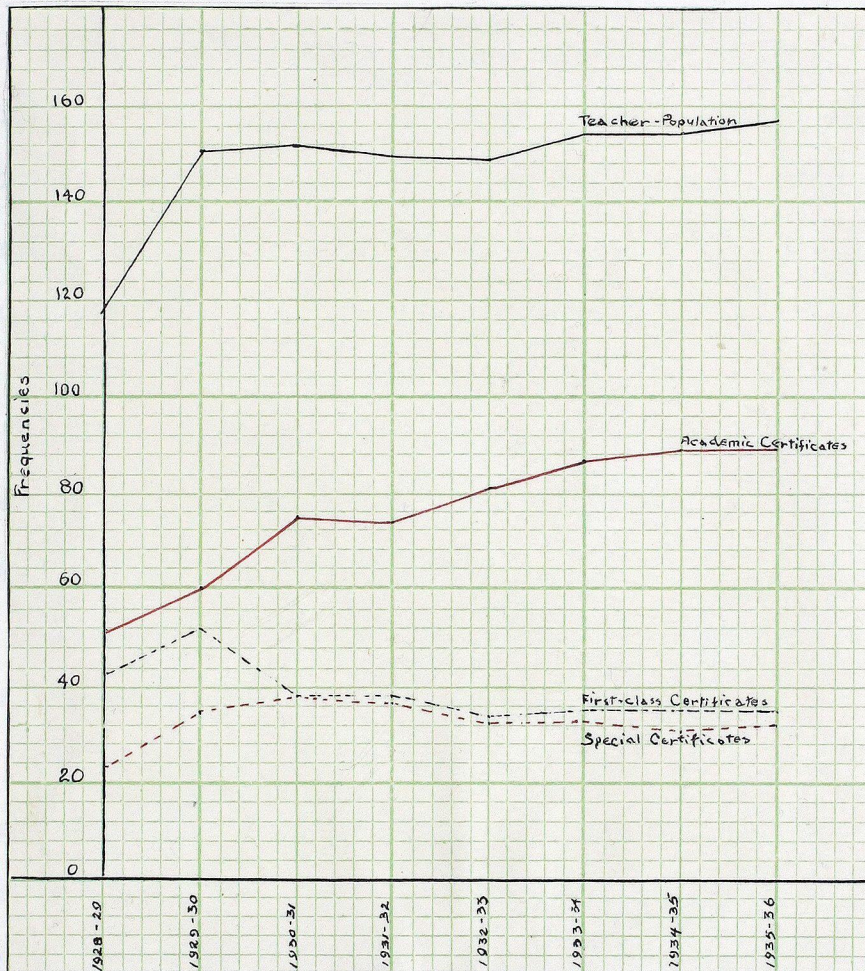


Figure 2. Teaching certificates held by the junior high school teachers of Vancouver from 1929 to 1936, inclusive, and the teacher population

Temporary Certificates have been omitted.

From Figure 2, it will be seen that approximately twenty-five percent of the junior high school teachers held First-class Certificates. This condition was the result of special circumstances. When the junior high schools were organized in Vancouver, the School Board did not wish to staff these schools with academically certificated teachers who were not familiar with the Vancouver school system. At the request of the Board, special regulations were made to allow the Board to appoint a percentage of teachers holding First-class Certificates. These were appointed on the understanding that they would improve their certificates to conform to the regulations of the provincial authorities. This is one reason for the gradual increase in the number holding Academic Certificates. Another reason for the increase in the number holding the Academic Certificate is that the Board has adopted a policy of appointing, except for special subjects, teachers who hold the higher certificate.

It can be safely concluded that much of the improvement that has taken place in the certificates of junior high school teachers has been the result of formal study while in service.

The Improvement in Certificates Held by the Elementary School Teachers. Figure 3 and Table V indicate that, since 1929, there has been a decreasing number of teachers employed in the elementary schools. From 1929 to 1936, the decrease amounted to approximately 100 teachers. This decrease was the result of a decrease of 3,174 in the pupil-enrolment for the

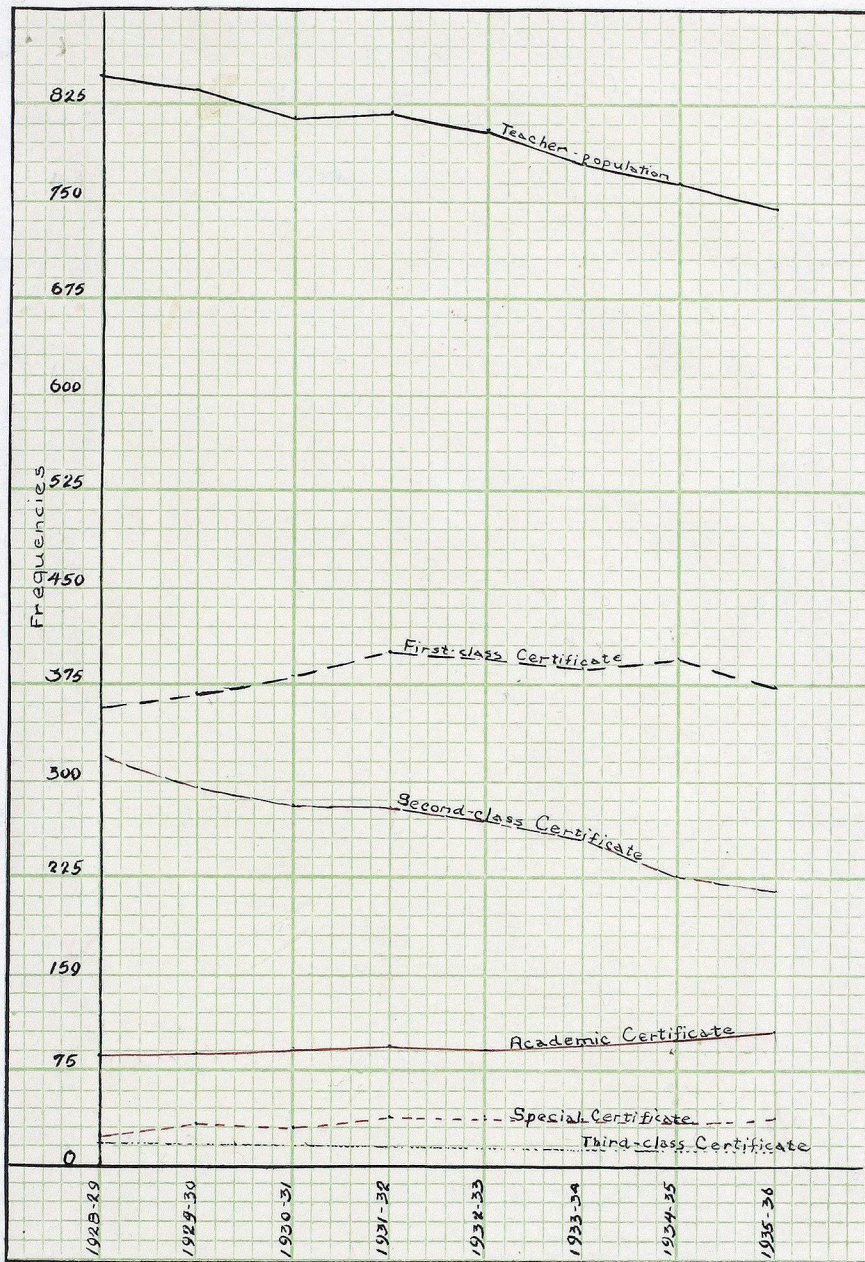


Figure 3 Certificates held by the elementary school teachers from 1929 to 1936, inclusive, and the teacher-population

This figure was prepared from Table V.

period mentioned.

TABLE V: TEACHING CERTIFICATES HELD BY THE ELEMENTARY
SCHOOL TEACHERS OF VANCOUVER FOR THE PERIOD
1929 to 1936, INCLUSIVE

Certificate	1929	1930	1931	1932	1933	1934	1935	1936
Academic	86	87	91	92	90	94	98	105
First-class	357	369	382	401	396	389	396	374
Second-class	321	294	282	282	270	255	225	217
Third-class	16	16	16	15	15	13	12	11
Special	21	31	30	36	37	34	33	34
Temporary	0	0	0	0	0	0	0	0

The above figures were obtained from two sources: the records of the Vancouver School Board; and, where these figures were insufficient, from the "Public School Report". The author considers that the figures are not truly accurate because of differences which may have occurred in the manner of recording certificates.

During the period between 1929 and 1932, the number of First-class Certificates, except for slight fluctuation, has increased. This can be credited to two factors: first, professional growth from the Second to the First Class Certificate, and second, the appointing of First-class teachers to take the places of Second-class teachers leaving the system.

From the point of view of improvement in certificates, the significant feature is the rapid decrease in the number holding the Second-class Certificate. This decrease clearly marks the trend toward higher certificates.

TABLE VI PUPIL ENROLMENT IN THE CITY OF VANCOUVER
FROM 1929 to 1936, INCLUSIVE

Year	Elementary School	Junior High School	Senior High School	Total
1929	29,613	3,699	6,191	39,503
1930	29,369	4,414	6,163	39,946
1931	29,224	4,431	6,941	40,596
1932	28,644	4,443	7,770	40,857
1933	28,664	4,503	8,207	41,374
1934	28,083	4,674	8,338	42,095
1935	27,718	4,703	8,663	41,084
1936	26,439	4,664	9,042	40,145

The above figures were taken from the "Public Schools Report" for the years indicated.

During the same period, the number holding the Academic Certificate increased approximately 20%. Undoubtedly, much credit for this increase is due to the teachers who advanced the standard of their certificates through professional growth-in-service.

A comparison of Figure 2 with Figure 3 shows that there has been a greater improvement in the certificates held by junior high school teachers than in those held by elementary school teachers. It may be concluded that junior high school teachers have undertaken more professional growth through formal study than the elementary school teachers.

TABLE VII QUALIFICATIONS HELD BY ALL VANCOUVER
TEACHERS FROM 1929 to 1936, INCLUSIVE

Certificate	1929	1930	1931	1932	1933	1934	1935	1936
University Degrees in Arts and Science	291	325	365	369	388	427	431	435
Academic without Degrees	37	33	12	12	..	..	..	..
First-class	399	421	420	439	430	424	431	409
Second-class	321	294	282	282	270	255	225	217
Third-class	16	16	16	15	15	13	12	11
Special	88	98	99	108	111	113	113	115
Temporary	20	26	17	14	..	..	..	.2

The figures used above were obtained partly from the records of the Vancouver School Board and partly from the "Public Schools Report". Where discrepancies occurred between the figures given by the records of the School Board and the count from the "Public Schools Report," the author chose the latter figures.

Improvement in the Qualifications of All Teachers in Vancouver. Table VII gives the number of major qualifications held by all teachers employed by the Vancouver School Board. In this table, Academic Certificates have been omitted in favour of university degrees because the latter are frequently held by teachers holding First-class or Specialists' Certificates.

Figure 4 indicates that the temporary certificates, which are granted to teachers of special subjects while they are

obtaining their specialist's certificates, declined from twenty-six in 1930 to zero in 1934. This decline in the number of temporary certificates means that those teachers with temporary certificates raised these certificates to ones of a higher standard through formal study while in service. This improving of certificates is borne out by the increased number of specialist's certificates.

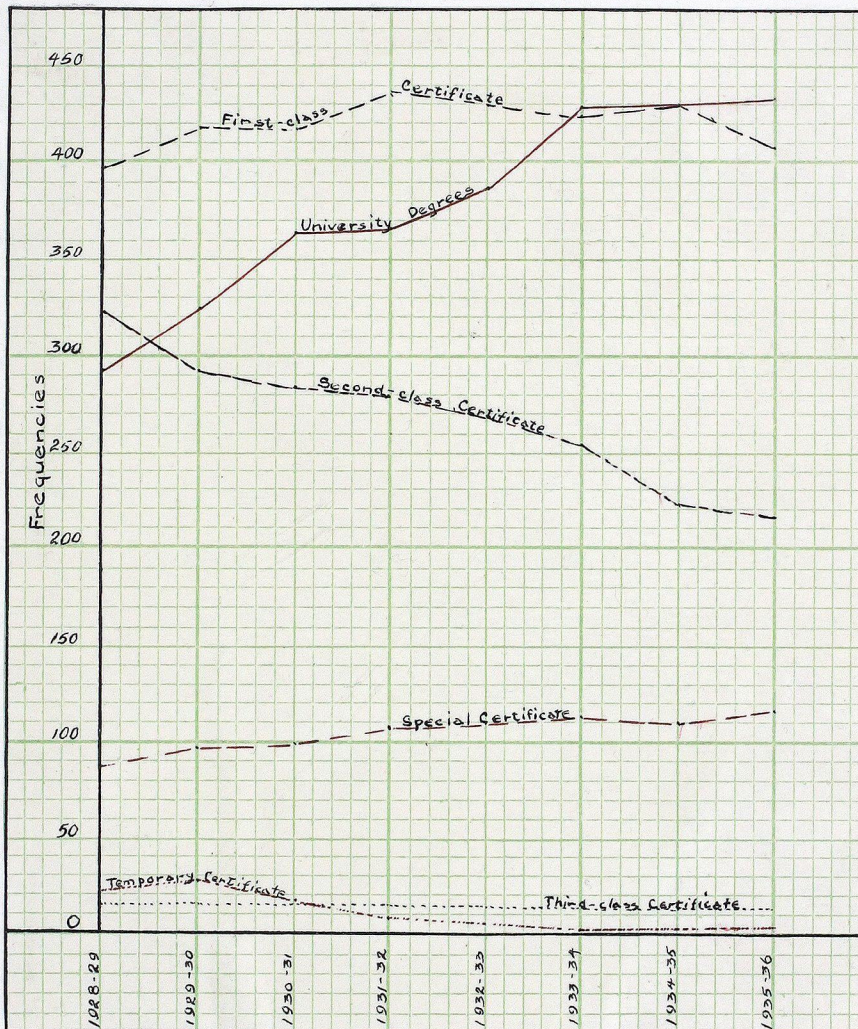


Figure 4. Qualifications held by the teachers of Vancouver from 1929 to 1936, inclusive

The figures used in preparing this Figure were obtained from Table VII.

From the figure, it will be noted that the increase in the number of specialist's certificates is greater than the improvement from Temporary to Specialist's certificates. The reason for this is the increased employment of specially certificated teachers.

The number of First-class Certificates in force in Vancouver, although decreasing since 1932, is greater than in 1929. The tendency is for teachers with First-class Certificates to raise these certificates to Academic Certificates, and those with Second-class Certificates, to First-class Certificates. As these have offset one another, any increase in the number of First-class Certificates may be credited to the employing of First-class teachers in the elementary schools since 1929.

Considering improvement in the certificates of the teachers as a whole, the two outstanding features are the increase in the number holding university degrees and the decrease in the number holding the Second-class Certificate. One reason for the rapid growth in the former has been the adoption of the policy--

"If we are to continue to reward teachers for their efforts to obtain higher qualifications and encourage the mobility of our teachers, it is likely that increase of appointments of University graduates to our elementary schools will continue." (11)

Another reason is the professional growth of this body of teachers. The decrease of over 33 % in the number of Second-

(11) Vancouver School Board, "Twenty-eighth Annual Report", (1930) p. 27.

class Certificates has been, to a considerable extent, the outcome of such growth. This type of certificate should continue to decrease rapidly because of (1) the policy of the School Board not to appoint Second-class teachers, (2) the decision of the Council of Public Instruction to cease issuing this class of certificate after June 1937, and, (3) the cancelling of the regulation requiring First-year university standing or its equivalent as one of the prerequisites for the First-class Certificate and the substituting of a more professional type of requirement which may be obtained through attendance at the summer school organized by the Department of Education.

In the analysis of the improvement in certificates which has taken place among the teachers of Vancouver for the period, 1929 to 1936, it has been shown that there has been considerable improvement and yet little increase in the total number employed. It may be concluded that much of this improvement has been the result of formal study while in service.

FORMAL STUDY BY THE TEACHERS OF VANCOUVER

Data on the formal study being accomplished by the teachers in the public Schools of Vancouver were obtained from the questionnaire sent out by the Vancouver School Board.
(12)

The form of the questionnaire divides this part of the study into three sections: (1) the degrees sought by the

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In numbering page number "50"
has been omitted.

The references are given to
pages as numbered in the
thesis.

teachers (2) the certificates sought, and, (3) the formal study taken for neither a degree nor a certificate.

University Degrees Sought

The information on the degrees sought by the teachers was collected by means of the same questionnaire sent out in February 1937 and again in September 1937. The method used to collect this information gives two pictures on this phase of formal study. The first picture is that of the degrees sought up to February 1937, and the second is that of the programmes initiated between February 1937 and September 1937.

Programmes for Degrees as Indicated by the Questionnaire of February 1937. For simplicity and comparison, the degrees sought by the senior high school teachers, the junior high school teachers, and the elementary school teachers were summarized separately.

1. Degrees Sought by Senior High School Teachers. Of the 304 teachers employed in this type of school, 76 are seeking university degrees. Of this number 49 are studying at the University of British Columbia, 3 at other Canadian universities, and 24 at American universities.

By count from Table VIII, the numbers studying for the various classes of degree are as follows: some form of the Baccalaureate, 15; the Master's Degree, 50; the Doctorate, 11. Eight are studying for the B. A. Degree at the University of British Columbia. Since senior high school teachers are required to hold a specialist's certificate or an Academic

Certificate, it may be concluded that some holding specialist's certificates are raising their qualifications and some holding the Academic Certificate issued on two-years' university standing are raising this certificate to conform to the newer Academic Certificate.

Table IX presents the subjects studied. Education forms the most important item, being studied either solely or in combination with some other subject, by 64.5%. Twenty-five per cent are studying purely academic subjects. Approximately eight per cent are studying in special fields, at universities outside the Province of British Columbia. Facilities for the studying of these subjects are not available in the province.

No figures are available by which this study may be compared with that being accomplished by senior high school teachers in other urban centres. Of the 304 teachers in the senior high schools, approximately 25% have already obtained advanced degrees. When the programmes summarized in Table VIII have been completed, approximately 50% of the senior high school teachers will have obtained post-graduate degrees. These figures are significant in view of the facts that no salary rewards are given for this advanced work, and that the opportunities for promotion are not numerous at the present time.

TABLE VIII DEGREES SOUGHT BY THE SENIOR HIGH SCHOOL
TEACHERS AS INDICATED BY THE QUESTIONNAIRE OF FEBRUARY 1937

Degree	University	Major subjects	Frequencies
B. A.	U. B. C.	Chemistry and Education	1
		Economics and Education	4
		English and Economics	2
		English and History	1
		Commercial	2
B. Comm.	U. B. C.		1
B.B.A.	Wash.	Physical Education	1
B.E.P.	Wash.	Home Economics	1
BSc.H.Ec.	Wash.	Library Science	1
B.S.L.	Columbia	Education	1
B.Paed.	Toronto	Botany and Biology	1
M.A.	U. B. C.	Education	9
		Education and Biology	1
		Education and Economics	3
		Education and Philosophy	5
		French and Education	6
		Geology	1
		History	2
		History and Education	5
		History and English	3
		Mathematics and Education	1
		Zoology	1
M.S.A.	U. B. C.	Biology and Genetics	1
M. A.	Wash.	Education	3
		Sociology	1
M.A.	Cornell	History and English	1
M.A.	Oregon	Education	1
M.Sc.	Oregon		1
M.A.	Calif.	Education and Philosophy	1
M.A.	Stanford	Education and English	1
M.Sc.	Wash.	Chemistry and Physics	1
M.S.	Wash.	Physical Edn. and H. Ec.	1
D.Paed.	Toronto	Education	2
Ph. D.	Wash.	Chemistry	1
		Education	2
		French Modern Language	1
Ph.D.	Chicago	Classics	1
		Physics	1
Ph.D.	Columbia	Education	1
Ph.D.	Stanford	Education	1
Ph.D.	S. Calif.	Psychology and Education	1
Total			76

TABLE IX SUBJECTS OR FIELDS STUDIED BY THE TEACHERS
IN THE SENIOR HIGH SCHOOLS AS INDICATED BY THE
QUESTIONNAIRE OF FEBRUARY 1937

Subject or Field	Frequencies	Per cent
Education and Education plus other subjects	49	64.5
Academic subjects only	19	25
Special fields	6	7.9
Commercial (B. Com.)	2	2.6
Total	76	100

2. Degrees Sought by Junior High School Teachers.

Table X indicates that, of the 155 junior high school teachers, 56 or 36% are seeking university degrees. Forty are studying at the University of British Columbia, three at other Canadian universities, and thirteen at American universities.

Of the 40 studying at the University of British Columbia, nine are seeking the B. A. Degree. In view of the fact that there are thirty-five teachers in the junior high school who hold the First-class Certificate and who should be raising this certificate to meet the requirements of the provincial authorities, this number seems small.

If the nine taking the B. A. Degree is subtracted from the total fifty-six, there remains approximately 30% taking

TABLE X DEGREES SOUGHT BY TEACHERS IN THE JUNIOR HIGH SCHOOLS AS INDICATED BY THE QUESTIONNAIRE OF FEBRUARY 1937

Degree	University	Major subjects	Frequencies
B. A.	U. B. C.	English and Econ.	1
		English and History	2
		English and Math.	1
		History and Ec.	1
		Hist. and Psych.	1
		Phil. and Edn.	3
B. A.	Wash.	Music	1
B. Paed.	Toronto	Education	1
B. Sc.	Ore. S. Col.	Home Economics	1
B. Sc. Z.	Wash.	Zoology	1
Ind. Edn.	Santa B. S. Col.	Vocational	1
M. A.	U. B. C.	Biology	1
		Biology and Edn.	1
		Education	2
		Edn. and Economics	2
		Edn. and Maths.	1
		English and Edn.	3
		Eng. and History	3
		Eng. and Psychology	1
		French and Edn.	1
		History and Edn.	8
		History and Econ.	1
		History and Psych.	1
		Phil. and Edn.	5
		Phil. and History	1
M. A.	Wash.	Education and Physics	1
		Edn. and Psychology	2
		Eng. and Education	2
		Home Economics	1
M. Ed.	Stanford	Administration	1
M. S.	Wash.	Forestry and Re-creation	1
M. Sc.	Wash.	H. Ec. and Psych.	1
D. Paed.	Toronto	Education	1
Total			56

post-graduate degrees. This is higher than the percentage found among the senior high school teachers. This can be explained by the fact that many of the junior high school teachers are seeking these degrees as qualifications for promotion to the senior high school staff.

Among the junior high school teachers, 13 are studying for some form of the Baccalaureate, one for an Industrial Arts Degree, 40 for the Master's Degree, and one for the Degree of Doctor of Education.

TABLE XI SUBJECTS OR FIELDS STUDIED BY JUNIOR HIGH SCHOOL TEACHERS WHILE SEEKING DEGREES AS INDICATED
BY THE QUESTIONNAIRE OF FEBRUARY 1937

Subject or field	Frequencies	Per cent
Education and Education plus some other subject	35	62.5
Academic subjects only	16	28.6
Special fields (music, home economics, etc.)	5	8.9
Total	56	100

Table XI indicates the subjects or fields in which these degrees are being sought. Like the senior high school group, there is a large percentage studying in the field of education. Next in rank are those studying academic subjects only, followed by those studying special subjects such as music, home economics, and industrial arts.

The fact that only four are studying some form of science is important in view of the scarcity of science teachers.

Among the teachers in the junior high schools of Vancouver there is a greater per cent seeking university degrees than among the senior high school teachers. This can be explained by the facts that there are more opportunities for promotion open to junior high school teachers and that some junior high school teachers find it necessary to raise their qualifications to meet the provincial requirements.

3. Degrees Sought by Elementary School Teachers. From Table XII, it may be ascertained that, of the 755 teachers employed in the elementary schools, 149 or 19.7% are seeking university degrees. Of this number, 115 are seeking some form of the Baccalaureate, 33, the Master's; and, one, the Degree of Doctor of Education. One hundred and twenty-seven degrees are being sought at the University of British Columbia, four at other Canadian universities, and 18 at American universities.

