

B4 EDUCATION AT THE BEGINNING OF THE 20th CENTURY UNTIL ± 1980



B4 a. INTRODUCTION

At the beginning of the 20th century, Quebec society viewed education as a family and Church responsibility, and not the State's responsibility. The Catholic Church managed and organized education, hospitals and social services in the province. But during the Great Depression of 1929, when many were unemployed, the Catholic Church was unable to respond to the people's needs. The Quebec government began slowly to take control over education and health services.



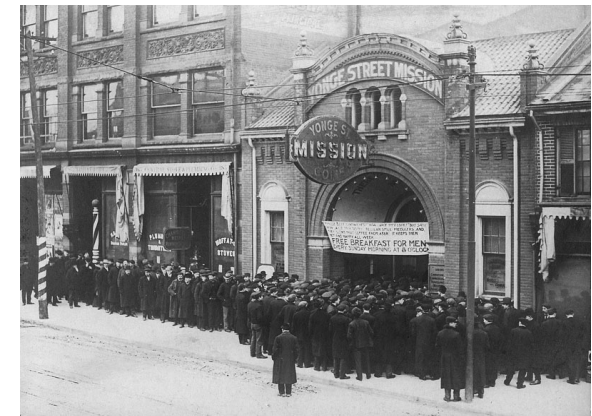
Original photo courtesy of Michelle Nepveu

What role do the following have in our society?

i) Education

ii) Hospitals

iii) Social Services



Food line in Toronto during the 1929 Great Depression.
Source: <https://en.wikipedia.org/wiki/File:YongeStreetMission.jpg>

B4 a. INTRODUCTION *(continued)*

Who was/is responsible for managing and organizing these institutions?

	Until ± 1960	Today
Education		
Hospital Services		
Social Services		



What do you conclude from the above table?

B4 b. EDUCATION AT THE BEGINNING OF 20th CENTURY

THE LIFE OF A STUDENT AROUND 1905

My dear cousin Vincent,

How are you? Has winter arrived in Manitoba? In Saint-Noël, Quebec, the snow is already covering the fields. I am going to school now to learn to read, write and count. My sister Mary is six years-old and together we go to school. Exhausting!

Since I am in 4th grade, I think it will be my last year at school. I will probably stay home to help in the farm. I am a little bit sad because I really like school. This year I have been lucky because my desk is close to the wooden stove so I am never cold! When it is too dark outside, I am responsible to light the oil lamps.

Our desks are placed in rows. The smaller children sit in front and the older ones at the back. Luckily I don't have to sit with Mary. Yesterday, the priest brought a new crucifix to put above the black board. It is so beautiful.

I have to study very hard because the inspector will be visiting soon to give us the exams. I hope I will pass. I am leaving you, dear cousin, because my mother is calling me to help her with supper.

Write soon,

Lucas



B4 b. EDUCATION AT THE BEGINNING OF THE 20th CENTURY *(cont'd)*

After reading Lucas' letter, answer the following questions:

1. Was Lucas' school in the city or the countryside? Explain your choice

2. In what season did Lucas write this letter? State your reasons.

3. Why was there a wood stove in the classroom?

4. Why was Lucas not sitting next to his sister?

5. When and why had Lucas to leave school?



B4 b. EDUCATION AT THE BEGINNING OF THE 20th CENTURY *(cont'd)*

After reading Lucas' letter, answer the following questions:



6. What about you, when and why are you expected to leave school?

7. Why would the priest bring a crucifix to be hung on the classroom wall?

8. Do you agree with having the younger children in front and the older ones at the back of the classroom? State your reasons.

9. Why would the inspector visit Saint-Noël school? Give three reasons.

i) _____

ii) _____

iii) _____

B4 c SCHOOL YESTERDAY, TODAY, TOMORROW...