Table XIII gives an indication of the subjects or fields studied. Among this group of teachers, academic subjects only, occupies first rank with 84 or 56.4%; education and education plus academic subjects, second with 23.5%, and special fields third with approximately 6%. The large per cent studying academic subjects will result in a higher standard of scholarship among this body of teachers.

TABLE XII DEGREES SOUGHT BY THE ELEMENTARY SCHOOL
TEACHERS AS INDICATED BY THE QUESTIONNAIRE OF FEBRUARY 1937

Degree	University	Major subjects	Frequencies
B. A.	U. B. C.	Not indicated	21
		Biology and Chemistry	1
		Biology and Economics	1
		Biology	1
		Chem. and Bacteriology	1
		Econ. and Education	2
		Econ. and History	2
		Economics and Latin	1
		Econ. and Philosophy	2
		English and Economics	1
		English and French	2
		English and History	24
		English and Philosophy	3
		English and Psychology	1
		French	1
		History and Botany	1
		History and Economics	4
		History and Education	4
		History and English	11
		History and French	1
		History and Latin	1
		History and Mathematics	1
		History and Psychology	3
		Latin and History	1
		Maths. and Chemistry	1
		Maths. and Economics	2
		Maths. and Physics	1
		Phil. and Education	1
		Phil. and English	1
		Phil. and Maths.	1
		Phil. and Psychology	1
		Psychology	1
		Psychology and Edn.	1
		Psychology and Hist.	2
B. A.	Calif.	Music	1
B. A.	Calif.	Foods	1
B. A.	McGill	English and History	1
B. A.	Wash.	Drama	1
		Education	1
		French and Education	1
		History	1
		Music	1
B.Mus.	Toronto	Music	1

(cont'd)

TABLE XII (cont'd)

Degree	University	Major subjects	Frequencies
B. Paed.	Toronto	Education	1
B. S.	Columbia	Education	1
B. Sc.	Wash.	Physical Education	1
M. B.	Wash.	Music	1
M. A.	U. B. C.	Chemistry and Edn.	1
		Education	3
		Edn. and Economics	3
		Edn. and English	2
		Edn. and History	2
		Edn. and Psychology	3
		Eng. and Education	1
		French and Edn.	1
		History and Phil.	3
		Phil. and Education	1
		Phil. and English	2
		Phil. and Psychology	1
		Psychology	1
M. A.	Alberta	Education	1
M. A.	Columbia	Secondary Education	1
M. A.	Wash.	Art	1
		Education and History	1
		Edn. and Sociology	3
		Music	1
Ed. D.	Calif.	School Administration and Statistics	1
Total			149

TABLE XIII SUBJECTS OR FIELDS STUDIED BY ELEMENTARY SCHOOL TEACHERS WHILE SEEKING DEGREES AS INDICATED BY THE QUESTIONNAIRE OF FEBRUARY 1937

Subject or field	Frequencies	Per cent
Not indicated	21	14.1
Education or Education plus other subjects	35	23.5
Academic subjects only	84	56.4
a. English and History	36	
b. Science	6	
c. Non-teaching subjects	6	
d. Others	36	
Special fields (music, home economics, physical education)	9	6.0
TOTAL	149	100.00

Programmes for Degrees as Indicated by the Questionnaire of September 1937. The information compiled in Table XIV shows that, between February 1937 and September 1937, 36 teachers in Vancouver have initiated new programmes of formal study leading to some form of university degree. This total is made up as follows: 11 seeking the Baccalaureate; 21, the Master's; and, four, the Doctorate. Of the total number of teachers seeking degrees, 10 are studying at the University of British Columbia; two at other Canadian universities; and, 24 at American universities. Of the 32 teachers seeking either the Baccalaureate or the Master's Degree, 20 are studying in the special fields or in some specialized branch of education.

Summary. In interpreting the data on the degrees sought by the teachers, care must be taken that these data are not considered as final. As changes are made in the teaching staff, as teachers change their programmes of formal study, as new programmes are initiated, the pictures given by the information collected in February 1937 and September 1937 will change. In a survey of this nature, the most that can be gained is an indication of the trend at the time of the survey.

An analysis of Tables VIII, XIII, and XIV shows that of the 1210 teachers employed in the schools of Vancouver 317 or 26.2% are seeking university degrees.

TABLE XIV PROGRAMMES OF UNIVERSITY STUDY INITIATED BY
THE TEACHERS IN THE PERIOD FEBRUARY 1937 to SEPTEMBER 1937

Degree	University	Major subjects	Frequencies
B. A.	California	Edn. and Phys. Edn.	1
B. A.	Wash.	Music	1
B. Ed.	Alta.	Administ'n and Guid'ce	1
B.Sc. in Ed.	U. of S.C.	Music	1
B.L.Sc.	Oregon	Library Science	2
B.L.Sc.	Columbia	Library Science	1
B.Mus.	Wash.	Music	2
B.L. Sc.	U.ofCal. L.A.	Library Science	2
M. A.	U. B. C.	Biology and Edn.	1
		Education and Hist.	2
		Edn. and Phil.	1
		Edn. and Psychology	1
		French and Edn.	1
		Geology	1
		History and Edn.	1
		History and English	1
		Psych. and History	1
M. A.	Wash.	Art	1
		Education and Art	1
		Home Economics	1
		Music	1
		Physical Edn. and Health	1
M.Sc.F.	Wash.	Forestry and Phy. Edn.	1
M. A.	C.T.Col.	Guidance and Personnel	1
M. A.	Col.	Training handicapped children	1
M. A.	U.of Cal.	Maths. and Edn.	1
M. A.	Stanford	Education	1
M. A.	McGill	Sociology	1
Ph. D.	Wash.	Education	1
		French	1
Ph. D.	Stanford	Edn. Psy. and Psych.	1
Ph. D.	U.of S.Cal.	Psychology	1
TOTAL			36

The above information was compiled from the questionnaire sent out in September 1937. The programmes indicated above should be new programmes initiated between February 1937 and September 1937. However, because of discrepancies in answering the questionnaire, there may be differences between the programmes actually undertaken and those indicated by the returns to the questionnaire.

TABLE XV SUBJECTS STUDIED BY THE TEACHERS
SEEKING UNIVERSITY DEGREES

Subject	Bachelor			Master			Doctor			Rk.
	Sr.	Jr.	Elem.	Sr.	Jr.	Elem.	Sr.	Jr.	Elem.	
Bacteriology			1							14
Biology			3	3	2					9
Botany			1	1						13
Chemistry	1		3	1		1				10
Classics							1			14
Economics	6	2	15	3	3	3				4
Education	5	3	9	36	29	23	7	1	1	1
English	3	4	45	5	9	5				3
French			5	6	1	1	1			7
Forestry					1					14
Genetics				1						14
Geology				1						14
History	1	4	57	11	14	6				2
Latin			3							12
Mathematics	1	1	6	1	1					8
xPhilosophy		3	9	6	6	4				5
Physics			1	1	1		1			11
xPsychology		1	9		5	5	1			6
Sociology				1		3				11
Zoology		1		1						13
Art						1				
Commercial	2									
Drama			1							
Home Econ.	1	1	1	1	2					
Industrial A.		1								
Lib. Sc.	1									
Music		1	3			2				
Phys. Edn.	1		1	1						

The figures for the above table were obtained by counting the number of times each subject appeared on Tables VIII, X and XII. The subjects appearing in Table XIV were not included because these did not affect the rank-order of subjects.

x Because courses in Philosophy given in the University of British Columbia include courses in psychology and education, the author does not consider that psychology and philosophy are correctly ranked. For this reason he has minimized reference to the rank of philosophy as a subject studied.

As Table XV indicates, the trend in the senior and junior high school groups is towards education, which ranks first in subjects studied. In the elementary school group, the trend is towards academic subjects, particularly history and English, which rank second and third, respectively. Economics and philosophy⁽¹³⁾ rank fourth and fifth in importance. Psychology, French, and mathematics are ranked sixth, seventh, and eighth, respectively. The sciences are ranked far down the list, but the recent emphasis placed on general science will, in all probability, increase the importance of these subjects.

Study in the special subjects has been given a more prominent place in those programmes initiated between February and September 1937 than in those initiated before February 1937. With the exception of drama and library science, certificates are granted in the special subjects upon completion of courses given at the Summer School for Teachers under the direction of the Department of Education. Thus study in the special subjects, taken outside the province, may not be recognized if it does not conform to the provincial regulations.

In conclusion, it may be stated that the University of British Columbia attracts by far the majority of those seeking degrees. The number studying outside the province is made up mainly of two groups: those teachers seeking degrees

(13) Until recently, courses in philosophy offered by the University of British Columbia included courses in psychology and education. These have been discussed in Chapter V.

which are not available in British Columbia, and those who are studying in fields for which no university facilities have been provided.

Certificates Sought

Many of the teachers, although not seeking university degrees, are qualifying themselves for special certificates.
(14)
Item 2 of the questionnaire gives the data compiled in Table XVI.

Of the 109 teachers seeking certificates, 30 are seeking the First-class certificate; 22, some form of the commercial certificate; 16, a technical certificate; 13, a physical education certificate; 11, an art certificate; six, a music certificate; and five, a library certificate.

According to the returns of February 1937, thirteen elementary school teachers were, at that time, seeking certificates which would qualify them to teach in the high schools.

An indication of the progress in this type of study may be obtained by comparing the situation as it existed in May 1937 with that of September 1937. In May 1937, according to Table XVII, there were 49 teachers in the junior and senior high schools teaching without certificates for the subjects
(15)
they were teaching. In February 1937, 30 teachers in these groups indicated that they were obtaining special certificates. This left an unfavorable balance of 19. In September 1937,

(14) See Chapter II, p. 6.

(15) This group of teachers possess British Columbia Certificates of some class.

TABLE XVI CERTIFICATES SOUGHT BY VANCOUVER TEACHERS

Certificate	Previous to Feb. 1937			Feb. to Sep. 1937	TOTAL
	Sr. High	Jr. High	Elem.		
Academic	..	..	5	..	5
First-class	..	..	7	23	30
H. S. Asst. Com.	2	1	6	1	10
Com. Specialist	4	6	..	2	12
Phys. Ed. (Elem.)	..	..	5	1	6
Phys. Ed. (H. S.)	4	2	..	1	7
Music (Elem.)	..	..	4	..	4
Music (Jr. and Sr.H.)	1	1	..	..	2
Art (Elementary)	..	..	2	3	5
Jr. H. S. Art	..	..	2	4	4
Art Specialist	..	..	..	2	2
Librarian	1	..	3	1	5
Manual Training	..	..	1	..	1
Home Econ.	..	..	..	1	1
H. S. Tech. A	..	..	2	..	2
H. S. Tech. B.	..	..	1	..	1
Technical A	4	1	2	..	7
Technical B	..	2	2	..	4
Tech. (motor engineering)	1	..	..	..	1
TOTAL	17	13	40	39	109

12 teachers indicated that they were seeking special certificates. These additional programmes reduce the unfavorable balance to seven. There is no indication that the teachers seeking certificates are the same as those teaching without certificates for the subjects they teach. This is a problem for the Superintendent of Schools to investigate.

It may be that some of those teaching without certificates for the subjects they teach have qualifications for these subjects. Where this condition exists, these qualifications should be evaluated in terms of the provincial regulations for certificates.

This raises the problem of evaluating proposed study in terms of the British Columbia requirements before such study is begun. If teachers made a point of requesting the Department of Education to evaluate proposed study, conditions illustrated in Table XVII would be reduced and much of the criticism now levied at the facilities for this type of training would be eliminated.

TABLE XVII TEACHERS IN THE JUNIOR AND SENIOR HIGH SCHOOLS WHO HOLD NO CERTIFICATE FOR THE SUBJECTS THEY TEACH AND THE NUMBER SEEKING CERTIFICATES

Teacher	No. with no certificate	No. seeking certificates (Feb. 1937)	No. seeking certificates (Sept. 1937)
Art	7	0	6
Commercial	19	13	3
Music	3	2	0
Physical Education	11	6	1
Library	8	1	1
Technical	1	8	0
Home Economics	0	0	1
TOTAL	49	30	12

Formal Study Not for Credit toward a
Degree or a Certificate

It frequently occurs that teachers find it advisable to take courses which do not lead to credit towards a university degree or a certificate. Because these courses are taken to satisfy specific needs, they are usually of more value to the individual than those taken to satisfy compulsory regulations.

Over a period of years, the teachers of Vancouver have been taking such courses, but only recently has cognizance been taken of this type of work. From item 3 of the questionnaire on programmes of growth, some indication of these courses has been obtained.

Study as Indicated by the Questionnaire of February 1937.
Table XVIII is a summary of the courses taken by the senior and junior high school teachers. Under the heading "education" have been grouped such courses as methods, psychology, educational measurements, junior high school administration, and vocational guidance. The Academic courses included French, mathematics, history, English, and other similar courses. The majority of the courses listed under "physical training" were those taken for the Strathcona Trust Certificates "A" and "B". The majority of the art and music courses were taken at the Summer School of Education. The vocational courses consisted of business courses, and courses in industrial and technical subjects. Those courses listed under "Night School" composed a heterogeneous collection of such

(16) p. 6

courses as: pottery making, Spanish, public speaking, and others for which no listing had been arranged. In some instances, the courses dated back so far that, little importance could be given to them.

TABLE XVIII COURSES TAKEN BY SENIOR AND JUNIOR HIGH SCHOOL TEACHERS THAT DO NOT LEAD TO A DEGREE OR CERTIFICATE, AS INDICATED BY THE QUESTIONNAIRE OF FEBRUARY 1937

Course	Senior high	Junior high
Education	54	26
Academic	53	26
Physical Training	31	10
Military Training	17	..
Art	15	8
Music	15	3
Vocational	15	18
Night School Courses (not listed above)	11	12
Refresher courses (university)	9	..
Law	6	..

The numbers in the columns refer to the number of teachers who indicated that they have taken such courses.

The same item in the questionnaire was treated differently with reference to the elementary school teachers. The author used the data as collected by the office of the Superintendent of Schools. In compiling this information, no courses were recorded that were taken before 1928.

In the field of manual arts, 358 teachers claimed qualifications. These qualifications consisted of courses in needlecraft, woodwork, and cardboard modelling. The majority

of these had been given by the supervisor of manual arts between the years 1930 and 1937. Of those claiming qualifications, 54 were teaching the subject. The revised programme of studies will undoubtedly require more teachers of manual arts.

In the field of art, 162 claimed qualifications. The qualifications in art consisted of art courses given by the supervisor of art, courses taken at the Vancouver School of Decorative and Applied Art, art courses taken at the Vancouver Night School, and courses taken at universities. Thirty were teaching this subject to the satisfaction of the principal. Eleven who were teaching to the satisfaction of the principal did not claim any qualifications. From this we are led to one of two conclusions: first, that these teachers did have qualifications; or, second, that for some teachers in the elementary schools such training is not necessary. If the latter conclusion holds, then, by carefully selecting the teachers, such study could be eliminated. Those selected would have to be capable of growing informally to compensate for the eliminated formal study.

Three hundred^{and} sixty-five teachers claimed qualifications in physical education. These qualifications consisted of courses in folk dancing, rhythmical games, primary physical education, and physical education courses ordinarily leading toward a certificate. Of the forty-eight teachers teaching this subject, twenty-three held certificates in physical education.

Twenty-nine teachers claimed qualifications in library work. These qualifications consisted of practical experience in high school and university, courses offered in Vancouver by librarians, work done at the Vancouver Public Library, and courses taken at American universities. Of the number with qualifications, twelve were taking library work, of which number three were engaged as librarians. There were fourteen teachers engaged in library work in the elementary schools who did not claim to have special qualifications.

Among the elementary school teachers, 254 claimed qualifications in music. These qualifications consisted of courses given by the Vancouver School Board, diplomas in music, courses taken at the Victoria Summer School, and at American and Canadian universities. Seventy were teaching this subject to the satisfaction of the principal. Of this number, eight claimed no special qualifications.

Comparing the senior and junior high school teachers with the elementary school teachers, we are led to certain conclusions. The former group place greater emphasis on university courses of an educational and academic nature. The latter group is more interested in courses that can be applied in the class-rooms. It would appear that the elementary school teachers take these courses because they feel a need or are stimulated to do so. The number who have taken such courses, ^{but} who do not teach them, seems to substantiate the latter conclusion. That teachers without special qualifications are teaching satisfactorily might be investigated.

TABLE XIX FORMAL STUDY CARRYING NO FORMAL CREDIT TAKEN
BY THE VANCOUVER TEACHERS AT UNIVERSITIES
DURING THE SUMMER OF 1937

University	Subject or Course	f
U. B. C.	Astronomy	1
	Biology	2
	Chemistry 1	1
	Contemporary Literature	1
	Economics	1
	Electronics	1
	Education 11	1
	Education 12	1
	Education 20	1
	Education 21	2
	English 9	2
	English 19	1
	Geography 1	1
	Mathematics (4 and 18)	1
	Psychology 5	5
	Psychology 6	6
	Statistics	3
Washington	Acting and Directing	1
	Admin'n of high school libraries	1
	Behavior as expressions of health	1
	Book selections for high schools	1
	Cataloguing and classifying books	1
	Child acct'g, measurements, ed.forms	1
	Child behaviour	1
	Choral singing	1
	Conducting (orchestra)	1
	Educational sociology	1
	Educational statistics	1
	Elementary school music	1
	Elementary school supervision	1
	Family relations	1
	French	1
	German	1
	Health and home nursing	1
	Improvement in teaching	5
	Journalism	1
	Oral interpretation of lit.	1
	Piano	1
	Problems in family life	1
	Psychology of reading	2
	School publicity and pub. relations	1
	Speech and drama	1
Oregon	Archery	1
	Diagnostic remed. technique in read.	2
	Ed'l Clinic (remedial reading)	2
	History of the Far East	1

TABLE XIX (cont'd)

University	Subject or Course	f
Oregon	Library classification	3
	Library administration	3
	Library cataloguing	3
	Psych. of the atypical child	1
	Supervised teaching in the Psycho-Educ'l Clinic (remedial reading)	1
	Swimming	1
U.of C. at L.A.	Areal Geography of Asia	1
	Children's literature	1
	Curriculum trends	1
	German	1
	International relations	1
	Library cat'g and classification	1
	Music	1
	Physical education	2
	Public speaking	1
	Remedial reading	2
	Secondary education	1
	Shorthand methods	1
	Speech correction and improvement	1
	Treatment of atypical cases	1
	Typing methods	1
U.of C. at Berk.	Archery	1
	Industrial arts	1
	Spanish	1
U. of Toronto	Musical form	1
U.of Alta.Banff	Art	1
	Dramatics	1
	Theatre section of fine arts	1
U. of Hawaii	Political science	1
	Problems of the Pacific	1
Queen's	Graduate sch. of historical research	1
Detroit	Art Education	2
City of London	Vacation course in education	1
Universal School of Handicrafts, N.Y.	Burgess Board	1
	Copper Plaque	1

Study as Indicated by the Questionnaire of September 1937.

Table XIX gives the number and type of course taken by 66 Vancouver teachers during the summer of 1937. These courses were not taken for credit towards a degree or a certificate. The majority studied outside the province. The courses taken by this group may be classified as professional courses. From the nature of these courses, the author is led to the following conclusions: some of the courses have been taken to satisfy a need, some to justify attending the university, and others for enjoyment.

One of the chief values of Table XIX is that it illustrates the major difference between courses given in the University of British Columbia and those given in American universities. The former are broad in scope, the latter, highly diversified.

SUMMARY

From an examination of the improvement in certificates, one finds that two factors may have influenced the improvement. These are the appointing of teachers with higher certificates and improvement through professional growth-in-service.

Although the teacher-population has increased little over this period, figures show that much improvement has taken place. It may be concluded that much of this improvement in certificates has been the result of formal study in service.

From an examination of the formal study which the

teachers have indicated they are doing, one finds that three hundred and seventeen or 26.2% are seeking university degrees of some type. Among the senior and junior high school groups, 25% and 30% respectively are seeking post-graduate degrees. In the junior high school group more should be seeking the B. A. Degree as a prerequisite for the Academic Certificate. Approximately 20% of the elementary school teachers are seeking degrees. The majority are seeking some form of the Baccalaureate.

In this type of professional growth, the first nine subjects studied, arranged in rank of frequencies, are education, history, English, economics, psychology, French, mathematics, biology, and chemistry. In the special fields which have not been ranked, music and home economics rank first, followed by library science and physical education.

From the frequency table, it may be concluded that history and English are being over-emphasized. In the new curriculum, importance has been given to the subject of general science. In view of this, it seems that too little emphasis is being placed on the sciences.

In studying the professional growth leading to specialist's certificates, one finds that among the teachers of Vancouver more study in this direction is necessary because many are teaching without certificates for the subjects they teach. One also finds that many are forced to seek training in these special fields outside the province.

By examining the study which has not been taken for

credit towards a university degree or a certificate, one sees that the senior and junior high school teachers, place emphasis on university courses in education and in the academic subjects. By counting the number of teachers who indicate that they have taken these courses, one finds that, among the senior high school teachers, education has been mentioned by fifty-four and academic subjects by fifty-three; and among junior high school teachers, education has been mentioned by twenty-six and academic courses by the same number. In this type of study, the elementary teachers have taken such courses as manual arts, music, physical education, art, and library science. These subjects have been studied by 358 teachers, 254 teachers, 365 teachers, 162 teachers, and 29 teachers, respectively. The quality of these courses is such that they can be directly applied in the classrooms. This is one of the reasons why a large proportion of elementary teachers take courses not for formal credit. One reason for the small proportion among the senior and junior high school teachers may be a lack of facilities for taking courses in subjects which they teach. This condition has been investigated in the following chapter.

It is the opinion of the author that formal study not for university or certificate credit is of the utmost importance since it is taken to satisfy a specific need, and that some system should be introduced by which this study will receive the credit and recognition to which it is entitled.

CHAPTER V

AN ANALYSIS AND CRITICISM OF THE FACILITIES FOR FORMAL STUDY

The facilities for formal study which will be examined in this chapter are (1) the University of British Columbia Summer Session, (2) the University of British Columbia Extra-session and Directed Reading Courses, (3) summer schools conducted by other universities, (4) the Summer School for Teachers organized by the Department of Education, and, (5) the short courses offered by the Vancouver School Board.

Facilities listed from one to four, inclusive, are available not only to the teachers of Vancouver but also to all teachers throughout the Province. For this reason, the information obtained on these facilities was more provincial than local in nature; and as a result, such conclusions as may have been reached apply not only to the teachers of Vancouver but also to all teachers in the province.

This topic will be discussed in three parts: (1) an examination of the facilities listed above, (2) a criticism of these facilities with reference to the formal study discussed in Chapter IV and the needs as indicated in interviews with teachers, and, (3) recommendations.

AN ANALYSIS OF THE FACILITIES FOR FORMAL STUDY

The University of British Columbia Summer Session Historical Data. The first Summer Session Calendar issued in 1920, gives the objects of this school as:

1. To assist High School teachers who are giving

instruction in Science and French,

2. To assist teachers who wish to qualify themselves to hold a First-class Certificate in covering part of the work prescribed for the Senior Grade; and
3. To provide courses in Education for all persons who may be qualified to take them.

The courses offered during the summer of 1920 to complete the objects in each group were:

Group 1.

- 1A Botany -- ten hours per week.
- 1B Chemistry and physics -- ten hours per week.
- 1C Methods of Modern Language Teaching -- five hours per week.

Group 2.

English I, French I, Latin I, Mathematics I, History I, and Biology I.

Group 3.

- a. School Administration.
- b. Modern Movements in Education.

Of the 134 attending this summer school in 1920, 79 did not sit for the examinations, which indicates that the majority of those attending did not take courses for formal growth-in-service.