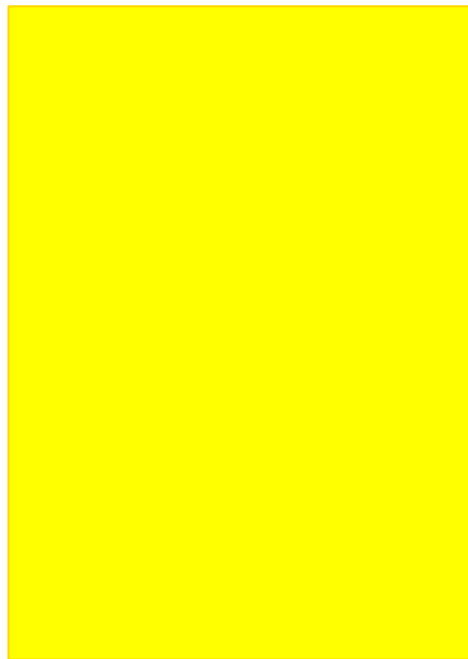
1. Using the information in Lucas' letter, draw a plan of his class in 1900.
2. Next, draw a plan of your classroom.
3. Finally, draw a picture to represent the classroom of the future, let's say 2090. Be creative!
4. Put all your drawings together in order to create a triptych (a drawing consisting of three panels) with the title SCHOOL YESTERDAY, TODAY, TOMORROW...

Your triptych can take any form or shape. You can use any materials to create it (markers, pastels, paint, pencil, crayons etc). Good Luck!

Yesterday



Today



Tomorrow



B4 d.

A VOYAGE THROUGH TIME

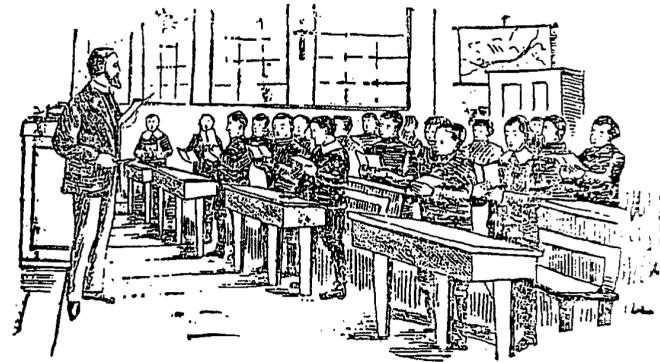
Pretend you are a student in 1905 in a French school. Here is a text you would have to read. It is taken from the textbook "Le manuel des commençants" published in Quebec, in 1900.

Complete the 'EXERCICES' on the next slide.

GRAMMAIRE

L'ARTICLE

Le nom d'une personne, d'un animal ou d'une chose ne se dit presque jamais tout seul. On ne dit pas : *vent souffle, neige tombe, élèves sont en classe* ; il est facile de voir qu'il manque quelque chose à ces phrases. On dit : *le vent souffle, la neige tombe, les élèves sont en classe*. Nous ne dirions pas non plus ; *maître enseigne, classe est grande, élèves sont appliqués* ; mais bien : *le maître enseigne, la classe est grande ; les élèves sont appliqués*.



LE MAÎTRE

LA CLASSE

LES ÉLÈVES

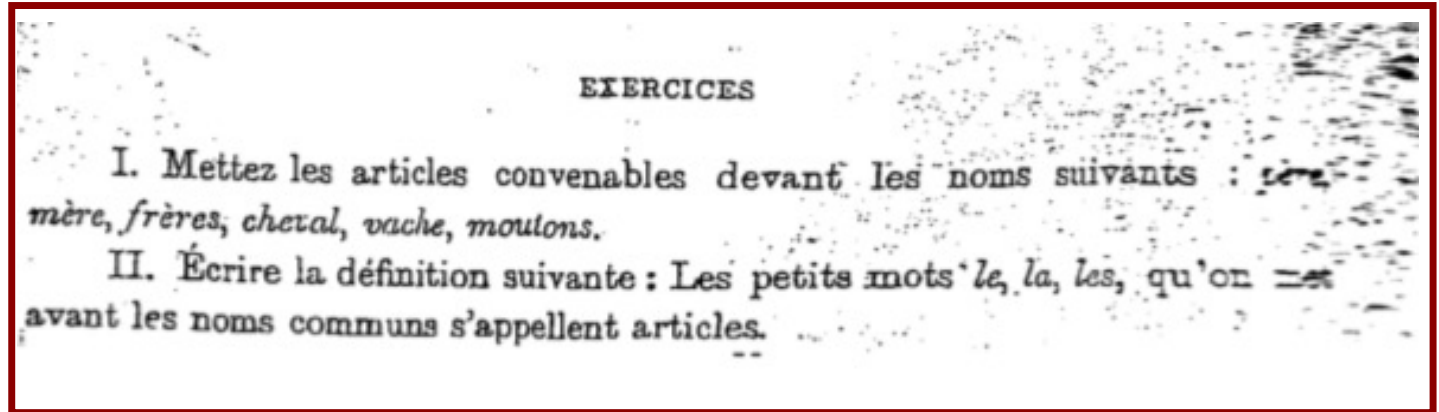
Ainsi, avec un nom commun, on dit presque toujours *le* ou *la*, ou *les*. Ce petit mot qu'on met avant les noms communs s'appelle L'ARTICLE.

EXERCICES

- I. Mettez les articles convenables devant les noms suivants : *père, mère, frères, cheval, vache, moutons*.
- II. Écrire la définition suivante : Les petits mots *le, la, les*, qu'on met avant les noms communs s'appellent articles.

B4 d.

(continued)



i) Complete in French, the questions given in the text.

a) _____

b) _____

ii) Observe the presentation and the layout of this grammar lesson. If you compare this page to your grammar lessons at school today, how has teaching grammar changed since 1900?

B4 d.

(continued)

Read the text below about
“Les cinq parties du monde” (p.33 in Le Manuel
des commençants”).

Answer the questions on the
next slide.



GÉOGRAPHIE
LES CINQ PARTIES DU MONDE

MAPPEMONDE OU CARTE REPRÉSENTANT TOUTE LA TERRE

La carte ci-dessus représente le globe terrestre qu'on suppose être coupé en deux moitiés. Cette carte, nous l'avons vu précédemment, est une *mappemonde*.

La grande masse d'eau qui occupe les trois quarts du globe s'appelle la *mer*. La mer enveloppe les terres et les partage en *trois grands continents*. Ce sont :

- 1^o L'Ancien continent, qui comprend trois parties : l'*Europe*, l'*Asie* et l'*Afrique*.
- 2^o Le Nouveau continent, qui comprend l'*Amérique du Nord* et l'*Amérique du Sud*.
- 3^o Le continent australien, qui, avec les îles voisines, forme l'*Océanie*.

L'*Amérique*, l'*Europe*, l'*Asie*, l'*Afrique* et l'*Océanie* sont appelées les *cinq parties du monde*.

Le *Canada*, notre pays, est situé dans l'*Amérique du Nord*.

QUESTIONNAIRE

Que représente la carte ci-dessus ? — Comment appelle-t-on la grande masse d'eau qui couvre le globe ? — En combien de continents la terre est-elle partagée ? — Combien l'Ancien continent comprend-il de parties ? — Combien le Nouveau continent comprend-il de parties ? — Que forme le continent australien ? — Comment appelle-t-on l'Amérique, l'Europe, l'Asie, l'Afrique et l'Océanie ? — Où se trouve situé le Canada ?

Courtesy of Marie Claude
Bergeron

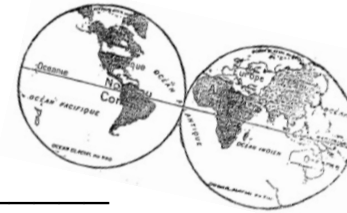
B4 d.

(continued)

Answer the
geography
questions
in English
or in French.