The following summer the same objects were maintained, but some changes were made in the courses offered. In Group 1, English Literature was added. Group 3 consisted of courses in "Principles in Education" (elementary and advanced), "Classroom Methods," and "Mental Measurements".

It is evident from the objects and the courses offered that, during 1920 and 1921, this school was treated as an experiment. With the exception of Group 1, the courses did not carry university credit. The success of the experiment led to the organizing, in 1922, of the summer school as a

part of the university. From that date on, students were able to obtain courses leading to a university degree.

Between the years 1920 and 1925, the Department of Education of the Province of British Columbia, to encourage teachers to avail themselves of this opportunity for professional growth, refunded transportation costs to all teachers who attended seven-eighths of the lectures for which they had enrolled.

In 1928, the university authorities passed regulations requiring summer session students to pass examinations on preparatory reading on courses for which they intended to register. This was unsatisfactory because the Summer Session Calendar was frequently not completed until the spring of the year to which it applied, and therefore, did not allow sufficient time for this preparatory reading. In 1934 the ruling was cancelled.

In 1929, a ruling was passed requiring graduating students to write final examinations on their two major subjects. Since it takes between seven and ten years for a student, taking all of his university work in summer sessions, to complete the requirements for the B. A. Degree, students were forced to re-study courses taken three and four years previous to graduation. The cancelling of this regulation in 1933 met with favour from the summer session students.

Previous to 1936, no course was to be given unless at least twelve students registered for the course. In 1936, the necessary registration per course was reduced to eight.

This regulation has not been strictly observed in years when the total enrolment is sufficient to guarantee that the summer session will be self-supporting.

TABLE XX THE UNIVERSITY OF BRITISH COLUMBIA REGISTRATION
SUMMER SESSION, EXTRA-SESSIONAL CLASSES
AND DIRECTED READING COURSES

Summer Session	Enrolment	Session	Extra- Sessional Classes	Directed Reading Courses
1920	127	. . . .	...	..
1921	134	. . . .	...	..
1922	208	. . . .	...	..
1923	292	. . . .	...	..
1924	292	. . . .	...	..
1925	394	. . . .	...	..
1926	438	. . . .	...	..
1927	487	. . . .	...	..
1928	402	. . . .	...	..
1929	427	1929-30	105	..
1930	455	1930-31	105	..
1931	441	1931-32	108	..
1932	404	1932-33	90	..
1933	370	1933-34	61	..
1934	377	1934-35	83	..
1935	464	1935-36	105	90
1936	566	1936-37	75	113
1937	674	1937-38	77	111

Note: The attendance figures for the Extra-Sessional Classes do not include graduate students who are registered as regular session students.

Attendance. Table XX gives the actual attendance at this summer school since its inception in 1920. The figures have been presented in graphical form in Figure 5. It is seen that the attendance increased until 1927. The decline between 1927 and 1934 may have been the result of the 1929-34

depression. Since 1934, the attendance has increased more rapidly than in the period 1920 to 1927.



Figure 5 Attendance at the University of British Columbia Summer Session, Extra-sessional Classes, and Directed Reading Courses.

By dividing the total attendance in each subject by the number of courses in each subject, as indicated by Table XXI, the subjects may be ranked on attendance as follows:

1. English and Psychology
2. Geography
3. Education
4. History
5. Biology
6. Mathematics
7. French
8. Economics
9. German
10. Chemistry
11. Physics
12. Philosophy
13. Latin

According to the records of the university, of the 674 students enrolled in the summer session of 1937, 352 enrolled from Vancouver. The tables in Chapter IV, which include all programmes initiated up to September 1937, indicate that 224 Vancouver teachers are studying for degrees at this university. Since the enrolment is larger than the number seeking degrees, it may be concluded that a number of teachers attended these courses as auditors.

The attendance figures given in this part of the study indicate that the Summer Session of the University of British Columbia has grown in importance and that the teachers are attending, in the greatest numbers, those courses that are closely related to the curriculum for the public schools.

TABLE XXI ATTENDANCE BY COURSES AT THE
SUMMER SESSION OF 1937

Course	Attendance
Geography 1	73
Education 21	64
Biology 1a	58
English 2	58
Psychology 5	56
Psychology 4	54
English 9	51
Economics 1	47
English 19	47
Mathematics 1	47
History 15	45
Education 11	44
History 2	39
French 2	38
Geography 3	31
Mathematics (4 and 18)	31
History 19	29
Beginners' German	24
Social Service (5 and 6)	22
Physics (1 and 2)	19
Economics 5	18
Chemistry 3	15
Education 22	14
Mathematics 13	14
Biology 1b	13
Chemistry 1	13
Latin 1b	13
Economics 12	11
French 1	11
German 1	10
Philosophy 4	10
English 10	9
French Refresher	9
Chemistry Refresher	6
Latin 22	5
Physics 4	4
French 3a	2

Opportunities Offered for Study. Table XXII⁽¹⁷⁾ gives the complete record of the courses offered by the university in summer sessions since 1922. The selecting of these courses has been subject to the following conditions: first, that the teachers attending desire the course; second, that suitable instructors can be found to give the course; and, third, that the course meets the requirements of and is in harmony with the policy of the University.

1. Regular Courses. It is clear from the table that courses in science, sufficient to enable a student to graduate, have not been offered. The sciences such as biology, botany, chemistry, and physics have been mainly restricted to first-year courses. During the years 1935 to 1937, mathematics has increased in popularity. This is evident from the number of courses offered during this period.

In the languages, sufficient courses have been given in Latin, since 1934, and in French, since 1931, to enable students to graduate in these subjects. Greek has not received any measurable degree of importance. In German, "Beginners' German" corresponds to Junior Matriculation German. Courses 1 and 2 are "Writing and Speaking German" and "German Composition", respectively.

In the field of history, the courses offered between the years 1922 and 1929, were particularly organized for the summer session. From 1930 on, the courses followed the organization as laid down in the University Calendar. During the latter period, the courses offered for third, fourth, and

graduate year credit were:

History 11	"The Development and Problems of the British Commonwealth".
History 12	"History of the United States of America".
History 13	"Age of the Renaissance and Reformation".
History 14	"The Age of Louis XIV; the Revolutionary and Napoleonic Era".
History 15	"Europe 1815 to 1919".
History 18	"British History 1485 to 1760".
History 19	"Great Britain Since 1760".
History 20	"The Evolution of Canadian Self-Government".

In the field of geography, three courses have been given. These consist of Geography I, "The Principles of Geography"; Geography 3, "Human and Regional Geography"; and Economics 10, "Economic Geography".

Sociology, government, and economics may be taken together as three related fields which come under the Department of Economics. Besides the introductory courses, the following courses for under-graduate and graduate credit have been given:

Economics 2	"Economic History".
Economics 4	"Money and Banking".
Economics 5	"Government Finance".
Economics 6	"International Trade and Tariff Policy".
Economics 7	"Corporation Economics".
Economics 12	"Statistics I".
Gov't 3	"Imperial Problems".
Gov't 1	"Constitutional Government".

From Table XXII it is evident that the field of English has been emphasized by the teachers attending this summer session. In addition to the compulsory courses, English 1 and 2, the following courses have been offered:

English 5	"Poetic and Literary Criticism".
English 9	"Shakespeare".
English 10	"The Drama 1642".
English 13	"The English Novel from Richardson to the present time".

English 14	"Eighteenth Century Literature".
English 16	"Romantic Poetry 1780 to 1830".
English 17	"Victorian Poetry".
English 19	"Contemporary Poetry".
English 19b	"English Drama of the Last Generation".

Of this group, the most popular courses offered have been English 9, 16, 17, and 19.

Philosophy and psychology constitute a department at this university. In pure philosophy, excepting introductory courses, two courses, "The History of Philosophy from the Renaissance to the present time", and "Philosophic Movements since the time of Kant", have been offered. Courses listed as Philosophy 1a, 8, and 9 were "Elementary Psychology", "Social Psychology", and "Psychology of Personality". These are now listed as Psychology 1, 3, and 4, respectively. Another course offered in psychology has been Psychology 5, "Abnormal Psychology".

The two most important philosophy courses offered, from the point of view of the teachers, have been the present Psychology 4 and Philosophy 7, "The Philosophy of Education". The former has included much material on child psychology.

Previous to 1936, three courses in education were offered to the summer session students. These were Education 1, "Introduction to the Study of Education"; Education 2, "Elementary Educational Psychology"; and Education 3, "History and Principles of Education". Students were allowed to take six units or two courses for undergraduate credit, although Education has been generally considered a graduate field. Since 1936, the following graduate courses have been organ-

ized: Education 20, "History of Education"; Education 21, "Educational Psychology"; Education 22, "Philosophy of Education"; and Education 23, "Problems in Education".

2. Refresher Courses. Table XXII indicates that courses in botany, chemistry, education, English, French, and history have been given without credit. In botany, chemistry, English and history these courses were refresher courses for teachers. They constituted review courses of a Senior Matriculation standard. In French, the courses were chiefly in pronunciation, In education, such courses as "Educational Supervision", "Vocational Guidance", "Teaching Methods", "Mental Measurements", and "School Administration" did not carry university credit. These courses may be classified as professional courses.

Summary. In the early stages of its development, the Summer Session of the University of British Columbia was not considered as a part of the university proper. As time went on, the special regulations applying to the Summer Session were cancelled, and the courses offered were similar to those of the regular session. The increasing attendance at this school not only influenced policy, but also did much to establish the school as an agency for the professional growth of teachers.

The quality of the courses offered was, to a great extent, based on the desires of the students attending. An analysis of the courses studied shows that, between 1920 and 1937,

TABLE XXII COURSES OFFERED BY THE

UNIVERSITY OF BRITISH COLUMBIA IN SUMMER SESSIONS

Subject	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937
Biology	<u>1a</u>	1	1	1	1	1	1	1	1	2	1	1	1	<u>1a</u> <u>1b</u>	<u>1a</u>	<u>1a</u> <u>1b</u>
Botany	T.C.*	T.C.*	T.C.		1							L.C.*	L.C.			
Chemistry	1 T.C.*	1 T.C.*	1	1	2	1	1	2	1	2		1	1	1	2	1 3 T.C.*
Economics	1	1	1	1	1	3	<u>1b</u> <u>2</u>	1	2	1, 4 6	1	1, 2 A.Ec.	1 10		1, 6 7	1, 5 12
Education	1 2*	<u>1b</u> 2, 3*	1, 2 3*	1, 2, 3 4, 5*	1, 2* 3, 4*	1 2, 3*	1, 2 3	2, 3 E.S.*	1, 2, 3 E.S.*	1, 2, 3 V.G.*	1, 2 3	2	1 2	2 3	1 21	11, 21 22
English	1 2*	1 2	1 2	1 2	1, 2 17	1, 2, 12 8	1, 2, 9 16	1, 2, 9 16	1, 2, 9 17	1, 2, 9 14, 17	1, 2, 9 14, 17	1, 2, 9 17, 19	1, 2, 9 13, 17	2, 16 17, 19	2, 5 17, 19b	2, 9b 10, 19*
French	<u>1a</u> <u>2a, 3*</u>	<u>1b</u> <u>2b, 3*</u>	1, 2 3*	1, 2 3*	1, 2 3*	1, 2 3, 4*	1, 2 3*	2	2	1, 2 3	1, 2 3	1, 2 4	1 2	1, 2 3a	1, 2 3c	1, 2 3*
Geography			1	1	1	1	1				1				1 3	
German						B.G.	1	B.G.	B.G. 2	1		1	B.G.	1	B.G. 2	B.G. 1
Government								1			3					
Greek															B.G.K.	
History	<u>1b</u> (can. History)	1 2b	1, 2 3	1, 2b 3, 4	1, 2, 3 4, 5*	1, 2 3, 4	1, 2 3, 4	1, 2 3, 4	1 2	1 13	14 19	2 11	1 20	2 12	1, 4 18	2, 15 19
Latin	<u>1a</u> <u>2a</u>	1 2	1 2	1 2	1 2	1 2b	1 2	1 2	1, 2 10	1 2	<u>1a</u> <u>2a</u>	<u>1b</u> <u>2b</u>	<u>1a</u> <u>2a, 5</u>	<u>1b</u> <u>2b</u>	<u>1a, 2a</u> 4	<u>1b, 2b</u> 22
Mathematics	1	1	1	1	1	2	1	1	2	1	1	1	1	2	1 10	1, 13 (1, 18)
Philosophy	1	1	1	<u>1b</u>	1 7	1 8	1, 4 9, 10	1 7	1, 8 9	1 4	1 9	1a, 1b 9	1 7	6 8	1a, 1b 7	4
Physics	1	1	1	1	1	1	2	2	2	1, 2 3		1 2	1 2	1 2	1 2	1, 2 4
Psychology																4 5
Social Service																(5, 6)
Sociology					1	1								1		

LEGEND

T. C. Teachers' course.
 L. C. Laboratory course.
 A. Ec. Agricultural Econ.
 E. S. Educa. Supervision
 V. G. Vocational Guidance
 B. G. Beginners German
 B. G.K. Beginners' Greek

* No credit
 * Refresher Courses
 no credit

Course underlined 1½ units
 Others 3 units

emphasis on undergraduate and graduate courses has been in the fields of education, history, English, economics, and psychology (see Figure 6). In 1937 the emphasis is on English, psychology, geography, education, history, and biology. In the courses offered, there has been an absence of courses in science.

In choosing courses, the students have placed stress on those that are allied to the subject-matter of the curriculum for the public schools. An examination of the nature of the courses in each field indicates that the policy of the university is to organize the courses on general lines. Some special and refresher courses have been given; but these have not been for university credit. It is clear that the policy of the university is academic.

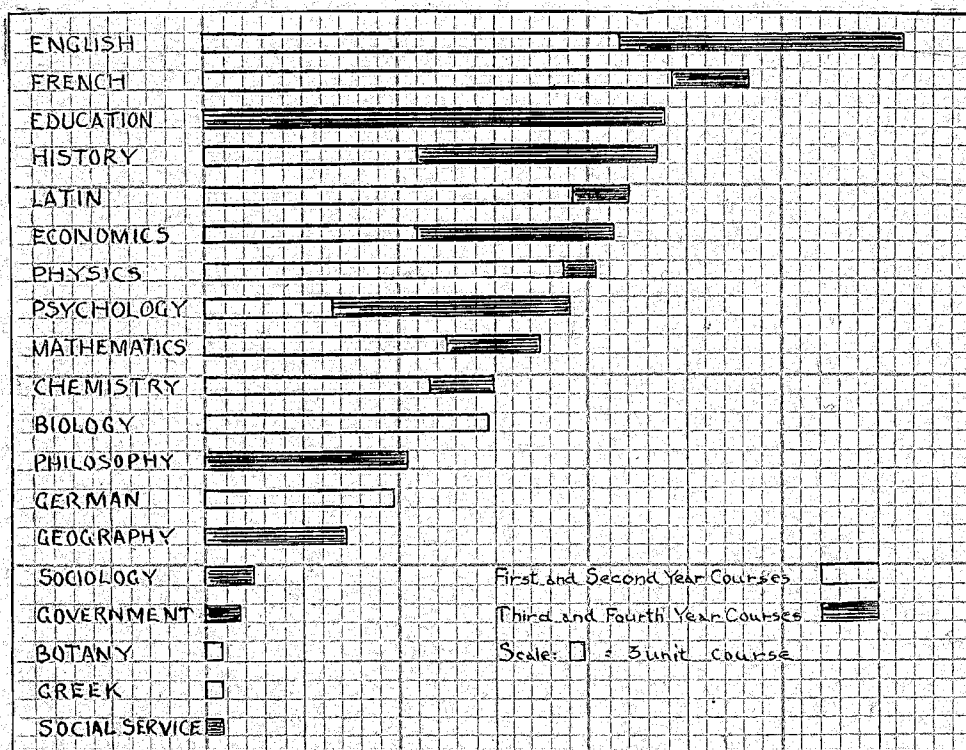


Figure 6 Subjects offered by the University of British Columbia in Summer Sessions from 1922 to 1937, incl.

The University of British Columbia Extra-Sessional Classes
and Directed Reading Courses

In 1929, at the request of teachers living in Vancouver and the neighbouring vicinity, the university offered late afternoon classes in courses leading to university credit. To insure a course being given, an attendance of approximately thirty was required. As in the case of the summer session courses, this regulation was not adhered to when the total attendance indicated that the courses would be self-supporting.

To select the courses to be given, the university informed the teachers as to what courses were available and from these the teachers made their choices.

Table XX and Figure 5, show that the attendance in the Extra-Sessional Classes declined during the years of depression. The attendance in the Directed Reading Courses indicates the popularity of these courses. The courses given in Extra-Sessional Classes are given in Table XXIII. It should be noted that, since 1934-35, more variety has been introduced.

To accommodate those teachers who were not able, because of distance and other circumstances, to take the Extra-Sessional Classes, Directed Reading Courses were established in 1935.

In 1935-36, History 11a was taken by 90 students; in 1936-37, History 11b, by 113; and in 1937-38, Economics 10, by 86 and English 13, by 25.

The Extra-Sessional Classes and the Directed Reading Courses are a continuation of the opportunities offered dur-

ing the summer session. There is similarity both in the quality of the courses and the emphasis on fields of study. It is interesting to note that by taking advantage of both of these facilities for study, teachers may complete three-fifths of a university year in one calendar year.

TABLE XXIII ATTENDANCE BY COURSES OFFERED IN
EXTRA-SESSIONAL CLASSES

Year	Course	Subject-matter	Attendance
1929-30	Economics 4	Money and Banking	27
	English 2	Second-year course	35
	History 10	British History to 1485	43
1930-31	English 10	The Drama to 1642	31
	French 2	Second-year course	36
	Government 4	Problems of the Pacific	38
1931-32	Economics 3	Labour Problems and Social Reform	16
	English 2	Second-year course	15
	History 12	History of the United States	32
1932-33	Philosophy 1c	Introduction to Philosophy	42
	Economics 5	Government Finance	31
	English 13	English Novel; Richardson to present	29
1933-34	History 15	Europe 1815-1919	24
	Economics 6	International Trade and Tariff Policy	9
	English 5	Poetic and Literary Criticism	12
1934-35	History 10	British History to 1485	39
	Economics 1	Principles of Economics	31
	Latin 7	Roman History from 133 B. C. to 180 A. D.	51
1935-36	English 2	Compulsory second-yr. course	28
	Philosophy 9	Psychology of Personality	61
1936-37	Education 23	Problems in Education	4
	English 13	English Novel; Richardson to present	25
	French 2	Compulsory second-yr. course	19
1937-38	Psychology 6	Clinical Psychology	24
	English 10	The Drama to 1642	5
	History 3	Canada West of the Great Lakes	31
	Psychology 3	Social Psychology	41

The attendance figures do not include those graduates registered in the courses.

Facilities Offered by Other Universities in Which
Teachers Are Seeking Professional Growth

By count from Tables VIII, X, XII and XIV, it can be ascertained that 91 or 28.7% of the 317 studying for university degrees are studying in universities outside the province.

The most popular Canadian university, from the point of view of attendance, is the University of Toronto which attracts six Vancouver teachers. Three of them are studying for the B. Paed. Degree and three, for the D. Paed. Degree. These degrees are granted in the field of education. The courses offered are similar to those offered at the University of British Columbia in that they are not highly specialized.

Besides the academic field, the University of Toronto offers facilities for study in music. This subject is also given at McGill University which, in addition, offers facilities for training in Physical Education (for women only).

The American universities, attract by far the greatest number of those studying outside the province. At most of these universities, the summer session is one of the university quarters, and, although the number of courses offered is less than during the other quarters, all the facilities of the university are available.

Some of the more important opportunities which these universities provide are: (1) a wide range of degrees, including the Doctorate, (2) facilities for formal study in the sciences; (3) opportunity to obtain degrees in such special fields as: art, drama, home economics, library science, music,

and physical education; (4) a wide range of highly specialized courses in all fields; and, (5) courses that have been professionalized.⁽¹⁸⁾

The degrees issued by American universities are not given full credit towards British Columbia teaching certificates. This regulation tends to preserve the standard of teacher-training in the province.

The preservation of such standards is vital to the efficiency of the educational system. Any regulation which maintains this standard should not be such as to eliminate formal study outside the province. This study brings to the educational system a different point of view and new vigor. It prevents teachers from becoming too stereotyped.

The Summer School for Teachers of the
British Columbia Department of Education

History. The first summer school for teachers organized by the British Columbia Department of Education was held in Victoria, B. C., beginning July 6, 1914. From the first calendar issued for this school, it is seen that:

"The object of these courses is to give British Columbia teachers the opportunity to supplement their general knowledge and professional training with the view to fitting them to introduce and carry on more successfully the work in their schools". (19)

To encourage teachers to take these courses, the following inducements were offered:

(18) Table XIX, p. 71

(19) The Department of Education, "Calendar of the Summer School for Teachers", (1914), p. 1.

"Teachers admitted to these courses will receive free tuition, transportation to and from Victoria, and an allowance of \$1.25 per diem living expenses, providing attendance has been regular and work satisfactory". (20)

With the exception of a reduction to one dollar per day in the living allowance, the above objects and regulations were in force for the summers of 1915 and 1917. For financial reasons, the school was closed during 1916 and 1919.

It appears to have been a policy of the Department of Education to operate this school at little or no cost to the teachers attending. As the attendance increased the demand was made for a greater variety of courses, this policy was found to be financially impossible. Although small class fees were levied during the period 1925 to 1930, the school was again closed in 1931 for financial reasons. In that year a summer school was operated in Vancouver on a self-supporting basis. This school offered courses toward qualifications for specialist's certificates. The success of this experiment led to the re-opening, in 1932, of the summer school at Victoria. At this session, a registration fee of three dollars and class fees ranging from five to twelve dollars were levied.

For the summers of 1936 and 1937, the courses offered by this school were again reorganized. In the former year, the reorganization was for the purpose of providing facilities for graduates of the provincial normal schools to qualify

(21)
for permanent certificates; in the latter, to bring about a

(20) The British Columbia Department of Educ'n op.cit.p.2
(21) "To be eligible for permanent certification graduates of Provincial Normal Schools in 1935 and succeeding years are required to attend the Summer School of Education for two summersessions and to complete successfully seven and one-half units of credit," from Summer School of Education, the Department of Education (1937), p. 9.

degree of uniformity and permanence in the courses.

(22)
Attendance. Figure 7 gives a record of the attendance at this school for the years 1914 to 1937, inclusive. It is obvious that, when the living allowance was cancelled, the attendance dropped appreciably. The decline from 446 in 1930 to 162 in 1931 was, in all probability, a result of the curtailment of facilities that accompanied the closing of the Victoria school in the latter year. The general decline between 1930 and 1934 was, as in the case of the attendance at the university summer school, evidently the influence of the depression. Between 1934 and 1936, there was an increasing attendance. This gives evidence to the fact that, during this period, the teachers were taking more interest in professional growth-in-service. In 1937 the attendance increased from 477 to 1020. This increase was, in the author's opinion, the result of the introducing of a new programme of studies in the public schools and the regulations making attendance compulsory for a certain class of teachers.

Opportunities Offered by This Institution.

1. The Period 1914 to 1921. During this period, teachers attending the summer school were required to enroll in one field only. Upon completion of the preliminary or elementary courses in each field, interim certificates were granted; upon completion of the advanced courses, permanent certificates.