QUESTIONNAIRE

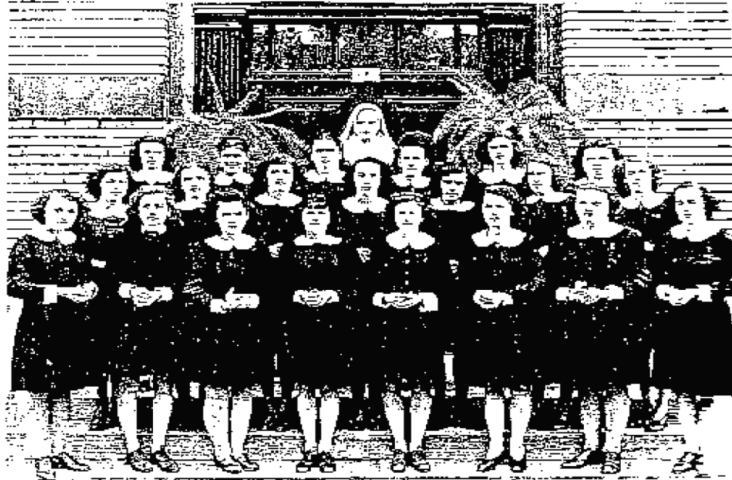
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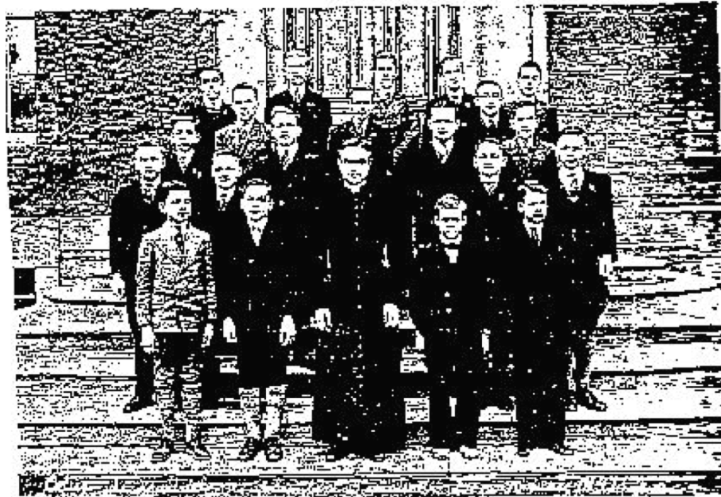
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B 4 e. HOW HAVE SCHOOL PHOTOS CHANGED

Let's look at two classroom photos taken in 1941 in front of two Montreal schools.



Courtesy of Marie Claude
Bergeron



Courtesy of Marie Claude
Bergeron

B4 e. HOW HAS SCHOOL PHOTOS CHANGED *(continued)*

1) Look at the two photos in the previous slides and compare the following elements with your class.

<u>The ethnic groups of the students</u>	
<u>The teachers</u>	
<u>The Dress Code</u>	

2) Would you prefer to have studied in 1941 instead of today?
State your reasons.

B4 f. EDUCATION UNTIL THE 1960's

The information below shows how education functioned before the 1960's. On the right hand side indicate differences or similarities with today's schools.

Schools prior to ± 1960	Today's schools
The Catholic Church was responsible for education in Quebec.	
The government named inspectors to tour schools to evaluate students and teachers.	
Most children studied only until grade 4. Rural students dropped out to help in farms.	
Countryside schools were generally co-educational. In the city, boys and girls were usually separated (often nuns taught the girls and priests the boys).	
If the family could afford, the son would go to secondary school. Boys could aspire to be a doctor, engineer, lawyer or administrator. The girls were limited. Their only choices were nursing, teaching or being a nun.	



Did you know that factory workers had to be literate and know some math to operate the machinery? Evening courses were given to improve their reading and math skills. They would lose their job if they refused to go to night school.

B4 g. COMPULSORY EDUCATION

In 1943, the Quebec government passed a law requiring all children , boys and girls, from 6 to 14 years old to attend school. After 1988 school became compulsory until the age of 16.

Discuss with your classmate the advantages of compulsory education until the age of 16.

Make a list of those advantages.