(23)
From Table XXIV it is seen that art, home economics,

(22) p. 95

(23) p. 97

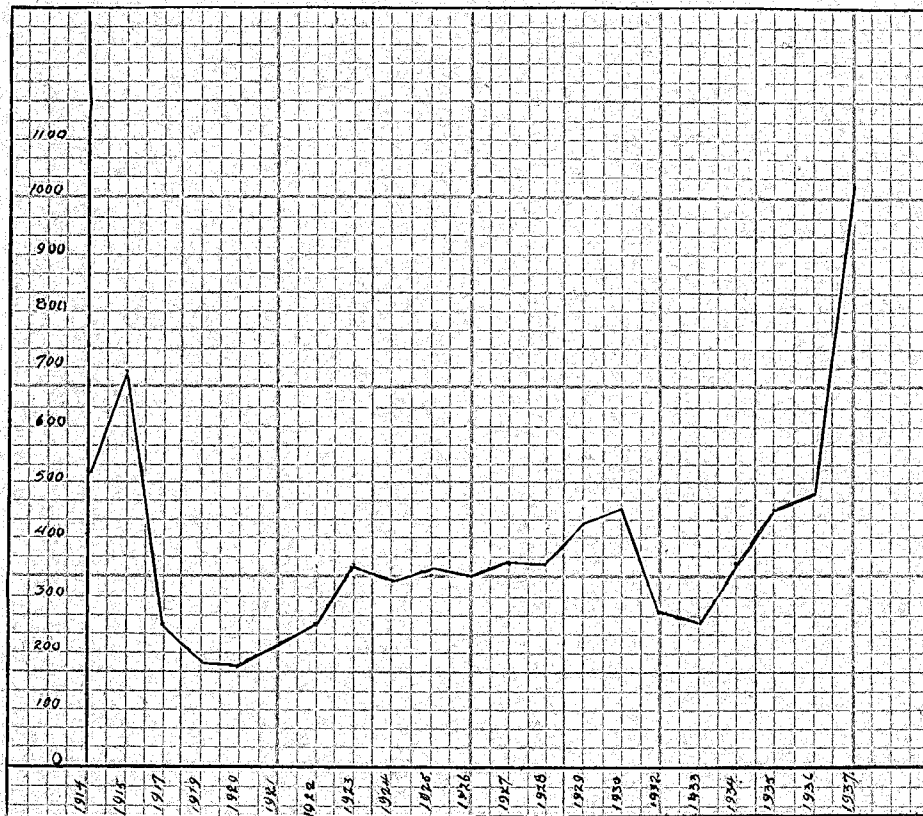


Figure 7 Attendance at the summer school organized by the Department of Education

This figure was prepared from the total attendance given in Table XXIV

manual training, music, rural science, and manual arts (either separate or combined with some other field) were fields of study in which courses were provided each year. From 1920 on, commercial courses leading to the commercial certificates were also offered but were announced in the calendars of the University Summer Session. A number of other courses were offered but did not continue throughout the period. This applies particularly to those courses that were organized for high school teachers. All the courses were professional in nature, being organized around the curriculum for the public schools.

2. The Period 1922 to 1930. At the beginning of this period, manual training was transferred to the Vancouver Technical School where better facilities for this type of study were available.

Compared to the previous period, the fields of study which were continuous throughout this period increased in number. Art, home economics, manual training, music, commercial, English literature and reading, physical education, penmanship, health education, history, geography, and primary grade work were constants.

Such courses as: "General Science and Art for High School Teachers", "Geography for High School Teachers", "General Science for High School Teachers", and "Nature Study" either did not attract the teachers or were discontinued for other reasons.

The Demonstration School, operated for the years 1925 to 1929, proved, from attendance, to be very popular.

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TABLE XLIV COURSES OFFERED IN THE SUMMER SCHOOL OF
EDUCATION FROM 1914 to 1935, INCLUSIVE

		Attendance by Courses																								
Course	1914	1915	1917	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1932	1933	1934	1935							
Art (preliminary)	135	110	70	30	25	35	35	76	68	100	95	80	56	112	103	26	21									
Home Economics (preliminary)	112	80	28	16	12	17	25	27	24	2	20	33		10												
Manual Arts	25	32	20	22									69	17	21											
Manual Training (wood and metal)	21	9	12	21	18	25	18	24	13	25	11	27	35	33												
Music (vocal)	48																									
Rural Science (preliminary)	171	183	41	18	33	35	18	15	18	19	6	38	27	31	31	14	18									
Art (advanced)		33	14	12	8																					
English Literature and French		59																								
Home Economics (advanced)		27	5	15	21																					
Music (vocal and elocution)		72	19	16	12	15	18																			
Rural Science (advanced)		77	28	8	8																					
General Science and Art (High school teachers)				15																						
Manual Training (supervisors)				9					11																	
Primary Grade and Manual Arts																										
Children's Literature and School Libraries					49	60	56																			
English Literature and Reading					20																					
History and Geography							40	51	41	22	43	45	24	16												
Physical Training (Strathcona B)							21																			
Folk Dancing and Gymnastic Games							29	24	17		33	13	25	19	32											
Geography (Elementary School teachers)							70	81		42	68	109	176	118									31	32		
Geography (High School teachers)							72	81	58	51																
History and Civics							17	9																		
Music (vocal and harmony)							35	41	25	22																
Pennmanship							12	43	21	26																
Primary Grade Teachers' Course							128	114	127	85	75	69	92	67	6	11	12	9								
General Science (High School teachers)							85	82	116	103	94	87	146	103	77	96	98	113								
Demonstration School								11																		
Health Education											250	169	230	214	110											
Geography										143	28	14	18	51	43											
History																										
Music (choral singing)																										
Music (supervisors' course)																										
Nature Study																										
Social Science																										
Principles and Practices of Elementary School Teaching																										
English for New Canadians																										
History of the English Language																										
Music (the art of singing)																										
Music (piano teaching by the classroom method)																										
Commercial Subjects leading to Commercial Certificates																										
Typewriting																										
Manual Training (elementary)																										
Manual Training (secondary)																										
Normal School Refresher Course																										
Speech Training																										
Rural School and Indian School Problems																										
Art I (elementary)																										
Art II (junior and senior high school)																										
Music (orchestra)																										
Music I (elementary)																										
Music II (junior and senior high school)																										
Applied Art																										
Arithmetic																										
Technique of Teaching																										
Teaching Oral and Silent Reading (elementary schools)																										
School Service																										
Short Story Writing																										
Psychology																										
English																										
Special Course for Rural School Teachers																										
Piano Class for Adult Beginners																										
Dramatic Art																										
Swimming and Life-saving																										
First Aid																										
TOTAL ATTENDANCE	513	690	245	183	184	207	260	360	334	350	346	364	362	421	446	280	245	361	444							

General Art - 1921 to 1935
Home Economics General - 1921 to 1935
General course - 1920 to 1929
General course - 1921 to 1926

The courses given during this period, like those of the previous period, were organized along practical lines. From the records, we learn that the "Vocal Music Class met three hours daily to study the full Music Course as outlined in the Programme of Studies,"⁽²⁴⁾ and "the First-year Art Course was treated primarily as a refresher course. With this in view the work planned along the lines of the Public School Curriculum".⁽²⁵⁾

3. The Summer School at Vancouver for the Period 1931 to 1937. As has been pointed out in the section on the history of this institution, the school at Victoria was closed for the summer of 1931, but a summer school was operated in this year at Vancouver on a self-supporting basis. From that year to the present, the school at Vancouver has continued. Its organization has been modified somewhat from time to time.

In 1931, courses in physical education, commercial, and manual training leading to the specialists' certificates were offered and were attended by 162 teachers. In that year, to enable teachers to complete the required work in a shorter period of time, Saturday morning classes were organized in these and other specialized fields.

Table XXV gives a record of the courses and attendance at this centre. The courses offered during Saturday mornings

(24) British Columbia Department of Education, "Annual Report" (1929), p. 55.

(25) Ibid., p. 56.

TABLE XXV COURSES OFFERED AT VANCOUVER UNDER THE DIRECTION OF THE
SUMMER SCHOOL OF EDUCATION AND THE DIRECTOR OF TECHNICAL EDUCATION

Course	1932		1933		1934		1935		1936		1937	
	1	2	1	2	1	2	1	2	1	2	1	2
Commercial	52	48	32	52	32	32	40	32	..	40	..	..
Physical Edn.	63	165	31	86	50	44	57	89	..	87	..	..
Manual Training and Technical	..	122	..	54	..	43	..	50	31	62	46	..
Music	..	49	..	26	..	22	..	30	..	88	..	..
x Clothing(refresher)	22	..	..	..	..	..	..	..	24	..	..	..
x Piano by the Class Method(no cert.)	7	..	..	..	..	..	..	..	..	..	..	..
x Choral Singing	..	..	..	..	10	..	20	..	..	..	..	..
Art	..	..	..	..	..	..	44	..	..	..	59	..
x Biology(U.B.C.)	..	..	..	..	..	..	..	..	..	..	24	..
Total Attendance	144	286	63	220	93	143	162	203	55	279	129	

x These courses did not carry credit toward the specialists' certificates.
The first column in each year records the attendance at the summer school; the second, the attendance at both the summer school and the Saturday morning classes.

were available to teachers in Vancouver and the vicinity.

From those taking these courses, teachers for the special subjects have been selected. From Table XXV, it is clear that there has been a growing tendency to centralize, where possible, the courses at Victoria. It is likewise evident that, since 1930, courses in home economics, leading to a specialist's certificate have not been offered. The course in biology, given at the University of British Columbia, although under the direction of the summer school authorities, was offered because of the emphasis which the new curriculum placed on biology.

The courses in manual training were enlarged so that the certificate issued for high school teachers would compare favourably with the Academic Certificate issued to regular teachers. At the present time, it takes approximately five years for a teacher to obtain the specialist's certificate to teach manual training or technical work in a high school.

4. Facilities at Victoria from 1932 to 1937. The success of the school for the years 1932 and 1933, along lines similar to those adopted previous to its closing in 1931, resulted in an even greater variety of courses being offered in 1934 and 1935. Many of these courses, as Table XXIV indicates, were of a general nature; others were similar to those offered previous to 1931.

In 1936, the courses were organized to provide the following opportunities:

1. For normal school students returning for credit towards a permanent certificate.

2. Refresher courses for teachers holding permanent certificates.
3. Teacher Training Courses for British Columbia Certificates in School Music, Physical Education, Commercial, and Industrial Arts.

1936 was the first year that a compulsory class attended. The courses selected by this group comprise Group a of Table XXVI. From this table, it appears that teachers compelled to attend this institution for professional growth selected those courses that were organized around the subject-matter of the curriculum for the public schools.

Compared to the courses offered in previous years, (excepting those for specialists' certificates), those offered in 1936 appear to be broader. Judging by the courses listed in Table XXVI, little effort has been made to attract high school teachers.

Another reorganization was commenced for 1937. At the opening of the Summer School of Education (new name), the changes in the requirements for certificates in music and physical education had not been completed. This resulted in no new enrolments being accepted in these classes. Whereas the Summer School of Education offered twenty-nine courses in 1936, it offered fifty in 1937. This increase gives some indication of the rapid growth of this agency for professional improvement.

The facilities offered by the school of 1937 may be classified as:

1. Those leading to credit toward a permanent certificate.
2. Those facilitating the raising of a Second-class Certificate.

3. Facilities for additional qualification.

With the exception of item 2, these facilities are the same as those offered at the 1936 school.

TABLE XXVI COURSES OFFERED IN THE VICTORIA
SUMMER SCHOOL OF 1936⁽²⁶⁾

Course	Attendance		Total
	Group a	Groups b & c	
Modern Methods of Teaching	64	80	144
Primary	53	148	201
Language Arts (Lang., Comp., Gram.)	7	20	27
Reading and Literature	13	16	29
Social Studies			
a. Geography	31	26	57
b. Hist. & Civics	10	23	33
Arithmetic and Gen. Math's	9	11	20
Elementary and Gen'l Science	1	17	18
Health and Physical Ed'n	6	50	56
Fine Arts and Industrial Arts			
a. Music	5	39	44
b. Art & Art Apprec'n	1	17	18
c. Industrial Arts	10	40	50
Applied Art	..	7	7
Dramatic Art	..	10	10
Typewriting	..	17	17
Commercial Subjects			
a. Shorthand Theory	..	14	14
b. Shorthand Practice	..	14	14
c. Typewriting	..	20	20
d. Bus. Arithmetic	..	16	16
e. Business Law	..	8	8
f. Bookkeeping	..	16	16
g. Correspondence and Filing	..	12	12
Needlecraft	..	82	82
Pottery	..	17	17
Swimming	..	16	16

(26) British Columbia Department of Education, "Annual Report" (1936) p. H 69

In the historical treatment, reference was made to the regulation making it compulsory for graduates of the provincial normal schools to attend the Summer School of Education for two summer sessions. The new requirements for the permanent certificate are: (27)

Required Courses.

Total credit $2\frac{1}{2}$ units. These may not be taken in the same year.

- | | | |
|---|-------|-----------------------|
| 1. Principles and Technique of Teaching | .... | $1\frac{1}{4}$ units. |
| 10. Educational Psychology | ..... | $1\frac{1}{4}$ units. |

Elective Courses.

Total credit, 5 units. Courses must be selected from the following fields and not more than one course may be taken in any one field:

Arts -- Graphic	Primary Education.
Arts -- Practical.	Science
English	Social Studies
French	Music Education
Mathematics	Physical Education

With the exception of French and science which are not taught at the normal schools, the above requirements seem to be a repetition of the work given at the provincial normal schools. If this is true, then we are faced with the following questions:

1. Does the above regulation mean that the teacher-training given at the provincial normal schools is inadequate to meet the immediate situation?
2. In view of the strain of the first year of teaching, does this compulsory regulation work undue hardship on teachers beginning their careers?

3. If such a programme of extended training be necessary, should it be in the nature of a repetition of work taken while in training, or a more advanced course along the lines of the teacher-training course, or should it be a remedial course for those requiring it?

The author does not intend, at this point, to attempt to answer these questions. Reference will be made to them in the forthcoming pages.

The facilities offered for raising the Second-class Certificate were an outgrowth of the regulation that:

"Teachers holding Second-class Life Certificates may secure a First-class Life Certificate by presenting to the Department of Education fifteen units of credit secured: (a) by Senior Matriculation Examination; (b) by transfer of University credits; (c) by credits earned in the Summer School of Education or by a combination of credits from (a), (b), and (c).

Required Courses.

To total 6 units.

72. Senior Matriculation Literature	.....	3 units
73. Senior Matriculation Composition and		
113. Senior Matriculation History	.....	3 units
or		
114. Senior Matriculation Economic Hist.	.....	3 units

Elective Courses.

To total 9 units. At least three $1\frac{1}{4}$ -unit courses must be selected from the following fields:

History and Philosophy of Education.
Psychology and Measurement.
Organization and Administration.

Other courses necessary to complete the 9 units required may be taken in subject-matter or method fields." (28)

The modifications of the regulations governing the First-class Life Certificate have been evidently introduced

to encourage those teachers holding Second-class Life Certificates to improve their standard of certificate. The introduction of professional courses into these requirements may be considered as an important step in the professional growth of the teachers of the province.

In addition to the facilities just referred to, this school offers facilities for obtaining specialists' certificates, in the fields of art, commercial, music, physical education, and technical education. Of these fields, the first and last were given in Vancouver because of the better facilities there.

Table XXVII shows that the Vancouver teachers who attended the 1937 Summer School of Education were most interested in the fields of primary work, educational psychology, educational measurements, art, library, and the new curriculum.

According to information obtained by the author, not more than xix secondary teachers attended the 1937 session of this school. In view of the number who have indicated that they are studying for specialists' certificates, the low attendance at the summer school would indicate that, in all cases, these programmes are not continued from year to year until completed, but are allowed to lapse from time to time.

Summary. Since its inception in 1914, the Summer School of Education has undergone a number of reorganizations out of which have emerged four facilities for formal study.

These are as follows:

1. Facilities for raising interim certificates to life certificates.
2. Facilities for raising the Second-class Life Certificate to the First-class Life Certificate.
3. Courses qualifying teachers for specialists' certificates.
4. Opportunities for teachers to take refresher courses.

It has been made compulsory for all graduates of the provincial normal schools from 1935 on to take the work required for permanent certificates. In view of the nature of this work, the hardship which it entails, and the purpose implied, it appears that such compulsory professional growth-in-service is open to question.

The introducing of facilities whereby teachers holding Second-class Life Certificates may obtain credit for professional courses taken toward the next ranking certificate is, in the opinion of the author, a decided improvement over previous requirements. Judging by the new programmes initiated between February and September 1937, this regulation has done much to stimulate the professional growth of those holding Second-class Certificates.

This school provides courses by which teachers may qualify for specialists' certificates in the fields of art, commercial, manual and technical training, music, and physical education. With the exception of the certificates for art and commercial, these certificates are divided into two groups, corresponding to the elementary school and the secondary school. No facilities are provided for certification in the fields of home economics and library teaching.

TABLE XXVII COURSES ATTENDED BY THE TEACHERS OF
VANCOUVER AT THE 1937 SUMMER SCHOOL OF EDUCATION

Course Number	Course	Attend- ance
1	Principles and Techniques of Teaching	2
2	The New Curriculum; Its Objectives and Procedures	12
3	Seminar; The School in the Social Order	8
10	Educational Psychology	17
11	Educational Measurements	10
30	Classroom Organization and Management	8
50	Art in the Elementary School (Gr. III to VI)	3
51	Art in the Junior High School	1
52	Art Appreciation	4
54	Elementary Typewriting	1
60	Practical Arts (Grades III to VI)	2
61	Practical Arts (Grades III to VI)	3
70	Language Arts in the Elementary School	4
71	Teaching of Reading and Literature (Grades III to IX)	2
72	Senior Matriculation Literature	2
73	Senior Matriculation Composition	2
80	Elementary School Arithmetic	1
81	Junior High School Mathematics	2
90	Principles of Primary Education	16
91	Primary Observation and Practice	18
92	Social Studies in the Primary Grades	17
100	Foundations of Science	1
103	Biology	4
111	Methods in History and Civics (Grades I to IX)	1
113	Senior Matriculation History	3
114	Senior Matriculation Economic History	1
120	Stenography, Principles of (High School Assistant Commercial Certificate)	1
122	Methods in Teaching Stenography (High School Assistant Commercial Certificate)	1
123	Typing Theory and Method	1
124	Typing Practice	1
125	Bookkeeping Theory	1
126	Bookkeeping Practice	1
127	Methods in Teaching Bookkeeping	1
130	Commercial Arithmetic	1
140	Junior School Music (Grades I to IV)	4
141	Music in the Upper Grades (Grades I to IX)	3
142	Music Appreciation	4
160s	Rhythmic and Dramatic Play	2

TABLE XXVII (cont'd)

Course Number	Course	Attendance
161s	Health and Physical Education in the Elementary Schools	1
167	Physical Education Laboratory	2
168	Physical Education Laboratory	3
176	Physical Education Activities	1
179	Rhythmic and Dramatic Play	2
181	Drawing and Painting (Elementary School)	10
182	Design and Colour (Elementary School)	9
200	Curriculum Methods in Home Economics (Home Economics Certificate Elementary)	1
201a	Problems in Dress Design and Appreciation	4
201b	Dress Appreciation	3
210	School Library Organization and Administration	8
211	Functions of the School Library	8
221	Industrial Arts (Woodwork, Grades X to XII)	2
224	Industrial Arts (Electrical Work, Grades VII to XII)	2
	Melody and Harmony	1
	Choral Singing	1
	Choral Music I and II	1
	Psychology and Pedagogy	1

This information was obtained from the records of the 1937 Summer School of Education, Department of Education, Office of the Director.

From a survey of the courses offered since 1914, the following tendencies are evident:

1. The courses offered have been mainly professional in nature.
2. In the last two years, ~~there~~ has been a tendency to eliminate general interest courses and to substitute courses that have a direct bearing on the teaching situation.
3. The reorganizations in 1936 and 1937 introduced more theoretical material into the courses and, by introducing Senior Matriculation or First-year University courses, laid the foundation for a further co-ordination of teacher-training facilities.

4. Little effort has been made to attract high school teachers to other than courses leading to specialists' certificates.
5. Judged by attendance, the demonstration school (1925 to 1929) established itself as a worthwhile agency for professional growth.

The growing importance of this institution for professional growth is shown by an attendance increase in 1937 of 543 or approximately 114%.

Courses Offered by the Vancouver School Board

In Chapter IV, under the heading of "Formal study not for credit toward a degree or a certificate", the author referred to courses which were organized by the Vancouver School Board and given by supervisors employed in the Vancouver school system. These courses have been given after school hours on regular school days and, in some cases, on Saturday mornings. They have been open to teachers regularly employed by the Board, to substitute teachers, and to teachers employed in the neighbouring school systems.

For purposes of illustration, data were compiled in Table XXVIII on the courses offered during the school-year, 1936-1937. Courses, for elementary teachers only, were offered in the fields of art, manual arts, and physical education. Those in the last two fields appeared to be the most popular. The majority of those attending were teachers of the primary grades.

The value of such courses cannot be over-estimated. They are valuable to the school system in that they help to

bring about a uniformity of procedure in their respective fields. To the newly appointed teacher, they compensate for certain inadequacies in teacher-training. To all teachers attending, they provide an opportunity to solve classroom problems arising in the fields studied.

TABLE XXVIII COURSES PROVIDED BY THE
VANCOUVER SCHOOL BOARD, 1936-1937

Department	Course	Enrolment
Art	Grades I to VI	35 (elementary)
	Grades VII to VIII	27 "
Physical Edn.	Folk Dancing	120 "
	Primary Grade	200 "
	Gr. V to VIII(girls only)	50 "
	For Substitute and out-side teachers	130 "
Manual Arts	Cardboard Modelling	45 "
	Needlecraft	120 "
	Woodwork	25

During the school year, 1937-1938, the field of physical education has been extended to include courses for junior and senior high school teachers. This procedure might be extended to other fields. However, in doing this care should be taken that no teacher embark on too heavy a programme of professional growth-in-service.

A CRITICISM OF THE FACILITIES FOR FORMAL STUDY IN RELATION TO NEEDS OF TEACHERS

In criticizing the facilities for formal study, reference will be made to the needs as indicated in interviews

with teachers and to the programmes of professional growth discussed in Chapter IV. For purposes of clearness, this topic has been divided into two parts: (1) data from interviews with teachers, and, (2) a criticism of the facilities with reference to these data and to the formal study discussed in Chapter IV.

Data from Interviews with Teachers

In Chapter II, the author discussed in some detail the method used in conducting the formal interviews with teachers. No further reference need, at this time, be made to this procedure. Of the fifty teachers interviewed, the numbers attending the institutions for study are indicated in the results obtained for item 7a. These are as follows:

7a. What institutions did you attend for professional growth?

<u>Answers</u>	<u>f</u>
1. University of British Columbia	39
2. American universities	13
3. Department of Education Summer School	7
4. No institution	4
5. Other Canadian universities	3

The numbers who have attended each institution will give a measure of the reliability of the answers given to further questions on these institutions. From the frequencies, it can be deduced that some of those teachers interviewed have attended more than one institution. Their responses would, therefore, be influenced by their own comparisons of these institutions.

Item 6 gives the professional qualifications considered

by teachers interviewed to be of most value. The responses to this item are as follows:

6. In what professional qualifications do you consider growth to be of most value?

<u>Answers</u>	<u>f</u>
1. Knowledge of subject-matter	46
2. Teaching Methods	34
3. Experience in classroom management	31
4. Knowledge of child psychology and its applications	31
5. Philosophy of education	27
6. Psychology of subject-matter	25
7. Administrative opportunities	2
8. General culture	2
9. Business experience	2
10. Professional outlook and attitude	1

Of these qualifications, the ones listed as 3, 7, 8, 9, and 10 are particularly significant for this part of the study, and, therefore, no reference need be made to them at this stage.

An indication of the opportunities lacking in the institutions for study was provided by the following responses to item 7b.

7b. What opportunities did you consider were lacking in these institutions for your professional growth?

<u>Opportunities Lacking</u>	<u>f</u>
University of British Columbia Summer School	
1. There is a scarcity of courses directly bearing upon the curriculum and the techniques of teaching	18
2. Insufficient number of post-graduate courses, particularly in the fields of mathematics and science	6
3. Too narrow a field of courses	6
4. No detailed courses in school administration	3

5. No chair of music	3
6. No opportunity to obtain university credit for industrial or technical work	3
7. Scarcity of refresher courses	2
8. No chair of art	2
9. No course in library instruction	2
10. No university credit can be obtained for courses taken at the Victoria Summer School (29)	1

Other Canadian universities

1. No opportunity for a male teacher to obtain a degree in Physical Education	2
2. No allowance for teacher-training in music at McGill University	1

American universities

1. No Demonstration School at the University of Washington	1
2. The quality of the courses is of a lower standard than in British Columbia	1
3. Instruction is not always applicable to British Columbia situations	1

Department of Education Summer School

1. Music courses should be given by experienced music teachers with more emphasis on the pedagogy of music	2
2. Courses in industrial and technical subjects should be controlled by the Department of Education of the University of British Columbia and credit given for such courses	2
3. This school does not provide opportunity for training in Home Economics	1
4. Commercial courses should be given by experienced commercial teachers	1

The responses given by those attending American universities are of interest in view of the fact that of the thirteen, having attended these institutions, only three had any criticism to offer. Item 2 of this group may be questioned on the grounds of validity. This statement was based on the experiences of an individual teacher and as such should not

(29) This criticism is invalid. See p. 104.

be accepted as a valid criticism.

The value of the responses to item 7b lies in the fact that they throw additional light on the conditions for study. They provide information which the author might not have obtained and, at the same time, indicate, to some degree, the needs of those attending these institutions.

From item 15 of the questionnaire used in the formal interviews, the following general suggestions or recommendations were received:

15. Have you any suggestions or recommendations that you would like to make re professional growth-in-service of the teachers in Vancouver?
1. I should like to see study courses arranged for teachers in Metropolitan areas, to run concurrently with the schoolyear--for example, a course in social studies similar to the one given at the Victoria Summer School. Teachers, I am sure, would be glad to pay for such a course and take it when it could be immediately put into practice.
2. It seems to me that the facilities for professional growth are not co-ordinated.
3. Professional courses leading toward a professional degree.
4. I believe teachers should be circularized to determine the type of growth which they consider most necessary.

Although other suggestions were made, the four given above were significant for this part of the study.

A Criticism of the Facilities for Formal Study

In order that such conclusions as might be reached would be of direct value, the author limited the criticism to apply to the facilities within the province.

A Criticism of Policy. It is quite evident from previous discussion that the two important institutions for profes-

sional growth-in-service through formal study are the University of British Columbia and the Summer School of Education. The former provides opportunities in Summer Session, Extra-session Classes, and Directed Reading Courses; the latter, in summer school only.

In policy the two institutions differ. The university is academic. The courses are general. Credit is not given for courses that have been professionalized. (30) The fields of study are limited in accordance with the policies of the various departments of the university. The Summer School of Education is almost a direct contrast to the university. This school is definitely professional. The courses are narrower in scope and are organized to aid elementary school teachers and those seeking specialists' certificates.

Although the university and the Summer School of Education are institutions for the professional growth of the teachers of the province, there is little co-ordination of the two. The Summer School of Education provides three courses that are of university standard, while the university provides some courses in economics which are qualifications toward the commercial certificates.

From the results of the interviews with teachers, it appears that those interviewed desire facilities more comparable with those obtainable in American universities. (31)

(30) Table XXII, p. 87.
(31) Table XIX, p. 71.

Teachers have indicated, through attendance, that they welcome the opportunity to study at the university. Their criticisms seem to indicate that they desire this study to be of the most practical value. The results also indicate that teachers desire study taken for specialists' certificates to be of high enough standard to warrant university credit.

The validity of the criticisms offered by the teachers is difficult to determine. Much of the professional growth which they are seeking in institutions outside the province could be obtained outside of institutions. It may be that the inadequate use of the other facilities for professional growth has led to these criticisms, or it may be that much of the criticism is valid.

A Criticism in Relation to Professional Qualifications.
(32)

Item 6 gives a measure of the professional qualifications in which growth appears to be of most value. These are as follows: knowledge of subject-matter, teaching methods, knowledge of child psychology, philosophy of education, and psychology of subject-matter. The importance of these qualifications is further borne out by an examination of the formal study being undertaken by the teachers. A review of this, as discussed in Chapter IV, indicates that the teachers ranked subject-matter first and education second.

In examining the subject-matter studied in the university, it was found that emphasis has been placed on education,

history, English, economics, and psychology. Little opportunity has been given for study in the sciences, and undue emphasis has been placed on economics. In 1937, two courses in geography were given. The attendance at these was large enough to indicate that there is a desire for professional growth in this field.

The Summer School of Education has provided opportunities for formal study in the subject-matter of the specialized fields, but has not provided courses of a high enough quality to attract junior and senior high school teachers.

Methods of teaching is another professional qualification in which teachers desire opportunities for growth. Except as methodology is a part of a more general education course, provision for growth in this field is not ^{made} by the university. The Summer School of Education provides the necessary facilities, but the scope of these facilities is mainly restricted to the elementary school level.

There appears to be a need for more opportunities to study child psychology and the psychology of subject-matter. At the university, the majority of the courses given under the heading of "philosophy" have been psychology courses. These have been general courses. Child psychology would constitute a part of a course. It is doubtful if these courses go far enough into the field to satisfy the needs of teachers. Some degree of professionalization of courses might meet the needs. At the Summer School of Education, a

general course in educational psychology was offered. This course, given as it was in five weeks, could undoubtedly do no more than touch upon the field.

Another professional qualification in which growth seems desirable is that of the philosophy of education. The institutions for formal study provide courses in this field. The university has given two distinct courses, one in the Department of Philosophy (33) and the other in the Department of Education. These courses were along general lines. The course given at the summer school dealt with the philosophy of education as laid down in the new curriculum for the public schools. The author is of the opinion that, in discussing the broader aspects of the educational philosophy, such courses fail to give due importance to the theoretical basis of the particular subjects making up the curriculum.

Other Opportunities. (34) Needed. The answers given to item 7b give an indication of some of the opportunities which the teachers interviewed considered are lacking in the facilities for formal study. From these results, it is seen that there is a desire for university credit in art, music, industrial and technical subjects, library science, and physical education. The desire for university credit in these fields, may be caused by the emphasis placed on paper qualifications. The author is of the opinion that much of the dissatisfaction

(33) Table XXII, philosophy 7, p. 87

(34) p. 112

with present facilities is the result of this emphasis, and not wholly the result of weaknesses in the facilities. Although not indicated with reference to university credit, there is a recognized need for training facilities in home economics.

Another need, and one for which no opportunities are provided within the province, is specialized courses in education. This field has become so diversified that general courses no longer satisfy the teaching requirements.

The teachers feel that there is a need for courses which have a direct bearing on the subject-matter of the curriculum for the public schools and for courses which are professionalized. This is substantiated, in part, by an excerpt which appeared in the March 1937 issue of the official organ of the British Columbia Teachers' Federation. The excerpt read as follows:

"The greatly increasing demand for qualified teachers of Geography in the high schools of British Columbia and the lack of any fitting provision for their training, either in geographical methods or in geographical subject-matter, was again brought to the attention of the Department. The Federation protested against the entire inadequacy of the training, both academic and professional, provided at the University of British Columbia for future teachers of Geography".(35)

It appears that we, in British Columbia, have adopted in our school system ideals, philosophy, and practices; but our teacher-training and our provisions for the professional growth-in-service of our teachers have not kept pace with these.

(35) British Columbia Teachers' Federation, "The B. C. Teacher", March 1937, p. 319.

RECOMMENDATIONS

Because the needs for professional growth-in-service through formal study depend to a great extent on the adequacy and organization of the facilities for teacher-training, any recommendations for improving the facilities ~~for professional~~ for professional growth will involve the facilities for teacher-training. Such recommendations are the outgrowth of the conditions and needs for professional growth. These conditions and needs may be briefly summarized as follows:

1. The courses in education, offered by the University of British Columbia, appear to be too general.
2. The Summer School of Education does not attract teachers of the junior and senior high schools.
3. There is little co-ordination of facilities offered by the two institutions.
4. Teachers desire the opportunity to study, at the university level, courses in the special fields.
5. Teachers place knowledge of subject-matter before knowledge of education in importance as a qualification in which professional growth is desired.
6. There appears to be a need for more training in subjects which teachers are required to teach.
7. The programmes of study initiated by the teachers indicate that there is a demand for courses in psychology, professionalized subject-matter, and specialized courses in methods and other branches of education.
8. There are no facilities for training in home economics, library science, and music.

It seems apparent, from the conditions and needs stated above, that the solution lies in the centralization of the facilities for teacher-training. This training might be placed under the direction of a Faculty of Education of the

University of British Columbia. The recent change, which requires candidates for entrance to the normal schools to hold Senior Matriculation standing, gives added weight to this recommendation.

Besides teacher-training, this faculty would have as its province the provision of adequate facilities for professional growth-in-service. To determine the professional growth most needed, some form of university follow-up service or educational convention might prove of value.

The centralization of teacher-training under a Faculty of Education should result in a more acceptable prescription for the quantity and quality of academic and professional elements in teacher-training. This prescription would involve the questions of academic versus professional courses, general versus specialized courses in education, and academic versus professionalized material. Although such a prescription lies outside the scope of this thesis, the need for it is indicated by the study.

If the courses offered were of the accepted university standard, the Faculty of Education should be given the right to grant a degree in education. This would open the way for granting a degree in such fields as: art, commercial, home economics, music, physical education and in the specialized fields in education.

The centralization of the facilities for teacher-training and professional growth-in-service, and the issuing of a degree in education should eliminate many of the weaknesses

in the present organization and much of the dissatisfaction arising out of the inadequacy of facilities for growth in professional qualifications of teachers.

Since such a reorganization would require much time, investigation, and experimentation, perhaps the immediate step would be the combining of the two summer schools under the direction of the Department of Education of the University of British Columbia. This would establish a basis upon which further centralization might be developed.

CHAPTER VI

SOME OTHER MEANS OF PROFESSIONAL GROWTH-IN-SERVICE

In Chapters IV and V, the author discussed that professional growth-in-service which is obtained through attendance at institutions. These institutions do not exhaust all the opportunities for professional growth-in-service. In addition to this professional growth there is growth developed through:

1. Travel and exchange teaching.
2. Professional reading.
3. Participation in curriculum revision.
4. Participation in group studies.
5. Teacher inter-visiting.
6. The responsibility of the principal toward professional growth-in-service.
7. Supervisory efforts to promote professional growth-in-service.

The above agencies or methods will be examined to determine if they are adequate and if they are being utilized to their full extent.

TRAVEL AND EXCHANGE TEACHING

Travel

From the point of view of professional growth-in-service, travel may be considered as (a) unplanned travel, and (b) planned travel.

Unplanned Travel. This may be interpreted as meaning that type of travel which is accomplished in going to and from a destination where the destination is the main objective. An example of this would be travel to and from an educational institution outside the province.

Undoubtedly such travel would have an educational value, but its influence on the professional growth of the teacher and its importance to the educational system would be secondary.

Planned Travel. The questionnaire sent out by the Vancouver School Board in February 1937 gives inadequate returns on the amount or quality of the travel accomplished by the teachers. Nine senior high school teachers, four elementary school teachers, and three junior high school teachers referred to travel as a professional qualification. These figures are of little value as an indication of the amount of travel undertaken by the 1210 teachers of Vancouver. They do, however, show that more publicity should be given to this method of obtaining professional growth-in-service.

In Chapter I, the author defined the professional qualifications in which growth-in-service is desirable. One of these qualifications is "an appreciation of the modern social and economic world". Travel would provide the ideal method of growing professionally in this qualification. Such travel should be planned to give the greatest returns to the teacher undertaking such travel and to the educational system of which he is a member. If such planning were done and the itinerary approved by the school board, then the teacher accomplishing such travel should be given credit for the effort. A further step which would tend to insure professional growth through this means, would be to require reports on the travel accomplished and the experiences of value to the

system.

In the discussion of travel, there are two factors which cannot be ignored. One is the time factor, and the other is the cost of such travel. The teachers of Vancouver are situated distant from the larger centres of culture in Canada, the United States, and Europe. Travel to the last named continent requires more time than is provided during the summer holidays and costs a thousand dollars and upwards. Recognizing that these are vital factors, the Vancouver School Board grants teachers two weeks leave of absence with pay for purposes of approved travel.

Exchange Teaching

For many of the teachers, exchange teaching or interchange of teachers provides a means of accomplishing travel which could not otherwise be undertaken, and of obtaining first-hand information about the education conditions in other countries in the British Empire.

History. The plan for the interchanging of teachers within the British Empire was initiated in 1907 by the League of the Empire, and approved by the Official Conference of Representatives of the Governments and Education Departments of the Empire in 1907. The work of arranging for interchange of teachers is carried out by the League in conjunction with the education authorities concerned. Since 1924, over 2000 teachers have exchanged with other teachers in the British Empire. Although inaugurated in 1907, the scheme was not introduced into Vancouver until 1914.

Regulations Governing Interchange. The latest regulations governing the scheme were recommended by the Imperial Conference of 1923, and were later approved by the education authorities overseas and in the Home Country. These regulations
(36)
are as follows:

1. That interchange should be sought as far as possible between teachers of similar qualifications and experience.
2. That leave of absence with pay be granted to teachers accepted for interchange; such leave of absence to cover the period of travel outwards and homewards.
3. That service abroad of interchange teachers should involve no disability in respect of salary, increments, seniority, or of superannuation or of other privilege.
4. That teachers so interchanged shall not enter the service of the authority to which they exchange without the permission of the authority under which they are permanently employed.
5. That all exchange shall be for the period of one year exclusive of the time spent in travel.
6. That no teacher be accepted for interchange who is under 25 years of age or has had less than five years' experience or is over 45 years of age.

Other regulations which have been adopted by the League and which apply generally are as follows:

1. Teachers on interchange are to be of British nationality.
2. Applications for appointment under the scheme must be made by the teacher's own Education Authority.
3. Applicants for interchange must produce a medical certificate of health.

Teachers of Vancouver, desiring appointments under the plan, are required to have a First-class Certificate, the

recommendation of the Superintendent of Schools, and the

(36) General Committee of The League of the Empire, "The Interchange of Teachers", p. 6. Ord Marshall House; 124, Belgrave Road S. W. 1.

endorsement of the Provincial Department of Education.

General Policy. The majority of teachers accepted for exchange are elementary school teachers. In some cases, secondary teachers have been interchanged. Because the interchange involves the questions of the acceptance of the teacher, his qualifications, and the work he is prepared to teach, such interchange has not received the same support as that of elementary teachers. On the average six months are required to complete arrangements for an interchange of teachers.

The London County Council, which is prepared to accept fifty interchange teachers, appoints such teachers to the Council's unattached staff, i. e., its substitute staff. Other Education Authorities appoint interchange teachers to regular positions.

Claims Made for the Scheme. The League of the Empire makes the following claims for the plan of interchange of teachers:

"Of the advantages of the Scheme to teachers professionally there can be no doubt. Their interchange year provides opportunity for teaching under different systems, handling a different type of child, and living under different conditions and surroundings; they also gain much from the travel necessarily involved (or at times voluntarily taken), and the contact thus obtained with the outside world.

There is ample evidence of the great gain to the children also; as they thus obtain in the schools of the Dominion and the Home Country a finer, wider, and more exact conception of what is embraced in the term the British Empire and its peoples, which in the end must lead up to a better understanding of the conditions of life in each country.

Apart from work in the schools, the League provides many advantages for the interchange teachers visiting the Home Country by arranging programmes of visits to interesting and historic places in London and other parts of the

country, to great houses and beautiful gardens. During the longer holidays special tours are arranged to Holland, Belgium, France, Germany, and Switzerland, whilst Christmas is usually spent in Italy". (37)

Exchange of Teachers from Vancouver. In the city of Vancouver, the policy has been that interchange of teaching position is available if the teachers qualified desire to apply for such interchange.

Table XXIX shows the extent to which teachers of Vancouver have gone on exchange since 1924. Between the years 1924 and 1937, 129 teachers have gone on exchange. England with 68, other parts of Canada with 43, and Scotland with 13, are the three countries that have attracted most teachers. Two exchanges have been made with Honolulu. These were made direct with the Education Authority in Honolulu and not through the League. Apart from the general regulations one factor that influences the extent to which teachers exchange is the security of their salary during such leave.

The popularity of the scheme is indicated by the fact that the ratio of the waiting list to the positions available is three to one.

The author was given to understand that no steps are taken to see that Vancouver teachers profit from exchange teaching and that exchange teaching is not considered as an additional professional qualification.

(37) The League of the Empire, op. cit., p. 8.

TABLE XXIX. EXCHANGE OF TEACHERS FROM VANCOUVER

(38)

Year	Eng-land	Canada	Scot-land	Honolulu	South Africa	Austra-lia	Total
1924	5	1	..	..	..	..	6
1925	3	..	2	..	..	..	5
1926	4	..	..	..	..	..	4
1927	7	3	..	..	..	..	10
1928	5	4	..	..	..	..	9
1929	4	7	..	..	..	..	11
1930	6	5	3	..	..	..	14
1931	3	2	1	..	..	..	6
1932	4	3	1	..	..	..	8
1933	..	2	..	..	..	..	2
1934	1	3	1	..	..	..	5
1935	4	5	2	..	1	..	12
1936	12	4	1	1	1	..	19
1937	10	4	2	1	..	1	18
Total	68	43	13	2	2	1	129

Conclusions. It seems to the author that exchange teaching is a definite means of obtaining professional growth. Not only should the teacher grow under such stimulus, but the system of which the teacher is a member should profit from such exchange. Before a teacher's application for exchange is accepted, he should be called into consultation with the administrative authorities to determine how the exchange might benefit the school system. Some of the benefits would lie in the opportunity to obtain much up-to-date visual material, a knowledge of educational methods and techniques which might be tested to determine the feasibility of introducing them into Vancouver, and facts concerning conditions and trends

(38) These figures were obtained from the records of the Vancouver School Board.

in the locality to which the teacher has been exchanged. If exchange or interchange of teachers is viewed in this way, it would, in the opinion of the author, bring to the teacher and the educational system professional growth of a tangible nature. For such growth the teacher should receive credit commensurate to the growth.

PROFESSIONAL READING

Professional reading, as a means of obtaining professional growth-in-service, has received a high rating from educational leaders. The National Education Association, Department of Supervisors, rated it second in a list of five activities for professional growth.⁽³⁹⁾

Attitudes of Administrators Toward Professional Reading.

There are two schools of thought with regard to the reading of professional literature. One maintains that such reading should be made a compulsory requirement for which teachers should receive formal credit. The other contends that teachers should be provided with adequate facilities, encouraged to read, but not given credit for the reading accomplished.

In his examination of seventy-one city school systems in the United States, F. L. Whitney found that only nineteen or twenty-seven per cent, demanded compulsory professional reading.⁽⁴⁰⁾ Some of the methods which have been used to insure that teachers read professional literature are:⁽⁴¹⁾

(39) Torgerson, T. L., "The Improvement of Teachers in Service," Review of Educational Research, 4; June 1934, p. 294

(40) Whitney, F. L., "The Growth of Teachers in Service," (The Century Co., N. Y., 1927) Table X, p. 156.

(41) Murphy, A. B., "Some Criteria for Appraising the Professional Growth", American School Board Journal, 192 F 1936 p. 20

1. Requiring a list of readings--with a critical review.
2. Requiring the passing of an examination based on readings.
3. Requiring merely a list of readings.
4. A list of periodicals subscribed for--or regularly purchased.

(42)

Among the high schools of Oklahoma, which afford an illustration of the latter school, 88% of sixty-four schools provided current periodicals of a professional nature. Thirty-three per cent of these schools had reviews of such current periodicals given at staff meetings.

In the City of Vancouver, the policy with regard to professional reading is somewhat similar to that generally adopted in the high schools of Oklahoma.

Time Spent on Reading

In March 1937, a committee was appointed by the Vancouver Elementary School Teachers' Association to make a survey of the "teaching load" in the Vancouver elementary schools. As reading was considered by the committee to be a part of a teacher's "load", the questionnaire sent out contained the following item relevant to this point: "What is the average number of minutes per week you spend in private professional reading apart from that directly concerned with organized courses?"

Of the 481 teachers answering the questionnaire, 379 replied to the above question. Table XXX gives a record of these replies. By interpolation, the median for the group

(42) Garretson, O. K., "In Service Training of Teachers in High Schools of Oklahoma," School Review, 39:449 ff. June 1931

is 73 minutes per week. The range extends from 0 to 900 minutes. Although data on the time spent by other groups of teachers in professional reading are not available, it may be assumed that a similarly wide range could be expected. There are two factors that detract from the value of these data: first, that the returns are estimates; and, second, it is doubtful if the returns are wholly unbiased.

TABLE XXX TIME SPENT BY ELEMENTARY SCHOOL TEACHERS
ON PROFESSIONAL READING

Number of minutes	Principals & Vice-prin'ls	Special- ists	Gr. Teacher Male	Gr. Teacher Female	Total
0 - 19	..	..	..	25	25
20 - 39	3	4	6	77	90
40 - 59	..	..	1	7	8
60 - 79	14	3	6	67	90
80 - 99	1	2	1	13	17
100 - 119	..	..	1	3	4
120 - 139	9	7	4	34	54
140 - 159	1	2	2	11	16
160 - 179	1	..	..	..	1
180 - 199	7	1	5	13	26
200 - 219	2	..	2	6	10
240 - 259	..	..	..	..	..
260 - 279	2	1	1	6	10
300 - 319	..	..	..	..	..
320 - 339	2	4	2	8	16
360 - 379	1	..	..	..	1
400 - 419	..	..	..	..	..
420 - 439	..	..	..	2	2
440 - 459	1	..	..	2	2
460 - 479	..	..	1	..	2
500 - 519	..	..	..	..	..
520 - 539	..	..	1	..	1
540 - 559	..	..	..	..	..
560 - 579	..	1	..	2	3
580 - 599	..	..	..	..	..
600 - 619	..	..	..	1	1
620 - 639	..	..	..	..	..
640 - 659	..	..	..	..	..
660 - 679	..	..	..	..	..
680 - 699	..	..	..	..	..
700 - 719	..	..	..	..	..
720 - 739	..	..	..	..	..
740 - 759	..	..	..	..	..
760 - 779	..	..	..	..	..
780 - 799	..	..	..	..	..
800 - 819	..	..	..	..	..
820 - 839	..	..	..	..	..
840 - 859	..	..	..	..	..
860 - 879	..	..	..	..	..
880 - 899	..	..	..	..	..
900 - 919	..	..	..	..	..
Total	44	25	33	277	379
Median for the group					73

Facilities Available

The organized facilities for professional reading include (1) the professional libraries in the schools, (2) the Vancouver Principals' Association Community Library, (3) the Vancouver Public Library, (4) the library of the University of British Columbia, and, (5) the Provincial Library at Victoria, B. C.

The Professional Libraries in the Schools. The number of books and periodicals available in the secondary schools of the City of Vancouver is given in Table XXXI. The Table indicates that the number of volumes ranges from 471 in a junior-senior high school to 0 in no less than five senior high schools. The number of periodicals and the methods used to provide these show a similarly wide range.

Item 7 of the questionnaire used in the interviews with principals gives an indication of the number of teachers' references in the elementary schools. ⁽⁴³⁾ These facilities may be listed as follows:

1. Some facilities.
2. We have a few books many of which are out-of-date.
3. There are approximately fifty books in our library.
4. We have no facilities. The teachers buy their own references.
5. This school has thirty or forty volumes. These are supplemented by volumes from the Community Room Library.
6. There are a number of references. Many of these belong to me.
7. Our library grant is used to purchase references for pupils.
8. We have no facilities to mention, but I frequently bring up a number of books from the Community Room Library.

TABLE XXXI TEACHERS' LIBRARIES IN THE SECONDARY SCHOOLS (JAN. 1937)

	Point Grey	Templeton	Kitsilano	Magee	John Oliver	Technical	King Edward	Fairview	Other sch.	Total
No. of volumes	43	32	471	27	6	100	81	0	0	12
No. magazines subscribed for	8	5	18	4	1	4	0	9	0	49
Cost of magazines (1935)	\$4.50	..	..	..	..	47.09	..	\$ 15	0	..
Source of revenue										
a. Library grant	part	..	part	yes	..	part	..	part	0	..
b. Sep'te Appro'n	..	..	..	..	..	part	..	part	0	..
c. T'ch's cont'n	..	yes	..	..	..	..	..	..	0	..
Shelved:										
a. Pupil's Lib'y	..	yes	yes	yes	yes	yes	..	..	0	5
b. Separately	yes	..	..	yes	..	..	yes	yes	0	4
Administration										
a. Librarian	yes	yes	yes	yes	yes	yes	yes	yes	2	10
b. Teacher	..	..	..	..	..	..	..	yes	2	3
c. Principal	..	..	..	..	..	..	..	..	..	..

The above data were compiled from the questionnaire on library facilities, see page 8.

Vancouver School Principals' Association Community Library. The Community Room Library was inaugurated in 1918 by a group of principals. In 1920 it was established in the School Board offices where it has remained. The library, which is controlled by a Principals' Library Board appointed by the Vancouver Principals' Association, is open from 3:45 to 5:00 p. m. on week days and from 10:00 to 12:00 a.m. on Saturdays. The librarianship is held by a Vancouver teacher.

Books for this library are obtained in a variety of ways. Some are donated by publishers; some, by societies. Others are purchased from contributions made by the Principals' Association and the two teachers' organizations of Vancouver. The library does not receive a grant from either the School Board or the Department of Education.

During the period 1927 to 1937, the number of books catalogued increased from 1717 to 4027. In addition to these books, the library receives twenty-one educational periodicals. As these have not been kept intact, they are of little value for reference purposes.

The library circulation, according to Table XXXII, has remained relatively stable. On an average, each teacher of Vancouver has taken out two books per year. According to the bulletin issued by the Principals' Association, 1000 volumes are constantly in circulation.

The Library Board advertises the facilities available

in the library. This information frequently does not reach the teacher.

TABLE XXXII CIRCULATION OF
COMMUNITY ROOM LIBRARY

<u>Year</u>		<u>Circulation</u>
1925	.....	1445
1926	.....	1679
1927	.....	2092
1928	.....	2305
1929	.....	2564
1930	.....	2989
1931	.....	2356
1932	.....	1928
1933	.....	2085
1934	.....	2550
1935	.....	2251
1936	.....	2410
1937	.....	2322

Vancouver Public Library. Because of the organization of the Vancouver Public Library, data on (1) the number of Vancouver teachers who are members, (2) the number of professional references for teachers, and, (3) the circulation of these references were not available. From the library staff, the author gathered the following items pertinent to the study:

1. the library is used by a large number of Vancouver teachers
2. the library spends less than \$100 per year on teachers' references, and
3. the library is prepared to give efficient and longer service than the Teachers' Community Room Library but under the present condition could not provide a teachers' reference room.

Library of the University of British Columbia. The University of British Columbia maintains an extensive

library of books and periodicals for use by teachers in training. Teachers of Vancouver and other parts of British Columbia may use these references upon payment of a small library fee. Few teachers, however, take advantage of these facilities.

Provincial Government Library. The Provincial Government Library situated in the Parliament Buildings, Victoria, B. C. maintains a professional library for teachers. Books from this library are sent to teachers on request. These facilities are not used to any appreciable extent by the teachers of Vancouver. If the present projected plan to spend approximately \$10,000 on books for this library materializes, and if such books are advertised, these facilities will undoubtedly increase in importance.

Opinions of Teachers on Library Facilities

The opinions of fifty teachers toward the library facilities in the schools and the Community Room Library were obtained during interviews. The items used and the results obtained are as follows:

9a. Are you satisfied with the facilities offered to teachers to do professional reading?

<u>Answers</u>	<u>Frequencies</u>
Yes	13
No	37

9b. If not, do you consider that centralizing the existing facilities would be in the nature of an improvement?

<u>Answers</u>	<u>Frequencies</u>
Yes	28
No	9

9c. Suggest other means of improving the facilities for professional reading.

<u>Answers</u>	<u>f</u>
1. Worthwhile professional books and articles in professional magazines should be advertised to the teachers	6
2. Books and magazines might be circulated to the schools	5
3. More educational books and magazines needed	2
4. Professional literature should be read in connection with specific projects	2
5. Professional books and magazines should be provided by the school board	2
6. Professional books and magazines should be circulated among the teachers of special departments and discussed at department meetings	2
7. More up-to-date school libraries needed	1
8. Better use should be made of the B. C. T. F. magazine	1
9. Socialized reading groups would, I think, stimulate professional reading	1
10. No magazines in my school--consolidate educational literature	1
11. We need a full time librarian with ability to review books. One whose duty it would be to advise members by circular of new material either text or periodical, and to advise whether or not time should be spent reading certain books and articles	1

From item 9a it is evident that, of the fifty teachers interviewed, 37 or 74% are not satisfied with the existing facilities. Item 9b indicates that 56% consider that centralizing the facilities would be an improvement. In answer to item 9c, eleven suggestions for improving the facilities for professional reading were received. These suggestions

have been included for purposes of reference. No discussion of them will be attempted at this point.

Opinions of Principals on the Facilities
for Professional Reading

During the interviews with the elementary school principals, the author obtained their reactions toward the facilities for professional reading. These reactions or suggestions are as follows:

1. Each school should have a small library of necessary books.
2. Teachers should co-operate in purchasing their own books.
3. Teachers should purchase their own references. We have little enough money for pupils' books.
4. The facilities should be centralized and distributed through a school service.
5. The Teachers' Community Library should be sufficient for the teachers' needs.
6. We need a Teachers' Reference Room in the Vancouver Public Library.

Comments of Librarians on the Present Policy

The questionnaire on library facilities contained the following item: (45) "Please comment on the present policy.

Would you change it in any way?" The comments received are as follows:

1. Teachers' Community Library considered sufficient.
2. No money spent on teachers' references.
3. Books for teachers should be paid for by the individual school.
4. The facilities in this school are very poor.
5. We need a central department for housing and circulating professional literature.

Weaknesses in the Existing Facilities

The weaknesses which appear in the facilities, at present available for professional reading, may be listed as follows:

1. Since the schools determine their individual policy, there is a marked variation in the number and type of references provided.
2. There is much variation in the source of the money used to purchase professional books and periodicals.
3. There is too much duplication of reference books and periodicals.
4. At present date the facilities in the system are not made available to all teachers.
5. The reference books and periodicals which are available to all teachers are not advertised sufficiently.

From previous data, it is clear that no general library policy has been adopted in Vancouver. Since the policy governing the facilities for professional literature will undoubtedly be influenced by the policy governing school libraries in general, little improvement in the facilities for professional reading can be expected until a school library policy has been adopted.⁽⁴⁶⁾

Recommendations

The facilities for professional reading, i. e., the books and periodicals in the schools and the Community Room Library, would be improved if they were centralized either under the control of the School Board or the Vancouver Public Library. The controlling agency would depend on the library policy adopted.

In addition to centralization of facilities, there appears to be a need for better service. This might be provided in two ways: first, the appointment of a librarian

(46) For a detailed account of the generally accepted school library policies, the following reference will be found valuable: Fargo, Lucille F., "The Library in the School", (Chicago American Library Association, 1933)

to take charge of the centralized facilities; and, second, the inauguration of a service by which desired books and periodicals could be sent to the teachers at their respective schools. This service would necessitate each school having a catalogue of the references available in the central library, and co-operation between the school librarian and the librarian in charge of the centralized facilities.

The improving of the facilities for professional reading would not necessarily mean that a greater degree of professional growth would take place through the increased use of these facilities. Since professional reading is an instrument for professional growth rather than growth in itself, it is essential that proper guidance be given in the use of this instrument. This guidance would involve the preparation of bibliographies on projects or studies undertaken by teachers, the advertising of new and worthwhile books and periodicals, and the indicating of suitable references when the use of such references might bring about necessary professional growth.

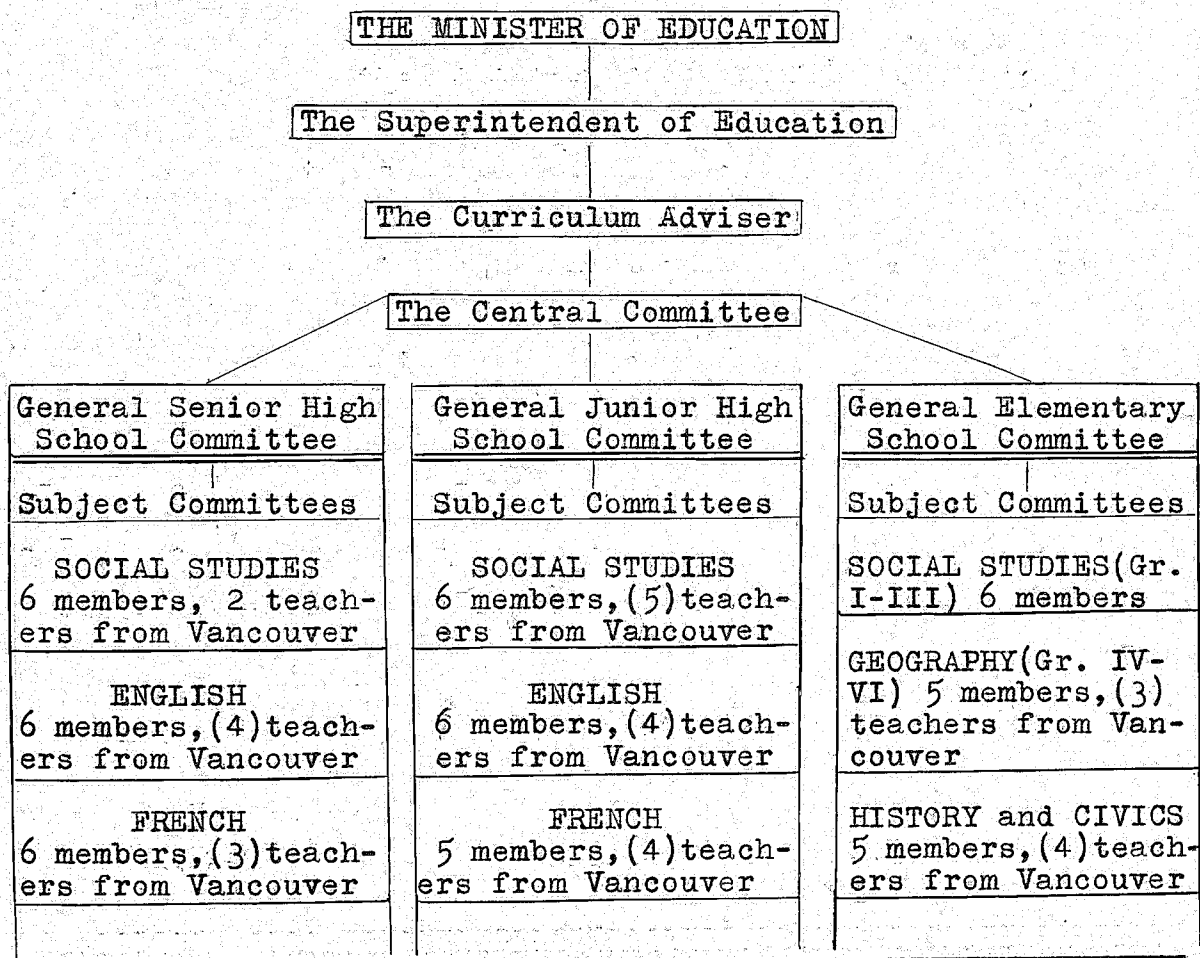
PARTICIPATION IN CURRICULUM REVISION

Curriculum revision may be considered as a means of motivating professional growth-in-service. Not only does the functioning of such a curriculum require professional growth in teachers using the curriculum, but also it demands a greater and more immediate growth in those actively engaged in its revision.

In 1935, the Department of Education decided to revise the curriculum for the public schools. The general plan for the revision as outlined in the Report of the Superintendent of Education is as follows:

"Committees composed of administrative officers, normal-school instructors, inspectors of schools, and teachers were selected to carry out the work under the direction of the Minister of Education and the Superintendent of Education". (47)

The articulation of these committees may be illustrated thus:



(47) British Columbia Department of Education, "Public Schools Report", (1935-36), p. 26

MATHEMATICS 8 members, (4) teachers from Vancouver
GENERAL SCIENCE 12 members (7) teachers from Vancouver
CLASSICS 6 members, (3) teachers from Vancouver
PHYSICAL EDUCATION 6 members, 3 teachers from Vancouver
GUIDANCE 5 members, (5) teachers from Vancouver
COMMERCIAL 12 members (9) teachers from Vancouver
TECHNICAL 16 members, 8 teachers from Vancouver
HEALTH 6 members, (4) teachers from Vancouver
GEOGRAPHY 5 members, (4) teachers from Vancouver
GERMAN 3 members, 1 teacher from Vancouver

MATHEMATICS 6 members, (5) teachers from Vancouver
GENERAL SCIENCE 6 members, 4 teachers from Vancouver
LATIN 3 members, (2) teachers from Vancouver
HEALTH & PHY. EDN. 6 members, (4) teachers from Vancouver
GUIDANCE 5 members, (5) teachers from Vancouver
COMMERCIAL 5 members, (3) teachers from Vancouver
INDUSTRIAL ARTS 7 members, (5) teachers from Vancouver
VISUAL EDUCATION 4 members, (4) teachers from Vancouver

ARITHMETIC 6 members, 0 teachers from Vancouver
ELEMENTARY SCIENCE 5 members, 3 teachers from Vancouver
CHARACTER EDUCATION 6 members, 2 teachers from Vancouver
HEALTH & PHY. EDN. 5 members, 2 teachers from Vancouver
LANGUAGE 5 members, (2) teachers from Vancouver
SPELLING 5 members, 3 teachers from Vancouver
READING; LITERARY APPRECIATION 5 members, 3 teachers from Vancouver
WRITING 5 members, 2 teachers from Vancouver
MUSIC: MUSIC APPRECIATION. 4 members (1) teacher from Vancouver
GRAPHIC ARTS: ART APPRECIATION. 5 members, 2 teachers from Vancouver
LIBRARY 5 members, (4) teachers from Vancouver
PRACTICAL ARTS 5 members, 2 teachers from Vancouver

MUSIC 6 members, (4) teachers from Vancouver
ART 11 members, 6 teachers from Vancouver
LIBRARY 4 members, (4) teachers from Vancouver

HOME ECONOMICS 6 members, 2 teachers from Vancouver
--

The above diagram has been arranged to indicate the number of Vancouver teachers participating actively in the revision. Where the number has been placed in brackets thus(9), the chairmanship of that particular committee was held by a teacher from this system.

The information in this diagram was obtained from material supplied by the office of the Technical Adviser to the Department of Education.

Although curriculum revision is a provincial project, its inclusion in this thesis may be justified by the fact that of the 245 teachers actively participating on subject committees, 140 or 57% were employed in the Vancouver school system. This percentage is large in view of the fact that this system employs about twenty-five per cent of the teachers of the province.

The selecting of such a large per cent of the total membership from those employed in Vancouver may be justified on the following grounds: (1) it reduced the cost of transporting teachers to meetings, (2) the holding of a large number of the meetings in Vancouver made it more convenient for the Curriculum Adviser to make contact with the committees, and, (3) there were a number of well-qualified teachers in Vancouver. Item 3 is borne out by the fact that the chairmen of twenty-six of the forty-three committees were teachers from the Vancouver system.

Professional Growth through Preliminary Study

It is essential that there should be adequate professional

growth through preliminary study before the revision of the curriculum is begun. Of this growth the Superintendent of Education reports that: "All committees, both general and subject, began their work by a study of literature upon curriculum-building and an examination of modern curricula (48) produced elsewhere". The responsibility for seeing that this preliminary study was accomplished rested with the Curriculum Adviser. It was his duty: to see that an adequate bibliography on curriculum construction was prepared, that the references in the bibliography were purchased and distributed to the members of committees; to prepare analyses of books and articles pertaining to curriculum revision; and to place before the subject committees the educational philosophy to be followed, the aims, and the general organization to be adopted by all subject committees.

The time allotted for this preparation varied with the programme of studies revised. Those revising the senior high school programme spent approximately six months on preparation; those revising the elementary school and the junior high school programmes, less.

Time Required to Revise the Curriculum

At the beginning of October 1935, the subject committees for the revision of the programme of studies for the elementary school met. In January 1936 those for the revision of the senior and junior high school programmes were appointed.

(48) British Columbia Department of Education,
op. cit., p. 27.

By the opening of the school year 1936-1937, the elementary school and the junior high school programmes were placed in the schools. The senior high school programme was, with the exception of the last two years of English, completed by December 1937.

In appreciation of the work accomplished by the teachers, the Department of Education granted a small honorarium to those actively engaged in the revision.

Professional Growth Arising Out of Curriculum Revision

In a previous paragraph, the author stated that the functioning of a revised curriculum, (or any curriculum) required professional growth in teachers using the curriculum. Undoubtedly, the most satisfactory growth takes place when organized facilities are provided.

At the 1937 Summer School of Education, the courses offered were organized around the new curriculum. Of a total faculty of 37 at this school, 23 had been or were at the time actively engaged in the revision. Nine of these were teachers employed in the Vancouver schools.

Some of the voluntary efforts toward reorientating the teachers to the curriculum would include the addresses given by the Curriculum Adviser to teacher-groups and the discussions of the curriculum held at the Teachers' Conventions of 1936 and 1937.

The work of interpreting the curriculum, adjusting it to individual differences in pupils, and seeing that it is being applied becomes the duty of the inspectors, principals,

and teachers, working in harmony.

In the Vancouver system, where inspection is by schools rather than teachers, the principals take over the function of inspectors. Those principals interviewed by the author indicated that they were holding teachers' meetings to discuss the new programme of studies but, because of pressure of other duties, they were unable to give sufficient time to supervise the application of the programme. It is the opinion of the author, based upon observation and discussions with numerous teachers, that considerable variation will be found in the policies adopted in applying the revised curriculum. If such a condition exists, then there is need for organization and systematization to insure that all pupils in the system are receiving full benefit from the revised curriculum.

No curriculum is ever finished. It requires continual adjustment and revision. Although such work is the prerogative of the Department of Education, there is scope for much adjustment within the limits of the curriculum to meet the needs created by individual pupil-differences. In the Vancouver school system, which has a teacher population and a pupil population of 1210 and 40,145 respectively, provision should be made for (1) the organization of the curriculum to meet pupil-differences, (2) the adoption of a uniformity of policy, (3) the correlation of subjects, and, (4) the necessary facilities to insure the functioning of the curriculum.

PARTICIPATION IN GROUP STUDIES

Participation of teachers in group or co-operative studies is one of the means of promoting professional growth-in-service. These studies not only directly stimulate professional growth in those teachers actively participating but also, through the dissemination of the results of the studies, indirectly promote growth in all teachers concerned.

Attitude of Teachers toward Group Studies

That the teachers interviewed considered participation in group studies to be a valuable means of professional growth-in-service may be ascertained from the following information:
(49)

Item 14a. Do you feel that membership in study groups adds to your professional growth?

<u>Answers</u>	<u>Frequencies</u>
Yes	49
No	1

Item 14b. How or by whom should such groups be organized?

<u>Answers</u>	<u>f</u>
1. Teachers or teachers' professional organizations	16
2. The school administration	12
3. The supervisors	4
4. The university	1

That participation in study groups adds to professional growth seems to be generally admitted. Differences of opinion arise as to the best agency for organizing these study groups. Much work has been accomplished through such groups, and an examination of this will shed light on this question.

Studies and Study Groups Sponsored by
Teachers' Organizations

The influence of the Vancouver teachers has been felt in group studies sponsored by the following associations:

The Vancouver Secondary Teachers' Association
The Vancouver Elementary Teachers' Association
The Secondary School Teachers' Association of the Lower
Mainland
The British Columbia Teachers' Federation

The Vancouver Secondary Teachers' Association. The following synopsis indicates the group studies made by this
(50)
association:

October 1935 to March 1936. A study of the "King Report on Educational Finance in British Columbia". This study required the work of four teachers. Mimeographed copies of the study were distributed to members of the Association. The study was discussed in meetings of the Association and at the Easter Convention of 1936.

September 1935 to June 1936. An Investigation of Teaching Load. Four teachers worked on this committee, the report of which was incomplete because of unsatisfactory returns.

September 1935 to April 1938. A Study of the Teachers' Professional Bill. This study required the work of twelve teachers. A number of reports have been submitted and many discussions held at meetings of the Association.

January 1937 to January 1938. Sick Benefit Fund Study. Three committees composed of fifteen teachers brought in a report on a sick benefit fund plan which has resulted in the plan being formally adopted by the Association.

Permanent Problems Committee. This committee consists of five members appointed annually. It has recently undertaken a study of Extra-Curricular Activities and their effect on the teaching load.

It is evident from the nature of these studies that they have been made in the interests of the teachers as members

(50) The information used in these synopses was obtained from the secretary of the association.

of a professional organization. From a point of view of professional growth-in-service, such studies can be considered as of secondary importance.

Vancouver Elementary Teachers' Association. The Vancouver Elementary School Teachers' Association has initiated the following studies:
(51)

September 1936. A Critical Study of the New Curriculum. Seven teachers prepared a report which was mimeographed and sent to each Provincial District Council. The report was also discussed at the 1937 Convention.

October 1936. A Study of "teaching load" among the Elementary School Teachers. At least eight teachers contributed to this study. At the time of this thesis, the study had not been organized into its final form. Interim reports have been discussed at meetings of the Association.

The first study made is more in the nature of the type of professional growth which will have a beneficial influence on the educational background of the teacher. It is this type of group study which the author considers to be of major importance to the teacher.

The Secondary School Teachers' Association of the Lower Mainland. The membership of this association is drawn from the lower mainland of British Columbia. The group studies credited to this association have been included because of the fact that Vancouver teachers constitute a large proportion of the membership. As the following studies indicate, this association has been interested in the professional problems of teachers:

(51) This information was obtained from the secretary of the association.

(52)

Professional Studies Undertaken by the S. S. T. A. L. M.

1. Certification of High School Teachers, Feb. 1920, (p. 13)
2. High School Curriculum, December 1920, (p. 27-31)
3. Music Credits, May 1921, (p. 42)
4. Departmental Examination Procedure, December 1921, (p. 48, 53-57, 197)
5. High School Entrance Procedure, (p. 59-60)
6. Athletic and Physical Education, (p. 64)
7. Curriculum Committee, April 1922, (p. 66, 197)
8. Text-book Costs, December 1922, (p. 75)
9. School Administration, January 1923, (p. 78, 82-85, 134, 137)
10. School Libraries, March 1934, (p. 97)
11. Study of the Middle School, March 1926, (report missing)
12. Matric Marks, October 1926, (p. 133, 137)
13. Teacher Training, April 1927, (p. 140, 185, 197)
14. Accrediting High Schools, April 1927, (pp. 141, 198)
15. Letter Grading, April 1927, (p. 143)
16. Modern Language Study, February 1928, (p. 155, 179)
17. English and History, February 1928, (p. 156)
18. Unemployment, January 1933 Second Book (p. 8)
19. Labour Affiliation, June 1932, (p. 14, 20)
20. P. G. E. Sale, December 1932, (p. 5)
21. Professional Organizations, etc., March 1933, (p. 32)
22. Educational Research, December 1933, (p. 40)
23. Standardized Tests, October 1934, (p. 47)

It can be seen that the majority of these studies have centered around problems which have arisen as the result of the teachers' work in the school. The value of these studies is difficult to determine. Some have been used for reference purposes; other have influenced educational policy in the province.

The British Columbia Teachers' Federation. It frequently occurs that the central organization, known as the Federation, initiates studies in the interests of all members of the Federation. It is not the intention of the author to give a complete record of all the studies sponsored by

(52) According to the secretary, some of the reports are missing. The numbers in brackets refer to the pages in the minutes of the association.

the Federation. These may be obtained from the files of the association. Some of these studies, in which Vancouver teachers have actively participated, may be briefly stated as follows:

(53)
November 1929. Report or Study Re Size of Classes. This study was conducted by the Vancouver principals.

July 14, 1931. Interim Report of the Committee on the Larger Administrative Units. This report was mimeographed and distributed upon request to members of the Association.

March 38, 1931. Joint Report of the B. C. T. F. Committee and the Committee of the S. S. T. A. L. M., The Accrediting of High Schools and the Reform of the Departmental Examination System. This report was printed, a copy sent to all members of the Association, the report was thoroughly discussed at Convention, and it has since been referred to in the recent discussion on Accrediting of High Schools.

March 12, 1932. Provincial Salary Committee. This committee consisted of nine members, four of which were teachers employed in the Vancouver schools. The report occupied an issue of the official organ of the Association. Since the teachers' salary committee and the people's salary committee could not reach an agreement, no beneficial results accrued to the teachers from this report.

October 1932. Committee to consider the "Kidd Report". Seven Vancouver teachers were members of this committee.

July 1933. Study of the Final Examinations in Major Subjects for Summer Session Students. The results of this study was the abolishing of the final examinations for Summer Session students.

In April 4, 1931, there was set up a Bureau of Educational Research. From time to time this bureau has undergone re-organization. It usually functions through committees. The reports of these committees have had considerable influence on the formation of resolutions to be passed by the association and then submitted to the Department of Education.

Summary. It appears from the data presented that the Secondary School Teachers' Association of the Lower Main-

(53) These studies were selected by the author from the "Files" of the Federation.

land has done more than other associations to further the professional growth-in-service of teachers. Few group studies of a purely classroom nature have been made by any of the associations. It seems that either the problems are not acute or the organization for studying these problems has not been efficiently developed.

Study Groups Organized by the School Administration

The teachers interviewed suggested that group studies should be organized by the school administration. This plan appears to be feasible in cases where the school is large enough to warrant such an organization. The problems studied in this case would apply chiefly to the school in which the study group has been organized.

Group Studies Through Co-operative Effort

It seems to the author that among the most valuable study groups are those in which the teachers and the administrative body of the school system work together to solve their common problems. An excellent example of this co-operative effort is seen in the work of the Professional Committee of the Teachers' Association of Camden, N. J., under the direction of Dr. Leon N. Neulen, Superintendent
(54)
of Schools. This organization has inaugurated a five-year programme for the education of teachers in service. Each year a major theme, broad enough to reach all levels of the system, is studied. The theme studied the first year was

(54) School and Society 39 March 17, 1934, "Program for Teachers-in-service in Camden, N. J.", p. 339

"the cultivation of specific character traits through school experiences." This study involved the following factors (55) which contributed to the education of teachers in service:

1. Library and bibliography.
2. Teachers' meetings and round-table discussions.
3. Reading circles.
4. School survey and social service work.
5. Research and experimentation.
6. Educational clinics and mental hygiene.
7. Educational contributions to educational literature.
8. The press.
9. The public forum.
10. Radio education.

One of the weaknesses in this plan is its emphasis on the professional growth-in-service rather than on the need of a solution of the problem. The professional growth derived from group studies should be a result of the method used to solve the common problems. It should not be the reason for organizing group studies. Where common problems exist, the solving of them through group studies organized through the co-operative efforts of the teachers and the administrative authorities should stimulate professional growth. This co-operative effort should tend to develop a common bond between the teachers and the administrative authorities, and to raise the standard of the group studies.

TEACHER INTERVISITING

Teacher intervisiting for the purposes of observation of lessons, projects, and experiments has received prominence as one of the major methods of promoting professional growth-in-service. This prominence is attested by the

(55) School and Society, op. cit., p. 340

fact that F. L. Whitney, in his examination of one hundred educational systems in the United States, found that "visiting teachers" ranked seventh in a list of seventeen activities for the continuation of professional training. (56)

Teacher Intervisiting in Vancouver

Up to the end of 1937, teacher intervisiting was not stressed in Vancouver. The little visiting that had been accomplished had received its initiative from individual teachers.

The first attempt to introduce a plan for teacher intervisiting was made in January 1938 by the Elementary Vice-Principals' Association. This scheme, which has been endorsed by the Superintendent of Schools, will permit small groups of teachers to visit schools while they are in session. The plan is particularly significant in view of the school board's policy of promoting vice-principals of elementary schools to positions in junior high schools.

The organizing of a plan for inter-visiting may be considered as an indication that some teachers are awakening to its possibilities for professional growth. The replies to item 10 of the questionnaire used in the interviews substantiates this conclusion. (57)

Item 10. Would you welcome a plan for teacher inter-visiting?

<u>Answers</u>	<u>Frequencies.</u>
Yes	44
No	6

(56) Whitney, F. L., "The Growth of Teachers in Service." (The Century Company, New York, 1927) p. 161.
8 (57) p. 11

<u>Remarks</u>	<u>f</u>
1. Such a plan should be organized by the school administrator	10
2. The plan should be definitely planned to provide specific opportunity	4
3. To prove successful the plan should be so organized to eliminate professional jealousy	1

Some Desirable Practices

Teacher visiting, unless properly organized, usually develops into a haphazard type of visiting. On this point, F. L. Whitney writes:

"The writer well remembers how complacent he felt in his first superintendency after having persuaded the board of education to give visiting days to the teachers, but how chagrin followed several of these visits, as he had not made detailed arrangements as to just what teachers should be called on nor had he insured capitalization of values (58) received by requiring reports to the faculty upon return".

It is the opinion of the author that any scheme for teacher intervisiting should be on the basis of voluntary rather than compulsory visiting. Such visiting becomes purposive when the teacher has a problem which visiting may help solve and when he visits the most fertile source of information. His visit should be planned in such a way that: (1) it does not become burdensome to those relieving him and to those receiving him, (2) the purpose of the visit should be specific, and, (3) those teachers receiving the visit should be notified beforehand and should carefully prepare for receiving the visitor in order that the visit may be as fruitful as possible.

The introducing of a plan for teacher intervisiting which would incorporate the aforementioned practices could be accomplished with but little additional organization. First the system should be surveyed to determine the possibilities for teacher intervisiting. This information on general school activities, experiments, and specific classroom projects might be circulated to the types of school to which it applied. Second, principals would be required to encourage those teachers most likely to profit from such visiting to avail themselves of the opportunities provided. Possible candidates for promotion to junior high schools should be encouraged to visit this type of school. Those candidates for promotion to senior high schools should be encouraged to visit the type to which they would be promoted. Teachers who would profit from observation of lessons in their fields should be stimulated to make such observations. Third, arrangements for such visiting would be made through the teacher's principal who would, in turn, insure that the visit was profitable and desirable. Fourth, the principal of the school to which the visit is being made should see that suitable arrangements are made for receiving the visiting teacher. Teacher intervisiting could also be linked up with the efforts to solve common problems. Teachers undertaking group studies, common to the system, might use the plan of intervisiting to gather and to disseminate information pertinent to the studies.

The author believes that the inauguration of such a plan for teacher intervisiting would eventually bring to the fore the most desirable educational practices in the system, and aid materially in developing an "esprit de corps" among the teachers.

THE RESPONSIBILITY OF THE PRINCIPAL TOWARD PROFESSIONAL GROWTH-IN-SERVICE

Before the responsibility of the principal toward the professional growth-in-service of the members of his staff can be determined it is essential that the function of the principal be determined.

The Function of the Principal

On this continent, the educational philosophy of the present century has stressed the need of education for individual differences in pupils. Before such a concept could be put into practice, changes in school organization were necessary. In rural areas, these changes were in the direction of consolidated schools; in urban areas, toward the large school with a highly differentiated programme of courses.

These changes in organization introduced changes in the function of the school principal. Whereas under the previous organization the principal was mainly a "doer", he now becomes a director. No longer does the principal receive his position solely as a reward for long and faithful service. He now receives it as a promotion based on his training and other qualifications. The more important of

these qualifications are:

1. A comprehensive knowledge and understanding of educational philosophy and principles.
2. A wide knowledge of school organization.
3. The ability to co-ordinate the activities of the school and to delegate authority to those most capable of producing the desired results.
4. The power to stimulate and direct the members of his staff.
5. The ability to make contact with the public.

He should be a leader, trained in educational administration.

It is this conception of the function of the principal that will be used by the author in his interpretation of this part of the study.

Effort of the Vancouver Principals to Promote Professional Growth-in-Service

That the Vancouver school principals are thinking along the lines of teacher training-in-service is indicated by the following recommendations submitted by the Vancouver School Principals' Association to the Superintendent of Schools:

On Teacher Training-in-Service

- a. That the principal of the school and the supervisor, after consultation with the inspectors and superintendent, suggest teachers who should take proposed courses.
- b. That time and content limits of courses should be set and made known at the commencement of courses.
- c. That at the successful completion of a course the teacher should be considered qualified to do the work.
- d. That no teacher be expected to carry more than one professional course at a time.
- e. That where a course is given in school time the best possible arrangement be made for carrying on his work by substitute.

- f. That the principal be not expected to give unduly of his administrative time in the capacity of substitute.
- g. That supervisors spend as much time as possible in practical demonstration work in the schools.
- h. That due regard be paid to pupils' interests in every case.
- i. That one day each week be regarded as necessary for staff or professional meetings. Wednesday suggested. (59)

The courses referred to are those given by the Vancouver supervisors under the auspices of the Vancouver School Board.

To determine the efforts of the principals to promote the professional growth-in-service of the members of their staffs, the author interviewed sixteen Vancouver school principals. (60)

The results of these interviews are as follows:

1a. How do you supervise the members of your staff?

Replies

- | | |
|--|---|
| 1. Supervision is conducted informally | f |
| 2. Proven teachers are not supervised | 8 |
| 3. Principal uses testing programme which indicates weaknesses in pupil standing and in teaching | 5 |
| 4. Principal gains knowledge of teacher's work while substituting for him | 4 |
| 5. Supervision of weak teachers only | 3 |
| 6. Formally visits all teachers once or twice per yr. | 2 |
| 7. Supervision of new teachers formally and informally | 2 |
| 8. Principal checks all preview books | 1 |

1b. Why do you use this method?

Replies

- | | |
|---|---|
| 1. Pressure of office routine prevents more supervision | f |
| 2. Principal finds testing indicates strong and weak teaching | 5 |
| | 2 |

(59) Vancouver School Principals' Association, "Report of the Committee on Teacher Training-in-Service". (mimeographed)

(60) For a detailed account of the procedure adopted see Chapter II, p. 13.

2. What methods do you use to bring about professional growth in teachers when you find such growth to be necessary?

Replies

f

- | | |
|---|---|
| 1. Hold conferences with teachers to indicate needed improvement in class work | 5 |
| 2. Encourage professional reading by (a) suggesting suitable references, (b) requiring special reading, or (c) taking books to teachers | 5 |
| 3. Arrange for demonstration lessons by: | |
| a. principal | 3 |
| b. supervisor | 2 |
| c. teacher | 2 |
| 4. Advise teacher what courses they should take to bring about desired improvement | 3 |
| 5. Arrange for other teachers to advise and support the weak teacher | 3 |
| 6. Suggest successful procedures adopted by others | 1 |
| 7. Arrange for teachers to visit other teachers for observation | 1 |

3. How do you utilize your Teachers' Meetings to aid the professional growth of the members of your staff?

Replies

f

- | | |
|--|----|
| 1. Teachers' Meetings for school business--meetings formally conducted | 10 |
| 2. Teachers' Meetings to discuss programme of studies: | |
| a. formally conducted | 8 |
| b. teacher discussion | 2 |
| 3. Subject meetings held to discuss limits, procedures, and special problems | 4 |
| 4. Professional literature discussed at staff meetings | 2 |
| 5. Teachers formulate and discuss projects on programme of studies | 2 |

4. What schemes or projects do you organize to improve your staff?

Replies

f

- | | |
|--|---|
| 1. Group studies on timetable, course of studies, extra-curricular activities | 4 |
| 2. Group studies on suitable school activities | 3 |
| 3. Members of the staff given administrative duties | 3 |
| 4. Worthwhile professional literature brought to the attention of the staff through principal's bulletin | 2 |
| 5. Integration of a health programme throughout the school | 2 |

- | | |
|--|---|
| 6. Group study on "Character Training" | 1 |
| 7. Group studies on Programme of Studies | 2 |
| 8. Teachers informed on outside activities and encouraged to participate in them | 1 |
| 9. Experimentation encouraged | 1 |

5. What other opportunities might the school, as an educational institution, provide?

Replies

- | | |
|---|---|
| 1. Opportunities for promotion should be indicated and guidance extended to possible candidates | 3 |
| 2. Opportunities and encouragement for experimentation | 2 |
| 3. Teachers should be encouraged to take a more active interest in the community | 1 |

6. What opportunities do you consider are lacking in our present facilities for professional growth?

Replies

- | | |
|---|---|
| 1. Dearth of professional courses | 2 |
| 2. Inadequate library facilities | 2 |
| 3. System requires more supervisors | 1 |
| 4. Teachers who raise their qualifications and if by so doing raise the standard of their teaching should be given salary rewards irrespective of their positions | 1 |
| 5. There is need for a <u>demonstration</u> and experimental school | 1 |

7. General remarks--not classified

- | | |
|---|---|
| 1. Too much emphasis on academic rather than professional qualifications | 2 |
| 2. Too much degree work--main work improving relations between teacher and pupils | 1 |
| 3. Too much appraisal on scholastic attainment and not enough on teaching ability and teacher-personality | 1 |
| 4. Too much training tends to unbalance the system | 1 |
| 5. I question the present day emphasis on paper qualifications | 1 |
| 6. Does raising the standard of certificate raise the standard professionally? | 1 |
| 7. Many teachers are growing professionally at too rapid a rate. They require holding back. | 1 |
| 8. Elementary schools being bled to feed junior and senior high schools | 1 |
| 9. Principals fall down in stimulating growth of teachers. They fail to recognize individual differences | 1 |
| 10. One of the principal's difficulties is to encourage | |

the problem teacher to grow. What is to be done with the teacher who can't or won't grow?

1

The results of the interviews indicate that there is a variety of procedures adopted by the principals to promote the professional growth-in-service of teachers.

Excepting for new appointees to the school, informal supervision seems most popular. This consists of making mental notes while interviewing teachers on routine business. Some principals indicate that they are not satisfied with their supervisory efforts, but maintain that the burden of office routine prohibits further effort.

The methods used to bring about professional growth when such growth appears to be necessary are generally accepted procedures. From the frequencies it is apparent that less than fifty per cent of those interviewed adopt the same procedures.

All principals used either the staff meeting or the subject meeting to discuss the new programme of studies. The staff meeting is generally used for purely formal or routine business.

Item 4 introduces an arbitrary point. Should projects be organized to promote professional growth-in-service or should the professional growth be an outgrowth of projects which are necessary for the efficient functioning of the school? From the replies, it seems that the principals interviewed favor the latter point of view. From the frequencies, it may be concluded that the efforts in this direction are not extensive.

The replies to items 5 and 6 need no comment. Those to item 7 show that a number of principals question the present-day emphasis on professional growth-in-service through formal study and the neglect of professional growth through other means.

The efforts of these principals compare favorably with some of the methods used by sixty-four principals in the high schools of Oklahoma. These methods may be summarized as follows:

1. No one practice employed by all principals reporting.
2. 94% provide for attendance at state teachers' meetings.
3. 94% of those replying used superior teachers for demonstration lessons.
4. Majority of principals visited classrooms for supervision, and held conferences with teachers.
5. Over 50% have planned staff meetings--hold departmental meetings, expect reports--allow staff to determine school policy.
6. Most of the schools arrange for extension courses--require attendance at summer school--provide current professional literature--and encourage experimentation.
7. One-third arrange for demonstration teaching--provide for reviews of current professional literature--allow inter-classroom visitation by teachers. (61)

The Responsibility of the Principal Toward
Professional Growth-in-Service

In their book "The Elementary School", Reavis, W. C., Pierce et al. discuss, in some detail, the responsibilities of the principal for the professional growth of teachers. They conclude by giving the following principles in the professional improvement of teachers:

1. Each teacher must be considered as potentially capable of professional improvement until found otherwise.
2. He (the principal) must organize his school as a training institution for the professional development of the members of his staff.

(61) Garretson, O. K., "In-Service Training of Teachers in High Schools in Oklahoma", School Review, 39: pp. 449 - 60, June 1931.

3. The individual teacher must be led to view her professional improvement as a personal responsibility.
4. As a means of interesting teachers in professional improvement, they must be made conscious of traits and trait actions which are essential to successful teaching.
5. In order to interest teachers in a personal program of professional growth and improvement they must be made acquainted with the activities which are performed by successful teachers, and training provided in the development of the activities with which they are unacquainted or in which they are untrained." (62)

The principal who conceives his position as that of an educational leader and administrator would undoubtedly apply such principles in his school.

All principals in Vancouver are not working under the same conditions. The majority are part-time supervising principals. Of those interviewed by the author, ten came under this category. These would have little time to devote to the professional improvement of the members of their staffs.

From the results of the interviews with principals and an examination of the procedures adopted elsewhere, it appears that more can be done to utilize the school as a medium for the professional growth-in-service. The major supervisory efforts might be placed under the control of supervisors who are specialists in their fields of supervision. Some form of teacher-rating might be used by the principal as a basis for conferences with teachers on their professional growth-in-service. More interest should be taken in professional growth, not only as this growth affects the school, but also as it affects the educational system. The teachers' meetings

(62) Reavis, W. C., Pierce et al., "The Elementary School", The University of Chicago Press, Chicago, Ill. 1931, p. 360

and the departmental meetings could be further organized to develop a unanimity in educational principles and a scientific attitude toward education; to discuss contributions to education and educational literature; to promote the growth of the staff by making them familiar with the projects, studies, and experiments being undertaken in the school and in the system. All projects, studies, and experiments should be organized with a view to furthering the professional growth of all the teachers in the school; and, where applicable, of all teachers in the system. Giving guidance in the professional growth needed in the school and the system, and guidance in possibilities for advancement seem to be responsibilities which come within the province of the principal. If the school provided more opportunities for professional growth-in-service, much of the criticism of excessive formal study would be eliminated. The organizing and directing of such opportunities is the responsibility of the principal.

SUPERVISORY EFFORTS TO PROMOTE
PROFESSIONAL GROWTH-IN-SERVICE

The Vancouver school system employs supervisors in the fields of art, home economics, manual arts, manual training, music, physical education and health, and primary grade work.

The work of these supervisors consists of general supervision, the demonstration of lessons, organization of courses, and the training of teachers through short courses. These supervisors are also required to report on teachers and by so doing assume the roll of inspectors.

From the study of the efforts of the principals to promote professional growth-in-service, it appeared that supervision of teachers was one aspect that was not receiving sufficient attention. For this reason the author suggested that much of this supervision should be placed in the hands of competent supervisors. The adoption of such a plan would necessitate the appointing of additional supervisors.

That such a plan would appeal to some Vancouver teachers (64) is indicated in the results obtained from interviews. These results may be summarized as follows:

12. Is there a place in the system for more supervisors?

<u>Answers</u>	<u>Frequencies</u>
Yes	47
No	3

12b. What would be their main function?

<u>Answers</u>	<u>f</u>
1. To stimulate professional growth and teaching efficiency	42
2. The supervisor should be an organizer and promoter. He should set the standards of attainment.	1
3. Supervisory guidance of all teachers of science, Send out information re visual aids, tests, and new experiments. He should conduct study groups and help teachers publish the results of studies	1
4. To organize and supervise all music education in our schools. He should be responsible for all music purchases.	1
5. To stimulate teaching efficiency. I do not consider that the giving of courses in methods is the complete fulfilment of a supervisor's duty.	1

If supervision is necessary for the efficient functioning of a school system, then there is need for supervisors in such fields as English, social studies, general science, and

mathematics, since these fields are relatively constants. To provide adequate supervision would require supervisors for the elementary schools and the junior and senior high schools.

The function of the supervisor should be to stimulate professional growth and teaching efficiency. He should be more of an adviser than a supervisor. The reporting on a teacher's work would be a rarity, occurring only when the teacher failed to respond to the efforts of the adviser or when the teacher was a possible candidate for promotion.

The more formal aspects of supervision and teacher-rating should come within the province of the principal.

CHAPTER VII

SABBATICAL LEAVE, SALARY INCREMENTS, AND PROMOTIONS
IN RELATION TO
PROFESSIONAL GROWTH-IN-SERVICE

In addition to the satisfaction which the teachers may gain from their professional growth-in-service, there are incentives and rewards in such organized efforts as:

1. Leave of absence for study or travel.
2. Salary increments for professional growth.
3. Promotions.

LEAVE OF ABSENCE FOR STUDY OR TRAVEL

To stimulate the professional growth-in-service of the teachers in its employ, the Vancouver Board of School Trustees has, for some years, endorsed in practice a plan of leave of absence for study or travel.

The Plan followed by the
Vancouver School Board

In April 1937, the Vancouver School Board formally laid down the regulation that leave of absence with full pay would be granted, up to a period of two weeks, to teachers for approved study or travel. If the leave should extend beyond the two-week period, the teacher concerned would be required to pay the salary of the substitute for the extended period.

In 1935-36, twenty-nine secondary school teachers and nineteen elementary school teachers were granted such leave. The majority of these leaves were granted for the last two

weeks of June.

In addition to the two-week period of leave, the board also grants leave of absence for one year for study or travel. The regulations governing this longer period of leave are:

1. No teacher on leave of absence for one year for study or travel is to receive any salary from the board.
2. A teacher on such leave will be re-employed providing there is a vacancy in the school system.

That such regulations offer little inducement to teachers to apply for the longer period of leave is indicated by the fact that, during 1936-37, only two teachers applied for such leave.

It has been the practice of the board, when teachers are on leave of absence for one year, to appoint new teachers, rather than substitutes, to fill the vacancies created. Under the above regulations, the board is not obligated to re-employ the teacher on leave. This safeguards the board on occasions in which the school system can not absorb the teachers on leave. Up to the present, such a condition has not arisen.

The Cost to the School Board. It would be difficult to estimate the actual cost to the board of leaves granted to the forty-eight teachers in 1935-36. Many of the vacancies occasioned by these leaves of absence were not filled because the June examinations for pupils permitted the system to function with fewer teachers. Thus the number of substitutes appointed was less than the number of teachers on leave.

The one-year period of leave granted to the two teachers in 1936-37 resulted in a saving to the board. In one case, the teacher taking the place of the one on leave had been appointed the previous summer at an equal salary. In the other case, the teacher on leave, had he remained, would have received an annual salary of \$2040. To replace the one on leave, one teacher was advanced, being granted an additional increment of \$100, while a new teacher was appointed at \$1200 to take the place of the one advanced. The saving to the board was \$740.

Some Plans for Sabbatical Leave

The policy of the Vancouver School Board of granting leave of absence to teachers for the purpose of study or travel compares favorably with the policies of the majority of the cities in the United States. The conditions under which such leaves are granted show little uniformity. Only nine per cent of the American cities granting leave give any remuneration for or during such leave. The more progressive of these have adopted the policy of granting sabbatical leave with partial salary.

TABLE XXXIII PER CENT OF CITIES IN THE UNITED STATES WHICH GRANT SABBATICAL LEAVE

Population	Per cent
10,000 to 30,000	60
30,000 to 100,000	80.1
over 100,000	92.4

The above table was taken from "Practices Affecting Teacher Personnel", Research Bulletin, National Education Association, IV (Sept. '28) p. 225.

The Plan Followed by the Seattle School Board. The school board of the City of Seattle has, for a number of years, adopted a plan of sabbatical leave which has many worthwhile features. The regulations governing such leave are:
(65)

1. That each year a limited number of teachers who have been in service in the Seattle schools seven years or more be granted a leave of absence for approved study or travel for a period of one or two semesters.
2. A teacher who accepts a leave of absence must signify the intention of returning to the Seattle school system for the following year's work.
3. Not more than thirty teachers are to be absent on leave at any one time.
4. No teacher is to be given such a leave of absence more often than once in seven years.
5. A teacher is to receive, during the period of absence, \$80.00 per month on the basis of ten months per year.
6. Teachers desiring such leave must make application for same before April 1, and the Superintendent of Schools will recommend to the Board of Education the names of those to be selected.
7. In order to make the Sabbatical Leave of greatest value to the schools, the teachers taking such leave are asked to file a report on their return giving briefly the educational work done and the places visited. Suggestions whereby the Seattle schools could profit by the information gained are heartily welcomed.

According to the department of the Superintendent of Schools, the plan is well supported by the teachers. During the school-year 1936-37, forty-one teachers were granted sabbatical leave. Of this number, seventeen were on leave for the full year, fourteen for the first semester, and ten for the second.

(65) The office of the Superintendent of Schools, Seattle, Washington, April 1937.

ERRATUM

In numbering two pages were
numbered "172".

The references are given to
pages as numbered in the
thesis.

Because the salary paid to substitutes is considerably lower than that paid to regularly employed teachers, the board is able, by appointing substitutes to fill the vacancies created, to pay teachers on leave \$80.00 per month. Thus the remuneration to those on leave does not incur any additional expense to the board.

(66)

Sabbatical Leave in Saskatoon. In September 1937, the Saskatoon School Board put into effect a plan of leave known as the "Unused Sickness Allowance Leave". The plan is based on the regulation allowing teachers 20 days sick leave with full pay. The unused balance is credited to the teacher. After ten years, this accumulated sick leave may be taken as leave of absence subject to the conditions specified by the board.

Since September 1, 1937, 52 lady teachers and seven men have been granted leave. The plan has entailed little additional cost to the school district. Since the scheme went into effect, there has been a reduction in the number of days teachers have been on sick leave.

Sabbatical Leave in Regina. September 1, 1937, the Regina Collegiate Institute Board introduced a plan for sabbatical leave. The regulations governing this scheme are:

Sabbatical Year Regulations (67)

1. That this Board may grant to teachers on its staff, after

(66) British Columbia Teachers' Federation, the B. C. Teacher, XVII (November 1937) p. 154.

(67) loc. cit.

the end of ten years' service, leave of absence for a period not to exceed one academic year, and to date from the first of either school term.

2. A condition of such leave of absence shall be that at least 50 per cent of the said leave of absence shall be employed in a course of study for the purpose of advancing the academic or professional standing of the teacher. The course of study proposed shall be approved by the Board.
3. The salary of the teacher during the said leave of absence shall be 50 per cent of the salary received at the time such leave of absence is granted, but the salary of any of the Principals of our Schools who may be granted leave of absence shall be on the basis of \$2000 for a full year's leave of absence.
4. The Board reserves the right to limit the number of teachers to whom leave of absence shall be allowed at any one time and to select the teachers to whom leave may be granted.
5. A complete account of the work or study undertaken and certificates from the institution attended shall be furnished the Board, after the completion of the term of absence.

It will be seen that the plans herein referred to have much in common. That there are desirable practices with regard to sabbatical leave may be seen in the following principles:
(68)

1. Administrative practices should be uniform.
2. The purposes of the leave should be broad.
3. All certificated employees should be eligible for certain purposes.
4. Leave should not be granted automatically.
5. Leave should be granted on the recommendation of the administrative staff.
6. Provision should be made for compensation during leave.
7. There should be a guarantee that the improved service would be rendered to the system granting the leaves.
8. Before leave is granted there should be a period of uninterrupted service.

(68) Paraphrased from: Lewis, E. E., "Desirable Practices with respect to Leaves of Absence and the Improvement of Teachers in Service", N.E.A. Dept. of Supt. (1935) p. 210.

9. Annual increments should continue during such leave.
10. Teachers returned to same assigned system to utilize teacher's growth.
11. Those on leave to receive the same benefits re tenure and retirement as those not on leave.
12. The system's efficiency must be protected in the face of too many requests for leave.
13. Teachers should present itinerary and make reports.

The Opinions of Fifty Vancouver Teachers on Sabbatical Leave

By means of interviews, the following opinions of teachers (69) were obtained on the question of sabbatical leave:

Item 13a. Do you consider that leave of absence for one year (Sabbatical Leave) would aid you in your professional growth?

<u>Answers</u>	<u>Frequencies</u>
Yes	50
No	0

Item 13b. What per cent of your salary would you require during such leave?

<u>Answers</u>	<u>Frequencies</u>
33 1/3%	4
50%	27
60%	2
75%	6
80%	9
100%	9

Item 13c. What reasons would you give to justify such leave?

<u>Replies</u>	<u>f</u>
1. Teachers' health would not be jeopardized as it is when teachers take university courses during their teaching year	7
2. Longer period of leave would tend to broaden the teacher's view point	4

3. School work usually suffers when teachers attempt to continue university work over a period of years 4
4. The school system gains from teachers' expenditure of time, money, and energy in additional study, and because of this gain to the system the public should compensate teachers for this additional expenditure 4
5. The longer period for study would be conducive to a greater breadth of culture--a characteristic lacking in most of us 3
6. Such leave of absence would enable teachers to visit similar types of schools in other places and thereby obtain a more comprehensive view of other educational systems 3
7. To obtain courses that could not be obtained here or completed by summer session work 3
8. It would give the administration opportunity to have worthy teachers train along the lines most desired by the administration 3 3
9. To induce professional growth-in-service 3
10. To teachers of certain subjects, the first-hand information gained through travel would be of the utmost value 3
11. If properly planned, the information gained by teachers on leave could be of definite value to the whole system 3
12. After several years of teaching, a year spent in study and observation would be of much more value than an additional year added to the Normal School course, as some suggest 1
13. An opportunity to work in some other field of labor, with the guarantee of re-employment, would be of value to the teacher 1

It is apparent that the teachers interviewed have considered sabbatical leave as a reward for service. Although they agree that leave would aid them in their professional growth, they do not agree on the percentage of salary required during such leave. Twenty-seven of the fifty interviewed indicated that fifty per cent would be required.

The reasons given to justify such leave show a wide variation. Many appear to be sound; others, difficult to justify. The influence of study on the health of teachers was frequently referred to in the interviews. A number of teachers

were of the opinion that formal study while teaching is injurious to the health of the teacher. Investigation of the health of the teachers of Vancouver indicates little to substantiate this claim, although insurance companies consider teachers to be subject to a greater rate of disability than workers in many other fields. Since teachers are not obligated to embark on extensive programmes of formal study while they are teaching, the influence of study on health can hardly be considered as a valid reason for sabbatical leave. Teachers should understand that programmes of professional growth that undermine their health are not good for them nor the system in which they are employed.

The fourth reply is one that can not be accepted as valid. Teachers who undertake programmes of professional growth are being paid full salaries even though their teaching efficiency may be lowered because of a division of interests. This applies only to those whose programmes of professional growth are not in keeping with the teaching situations.

It is questionable if sabbatical leave can be viewed as a means of stimulating professional growth-in-service, or wholly as a reward for service. In the opinion of the author, it should be chiefly considered as a means whereby the school administration can obtain that professional growth most likely to be of benefit to the system. Replies numbered 2, 5, 6, 7, 8, and 10 to 12 give weight to this interpretation of the purpose of sabbatical leave.

Conclusions

Sabbatical leave which would permit teachers to obtain leave of absence for the purposes of study or travel over the period of a year, has many favorable features. If such leave were granted, the board would then be in the position to obtain the type of professional growth-in-service most beneficial to the system. To some extent it would eliminate the seemingly aimless growth which is obtained by those teachers who have developed the habit of attending summer schools. If substitutes were appointed to relieve those teachers on leave of absence, the period of substitution might be considered as a probationary period for candidates for appointment to the school system. Assuming that the teacher being granted leave is prepared to accept remuneration equal to or less than the difference between his salary and that of a substitute, the net cost to the school district would be slight.

Any plan which might be adopted in Vancouver would undoubtedly be similar to those in practice in Seattle, Saskatoon, and Regina, inasmuch as these plans follow the generally accepted principles for sabbatical leave.

SALARY INCREMENTS IN RELATION TO PROFESSIONAL GROWTH-IN-SERVICE

Although it is not a policy of the Vancouver School Board to give salary increments for professional growth-in-service, the salary schedules in operation are arranged in

such a way that it is possible for some teachers to gain increments for professional improvement.

The Salary Schedule for Elementary Schools

The salary schedule for assistants in elementary schools provides the same maximum salary for all types of certificate. The salary schedule for principals provides a \$100 increase in the maximum salary for those principals holding the Academic Certificate. It follows, therefore, that those principals who raise their standard of certificate from a Second or First Class to an Academic Certificate are receiving an additional increment for such growth.

Salary Schedules for Junior and Senior High Schools

It is apparent from Table XXXIV that those teachers in the junior and senior high schools who hold lower certificates than the Academic may increase their maximum salary by raising the standard of their certificates. Maximum salaries of specialists are determined in somewhat the same way as are those for assistants.

TABLE XXXIV MAXIMUM SALARIES FOR ASSISTANTS
IN THE JUNIOR AND SENIOR HIGH SCHOOLS

Junior High Schools		Senior High Schools		Certificate
Men	Women	Men	Women	
\$2500	\$2200	\$2900	\$2600	First-class
2600	2300	3000	2700	First-class plus 1 year
2600	2300	3100	2800	First-class plus 2 years
2700	2400	3200	2900	Academic

Salary Rewards for Professional Growth-in-service

Since the salary increment is not granted at the time the teacher obtains the higher certificate, it is evident that the increment is not given purely for professional improvement. The policy adopted by the Vancouver School Board is similar to that generally adopted by other urban school systems. Few such systems, except those on a single salary schedule, grant additional salary increments for professional growth. It is generally accepted that the annual salary increment is granted on the understanding that teachers will grow professionally. That many teachers do not justify such increments is sounded in the following statement made by the chairman of the Salary Schedules and Adjustments Committee in 1929:

"I am bitterly disappointed in the schedule in that the annual increment should depend solely upon seniority and the ability to hold on. I should have made at least two-thirds of it depend upon merit, and I should have wholly withheld the increment in case of decadence, perhaps want of growth, in any year". (70)

At the present time, teachers who fail to grow professionally, after they have been informed of the fact that their teaching is inefficient, are discharged from the system. This is a policy which has been endorsed by many of the teachers whom the author interviewed, and one which appears to be the only recourse open to the board.

(70) Vancouver School Board, "Twenty-Seventh Annual Report", (1928) p. 28.

PROMOTIONS IN RELATION TO PROFESSIONAL
GROWTH-IN-SERVICE

Factors Determining Promotions

There are two chief factors which determine promotions; one, the number and type of vacancies; two, the qualifications of the teachers available for promotion.

The number and type of vacancies. An indication of the number of vacancies available in the years 1936 and 1937 is given in Table XXXV. During this period, there were 108½ vacancies which might have been filled by teachers employed in the Vancouver system. Of this number, seventy-four were filled by promoting teachers and thirty-four and one-half by the appointment of new teachers. Eighteen of the promotions were to administrative positions, the balance to the positions of assistant in junior or senior high schools. From September 1st to November 1st 1937, five new appointments were made to the junior high school staffs. The new teachers were appointed to teach the following subjects or combinations of subjects: visual education and social studies, French, mathematics and guidance, commercial, and physical education. During the same period five and one-half new appointments were made to the senior high school staffs. These were appointed to teach the following: home economics, English and health, English and health and junior business, mathematics, physical education, and social studies and typing.

There are two significant features about these appointments: first, that, of the ten and one-half new appointments,

five were to fill vacancies requiring teachers to teach combinations of subjects; and, second, that eight of the new appointees were required to teach non-academic subjects.

TABLE XXXV APPOINTMENTS TO THE VANCOUVER SCHOOL SYSTEM DURING 1936 and 1937

	Elementary Schools		Junior High Schools		Senior High Schools	
	1936	1937	1936	1937	1936	1937
New appointments	53	62	7	5	17	5½
Promotions						
a. Assistant	..	..	13	16	11	16
b. Vice-principal	4	4	1	2	1	1
c. Principal	2	2	..	..	..	1

Qualifications Determining Promotions. Generally speaking, the qualifications which determine promotions may be classified as professional qualifications and personal qualifications.

The professional qualifications include standard of certificate, professional and academic training, ability to teach, seniority, scholarship, and professional growth-in-service. It is impossible to obtain a rating of the relative importance of these qualifications since a promotion is made on the total qualifications of the candidate for promotion. This total includes personal qualifications, a factor that is of the utmost importance.

The personal factors or qualifications would include such character traits as personal appearance, social and moral

attitudes and habits, qualities of leadership, and health.

Conclusions. The author believes that professional improvement is a small factor in determining promotions. Any policy which holds out promotions as sole incentives for professional growth would be a questionable one. In cases where special training is necessary, it would be a wiser policy to select the possible candidates for such positions and advise those candidates to obtain the needed professional growth.

Promotion Policy in Vancouver

At the present time there seems to be no fixed policy with regard to promotions in Vancouver. It is not compulsory for a teacher to accept a promotion, nor are promotions made from only those teachers applying for promotion. It may be assumed that the board endeavours to fill vacancies by appointing those teachers whom the board considers to be the most suitable candidates. In cases where there are several candidates for a promotion, those who do not receive the promotion should be advised as to their lack of qualifications. This would prevent any dissatisfaction arising out of the failure of the board to promote teachers who consider that they are entitled to promotion.

CHAPTER VIII

SUMMARY

In summarizing the results of the study, the author has attempted to answer the major questions raised in Chapter I. With this in view, the summary has been organized to follow the same order as the questions.

Factors and Policies Influencing
Professional Growth-in-Service

Until 1925, the demand for teachers in the province exceeded the supply. This condition necessitated teacher-training and qualifications for certificates being kept at a minimum. Changes in the educational system, which created a demand for specially qualified teachers, led to the establishing of a summer school for teachers. This institution trained teachers for special certificates and provided facilities for the professional growth-in-service of all teachers. An increasing demand for opportunities to obtain a university degree through professional growth resulted in the organization of a university summer session. The need for adequately trained secondary school teachers led to the establishing of a teacher training course in connection with the University of British Columbia. During the period, a gradual tightening of the regulations governing certificates took place. This culminated in the abolishing of the Third-class Certificate.

Since 1925, a number of changes, which stimulated professional growth, have taken place. These changes include

(1) a decrease in the demand for teachers which forced teachers to improve their qualifications, (2) the abolishing of the Second-class Certificate in 1937 and the raising of the standards for all certificates, (3) an increased emphasis on training in special subjects, (4) compulsory professional growth or continuation of training as prerequisite for the permanent teaching certificate, and, (5) a general improvement in the facilities for professional growth-in-service.

The Need for Professional Growth

The teachers of Vancouver consider that they are growing professionally to improve their teaching, to obtain a better position, and for personal reasons. Many of the personal reasons are inherent in the others. Considering only the first two reasons for growth, it was concluded that these would both be valid only when the better position is in the same teaching field. In cases in which the better position is in another teaching field or an administrative field, the reasons for professional growth have little in common.

Professional Growth of the Teachers in Vancouver

Through an examination of certificates held by the teachers of Vancouver, it is found that a general growth has taken place among elementary, junior high, and senior high school teachers. Data are not available to indicate any numerical increase.

Formal Study for University Credit. Of the 1210 teachers employed in Vancouver, 317 or 26.2% have indicated that they are seeking university degrees. The number of junior high

school teachers seeking degrees is 5% and 10% higher than the number of senior high school and elementary school teachers, respectively. Based on attendance, the rank-order of the universities is, the University of British Columbia, the University of Washington, and other American universities.

The order of the first six subjects or fields studied by all teachers is education, history, English, economics, psychology, French and mathematics. Special subjects such as library science, music, and physical education have received added stress in the programmes initiated during the summer of 1937. It may be concluded, ^{from} the data presented that history, English, economics, are being over-stressed while the sciences are receiving too little attention.

Formal Study for Credit Toward a Certificate. From the data on study for credit toward a certificate, it was shown that 49 teachers were teaching without proper certificates. This number has been considerably reduced with the initiating of 39 new programmes during the summer of 1937. In all, 109 teachers indicate that they are seeking certificates.

Formal Study not for Credit. This type of growth has been more prevalent among the elementary teachers than among the junior and senior high school teachers. The former take courses which can be applied to the classroom, while the latter favor academic and professional courses at the university level. Those courses taken by teachers at American universities during the summer of 1937 were, in the main, specialized

professional courses.

The author concluded that formal study not taken for credit is important enough to warrant means being devised to credit this professional growth as an additional qualification.

The Facilities for Professional Growth

The University of British Columbia Summer Session. This institution provides facilities for formal study leading to a university degree. The policy of the university is academic. From the data obtained in September 1937, it was seen that the students place emphasis on English, psychology, geography, education, history, and biology. The recent trends are towards subjects that aid the teacher in his general classroom work. There is a demand from those growing professionally for science courses, more highly specialized courses, special methods courses, a wider range of subject-matter, and opportunity to obtain university credit in the special-subject fields.

University Extra-Sessional Classes and Directed Reading Courses. It is apparent that the Extra-Sessional Classes and Directed Reading Courses are a continuation of the regular and summer sessions. These facilities enable teachers to obtain university degrees in a shorter period of time than they would otherwise.

Other Universities. It was found that the University of Toronto, through its degrees in education, has attracted some teachers from Vancouver. The majority of those teachers seeking degrees outside the province have been attracted to

American universities by the Doctorate, courses in science, degrees in special fields, specialized professional courses, and professionalized subject courses.

Department of Education Summer School. This school, since its inauguration in 1914, has offered (1) training for certificates in the fields of art, commercial, manual and technical training, music, and physical education; (2) specialized courses in education; and, (3) refresher courses, chiefly of the elementary school level. No facilities are offered to obtain training in library science or home economics. The changes in the regulations governing the First-class Certificate, allowing credit for professional courses taken at this school, have increased the importance of this institution. Because of the standard of the courses offered, this school has not attracted junior and senior high school teachers in any appreciable numbers.

Because of a lack of co-ordination of facilities and other weaknesses in the organization, the author concluded that the facilities for professional growth through formal study should be combined. This would form the basis for a centralization of all teacher-training facilities under the direction of a Faculty of Education.

Short Courses Offered by the Vancouver School Board.

It can be readily seen from the data presented that the training in the special fields given by the Vancouver School Board has not been necessary for all teachers. The reception given

to these courses, however, warrants a recommendation that they be extended to other fields.

Travel and Exchange Teaching. Travel has not been considered as a means of professional growth in the narrower meaning. The author recommends that travel should be planned and approved. If this is done and some indication of the professional growth indicated by means of a report, then such travel should be considered as a professional qualification of teachers.

Professional Reading. In examining the facilities for professional reading, the author found not only a wide variation in the facilities but also a lack of organization and planning of these facilities. Vancouver has not, as yet, adopted a general policy which would make allowances for teachers' professional literature. Such a policy should incorporate a plan for the centralization of reading facilities and the dissemination of information on these facilities.

Curriculum Revision. In the organization for revising the curriculum for the public school of the province, 57% of the teachers who participated are employed in the Vancouver schools. Many of these have been employed as instructors in the Summer School of Education at Victoria. This indicates a definite step toward promoting professional growth. This growth, however, should not stop with the curriculum revision. The author indicated the possibilities of further growth in the application of this curriculum to the particular school system and to the individual differences in students.

Participation in Group Studies. The information on this aspect of professional growth shows that group studies are being organized by the teachers' professional organizations and by the school administration where the size of the school creates problems to be solved. Many of the studies organized by the teachers' associations were the result of teaching needs. These undoubtedly would have been of more value had they been organized through expert guidance. Such guidance could be provided by a Provincial Educational Research Bureau. At present, the group studies appear to be organized along narrow lines. The author suggests a wider co-operation involving the administrative bodies of the school system and the teachers. These coöperative group studies would tend to develop an attitude of oneness.

Teacher Intervisiting. In the past teacher intervisiting has been carried on to a slight extent. The recent stimulation given to this means of growth by the Vancouver Vice-Principals' Association indicates the possibilities of this receiving more attention in the future. Such intervisiting should be encouraged as a voluntary effort on the part of teachers. It should be carefully planned and organized to prevent haphazard intervisiting. Group studies, such as those discussed in the previous section, provide an excellent opportunity for teachers to visit others while they are working on a co-operative project.

The Responsibility of the Principal Toward Professional Growth-in-Service. The data on this aspect of the thesis

points to a wide variety of procedures and to different degrees of effort on the part of the principals. The more important of the conclusions reached on this phase of professional growth are (1) the facilities of the schools are not being utilized to their full extent, (2) more interest should be shown in the professional growth of the teachers, (3) the Teachers' Meetings have been mainly formal meetings, allowing little opportunity for promoting the professional growth of the members of the staff, (4) there are opportunities for organized staff-effort to promote the general efficiency of the school, (5) more guidance to teachers in their programmes of professional growth is necessary. The function of the school, as an institution to aid professional improvement, can not be completely realized until the school principal is relieved from much of the burden of office routine.

Supervisory Efforts to Promote Professional Growth-in-Service. In the Vancouver school system, supervisors are employed for the special subjects. The introduction of science into the elementary schools opens the way for supervisors of the academic subjects. These supervisors should not be considered as inspectors but as advisers whose duty it is to promote professional growth-in-service and teaching efficiency. The more formal aspects of supervision should come within the province of the school principal.

Motivations for Professional Growth-in-Service

Leave of Absence for Study or Travel. The present plan of allowing teachers two weeks leave of absence with pay for study or travel has done much to stimulate the professional growth of the teachers. From the point of view of the teachers and the administrative authorities, the extension of this plan to provide leave of absence for one year has many favorable features. To the teachers, it may be considered as a reward for service, but to the administrative authorities it should provide an opportunity to obtain from the teachers the type of growth most needed by the system. The author recommended a plan similar to the ones in operation in the City of Seattle and in Regina inasmuch as these plans involve little additional cost to the school district and incorporate the most desirable features of sabbatical leave.

Salary Increments. The generally accepted policy is that salary increments are not granted for professional growth but on the understanding that teachers will grow professionally. The policy of withholding increments for a lack of growth is unsatisfactory in so much as it is a forcing procedure. Teachers who fail to grow after they have received guidance and stimulation should, if possible, be removed from service.

Promotions. The information which the author obtained on the promotions in Vancouver indicates that there are not a great many appointments available. Recent appointments have been to positions requiring teachers to hold qualifications

in several fields. No general policy of making promotions exists in Vancouver. Professional growth-in-service is one of the factors taken into consideration. From the information available, the author believes that more guidance in the promotions available and in the qualifications necessary would be an improvement.

Methods Used to Insure that the Programmes
Of Professional Growth Are of
Most Value

Apart from the guidance given to teachers by principals and supervisors, the author could find little to indicate that efforts are made to insure the programmes of professional growth to be of most value to the teachers and to the school system.

Further Work Indicated by this Thesis

A survey of this nature usually indicates problems which require further study or new problems which fall outside the scope of the thesis. Some of these problems are:

1. The need for and organization of a Demonstration School in Vancouver.
2. The organization of library facilities in Vancouver, with provision for teachers' professional reading.
3. A study of the need for teachers and a prediction of teaching positions.
4. A plan for co-ordinating teacher-training facilities and the facilities for professional growth-in-service.
5. A study of the relative importance of types of courses offered at the various institutions for professional growth.
6. The developing of a system for crediting the various aspects of professional growth.

7. A survey of the teaching needs to determine possibilities for professional growth.
8. The possibilities of the school as an instrument for the professional growth of teachers.
9. The need for a Provincial Educational Research Bureau.

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